THE IMPLICATIONS OF THE OUT OF FIELD PHENOMENON FOR SCHOOL MANAGEMENT

by

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TITLE PAGE

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DECLARATION

I declare **THE IMPLICATIONS OF THE OUT OF FIELD PHENOMENON FOR SCHOOL MANAGEMENT** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

AE DU PLESSIS

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Dedication

To all educators who try to do what they love to do - teaching learners - while making the best of their circumstances.

As he thinks in his heart, so is he…

Proverbs 23:7

SUMMARY

The out of field phenomenon, that is, educators who teach outside their field of expertise, adds complexity to the education environment. This growing phenomenon in South African schools impacts colleagues, learners, parents, governing bodies and school management. Teaching characteristics that ensure success in classrooms are threatened by the out of field phenomenon. It puts extra strain on school management's responsibility to provide quality management and jeopardises effective teaching and quality learning. This problem was investigated by a literature study and an empirical investigation using a qualitative approach. Data was gathered through semi-structured interviews with selected participants who shared their experiences of the phenomenon. Findings indicated that the existence of the out of field phenomenon should be recognised in order to provide substantial educator support and sufficient staff development programmes. It is recommended that new evidence-informed knowledge about the out of field phenomenon can contribute to improve effective decision making and policy developing in this regard.

Title of dissertation:

THE IMPLICATIONS OF THE OUT OF FIELD PHENOMENON FOR SCHOOL MANAGEMENT

Key terms:

Quality management; Effective teaching; Quality learning; Out of field; Outside field of expertise; Teaching for survival; Hire for fit; Evidence-informed information; Management styles; Transformation; Teaching characteristics; Educator support; Staff development programmes; Educator's career decisions

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LIST OF ABBREVIATIONS AND ACRONYMS

COTEP	Committee on Teacher Education Policies, Norms and Standards
ELRC	Education Labour Relations Council
RSA	Republic of South Africa
SABC	South African Broadcasting Corporation

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PREFACE

All interviews were conducted in participants' preferred language in order to convey information without any risk of misinterpretation due to language disturbances or uncertainties. Interviews conducted in Afrikaans were translated into the English with due attention to idiom to provide a true reproduction of the original interview. Pseudonyms were used in transcripts of interviews to ensure confidentiality.

CHAPTER 1

GENERAL OVERVIEW, PERSPECTIVE AND REALITY OF THE OUT OF FIELD PHENOMENON

1.1 INTRODUCTION

Out of field teaching is not an aberration, and it is not restricted to only a few subjects (Chaika 2000:1). Growth in learner enrolment and a high educator attrition rate are some of the causes of the out of field phenomenon (Chaika 2000:4). Sometimes curriculum changes oblige educators to teach subjects they are not qualified in. The more complex the educational reform, the less one can control it, because matters such as skills, creative thinking and committed action cannot be mandated (Fullan 1993:22). Changes and reform in education stimulate reflection and investigation of the out of field phenomenon and its implications for school management and thus for quality education.

The phenomenon of out of field teaching, where educators are placed in teaching positions in which they have to teach subjects outside their field of expertise, appears in public schools as well as independent schools in South Africa. This occurs either by means of managerial decision by the principal and the school management team or through recruitment procedures. Unsuitably assigned educators are a ‘quick fix’ solution for educator shortages and inadequate need analyses by school management. This ‘quick fix’ solution has far-reaching implications as it impacts on several groups in the education process for example governing bodies, school management, educators, learners and parents. As out of field teaching can result in teaching practices of insufficient quality and inequity of educator resources in education, a critical understanding of how the out of field phenomenon influences school management is essential. An investigation of this phenomenon could lead to a better understanding of the influence of the phenomenon on school management.

1.2 BACKGROUND AND MOTIVATION TO THE STUDY

Well-qualified and well-trained educators often find themselves teaching unfamiliar subjects without specialised or intensive assistance from staff development or support programmes. Specialised assistance is lacking mainly because of frequently changing curricula, recruitment procedures and organisational structures. Situations develop where experienced educators, excellent in their own field, suddenly find themselves in 'out of fit' positions. Because specialised support is lacking, these educators are unable to cope. In this way previous experts are turned into poor performers who are teaching for survival.

The above-mentioned situation creates uncertainty and instability among staff members. Educators are more concerned about their own undesirable situation than the well being of their learners, a natural survival instinct. Unmotivated educators do not contribute to the success of provincial education departments who already experience difficulties in getting their curricula established and using or organising the necessary resources needed for effective teaching. Self-concerned educators might have the tendency to be more negative about workshops, additional training and educator support. The phenomenon adversely affects the most important resource, well and appropriately qualified educators. It is time that role players realise that no change will take place unless it is accepted in principle by the educators (Kelly 1989:133). The appropriate use of experienced and well-qualified educators in the decision-making processes requires school management's attention in addressing problems such as creating effective curricula, workshops, training and support programmes.

The Constitution of the Republic of South Africa [1] (RSA 1996a, sec 104(3)) stipulates that a provincial legislature is bound by the Constitution and has to act in accordance with, and within the limits of the Constitution.

[1] Hereafter referred to as the Constitution

This implies that provincial education departments are also bound by the Constitution to take ensure that suitably qualified educators provide quality education for learners. Underlying this fact is the general idea conveyed in the Constitution that a child's best interest is of paramount importance in every matter concerning the child (RSA 1996a, sec 28(2)).

Educators who form part of the out of field phenomenon adapt to difficult situations by developing teaching characteristics, which are acceptable to their superiors, but in order to survive they become uncertain followers, rather than motivated leaders and developers:

> *… teachers gave the impression of teaching, and some still presented a professional aura, but in fact many teachers were doing something other than teaching… (Woods 1990:49)*

Being followers mean that educators have to comply with issues decided upon mostly by decision makers in managerial structures of education while they have to cope with the criticism that they encounter. Negative criticism towards educators does not recognise that pedagogical views are socially and historically grounded. This attitude will invariably lead to the ideology of blaming the victim, in this case the educators, for everything that goes wrong in education (Tabulawa 1997:189-204). This highlights the urgent need for research into why school management has to focus on the hire for fit practice as a possible preventative measure to ensure that educators are not placed in 'unsuited' positions where they are vulnerable to criticism. Criticism is often due to a lack of awareness. Emerson (Chaika 2000:2), a consultant at the American National Council for Accreditation of Teacher Education, warns against educators teaching outside their field without the educational community being informed about the situation. Parents and learners are often not aware of the problem because 'unsuitable' assignments are rarely publicised and only sporadically tracked. This makes it very difficult to evaluate the extent of the influence the out of field educators have on the teaching environment (Ingersoll 1999:28-37).

1.2.1 A global problem

Educators who find themselves in teaching situations with clashing values, while teaching subjects in which they have no training, experience a threat to their professional ethics. This is a global problem (cf. section 2.2.1 & section 2.3.1) with widespread implications for school management worldwide. The phenomenon poses an onslaught on the professional image of teaching as a career worldwide (cf. section 2.4.1.3). The meaning of educators' professional responsibility will only be understood if the national and classroom contexts in which educators function is taken into account (cf. **Figure 2.2**). According to Broadfoot (cited in Harley, Bertram & Mattson 1999:133) educators' professionalism tends to be influenced by the context, environment and culture in which they are functioning.

Previous classroom research attributed the failure by educators to adopt pedagogical innovations mostly to technical issues such as poor training programmes and lack of resources (Harley *et al* 1999:187; Williams 1999:2) worldwide. This study focuses on school management that recruits out of field educators who fail to maintain a balance between classroom instruction and non-timetabled activities to the detriment of an individual learner's interests and abilities and the completion of syllabi and how these decisions have far reaching implications for management itself. The focus therefore should be on the educators' practical competences, rejecting the view that an educator is a technician whose major role is to follow rather than to initiate (RSA 1995). The educators' ability to organise, maintain order and discipline, and encourage and ensure effective learning, creates a more holistic view of the role of the educator (Harley *et al* (1999:17, 20).

1.2.2 A South African problem: general perspective and reality

Transformation in South African education was a long awaited need. On Monday, 2 June 2002, the then Minister of Education, Kadar Asmal, stated that governing bodies, who previously had the freedom to recommend new or non-active educators, may be

restricted from doing so as they did not allow enough staff transformation (Joubert 2002:1-2). The consequence of inadequate transformation was inequity in education, but unpremeditated transformation can put educators in an unsuitable position where it is impossible for them to uphold themselves on a cognitive level and consequently lose their ability to lead or enforce respect. The South African Schools Act no. 84 of 1996 [2] stipulates that one of its main aims is to provide education of high quality for all learners (RSA 1996b, sec 36).

In pursuit of the abovementioned aim school management of public schools has to take all reasonable measures to improve the quality of education provided by their school to all learners. This has to be done by supplementing the resources supplied by the State, the most significant resource being the educators.

Transformation to provide quality and equity in education involves suitably trained educators assigned to suitable classrooms and subjects (Ingersoll 2001:1). Unsuitably assigned educators are defined as out of field educators (Creswell 1994:61; Creswell 1998:96), (cf. section 1.6.2.1& section 1.6.2.4). Ingersoll (1998:773) states that out of field educators are sufficiently trained educators, well qualified but placed in teaching positions that do not match their training, specialised qualifications, core knowledge, skills, beliefs, values or approach.

[2] Hereafter referred to the Schools Act

The effect of the government's plans for governance of South African schools on the out of field phenomenon and its consequences on teaching experiences of individual educators, create a necessity to focus on the need analysis and criteria used by school management when recruiting or recommending new educators (cf. section 1.3.1 & section 2.3.1.1). The process whereby management structures on different levels possess the freedom to fill vacancies with whoever is available should be examined because of its impact on quality education.

Former Minister of Education, Sibusiso Bengu (in De Groof & Bray 1996:36) stated:

> *The South African Schools Act 84 of 1996 will lay a strong foundation for the development of all our people's talents and capabilities, advance the democratic transformation of society, and combat racism and sexism. In addition, the Act will uphold the rights of all learners, parents and educators, promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the state, and protect and advance our diverse cultures.*

Success of education starts with the educator in the classroom. It is therefore impossible for 'inappropriate' educators to build a strong foundation for the development of all learners' talents and capabilities or to ensure quality education as envisaged by the Schools Act. Problems originating from these changes are draining the annual budgets of the Provincial Departments of Education, leaving fewer resources for expenditure on critical areas, such as specialisation of subjects, quality education for learners, staff development and educators' support systems.

Official statements that include the following statistics about educators concern the researcher. The motivation levels of educators have decreased by 37% over the past three to five years (Holman 1999:1). In the same article, an independent research opinion stated that more than 50% of South African educators would quit their jobs if they had a choice. An objective review of the current education climate reveals that a large number of qualified

educators are leaving their teaching careers for the private sector because of lack of fulfilment and various unsatisfactory employment circumstances. Professor Graham Hall from the University of the Witwatersrand stated on 17 July 2002 during the SABC3 'News at Eight' bulletin that within two years the Departments of Education would experience a severe educator shortage. Approximately 18 000 educators are leaving the profession per year because of resignations and retirements, whilst only 5 000 new students, are recruited annually. The same news report states that there is currently no certainty on which department is responsible for needs analyses: the National Department or the various Provincial Education Departments. Uncertainties and inaccurate information about educator shortages can lead to even more unsuitably assigned educators. Unsuitably assigned educators are seldom treated as professionals and the out of field phenomenon will, as in America (Ingersoll 1999:28-37), be treated as South African schools' *"dirty little secret"*. The purpose of this study is to investigate the out of field phenomenon, presently prevailing in public schools in South Africa, and to examine the so-called hire for fit practice by school management as a possible solution to combat problems arising from this phenomenon.

Hire for fit procedures when assigning educators are crucial as Ingersoll (1999:28-37) puts it:

> *Few would require cardiologists to deliver babies, real estate lawyers to defend criminal cases, chemical engineers to design bridges, or sociology professors to teach English.*

Similarly, parents would also not wish their secondary school child to be taught trigonometry by educators who did not have any formal higher education or training in mathematics. Regrettably this happens regularly as the out of field phenomenon seems to be an acceptable practice in South African schools and the impact it has on school communities seems to go unnoticed.

Hire for fit practices are supported by the Committee on Teacher Education Policies (COTEP), Norms and Standards for Educators document (RSA 1995:8) that lists the different kinds of competences necessary for the different roles educators are required to play (Harley et al 1999:22-28). In addition to the COTEP's listed competences, each school community has its own needs. To meet these needs school communities have to prioritise needs and fill teaching positions accordingly. Educators cannot be seen as semi-skilled workers ready to perform any job as unsuitably placed educators who battle to achieve their objectives and goals can complicate an already complex system of constantly changing curricula and procedures.

Central to most of the problems relating to out of field educators is the fact that there is no balance between how educators are expected to fill roles and the day-to-day teaching reality. The research undertaken by Harley *et al* (1999:152) entitled *The Real and the Ideal* research project and conducted under the auspices of the President's Educational Initiative between 1995 and 1998 in co-operation with the Joint Education Trust, investigated what educators were doing in their classrooms. This research made it clear that the roles educators have to fulfil are affected by different school contexts as well as different school value systems. It is obvious that different value systems influence the individual educators, the culture of the school and the learning community (Harley *et al* 1999:101,173).

To sum up the South African problem, the envisaged transformation requires thorough investigation and evaluation to ensure that it does not exacerbate the out of field phenomenon. Only then can the transformation process be viewed as attaining the Department of Education's long-term aims to provide sound and productive teaching and a positive learning environment. Currently unfulfilled educators, dissatisfied parents and reluctant learners indicate that there are shortcomings in the transformation process which contributes to the out of field phenomenon, occupational conditions, teaching

characteristics and organisational structures of the South African education system, which need to be addressed.

In spite of these shortcomings, the then Minister of Education, Kadar Asmal, on Friday, 27 December 2002, praised the different Provincial Education Departments when he announced the Grade 12 end-of-the-year results (News at 7 Bulletin: 2002). The Minister named a few reasons for the improved results, one of which was educators and learners being present in their classes. However, the argument of this dissertation is that the learning experience requires more than just the presence of educators and learners in classrooms. Learning should be a stimulating, uplifting and enriching process encouraging learners to be life-long learners. Transformation should ideally embrace the need for knowledge, insight and functionality in learning needs.

The needs of schools and educators should be seen as equally important. If school management realises and understands the value of the fit between these needs and recruitment requirements, recommendations and the appointment processes, greater success can be achieved. Acknowledgement of the authority of school management power their role in restricting the out of field phenomenon, include the need to acknowledge parent involvement and the role they can play in the successful education of learners. Unfortunately parent involvement is still underestimated. If the government continues to send out warnings restricting the governance of schools by the community as stated in an article in a local electronic newspaper, *Net-Rapport* (Van Eeden 2002:1-5), the possibility that more parents will consider putting their children in independent schools may increase because of the limitations imposed on parent involvement in school governance according to community needs. In the same article, “Privaat skole/staatskole”, King (2002:1-5) states that parents want what is the best for their children and that their view of reputable schools influences their decision on where to send their children to school. As parents are intensely involved

in their children's education and give it much thought, they have the right, as the primary educators, to be informed if inapt educators are assigned as they are likely to notice inefficient teaching anyway. King (2002:1-5) supports the idea that the solution for establishing a successful school is an enthusiastic principal with passionate educators and positively involved parents.

In this section it has been established that the out of field phenomenon exists in South African schools and may even be growing. There is a growing need to learn more about the phenomenon through investigating individual experiences and what these mean to the participants who have had experiences in the out of field phenomenon.

1.3 SIGNIFICANCE OF THE STUDY

No previous studies have been done on educators teaching out of their field of expertise and the influence it has on effective school management, a fact that makes this research exploratory. The researcher sought to change this reality and endeavoured to listen to role players in the actual situation in order to construct a holistic view of participants' experiences as shared with the researcher (Creswell 1994:21). In the following sections the significance of the implications of the out of field phenomenon for school management and for schools in general are investigated and discussed.

The findings from this research could prove useful to:

- the growing research on the quality and effectiveness of education in South Africa
- enable governing bodies, management structures and practising educators in schools to apply evidence informed decision-making
- assist policy makers in creating a better learning environment

1.3.1 General importance to school management

The researcher constructed information through investigation of the out of field phenomenon's influence on school management and its influence on the culture

of teaching and learning productivity in the learning community. The research explored the compatibility of individual educator's backgrounds, training, qualifications and skills with the requirements of their assigned post, school environment and community and how management dealt with these complex issues. The information gathered through research can be used to develop new policies and to inform future decisions on governance at managerial level (Rist 1994:545-546). This study of out of field educators and their influence on effective teaching and school management might enhance decisions and lead to more effective decisions on managerial level. It might motivate school management to focus on the problem of 'teaching for survival', where highly qualified educators become highly unqualified because they are assigned to subjects outside their field of expertise (Ingersoll 2001:42).

Education is a labour-intensive industry and to create a successful industry everyone involved especially school management should be interested in, and concerned about the performance of the individual educator. Productivity indicates the best possible combination of forces at the lowest cost to create the best quality education for the learners (Seifert 1996:6). The research was an opportunity to explore school management's involvement in providing additional support and specialised training for out of field educators assisting them to be productive and to reinforce confidence, effectiveness, competence and subject knowledge.

The importance of this study for educational practice is vested in its aim to understand the implications of the out of field phenomenon for school management. Understanding the influence the phenomenon has on school management means understanding the impact inapt educators have on the learning community. The significance of the study for policymakers is embedded in the realisation of the influence the phenomenon has on governing bodies, school management and as such on district and departmental management structures.

This study might harmonise management structures with the specific needs of out of field educators and the impact of the phenomenon on educators' career success and the learners' academic growth. This comprehension might lead to a more complete understanding why out of field recruited educators are often unable to meet expectations set by school management and governing bodies.

Information generated might encourage those who are part of the school management to take responsibility for choices they make when recruiting and assigning educators and to pay attention to support and staff development programs which answer to the needs of 'out of fit' educators. It is envisaged that the data gathered and the new theoretical insights developed in this study will facilitate the development of effective policies that illustrate a critical understanding of the relevance between educators' quality and learners' achievement. The researcher's investigation and conceptualisation of the out of field phenomenon might help management structures to take educator placements more serious. This critical research on the out of field phenomenon is a search to gain insight into:

- how educators got into these positions
- how they have coped with the situation
- the impact on the rest of the learning community where they teach.

The manufacture of knowledge provides guidance for school management in their endeavour to attain success and professionalism (Mouton 1996:19). The study adds to the scholarly research and literature in the field through exploring a field where little research has previously been done and by providing background for further research in this field. Hopefully, emphasis on the need for further research in this specific field will stimulate other forums to discuss the phenomenon and its influences.

The study can also assist educators to understand the influence of the phenomenon, since understanding underpins the ability to deal with the problem (Mouton 1996:19). The

study may also contribute to the development of awareness within school management structures of the impact of the out of field phenomenon on all role players.

1.3.2 Contribution to schools

The major contribution of this study to schools reflects in the sustainable development in specific learning communities and educational environments. It is envisaged that this study will stimulate a consciousness among out of field educators and other role players such as management which will lead them to become involved and take responsibility for initiating, promoting and implementing development of the hire for fit practice. It is further contemplated that this study will encourage role players to take responsibility for effective subject development and improvement of quality teaching that could only have positive results for learners. It is emphasised that all role players form part of the policy decision-making and that guidelines should be developed in partnership with the educational community (De Vos, Schurink & Strydom 1998:18,19; Schurink 1998b: 410). The researcher maintains that this study may help to realise this by motivating role players to take responsibility for effective subject development and improvement of quality teaching. This study underlines the importance of quality school management. It also accentuates the implications of the out of field phenomenon for educator support and staff development systems and stresses how the phenomenon affects the academic culture of schools.

The study has the potential to make a contribution to schools, a contribution embedded in creating an awareness of the impact of the out of field phenomenon on each individual educator and the impact of individual educators on quality school management and school management decisions. In this context the study specifically refers to the influence of unsuitably assigned educators on school management and how school management's decisions affect the occurrence of the phenomenon.

Because of the influence the out of field phenomenon has on individual educators, management structures are forced to adjust continuously to accommodate symptoms of the phenomenon such as shortcomings in effective and quality teaching. This situation includes hasty decisions that influence effective management and leadership styles. Therefore, the study also underlines the importance of effective management and the relationship between quality management and quality education and the adverse effect the out of field phenomenon has on quality in education.

In her research on perceptions of quality education in American schools, Steyn (2002:1-2) describes the insight of role players' understanding of the pillars of quality. Quality management concentrates on customer focus (learners and parents), the involvement of educators (cf. section 1.2; section 2.5 & **Figure 2.2**), and measurement of educator's successes, commitment and continuous improvement, all aspects that might be influenced by the out of field phenomenon. The world is currently in the information age, and schools have ambitious ideals to reach high qualities of teaching and performances. Educators have been pressurised to provide quality teaching, which can only be possible if they are empowered. Steyn (2002:2-9) underlines individual claim that the movement of quality management involving and promoting pride, empowerment, teamwork and competition supports the endeavour for quality in schools. Understanding the correlation between the out of field phenomenon and the lack of pride, teamwork, empowerment and competitiveness in South African schools might be a critical contribution of the study.

The study focuses on individual educators and their perceptions within the out of field phenomenon. It develops an understanding of the influence the out of field phenomenon has on individual educator's teaching characteristics. It creates an understanding for the need of quality management in these circumstances in order to stay 'customer focused', for example,

putting the learners' educational needs first and therefore delivering the kind of education all role players expect.

Through this study the researcher discussed her argument that school management should be aware of the implications the out of field phenomenon has for school management and how this impacts the learning environment. The researcher focuses on perceptions of individual educators and principals to make management aware of the different concerns and perceptions in the field. The researcher's argument is supported by the directive questions asked by Steyn (2002:9-16), for example:

- Is the low morale among educators in South Africa an indication of unsuccessful educator empowerment?
- If educators are the link to quality teaching and learning, how should they be effectively empowered?
- Do South African schools base their decisions on facts and data?
- How committed are South African school leaders to attain quality?
- How conducive is the environment school management creates for effective teaching and learning?

These questions which focus on the kind of support educators could depend on in their aim to achieve effective and quality teaching consider aspects such as values, individualised customer focus, low morale, decision making and empowerment. All of which interrogate management's effective and active involvement.

The study is an exploratory search to address the doubts in the field as highlighted by Steyn (2002:14,15) for example, whether decision-making is based on data and facts, how educators should effectively be empowered, the leader's ability to create a conducive environment for teaching and learning and how shared values can be created. Answers to

these questions attain innovative value and meaning, especially in school management involving out of field educators.

These aforementioned questions asked by Steyn (2002:9-16) tend to direct focus to the recruiting procedures, school management and organisational and governance structures of public schools which imply that the out of field phenomenon is an understated, and overlooked problem in the search for quality and equity in education and quality management of schools.

1.4 STATEMENT OF THE PROBLEM

The implications of the out of field phenomenon for school management constitute the main problem of this study. If educators have poor subject knowledge, a key factor in their teaching is missing. Such educators may not be able to teach competently, for example, ensuring the quality of the teaching in their classroom. They may also be unable to develop the curriculum, which underpins the subject and influences the quality of outcomes reached according to Outcomes-based Education (OBE). Educators influence learners' experience of learning, but they themselves are influenced by attitudes and experiences within the learning environment. The purpose of effective teaching is defeated by the influence of the out of field phenomenon on school management; investigation of how role players experience and understand the phenomenon is the topic researched in this dissertation.

All learning communities have aspirations to be recognised as successful, effective and in control of the subjects they offer; however few succeed. The secrecy surrounding 'unsuitably' assigned educators tends to make it difficult to evaluate the extent of the influence this phenomenon has on the school management and needs to be enlightened by research. The social problem this research addresses is better understanding of the influence of 'incompatible' educators on a school community's need to create an effective learning

environment. The study also focuses on how the out of field phenomenon influences educators' competences and teaching qualities as cardinal factors in the learning experience. Learners deserve competent, confident and suitably qualified educators in their classrooms. This study pays attention to quality teaching, productivity and professional development as sub-categories of the needs role players and out of field educators might have. Sub-categories are closely connected to the roles educators have to fulfil (Creswell 1994:50; section 1.2.2 & section 2.3.2). This means that quality teaching, productivity and professionalism among educators helps them to develop into confident, positively involved members of the education environment.

The intellectual problem investigated by the researcher is summarised in **Figure 1**. This figure clarifies the major influence 'wrongly assigned' educators have on the curriculum in practice and on an effective learning environment (Rudestam & Newton 1992:18). **Figure 1** shows that the successful fit between the curriculum and practice greatly rests on the educator's competence to form a clear perception of the needs that exist in the school context and his or her ability to shape the subjects according to these needs. The researcher argues that educators need substantial background knowledge and, equally important, core knowledge of specific subjects before being able to shape subjects and to develop curricula to meet the specific needs and experiences/background knowledge of learners.

Characteristics of effective teaching

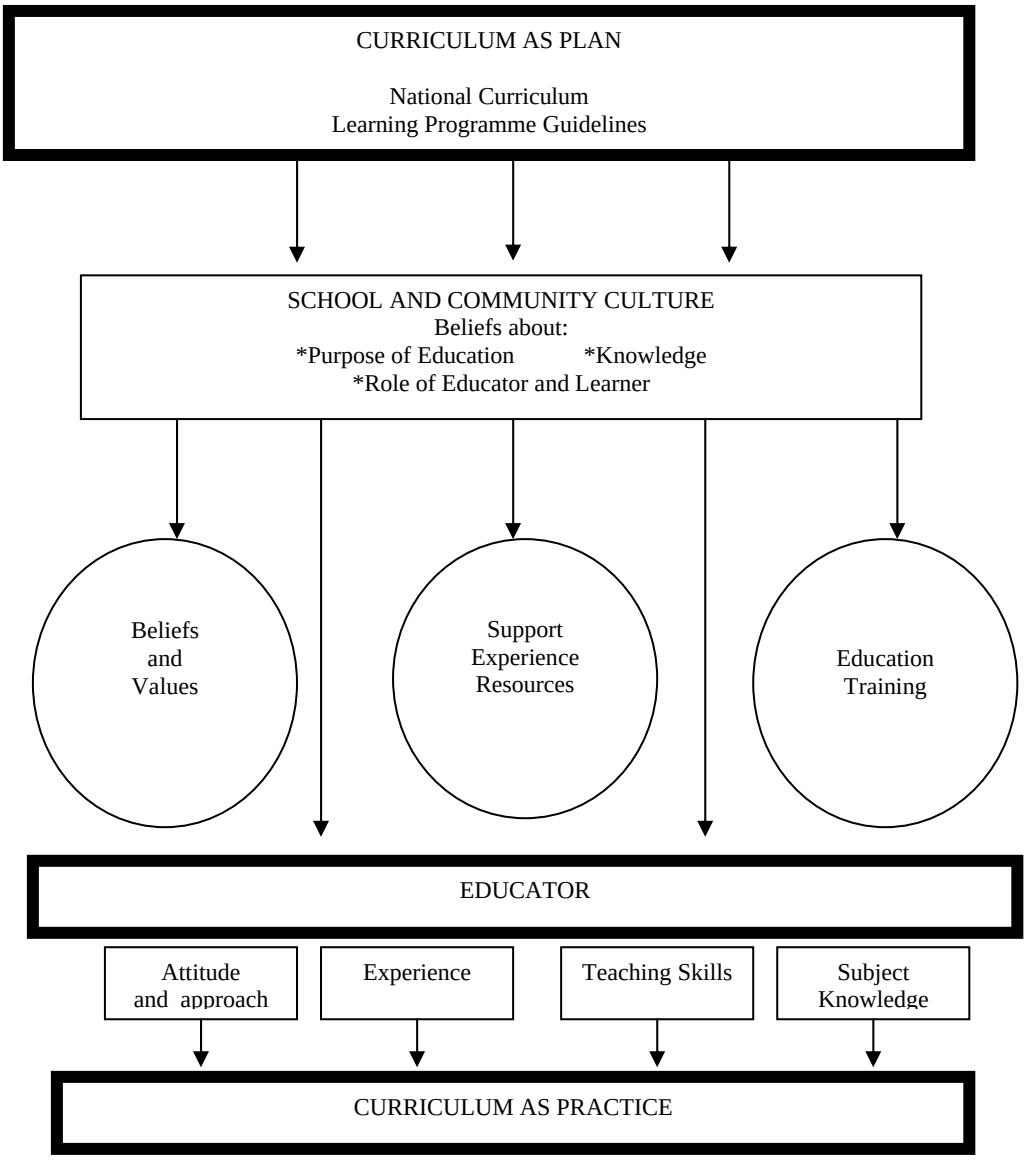

Figure 1 Influential characteristics on effective teaching (Bertram *et al* 2000:213)

Figure 1 supports the view that teaching is not a mechanical and mindless activity, but one that links the decisions and judgements of educators, moulding them into successful classroom managers (cf. section 1.2.1 & section 2.3.2.1). Educators are the people in control of the quality of any educational experience. This is the motivation of the current investigation into the influence inapt educators have on various aspects of the teaching environment (Bertram *et al* 2000:181). **Figure 1** underlines a holistic view and makes it clear that unsuitably assigned educators may have difficulties in sustaining this holistic view, even more so if the out of field educators are novice educators.

1.4.1 The unappreciated role of educators in effective teaching

As an introduction to the problem statement, **Figure 1** indicates that the successful implementation of the curriculum rests solely on the shoulders of educators. The figure shows the complexity of learning and teaching activities controlled by school management, aspects on various levels that are directly influenced by the out of field phenomenon. **Figure 1** highlights all the different aspects, for example, experience, attitudes, approaches, skills and subject knowledge as important factors influencing teaching effectiveness, with special emphasis on teamwork and the collaboration of role players. In turn, these factors are influenced by educators' correlated beliefs and values, as well as the training and support that they receive. **Figure 1** provides an overview of all the forces influencing educators, impacting their success as educators and eventually influencing their teaching characteristics. If an educator's teaching characteristics do not complement one another, the possibility exists that experienced educators may turn into rule followers.

1.4.2 Educators as rule followers

Inapt assigned educators often become rule followers instead of curricula developers since their skills and specific subject knowledge are inadequate. They may have little chance to develop into learning-community shapers and this undermines effective teaching and the right of learners to quality teaching. In this context of finding solutions to the problem of making learning programs and curricula work, data and analyses of qualitative research can be meaningful (Rist 1994:550-551).

From the above the main research problem is formulated:

What are the implications of the out of field phenomenon for school management?

Two sub problems can be identified:

What are the perceptions of out of field educators of the out of field phenomenon?

What are the perceptions of principals of the out of field phenomenon?

1.5 AIM AND OBJECTIVES OF THE STUDY

The study's main aim was to develop an understanding of the experiences of educators, principals, deputy principals, parents and learners of the influence of the out of field phenomenon on them as well as its influence on school management. The study also investigates how participants understand the role school management plays in this regard. In order to understand the out of field phenomenon, the researcher focussed on how the phenomenon adversely influences effective school management and thus quality teaching and effective learning.

Objectives that flow from this aim are to:

- create an understanding of the implications of the out of field phenomenon for school management
- understand the perceptions and experiences of educators due to the out of field phenomenon.
- understand the perceptions and experiences of principals due to the out of field phenomenon
- understand the influence the out of field phenomenon has on the characteristics of teaching such as specific beliefs, values, experiences, attitudes and knowledge
- understand how the handling of the phenomenon directly impacts school management's effectiveness and management styles
- understand the influence that educators and management's perceptions of the out of field phenomenon has on quality teaching and learning

The researcher's intent is that a better understanding of the phenomenon's influence on

school management might stimulate the development of justifiable policies and practices that will improve effective teaching and quality education in an educational environment where the out of field phenomenon is widespread.

1.6 DELIMITATION OF THE FIELD OF STUDY

The delimitation of the field of study is done by a demarcation of the scope of the study and an analysis of the most important concepts.

1.6.1 Scope of study

The aspects of education addressed in the research study are the experiences of school management with educators who teach out of their field of expertise, occupational conditions surrounding these misplaced educators, teaching characteristics which out of field educators adopt to survive their situation, and organisational structures, such as subject heads and grade heads functioning in public schools involving ‘unwisely’ placed educators. Focus was on the influence, which out of field educators of all population groups currently teaching in ‘ineligible’ appointments exercise on the learning and teaching community.

The qualitative paradigm made the selection of a homogeneous group crucial in order to create a better understanding of the phenomenon and to strengthen the study’s usefulness, transferability and dependability (Marshall & Rossman 1995:144,145). Selected schools provided various participants with valuable information and personal experience of the out of field phenomenon.

To address the research questions the researcher targeted public schools as a setting for the research study. The participants who formed part of the out of field phenomenon in primary schools and secondary schools were interviewed. In order to understand the phenomenon clearly, a homogeneous group of participants, in this case role players in education such as principals, deputy principals and educators who all had personal experience of the out of

field phenomenon in their careers were chosen. The targeted schools are situated in the northern area of the Free State. The rationale behind these choices led to convenient sampling of homogeneous participants who had with experience of the same phenomenon against the same background of a learning environment which seemed to function successfully. The use of a homogeneous group provided an opportunity to understand and gather in-depth information on the out of field phenomenon, which would add to the credibility and trustworthiness of findings. Settings were chosen with specific contact persons in mind, to gain access through these contact persons and to ensure trust in specific fields (Marshall & Rossman 1995:51, 56).

1.6.2 Definitions of concepts

A conceptual analysis helps to form impressions and perceptions, and to identify similarities in the out of field abstract of this study and relate it to the larger frame of educational knowledge (De Vos 1998a:110; Mouton 1996:66; Gall, Gall & Borg 1999:401,402). In an attempt to determine what is relevant to the field of study and what is not, a tentative conceptual analysis was done with regard to the following concepts (Creswell 1994:107) **governing bodies, recruitment, out of field, teaching for survival, hire for fit, subsidised/non-subsidised posts, permanent/temporary educators, competent educators, effective educators, holistic view** and **unsuitable** educators.

1.6.2.1 Out of field

According to the *Encarta's World English Dictionary* (1999, s.v. 'out') the concept of **out** refers to "somebody or something away from a place or removed from somewhere". As stated by the *Collins' English Dictionary Plus Good Writing Guide,* (2001, s.v. 'field') the concept of **field** refers to "an area of human activity or knowledge". Ingersoll (2001:42) means the concept of out **of field** refers to:

> *Highly qualified educators who become highly unqualified when assigned to teach subjects for which they have little training or education.*

In this study the concept of **out of field** will refer to educators who are teaching outside their field of expertise. The concept focuses on an educator unsuitably assigned to a teaching position.

1.6.2.2 Hire for fit

According to the *Encarta's World English Dictionary* (1999, s.v. 'hire') the concept of **hire** refers to the:

> *Act of hiring something or somebody: the activity of renting something to somebody or of making the services of somebody available to another for pay*

According to the *Encarta's World English Dictionary* (1999, s.v. 'fit for') the concept of **fit for** refers to "the process of equal to, up to, able to, capable of, fit for, and ready for". According to the *Collins' English Dictionary Plus Good writing Guide* (2001, s.v. 'fit') the concept of **fit** refers to a "process to be appropriate or suitable for, the experience helped to fit him for the task, to correspond with the facts or circumstances".

Broadfoot (cited in Harley et al 1999:118) refers to the **hire for fit** concept as:

> *The regard that is paid to the teaching context especially those conceptions of professional responsibility which are deeply rooted in particular national traditions as well as more general classroom realities*

In this study the concept of **hire for fit** will refer to the process through which suitable educators are recruited and recommended for certain vacant posts.

1.6.2.3 Teaching for survival

According to the *Collins' English Dictionary Plus Good Writing Guide* (2001, s.v. 'survive/survival') the concept of **survival** refers to a "process of having **survived** something or to continue to live or exist after a passage of time or a difficult or dangerous experience". In this study the phrase of **'teaching for survival**' will mean the act of teaching that "out of field" educators develop to give the appearance that they are coping with the demands of their current post.

1.6.2.4 Educators

In terms of the *Employment of Educators Act 76 of 1998* (RSA 1998, sec 3(1)(v)) the concept **educators** refers to any person who:

> *…teaches, educates or trains other persons or provides professional therapy educational services including professional therapy at any school.*

According to the *Encarta's World English Dictionary* (1999, s.v. 'educators') the concept of **educator** refers to "somebody who educates, a professional teacher or specialist in education, an expert in the theories or administration of education". Harley *et al* (1999:35) defines the concept of **educator** as:

> *Any person who teaches, educates or trains other persons or provides professional therapy at any school technical college or college of education or assists in rendering professional services or performs education management services or educational auxiliary services provided or in a department of education*

In this study the concept of **educator** will refer to an actively involved educator in the school situation.

a In non-subsidised posts/subsidised posts

According to the *Encarta's World English Dictionary* (1999, s.v. 'subsidised') the concept of **subsidised** refers to a "force that gives money (or not) especially in the form of a government grant to a private company, organisation, to help it to continue to function". In this study the concept of **subsidised/non-subsidised** educators will refer to educators in service of the Department of Education **(subsidised**) or in service of the school **(non-subsidised**).

b Permanent/Temporary educators

According to the *Collins' English Dictionary Plus Good Writing Guide* (2001, s.v. 'permanent') the concept of **permanent** refers to a "process of existing or intended to exist forever; a permanent condition not expected to change." In this study a permanent educator

post means that the educator is sure of his/her position in education with the appropriate benefits. According to the *Collins' English Dictionary Plus Good Writing Guide* (2001, s.v. 'temporary') the concept of **temporary** refers to a "process of lasting only for a short time; not permanent." In this study "temporary educators" refers to educators that are appointed in a specific position for a relatively short time.

1.6.2.5 Governing bodies

According to the *Encarta's World English Dictionary* (1999, s.v. 'governing body') the concept of **governing body** refers to a "group of people appointed to supervise and regulate a field of activity or institution". In terms of the Schools Act (RSA 1996b, sec 16(1)), the governance of every public school is vested in its governing body. Joubert and Prinsloo (2001:45) refer to a **governing body** as a:

> *Statutory (legal) body of people who is elected to govern a school. These school governors, that is the people serving on a governing body, represent the school community. The governing body acts on behalf of the school and for the benefit of the school community*

In this study the concept of **governing body** will refer to the group of people governing public schools in terms of section 16 of the Schools Act.

1.6.2.6 Recruitment

According to the *Encarta's World English Dictionary* (1999, s.v. 'recruitment') the concept of **recruitment** refers to a "process that enlists somebody, to enrol somebody as a worker or member, or to take on people as workers or members". Bush (2003:44,150) refers to **recruitment** as "careful attention paid to the selection and deployment of staff" and "appointments made on the basis of qualification and experience, and promotions depend on expertise demonstrated in present and previous positions". In this study the concept of **recruitment** will refer to the process of intensive seeking of suitable educators for certain vacant posts.

1.7 METHODOLOGICAL ACCOUNT

The objective of the qualitative research design used in this study, employing semi-structured interviewing as data gathering strategy is to understand the implications of the out of field phenomenon which may have a substantial influence on development of positive, progressive school management. The research highlighted the meaning of shared perceptions and experiences of role players which arise from the phenomenon and its ripple effect on all role players in the learning environment (Marshall & Rossman 1995:82). In this context the qualitative research into the out of field phenomenon could be seen as Leedy and Giddens, (cited in Harley *et al* 1999:63) cf. it, a challenging hurdle to overcome in the urge for knowledge and human progress.

The researcher's awareness of the complexity of the environment in which educators function and her awareness of the emotional burdens and difficulties educators have to cope with, underpinned her choice of a qualitative research design.

1.7.1 Qualitative research design

Mouton and Marais (cited in Harley *et al* 1999:63) define research as the process by which the scientific method is used to expand knowledge. The qualitative research design (section 3.4), as discussed broadly in chapter three, is used as a scientific method to stimulate the process of conception and understanding of the out of field phenomenon. The semi-structured interviews and document analysis provide the researcher with a systematic data gathering process through which the research adds facts and insights to a body of knowledge (Harley *et al* 1999:65). The researcher had the opportunity to get close to the phenomenon and to form a holistic picture of the influence of out of field educators on their immediate teaching environment. Qualitative research (section 3.2) made it possible for the researcher to reflect on findings interpretively and subjectively (section 3.4.1) because she became part of the real life situation (Burns & Grove 1999:338; Creswell 1998:15; Denzin & Lincoln

1994:2-3; Mouton 1996:142; Rist 1994: 551; Schurink 1998a: 253; Taylor & Bogdan 1984:6).

The amount of data emerging from the 'real life' field inspired the researcher to follow a qualitative approach in order to explore existing theories and explanations. Qualitative research addresses problematic situations while it provides descriptions of these difficult areas (Hitchcock & Hughes 1995:5).

1.7.2 The qualitative research approach

The qualitative research paradigm provides a method to gather rich descriptive information through speech-exchange systems (Bogdan & Biklen 1992:52) and gives the researcher an opportunity to research the perceptions of educators and principals in the most appropriate way. In this study three main categories are investigated, namely:

- implications of the out of field phenomenon on school management
- experiences of educators in out of field situations and how it affects effective teaching
- principals' experiences of the out of field phenomenon.

The qualitative research model accommodated the researcher in investigating the main problem: the implications of the phenomenon for school management as well as providing an opportunity to investigate sub-problems such as perceptions of educators and principals (Gall *et al* 1999:289; Schutte 2000:9; Marshall & Rossman 1995:3). The qualitative approach was especially useful to investigate:

- how out of field educators perceive their effectiveness in compiling an effective curriculum
- how out of field educators perceive their effectiveness with regard to classroom management
- the emotional and physical influence the phenomenon has on educators
- perception of learners and parents about the phenomenon

The qualitative model gave the researcher the chance to understand the teaching-for-survival characteristics developed by inapt educators, the level of confidence educators have about their subject knowledge and how it influences their effectiveness as well as how educators experience the phenomenon's growth. Using the qualitative approach the researcher had an opportunity to investigate the perceptions of educators and principals on recruitment and empowerment of out of field educators.

An emic (the collection of educators' views within the out of field 'group') strategy creates a better understanding of the phenomenon: this understanding through 'what people say' was socially constructed by an interpretative approach through which the out of field phenomenon could be explored and a detailed view on the phenomenon could be constructed (Creswell 1998:17,60; Harley *et al* 1999:68,72; Morse 1994:290). As described in chapter three, research questions that gave rise to the interview schedule (section 3.5.2.1) were: What are the implications of the out of field phenomenon for school management? How do educators and principals understand teaching outside their field of expertise and how they understand the role management play within the phenomenon?

Strauss and Corbin (in Engraft 2001:5) direct the researcher to make use of semi-structured interviews to include the perspectives and voices of the participating educators. A pilot venture of the interviewing process helped the researcher to learn whether interview procedures were appropriate for the study (Gall *et al* 1999:309; Seidman 1998:32). By interviewing more than one participant at the same school the researcher obtained 'member checks' to triangulate views. Thus, perceptions of different participants could be considered reliable and valid (Rudestam & Newton 1992:76; section 3.4.5.1). The interview schedules for semi-structured interviews, improved the trustworthiness of the research (section 3.4.5.1d) due to the consistency obtained through this interview instrument. In-depth interviews provided flexibility, depth, and clarification on data and ensured effective

probing to obtain richer data on the participants' level of knowledge (Pillay 2002:12; Schurink 1998b:300).

1.8 PROGRAMME OF THE STUDY

In chapter one a framework of the phenomenon is given as an introduction to the research study. The framework helps to demonstrate the general perspective and background of the out of field phenomenon. Focus fell on the problem statement and motivation of the research, providing a general overview of aspects addressed. The aim and objectives of the study were discussed in chapter one as well as the significance and the description of the method of investigation. Chapter two covers reviewed literature on the subject and research to form a basis for a better understanding of the phenomenon studied in this research (Creswell 1994:22). Chapter three discusses the research methodology and research design (section 3.2; section 3.5 & 3.6) with a broad discussion on procedures that were followed during the research programme. In chapter four all collected information was compiled and analysed followed by a detailed discussion of the results. In chapter five a summary of the research results were compiled. Chapter five ends with recommendations for further research and conclusions on the influence of the out of field phenomenon on school management.

1.9 SUMMARY

Chapter one highlighted the possible impact of the out of field phenomenon on educators and learners' experiences. It also demonstrate the misunderstandings associated with reasons for out of field teaching, as well as the possible effects of out of field teaching on school management in South Africa. Moreover, chapter one highlighted the misconception that educators can be used in any vacant position and do not need distinctive skills and expertise to teach specific subjects. The background against which the phenomenon originated was described and problems that need to be addressed were identified. It was argued that effective teaching, quality learning and educators' professional development is threatened by the escalation of the out of field phenomenon in South Africa.

CHAPTER 2

2 REVIEW OF LITERATURE

2.1 INTRODUCTION

The realities in the field together with reviewed literature provide background (Creswell 1994:29) to the out of field phenomenon and contribute to a better understanding of the implications for school management and the direct or indirect influences on quality education and effective teaching. The literature is reviewed under two headings.

Firstly, focus is placed on aspects of the phenomenon, which directly influence educator experiences and school management, for example recruitment problems, management limitations, quality education and educator investment. These expansion of the responsibilities and tasks of school management is part of the new progressive education that has integration and adjustment amongst its goals (Kirk 2004:2). The investigation focuses on the implications of the phenomenon for school management and its influence on quality education.

Secondly, focus is specifically placed on literature which highlights the aspects through which the phenomenon poses an indirect influence on quality management, for example through the state of educators' minds, attitudes, management skills of principals and curriculum developments. Some of these aspects have an influence on decision-making and school management. In addition, it focuses on the realities surrounding educators in the out of field phenomenon and the influential interaction between management and educators.

Although some literature on the out of field phenomenon is available, little focuses on the influence of the phenomenon on management, and on how that, in turn, influences the effectiveness of education systems in totality. The literature review in chapter two

serves as a framework for readers to understand the effect that the perceptions of educators and principals have on the school environment and thus on school management.

2.1.1 Inter-relations between literature reviewed and the study

The exploratory nature of the research, which means it is among the first in this area in South Africa, motivated the researcher to use technical and non-technical literature in chapter two. The purpose of using technical literature is embedded in its theoretical sensitivity regarding concepts and relationships and offers an opportunity to interpret data and ideas to explore and develop theories. Non-technical literature such as newspapers and reports offered important sources of data and supplement interviews (Moustaka 1994:112-113). The non-technical literature also explains perceptions of role players as they are perceived and helps the reader to understand the background of the out of field phenomenon. The researcher chose relevant literature in correlation with present actual and factual problems.

Literature review map

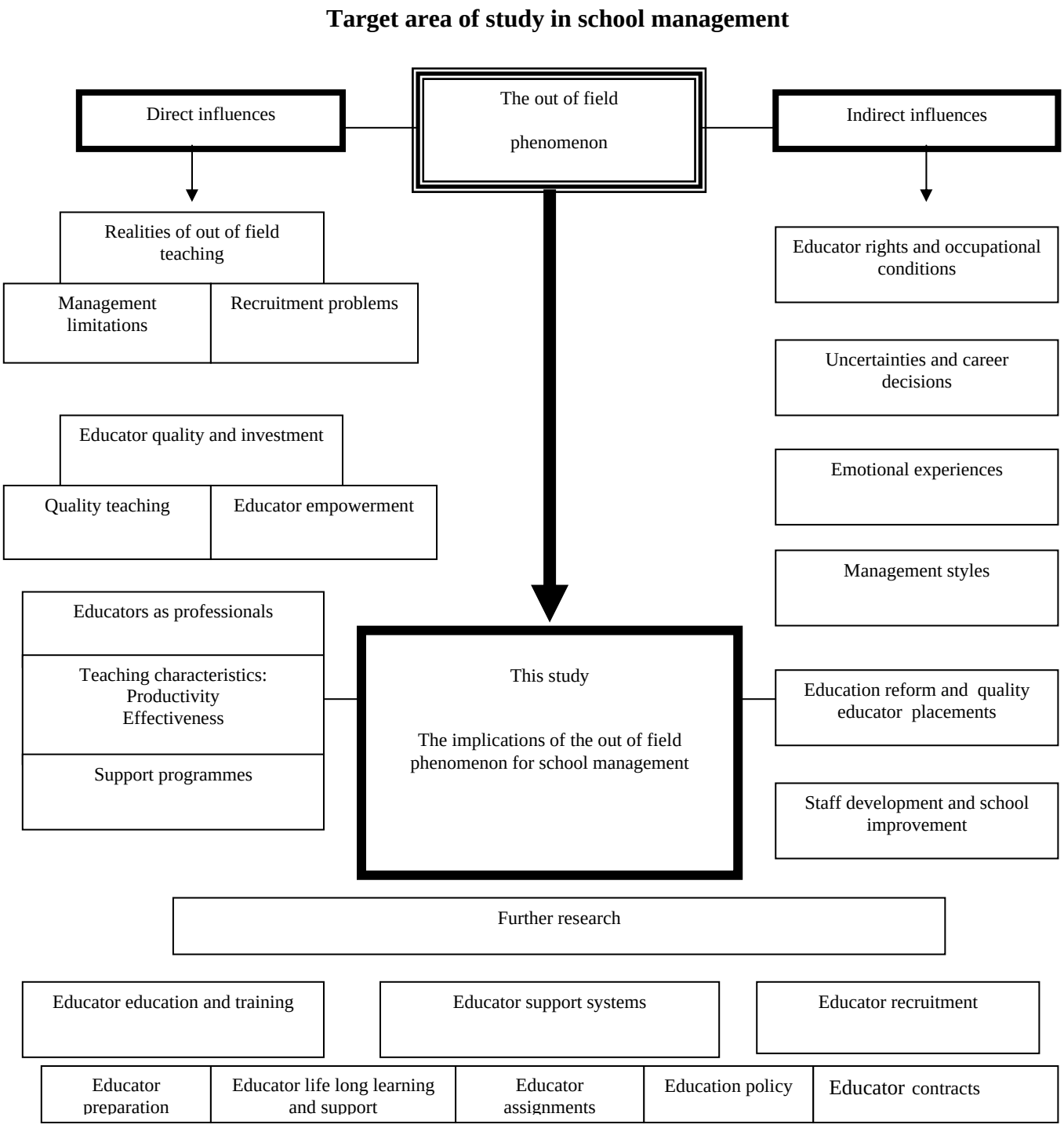

Figure 2.1 Target area of the study

In order to cf. the inter-relations among the literature reviewed and the study the researcher compiled a literature diagram. In the literature review map, **Figure 2.1**, the researcher explains the place of this study in education research and also provides a holistic picture of the influential connections the phenomenon might create.

The preceding literature review map in **Figure 2.1** indicates the far-reaching and complex influence of the out of field phenomenon. It is visible in the inter-connected influences such as the aspects that pose direct and indirect influences on teaching and management and how one area might influence the following area.

2.2 CAUSES OF THE OUT OF FIELD PHENOMENON

Ingersoll (1998a:6) mentions that people tend to assume that problems surrounding out of field teaching is the result of poorly educated educators and that the problem can be remedied by improved standards for educator training. The truth is that almost all educators in out of field positions have completed a college or university education and most of them have graduate degrees. The origin of out of field teaching lies not in the level of education educators have, but in the misfit between educator's placements and the educators' field of training. Often educators are assigned by their principals to teach classes that do not match their training or education (Ingersoll 1998a:6). Ingersoll (1998a:5) explains further that the development and redefinition of the role of educators could be linked to efforts to unify their existing knowledge, teaching experiences, and training to new curriculum changes in order to lessen the gap between the familiar and the unfamiliar.

This includes information Ingersoll (1999a:26) examined such as the three widely believed explanations for out of field teaching: out of field teaching is a result of either inadequate training; it is the result of educators' inflexible educator unions; or caused by the shortages of qualified educators. His analysis shows that each of these views is seriously flawed and that the focus should be on the organisational structures of schools, or the occupational conditions and characteristics of teaching. An awareness of the aspects that develop and expand the out of field phenomenon also creates an understanding why the phenomenon is so widespread.

2.2.1 The unawareness of the out of field phenomenon is widespread

Although the goal to assign suitably qualified educators to our classrooms is a priority and seen as an important issue facing our schools, there is unawareness about the degree of the out of field phenomenon's existence. One of the reasons for this unawareness is the absence of accurate information about the phenomenon and its influences. Although there is a growing awareness of the phenomenon, it remains widely misunderstood (Ingersoll 1998b:4,10). Consequently, management does not know how to deal with educator turnover (Ingersoll 1998b:9). Ironically, a high turnover means a constantly changing workforce, which in turn stimulates the growth of the out of field phenomenon. Unawareness leads to inadequate support from school management. Additional is the mutual influences the out of field phenomenon and high turnover have on each other as it is seen in, for example

- out of control learners
- discipline problems
- poor appreciation for meaningful input of educators into school decisions
- unsatisfactory teaching conditions

These conditions result in high rates of educator turnover. Aforementioned conditions could be improved by an increase in support from management. Educators who did not have the opportunity to participate in an induction programme are more likely to leave (Editors 2000:2). The unawareness of these perceptions of educators and their need for support programmes put school management in a situation where they have to deal with constant changes on their staff. As a result the so-called shortages and ongoing retraining puts a heavy strain on the governing bodies' budget.

Ingersoll (1998b:10) explains that unawareness about the implications of the phenomenon influences the choice between a qualified a less-qualified candidate. An unsuitable qualified educator, who is willing to coach a major sport activity, might influence an unaware

principal's decision to assign the latter. This unawareness of the influence of the phenomenon increases its occurrence. When educators suddenly leave in the middle of a semester, an unaware principal could hire a readily available, but not fully qualified, substitute educator, rather than to conduct a lengthy search for a suitable educator. These managerial choices might save time and governing body expenses on extensive recruitment processes but are not cost-free because ultimately learners pay the price.

Numerous studies show that out of field teaching is widespread (Ingersoll 1998a:1) suggesting that perceptions of principals and governing bodies about the phenomenon influence educator assignments. The out of field phenomenon is also more prominent in low-income public schools than schools in more prosperous communities (Ingersoll 1998a:2). This implicates that school management will take a chance assigning out of field educators in environments where they experience difficulty to recruit suitable educators, are pressurised to fill vacancies quickly or where they feel they can get away with it. Although out of field teaching varies greatly across schools, educators and classrooms, it seems recently hired educators are more often assigned to teach subjects which do not match their training. Aforementioned suggests that school management's perceptions of the out of field phenomenon as a 'quick fix' solution which does not harm role players, influence their decision-making.

2.2.2 Pressure on school management

The community as client keeps school management responsible for provision of educators in the classrooms. School management might think that they fulfil this responsibility as long as there are educators in classrooms. But it proves to be a 'quick fix' solution with far reaching influences on quality management itself and thus on effective education in totality.

Olson (2000:12-16, 18) argues that it is common practice for school management to use

"emergency", "incidental" or "miss-assignment approval" educators to teach particular subjects if they cannot find suitable qualified educators. Olsen (2000:12-16, 18) explains the high demand for educators and widespread shortages in specific subjects make it acceptable to put unsuitable qualified educators in front of the classes. The pressure on management to fill educator vacancies immediately leaves them with no option but to require from educators to teach subjects outside their field of expertise. In this sense the out of field phenomenon poses direct and indirect influences on quality education. The phenomenon might have an impact on quality education through educators' individual perceptions and experiences. Through unsatisfactory occupational conditions it might pose indirect influences on quality education, for example, the threat to human rights of educators, uncertainties in the workplace and career decisions, emotional experiences and the influence it has on management styles. Abovementioned factors threaten the stability of educational institutions. It might have implications for effective management, the academic atmosphere and the stable culture of learning at schools.

2.3 DIRECT INFLUENCE OF THE PHENOMENON ON EDUCATORS AND SCHOOL MANAGEMENT

A deep rooted understanding of the out of field phenomenon is only possible if there is a connection between existing knowledge and information about the influences the phenomenon has and the awareness of the realities of the phenomenon in the field.

2.3.1 Awareness of the realities of out of field teaching

Awareness of the out of field phenomenon as a reality in every school can add to the understanding of its influences. Reality is socially formed; recognising educators' personally constructed knowledge is fundamental to understand how they fulfil their roles (Badali & Housego 2000:329). For example educators, in the out of field phenomenon have knowledge and experience within the out of field phenomenon that may be used to the benefit of management. But it is only usable if management realises the impact of the

phenomenon on effective management. The reality is to acknowledge the fact that educators do not construct knowledge in isolation but within the social setting and through interaction with all the role players.

Educators have a need to share their experiences. Awareness develops when educators communicate about their problems; through inquiry and sharing experiences they develop new concepts (Lampert 2000:89). These concepts are evidence-informed because they are rooted in the actual experiences of educators in the field. Educators evaluate and contribute to the development of evidence-informed information, which means this useful knowledge is derived from sources who have personal experience of what they share (Levacic & Glatter 2001:5). Useful evidence-informed knowledge provides management with field-orientated information that is a reflection of what really happens around the phenomenon. This new useful knowledge has the ability to assist management in effective decision-making about the out of field phenomenon. As Hall and Hord (2001:7) state, some educators grasp new subjects or teaching strategies immediately while most need some additional time and a few even avoid making changes for a long time. It is thus a process through which people and organisations move as they gradually come to terms with new subjects and new ways (Hall & Hord 2001:5).

As transformation and change make educators self-concerned, trust plays a key role in system changes. Broadfoot as (cited in Harley *et al* 1999:126) states:

> *Attempts to change educators' practice without due regard to those conceptions of professional responsibility which are deeply rooted in particular national traditions as well as more general classroom realities, it will result in a lowering of morale and decreased effectiveness*

If morale and effectiveness decrease, trust appears to be absent; educators across the education system not only have no trust or respect for colleagues at other points of the continuum, but also are cynical about the intents of colleagues and management

structures (Hall & Hord 2001:11). If trust plays a key role in successful system changes, educators who form part of the out of field phenomenon against their wishes might have concerns about their trust relationship with management. By keeping in mind that trust and knowledge assist effective decision-making, the researcher explains how certain information about the realities of the out of field phenomenon might play a significant role in decision-making. Effective decision-making leads to respect.

Ingersoll's (1998b:1) view is that society's lack of respect for the complexity and importance of the educator's job is a reality originating out of the out of field phenomenon. Ingersoll (1999b: 2) argues that the relatively low achievement-test scores of American learners and how the teaching profession is perceived in the United States are two of the consequences of out of field teaching. Ingersoll (1998b: 4,5) also found that almost one-third of all high school math educators have neither a diploma or degree in maths or in related disciplines such as physics or engineering. Almost a quarter of all high school English educators have neither a diploma nor a degree in English, literature, communications, speech, journalism, an English education or reading education. It is a disturbing fact that unsuitable assigned educators in classrooms are not the exception but common practice. The situation even worsens in major subject fields such as science and social studies. Ingersoll (2001:42) explains the following:

> *Out-of-field teaching was commonplace in the public and private secondary schools in which I taught. My field was social studies, but hardly a semester went by in which I was not assigned to teach some classes in math, special education or English. Teaching a subject in whom one has little background or interest is challenging. I came to cf. that it also hurts the education process.*

As a result, educators without proper training teach almost half of all high school learners enrolled in physical science classes such as chemistry, physics, earth science or space science. Even at grade 12 levels, 41% of public school learners in physical science classes are not being taught by a qualified chemistry or physics teacher. Aforementioned figures

relate to a developed country, that is the United States of America, but give an idea of how widespread these problems in a developing country, such as South Africa, could be.

The reality of the impact the out of field phenomenon has on education accentuates the need to put suitable qualified educators in front of the learners, and to pay attention to recruitment problems experienced by school management.

2.3.1.1 Recruitment problems

Personnel selection is the most critical link in the chain of activity involved in the filling of a post (Bondesio & De Witt 2004: 245; Bush 2003:150). The recruitment process is complex and thus full of pitfalls. This is thus a task which needs intense involvement of all role players such as school management, parents, the community and colleagues. School management should know what the policy is with regard to post and personnel provision (Bondesio & De Witt 2004:243). A communication gap between central level, regional level and school management level will result in a delay to solve recruitment problems with severe consequences for the learners.

Unsynchronised recruitment activities create problems for school management and result in hasty decision-making and recruitment procedures, without the much needed need analyses prior to recruitment (Bondesio & De Witt 2004:245; Bush 2003:44, 99). This might result in hasty decisions by management just to fill empty posts as quickly as possible (Ingersoll 2002:1, 2). These hasty decisions usually develop into larger personnel problems when management realise that appointed educators struggle to come to terms with what is expected from them. Because education is by nature such a labour-intensive service (Bondesio & De Witt 2004:241), staff uncertainties create school management problems. This is a result of unsuitable recruitments, which might influence other decisions and certain choices school management make in association with personnel management.

Other concerns with recruitment processes are the costs involved in the selection of new staff members. The costs are real and immediate and will often come from the school budget, which means that objectivity could be hampered by budget problems and because of these problems, governing bodies are at the core of the matter. The task of recruiting and selecting requires far more professional advice and close attention from the senior management team than in the past (Seifert 1996:91). School management decisions in this area have a direct influence on the effective functioning of the school. This means that educational leaders can no longer be expected to perform their duties in a hit-or-miss fashion (Bush 2003:38, 46, 47; Bondesio & De Witt 2004:253; Van der Westhuizen 2004: 2).

Recruitment problems become more obvious within the long awaited education transformation process because the period of change in which educationists find themselves creates uncertainties, especially in the field of personnel provision. Hall and Hord (2001:7) explain that successful change starts and ends at the individual level. The need for educational leadership and management to pay more attention to personnel provision, and specifically to educators' assignments and the accompanying challenges becomes clear.

These problems and limitations emerge in various ways. For example, the principal's task has undergone an evolutionary change from being pedagogical-didactical to a more managerial one (Bush 2003:17). Sapre (cited in Bush 2003:1) states that school management is a set of activities directed towards efficient and effective utilisation of organisational resources in order to achieve the institution's goals. Bush (2003:1) highlights that purposes or goals provide the crucial sense of direction that should underpin the management of educational institutions. It is extremely difficult to sustain a change process without support. It takes time and requires specialised knowledge and skills (Hall & Hord 2001:149).

2.3.1.2 Restricting management

Hall and Hord (2001:64) focus on how the event-mentality about change influences educational successes. Educators are forced into sustained self-concerns and task concerns because management sees the changes in their career such as an out of field position, as just another event and not as a process. Self-concern and task-concern influence educators' teaching skills. Where change is viewed as a process the support for educators, including out of field educators, leads to impact concerns rather than personal concerns (Hall & Hord 2001:76). Positive reinforcement from management changes educators' self-concern to impact concern with better results for the school environment.

Prior to the current transformation in education, school management tended to cf. educators, as "curriculum receivers" and not as "curriculum developers" (Harley, Bertram & Mattson 1999:127). This view still has a major influence on the selection of staff appointed by school management and governing bodies, a view that is underlined by the concept that educators are able to teach any possible subject in any possible phase. Abovementioned view means that school management plays an active role in the growth of the phenomenon because educators are assigned to subjects in whom they have no expertise, qualifications nor experience.

School managers who lack in supportive management styles hinder out of field educators in their development. Management's restricted view of educators and their teaching characteristics result in a restriction of educators' professionalism (Harley *et al* 1999:187,191). Restricted professionalism is found when educators rely on their own experiences to teach. Hoyle (cited in Harley *et al* 1999:189) on the other hand explains that management wants actions of extended professionalism from educators such as specialisation in their field of teaching. They want educators with an interest in

professional educational development, but without the realising how they as school management influence the situation by making decisions to assign unsuitable educators.

Effectiveness of education management is a crucial factor in school effectiveness (Van der Westhuizen 2004:4). Hall and Hord (2001:26, 27) highlight effective schools as schools with constancy of purpose, a customer-driven focus and continuous improvements where commitment to improvements, refinement of services and reviewing of the system at all times are priority. Educators who form part of the out of field phenomenon might have problems to fit into the abovementioned picture because they struggle to fit into their own subjects. These inefficiencies of educators because being wrongly assigned, add an extra burden to the effective management.

Limitations such as for example the assignment of unsuitable educators, result in an extra burden on the effectiveness of school management and the quality of teaching. One of the major limitations in school management's approach is vested in the application of the 'top-down' management style with the view that educators should be able to do everything without paying attention to educators' own experiences and the value of their input in decision-making (Harley *et al* 1999:133). The view that educators are able to teach any subject at any level affects educators' quality and professionalism and poses difficulties for educators to become specialists in their own field.

2.3.2 Educator's quality

The 'fit' between policy (what effective educators should be doing), and practice (what effective educators are actually doing), determines educators' quality (Harley et al 1999:173). The out of field phenomenon makes it difficult for educators to reach a 'fit' between policy and practice. For example, the availability of the most up-to-date material in a field of expertise such as an expensive computer laboratory, or a well-fitted science

laboratory provides little help to learners if an educator (although effective in other areas) teaches computer science, chemistry, physics of science as subjects outside his/her field of expertise or training (Chaika 2000:2).

Educators have the responsibility to provide effective and quality teaching for their learners. Harley et al (1999:36) feel that learners react positive towards an educator who is a specialist in his/her field; learners trust his/her teaching skills. According to Davis and Thomas (1989:139), learners fundamentally need and enjoy high success rates. These success rates are only possible through instruction by specialist educators teaching at an appropriate difficulty level, with learners' tasks which are clearly taught and promptly conceived (Ingersoll 1998b:10). Suitable assigned and qualified educators in classrooms impact upgrading the job of teaching. The out of field phenomenon has implications for the individual educator and therefore an effect on upgrading education quality and quality transformation.

Institutions that offer a successful academic learning environment such as appropriate assigned educators, hardly ever have obstacles with quality educator recruitment or retention. If school management, including principals and governing bodies, treat teaching as a highly valued profession, which requires expertise and special skill, they would experience fewer problems attracting and retaining excellent educators resulting in quality teaching and learning (Ingersoll 1998b:10).

The aforementioned 'fit' between policy and practice influences not only the educators' quality but also control the quality of teaching because, as previously mentioned, the educator stands in the centre of the teaching process (section 2.5; **Figure 2.2**).

2.3.2.1 Quality teaching

Recent research (Harley *et al* 1999:149) clearly demonstrates that educator quality is the factor that matters most in learners' learning. Educators need to fulfil specific roles in their classrooms and subjects such as the role of curriculum designer, the role of life long learner, the role of community developer and the role of mediator (Harley *et al* 1999:173). Therefore, assigning just anyone to teach a class or subject is not effective management. Evidence from research studies (Chaika 2000:5, Olsen 2000:12-16) show that learners, whose educators know their subjects, perform better than learners whose educators lack core knowledge of the subject they teach.

School management has a responsibility to provide quality education through quality teaching and to mention unavailability of suitable educators as a reason for the poor teaching, is questionable. Additional arguments that some individual educators might be talented but have no content knowledge direct us to the main issue that learners deserve educators who possess both. They deserve a competent educator, who can fulfil all the necessary roles and provide quality teaching, in their classroom. Austin and Holowenzak (1985:121) have described a way to recognise a successful and effective school as follows:

> *We think that one of the best criteria that you might use to judge an exceptional school in your county would be to ask the principal of the school to show you the waiting list they have of people who want to teach at their school. Just as teachers know intuitively who are (sic) the really great teachers in their schools, they also know the best schools in the district. Exceptional schools have waiting lists of people who want to transfer into them.*

The researcher agrees with Kelly (cited in Bertram *et al* 2000:181) who states:

> *The quality of any educational experience, then, will depend to a very large extent on the individual teacher responsible for it; and any attempt at controlling the curriculum from the outside, which does not recognize that, must be doomed to failure.*

This statement underlines the argument that educator assignments influence quality teaching

and therefore influence school management's decision-making. In order to verify the argument that suitable or unsuitable educators impact quality learning, the researcher uses Davis and Thomas' (1989:147) identification of important characteristics of effective educators and effective teaching. It underlines the importance of educators as specialists in their field, specifically regarding the creation of a learning atmosphere in the classroom. The characteristics of effective educators are inter alia:

- having strong interpersonal skills, particularly empathy, respect, and genuineness
- expressing interest and enthusiasm
- creating an atmosphere of cooperation and group cohesiveness
- involving learners in the organisation and planning
- listening to learners and respecting their right to speak during all discussions
- minimising friction of any sort

To conclude the argument, the researcher wants to underpin that the presence or absence of the aforementioned characteristics impact the effectiveness of schools and quality teaching. Educators teaching outside their field of expertise will find it difficult to apply these characteristics. School management has therefore an obligation to be aware of the threat the phenomenon poses to effective education. Because of the displacement factor out of field educators struggle to be instructionally effective and aware of learners' different needs, for example if he/she is unsure of his/her subject and class management procedures. Educators construct their own role as effective educators in terms of the relationship between educators and learners in spite of the setting (Badali & Housego 2000:341). Good relations have high priority in effective educators' working environments.

Educators most often evaluate themselves and their skills against the level of their successful relationship with their learners and parents. As previously mentioned quality teaching also

includes teaching characteristics that are acceptable to all role players such as productivity and effectiveness.

a Teaching characteristics

Hand in hand with the characteristics of an effective educator as previously mentioned, specific teaching characteristics determine quality teaching. Educational transformation and changes require changes in the teaching characteristics of educators, for example development of new skills, behaviour, beliefs and understanding. In order to have successful transformation and changes in education, educators need to understand the transformation and grow into it. Adjustment to education transformation and subject changes, for example, new curricula, cannot be forced on educators by a simple instruction. Management cannot force educators to think differently or compel them to develop new skills (Bertram, Fotheringham & Harley 1999:179) state that developing new skills is an inherent decision taken by educators themselves. Educators forced to teach outside their field of expertise are compelled to re-consider their visions, skills, behaviour, understanding and beliefs which might impact their confidence as being seen as effective.

Exceptional teaching characteristics influence the level of 'fit' between policy and practice for example specialist educators who are willing to explore new methods to enrich what they already know works, while out of field educators struggle to survive the gap between policy and practice. The closer 'fit' between policy and practice, the better the educators' productivity.

b Productivity

The experience of change and unfamiliarity is individually threatening and disconcerting, that is why the out of field phenomenon threatens healthy positive assumptions. Hopkins, Ainscow and West (1994:40) suggest that investment in educators and school starts with healthy positive assumptions about the change and transformation process.

Organisational settings in schools, which support educators in the process of change and transformation, help educators not to lose productivity and effectiveness. Productivity ensures growth in self-actualisation, confidence and self-respect and thus in the way educators evaluate themselves as successful and acceptable in the teaching environment. Confident educators who believe in themselves want to be part of an effective school environment.

c Effectiveness

Skilled and knowledgeable educators can make an enormous difference in how well learners succeed (Olson 2000:2-7). The strongest predictor of how well learners will perform on national assessments is the percentage of well-qualified educators (Darling-Hammond 2000:6-11). Change influences effectiveness because educators grow through the change process as they gradually come to understand and become skilled and competent in new subjects and new ways. It strongly describes why the quality of any educational experience would depend to a large extent on the individual educator responsible for it (Hall & Hord 2001:4; Kelly 1989:19, 20). It means that if changes happen too quickly and consistently on a regular basis, there is no time for the individual educator to grow and come to understand the new way, nor time to grieve the loss of the old way (Hall & Hord 2001:5). In conclusion, the aforementioned concept creates an understanding of the impact the phenomenon finally has on effective curriculum development. As Kelly (1989:20) puts it, any attempt at controlling the curriculum from the outside which does not recognised the above mentioned concept would be doomed to failure.

Teaching characteristics, such as, productivity and effectiveness of the individual educator have an influence on educators' professionalism. They influence how educators cf. themselves as well as how the rest of the role players picture them as professionals.

2.3.2.2 Influence on educators as professionals

Bush and Saran (1995:93) show that the assumption that teaching requires far less skills, training and expertise than other traditional professions where specialisation is necessary do indeed exist. This assumption makes it easy for school management to step into the out of field trap. In contrast with this assumption stands the truth: high-quality teaching requires a great deal of expertise and skill. Educators are not exchangeable blocks that can be placed in any empty slot regardless of their type of training. The argument that, in any profession, being professional means members *having a degree of control over the work one does*, creates doubt about the acceptableness of the out of field phenomenon. To be assigned to subjects within the educators' expertise allows them to claim professional status. Any reduction in this control undermines their skills and de-professionalises educators (Bush & Saran 1995:94). The low status of teaching, demonstrated by a lack of respect for the complexity and importance of the job, has resulted in conceptions that teaching is overwhelmed by recruitment problems and preservation and that out of field teaching is not simply a temporary emergency solution to a crisis situation, but a common practice and acceptable in the majority of schools (Ingersoll 1998:9).

2.3.3 Educator investment

Educator investment means that school management recognises the effective educator as a self-directed, well-informed and highly skilled professional with a strong sense of ethics and accountability who constantly reflects on and develops he/his practice (Harley *et al* 1999:57). Educator investment is the responsibility and accountability of school management. Simkins as (cited in Bush 2003:100) explains that resource management is a micro political process within which participants such as educators compete. Quality management (section 1.3.1) includes how successful the school management is in managing resources such as educators with effectiveness and support.

2.3.3.1 Influence on empowerment and support programmes

Transformation in education means far reaching changes; these changes put specialist educators in unfamiliar circumstances, transforming them into inexperienced educators. Bertram *et al* (1999:181) suggests that educators cannot be forced into educational transformation and change. Rademeyer (2005:2) highlights that schools throughout South Africa raised their voices, at an international congress, against the view that educators could be trained in four days to be competent enough to teach a new subject area in mathematics from grade ten to twelve. Professor Jonathan Jansen mentioned that it is unfair and spells disaster (Rademeyer 2005:2). This underlines the researcher's argument that extended support programmes are necessary during periods of change and transformation. When educators are assigned to new subjects they need extra and intensive guidance, for example, effective workshops to prepare them for the new, unfamiliar, unknown subjects or age group which they might teach outside their expertise (Fetler 1997:11).

However, the argument is how these educators as part of the out of field phenomenon influence the success of support programmes and workshops because of attitude changes. The influence educators have on the success of workshops and support programmes is rooted in each individual's level of needs, skills, beliefs, understanding and concerns (Hall & Hord 2001:61). These levels of concern change drastically when educators teach outside their field of expertise. Educators need to believe in what they are doing and understand why they have to do it. They therefore need time and support to change certain old teaching behaviour in order to cope with their new situation.

School management's decisions then to assign out of field educators might affect educators' comprehension of the transformation and change processes in education. Educators teaching outside their field of expertise are functioning on a different level as their colleagues who might be specialists in their fields but they attend the same workshops. The threat is vested in the situation where one part of the group would find it difficult to be honest about the

deprived level of their background knowledge on the specific subject while the rest might be bored.

In addition to the influence the phenomenon has on support programmes, the researcher paid attention to the influence the phenomenon has on the individual educator and especially on the influence on empowerment of educators. Hopkins' 'ideal' model of educator development has the ability to create an opportunity to empower educators (Bertram 1999:182,183). In **Table 2.1** Hopkins (in Bertram *et al* 1999:183) explains how to get the 'fit' between practice and policy. The researcher's argument is that educators would only feel empowered if this 'fit' (cf. **Table 2.1**) was successfully developed through uplifting procedures whereby educators can obtain necessary skills and support for their tasks.

Workshops as an empowerment tool

WORKSHOP	→	**WORKPLACE/SCHOOL**
Understanding of key ideas and principles	→	Immediate and sustained practice
Modeling and demonstration	→	Collaboration and peer coaching
Practice in non-threatening situations	→	Reflection and action research

Table 2.1 Hopkins "ideal" model of educator development as empowerment (in Bertram *et al* 1999:183)

Table 2.1 indicates workshops as an empowerment tool and shows how school management could use workshops to support educators. Workshops are tools to lead educators to agree and accept transformation and change. Empowerment through workshops leads to immediate and sustained practice and positive collaboration. The researcher's argument is that empowerment of educators successful encourages practice in non-threatening situations.

In conclusion of the argument, to successfully empower educators they need to

understand the key ideas and principles that underlie the change. Educators need time, space and support to reflect on their new practice. Reflection on how successful educators are prepared for change is the responsibility of school management (Bertram *et al* 1999:183). School management assigning educators just to fill vacancies is thus a threat to empowered educators. In order to evaluate their role in preparing educators for change in the workplace and successful empowering them, school management might reflect by asking the following questions:

- How was the change introduced to educators?
- Do educators have the necessary skills to implement changes?
- Do educators feel insecure?
- Does the decision create an increase in educators' workload?
- Will there be enough time for implementation?

Reflection by school management improves staff development and empowers out of field educators and stimulates a positive learning environment. Peers, learners, parents and management evaluate educators constantly. Would educators really be taken seriously if they are not specialists in their subjects or teach outside their field of expertise? The level of empowerment of educators is only one symptom of the larger out of field phenomenon, which has definite implications for effective teaching and effective management.

2.4 INDIRECT INFLUENCES OF THE PHENOMENON ON EDUCATORS AND SCHOOL MANAGEMENT

In order to understand the impact of indirect influences the researcher studied educators "as they really are and as they really work" (Guba & Lincoln 1994:107). Indirect influences of the phenomenon are vested in conditions such as:

- human rights and occupational conditions
- workplace certainties
- career decisions

- emotional instabilities

The impact of some indirect influences is visible only when a teaching and learning situation deteriorates in such a way that it becomes totally dysfunctional. The implications of the out of field phenomenon for school management become visible when management tries to solve problems apply certain management styles and skills. These implications are further displayed within:

- successful educational reform and curriculum changes
- staff development programmes
- educational development and placements

2.4.1 The influence on educators

A holistic perspective of educators as a teaching resource, involves characteristics such as skills, behaviour, beliefs and understanding for the position, which they fill. This clarifies the possible negative pressure the phenomenon has on educators. Educators as a teaching resource should have a prominent voice; the out of field phenomenon hampers educators' fulfilment of effective teaching and career growth.

2.4.1.1 Threat to human rights and occupational conditions

Educators have the right to feel in control of their teaching abilities in their classroom. Michael Strain (Busher & Saran 1995:14) argues that it would be morally wrong and a denial of educator's professional role for them to merely comply with external controls or to conform to all school managements' requirements. He does admit to the pressures inherent in the socio-political climate in order to preserve this view and right. He argues further that educator autonomy exists for the benefit of the learner.

It brings us to the argument that learning does not happen in isolation but in communities of practice such as classrooms, workgroups and the school community (Badali & Housego 2000:331). Pleasant occupational conditions where they could be actively involved are

the right of every educator. Assigning the best person to a specific job supports the creation of a positive teaching and learning environment. Educators have a basic right to participate in decisions that influence their workplace. Educators need to be increasingly involved in the decision-making process. As Lave and Wagner (1991:35) state:

> *…the form that the legitimacy of participation takes is a defining characteristic of ways of belonging, and is therefore not only a crucial condition for learning, but also a constitutive element of its content.*

Educators need to belong. The argument goes further indicating educators in the out of field phenomenon need time to get from a "peripheral participation" (the adjusting phase) to full participation. In this transformation process educators should be able to count on management support (Badali & Housego 2000:331). They need to have this basic human right to adjust to their circumstances according to their own level of adaptability. It is a complex and influential process, for example during this process of change and transformation educators are also involved in forming new identities for themselves (Badali & Housego 2000:332). The researcher's concern about the rights of educators and their occupational conditions are vested in how easily educators are moved from one subject to another, sometimes on a constant basis without given the slightest thought to the complexities of values and beliefs which are involved in this phenomenon. Hall and Hord (2001:36) state that at the end what educators do in the classroom may bear little resemblance of what the creators of change had in mind. This might happen because their basic right to have a voice is ignored by management and leadership.

The Education Labour Relations Council's (ELRC) *Manual for Developmental Appraisal* has introduced an appraisal system to lay a foundation for performance and goal management (Harley & Bertram 1999:42-49). Realising the complexity of classroom management procedures and its influence on effective and quality teaching, the fairness of involving 'out of fit' educators in an appraisal program is questionable. It is therefore

important to acknowledge the unfairness and threat of the ongoing assessment of the educator's job performance with a view to improvement, if educators are assigned in positions outside their field of expertise. Situations wherein educators are evaluated with unfairly evolve when, for example the same performance appraisal procedures for specialist educators and educators teaching outside their field of expertise are implemented.

To feel safe and secure in executing their job is a basic right for educators. The phenomenon's influence on the occupational conditions of educators further involves aspects such as being labelled ineffective educators. The pressure is on out of field educators for quality teaching, effectiveness, good results and productivity although they are not suitably qualified and have to teach outside their field of expertise. In conclusion, it means that the phenomenon poses a threat to equity in teaching communities. Some educators or schools are rated as effective or ineffective because of their academic success rate, while the out of field phenomenon pulls other down to the level of ineffectiveness.

Educators who do not feel safe and secure will not explore to find new teaching methods or will not get positively involved in shaping the curricula while forming part of the educational team.

a Generating scepticism

The out of field phenomenon has implications for the stability at schools. Hall and Hord (2001:28) argue that new practices require change in peoples' behaviour as well as in their understanding. It is important that a change effort is humanely oriented and has a supportive context – both of which require attention by knowledgeable and skilled facilitators. The importance is vested in the fact that organisational productivity is affected by its individual staff member's productivity (Hall & Hord 2001:195). Educators' first few weeks in a certain position is crucial in setting the tendency for what will be in store for the future. During the

first few weeks, the newly appointed educators will attempt to clarify their expectations and define their roles. Important bonding develops among educators who are in the same situation and a ‘community-within-a-community’ phenomenon, which is vital for schools learning and working culture, develops (Badali & Housego 2000:334). Staff stability naturally contributes to good interpersonal relationships and creates a good productive working environment while uncertainties and scepticism made them feel unappreciated. School managements’ shared goals of improving teaching, developing better synchronized and integrated teaching programmes stimulate the academic climate for higher achievement (Davis & Thomas 1989:65). On the other hand, the phenomenon impacts educators’ scepticism about management’s objectives and management styles.

If educators need the job and the governing body is willing to assign unsuitable qualified educators, these educators will take the chance to teach outside their field of expertise although they know they will experience a lot of unpleasant uncertainties.

b Teaching context affects dropout rates

Fetler (1997:5) feels there is a definite relationship between the dropout rate of learners and educator qualifications. The argument that the out field phenomenon has an influence on dropout rates is vested in the fact that dropout rates under educators and learners tend to increase, when faculties include a great number of minimally qualified, unqualified educators or educators with little experience

Mhangwana (2004:1) discloses information from interviews among learners in Mpumalanga and delegates of an international conference held in South Africa. Secondary school learners echoed sentiments about the influence of educators’ quality teaching and attitudes on their learning. They stated that educators, who are not committed, give insufficient homework exercises and with their ‘don’t care’ attitude, make it difficult for learners to succeed.

Aforementioned aspects underline the argument that educators, who form part of the out of field phenomenon, might have an extremely bad influence on learners' academic future. In addition to drop out rates of learners, the constant turnover of staff members and even educator dropout rates result in an unstable educational environment with far reaching effects on communities.

Lampert (2000:87) claims that, who the educator is, has an important influence on the way he/she defines problems and what he/she can and will do about the problems. Olson (2000:12, 16) explains educators get annoyed with schools in which they are likely to be assigned to subjects they are unprepared for. She (2000:16) agrees with an educator who stated the following during her research:

> *The thing is that I love teaching. I was just tired of struggling. I think if the teaching profession was structured so that I could enjoy livable (sic) working conditions and make, at the very least, a lateral move, I would very happily have stayed.*

Fetler (1997:1,11) highlights practices in school where more experienced educators with seniority obtain the more desirable classroom assignments with well-behaved, higher achieving learners; while educators which lack seniority receive the less desirable, more difficult class groups with lower achieving, at-risk learners. This leaves educators already teaching outside their field of expertise with an even more complex classroom situation. To understand the situation the reader should keep in mind that these educators already "teach to survive" (section 1.6.2.3) because they lack core subject knowledge and expertise. Add difficult and less desirable class groups to the situation and learners as well as educators very soon will have had enough of the school environment because it is experienced as a waste of time and effort.

To conclude, the researcher emphasises the argument that dropout rates in secondary schools tend to be higher where faculties include a greater percentage of insufficiently qualified

educators or educators with little experience. Reduction of dropout rates is the responsibility of school management, learner drop out rate and staff turnover is part of the influence the out of field phenomenon has on quality management (section 1.2.2). As long as management encourage quality education but allows the phenomenon to grow at their school a major percentage of time might be spent on managing staff and learner problems in their schools.

2.4.1.2 Impact on educators' career decisions

If educators have a clear sense of why they are teaching the way they do, effective teaching comes alive, his/her career makes sense and educators experience job satisfaction. Bertram *et al* (1999:240) explain that educators in new teaching situation have to deal with a whole new way of thinking about teaching. Educators teaching outside their field of expertise find it difficult to have a clear sense of what they are and where they fit in or where they are going to with their teaching (Johnson 1989:11). The out of field educators' vision is set from day to day while the specialist educator concentrates on his/her vision for the future, Hall and Hord (2001: 56) explain how uncertainties develop a self-concerned educator, where his/her own career decisions are the focus, while the ideal is to be impact concerned. Educators' concerns are a result of their experiences (Hall & Hord 2001:58).

2.4.1.3 Impact on educators' emotional stability

As Hall and Hord (2001:5) explain when educators have to change, they have to stop doing some things that they know how to do well and in fact like doing. Thus, change creates a sense of sadness. What is seen as resistance to change may be grief over the loss of favourite and comfortable ways of acting. Educators evaluate and question their own skills, abilities and successes and soon cf. themselves as unsuccessful. Educators feel caught up and isolated in situations beyond their control. Badali and Housego (2000:335) highlight the therapeutic dimension of informal meetings in these situations. These are something few schools have time for but educators develop a perception and realisation of the similarities in their experiences while they talk about it. It serves as an emotional stress relief. According to

Badali and Housego (2000:335), it is a strategy that can be used with great success especially in cases where educators find themselves in situations where it is difficult to form secure identities as successful educators.

Busher and Saran (1995:164) explain that the values of learners and the community have an influence on the performance of the educator in the class. Views, such as those who teach are those who allegedly should control and define the situation, while those who learn are being controlled, puts the out of field educator in the centre of the discipline problem. The argument is that in the out of field phenomenon these aforementioned roles are often swapped, for example educators rely on learners and parents for inputs to cover their own poor core knowledge. It usually causes low self-esteem with class management and disciplinary problems as a result. Olson (2000:14, 16) believes that educators would leave schools where there are disciplinary problems or where they perceive the school environment as dysfunctional and academically inadequate. The situation develops in constant staff turnover, taking up valuable management time and leaves them with little time to create a positive quality-learning atmosphere. Hall and Hord (2001:31) suggest that careful and thoughtful personalised attention, coupled with human and material resources will achieve stability in the implementation of change.

In conclusion of the argument, the researcher accentuates the comment of Lord Stevenson of United Kingdom Businesses to Mark Longhurst of Sky News (10 September 2003 during Sky News at 13:00, CAT), that a person's job is the single biggest cause of stress. Research by Stevenson, considered a business leader, revealed that 66% of all workers who experienced mental illness could relate it to stress. Symptoms of these stress conditions result in the fact that one out of four workers experience mental problems in a year. A third of all working people are affected by mental illness. Companies suffer a great deal because of employee absences, 50% of these absences are stress related. Even though it is

a substantial problem, 66% of managers admitted they are novices on mental illness. These are facts that school managers who wish to develop quality management should be aware of in order to make quality decisions whereby as few as possible unnecessary emotional burdens are put on educators, such as those caused by poor recruitment decisions (Hall & Hord 2001:25,26,27). Wallace (2001b:27, 33) argues that evidence-informed decisions have the unique strength to enable understanding and add strong validity to decisions taken because of the richness in data evidence. This view accentuates the importance of interaction, communication and discussions about the phenomenon.

Educators in the out of field phenomenon experience stress because of their responsibilities while in an unfamiliar teaching situation, teaching unfamiliar subjects. As mentioned above, underlying stress manifests further in emotional and mental illnesses.

a Manifestation in emotions: mental illness

Hall and Hord (2001:4) emphasise that change is highly complex, multivariate and dynamic at all levels such as on the individual, organisational and system levels. The disturbing occupational conditions educators experience are outcomes of the out of field phenomenon. It includes inability to cope with their situation and uncertainties about their own capabilities. Allan Liebenberg, secretary of the National Association of School Governing Bodies in South Africa, noted an increase in educators being absent from work (Price 2003:1), “It not only leaves principals feeling helpless, it’s also sad to cf. how stress makes educators sick”. An example of this problem is found in a school of 1 200 learners in the town of Retreat, Eastern Cape (Price 2003:1). The principal, William Leith says that at least five educators are absent on any given day. Alarmingly educators are often absent because “they cannot face another school day”. Mr Leith also stated: “Everything just got out of control…” (Price 2003:1). The gravity of the abovementioned situation is rooted in words such as helpless, out of control and increase in absence of educators. School management

which feels that everything is getting out of control convey a message that it is time to take a look at who is teaching what, why educators are assigned to specific subjects and how these staff assignments influence school management in their aim to reach quality management.

To conclude, stress, which results in educators staying at home rather than facing their responsibilities, calls for re-evaluation of what is really going on in the field. Would a suitable assigned educator find it difficult to face another day at school?

b Manifestation in emotions: educators' state of mind

Educators are enabled to act as professionals when their working conditions provide a number of positive experiences in terms of practice, training and control. Bush and Saran (1995:130) explain for educators to be recognised as 'professionals', means to have acquired a set of skills through competence based training which enables educators to do their job efficiently according to job descriptions and expectations of employers, learners and parents. The natural tendency among educators is to defend themselves from change instead of on how to use and succeed with change. Hall and Hord (2001:37) define this confusion as a result of conflicting signals from principals, facilitators and colleagues to educators in situations of change, pointing out that educators then start to teach for survival. Hall and Hord (2001:3) explain, as inescapable change is in education today, educators still tend to hope that they can avoid change personally and professionally. Change threatens educators who need to be seen as experts and specialists in their field of teaching. Harley *et al* (1999:126) explain that effectiveness in education most of the times lies in the eye of the beholder. Hall and Hord (2001:61) explain that interventions to facilitate change should be aligned with the concerns of those who are engaged with the changes.

To conclude, educators' personal circumstances manifest in their beliefs and values that influence teaching characteristics and effectiveness (Harley *et al* 1999:127). Educators could

have the best competence based training but if they were unsuitably assigned, it would influence their professionalism and their state of mind. Hall and Hord (2001:7) explain successful change starts and ends on an individual level.

Judging educators' effectiveness exposes them and their beliefs and values to various critical sometimes-unsubstantiated criteria. Criticism of educators, who are part of the out of field phenomenon, seems to be the result of ignorance on behalf of school management about their personal teaching circumstances.

2.4.2 Influence on management and management styles

Hall and Hord (2001:148) state that leading and facilitating change requires specialised knowledge and skill. Management skills, styles and attitudes affect the level of influence aspects of change and transformation, such as the out of field phenomenon, on effective education. Educators find it difficult to sustain a change process without ongoing support from the top (Hall & Hord 2001:149). Fetler (1997:4) explains that the success of alternative management approaches depends on the stability within the school environment. It is necessary to realise that educators' sensitivity towards change is based, to a large extent, on their degree of commitment to the change effort and school management styles. Hall and Hord (2001:149) cf. the formal leader, in other words the principal, as the first change facilitator.

Van der Westhuizen (2004:3) maintains that important elements of school management involve the central concept of management, that is the proper management of people, educational colleagues, equal, staff, employees and human recourses. School management's simultaneous exercise of power **over** colleagues and power **for** colleagues is in the interests of the employers because it creates an opportunity for educators to practice ownership of the teaching process (Bush 2003:101). Principals must take note of the reactions educators

manifest when change is imposed upon them (Datnow & Castellano 2000:777). A top-down management style usually activates “grumbling cliques”. Educators cf. themselves as experts if there is a fit between their beliefs, values, life experiences, what they teach and school managements’ leadership styles. Hall and Hord (2001:169) explain that the culture of an organisation such as a school is an amalgamation of the values and beliefs of the organisation. Thus, the attitudes and relationships within this organisation influence any process of change. In order to achieve the shared values and co-operative spirit required for stimulating a team of dedicated professionals to their best, educators must cf. themselves as experts in the activities of change and transformation (Datnow & Castellano 2000:778; Seifert 1996:5-6).

To extend the argument that the phenomenon has an influence on management styles, Ingersoll (2001:45) explains that the difference between other professionals and educators as professionals is that educators have only limited authority over key workplace decisions. For example, educators have little say in which courses they teach. It is usually a decision made by school management or in most cases it happens that the allocation of teaching assignments is the prerogative of school principals. Unlike other professionals, educators have no regulation of how and where they are placed within the school once they are on the job. Therefore, proper analyses by management structures are necessary to ensure proper use of human resources. ‘Proper’ in this sense, means cost-effective, economic and justifiable management styles which include the accommodation of the needs of educators in the out of field phenomenon (Bush 2003:100,101). Van der Westhuizen (2004:4) suggests justifiable school management implies that there is no room for a mismatch between educators’ personal aims and purposes and the aims and purposes accepted by a school.

Seifert (1999:63) argues that school management needs a hand on decision-making process in order to hold ground and to form the basis for the acquiring and retaining staff. How

they address questions, support and improve quality teaching and learning and how they focus on evidence-informed policy and practice (Levacic & Glatter 2001:5; Plecki 2000:2) influence effective management of the out of field phenomenon.

The phenomenon's threat makes Hall and Hord's (2001:26) emphasis on the importance of decentralisation, constancy of purpose, customer driven focus and collegial leadership as effective management skills more powerful.

2.4.2.1 Organisational structures affect quality education

Bush (2003: 180) claims that organisational structure as implemented by management, takes on different meanings within the various perspectives. Formal management models regard structures as objectives; political models portray structures as one of the unstable and conflicting elements of the school while, subjective models regard it as a fluid concept that arises from relationship between individuals. Among educational policy makers, management structures, researchers and practitioners there is an emerging agreement that educator development is crucially important to educational reform (Fetler 1997:4). The impact the phenomenon has on educator development point policymakers to complex aspects of school management, such as educator safeguarding and the realisation of the importance of educator training according to the needs of schools. Bush (2003:32) explains further that emphasis on structure leads to the notion of individuals being defined by their roles, while a focus on educators leads to the predominance of personality in determining behaviour. It becomes thus obvious how the individual educators, which form part of the out of field phenomenon, have an influence on organisational structures and quality education.

Because schools are complex institutions comprising of distinct yet interdependent systems, these specific structures are to a large extent influenced by the out of field phenomenon. For example, the recruitment system, which supplies educators, depends not only on the school

administration and personnel offices, but also on the community's social and economic context, which forms part of the instructional system. Bolam (1999:194) emphasises that school management is an executive function for carrying out agreed policies. Harmony should exist between the internal operation of educational institutions and their relationships with their community as well as the governing bodies to which they are responsible.

Successful school improvement needs correlation between the direction management takes and the values and beliefs of individuals that form part of the education community and parent community.

2.4.2.2 Threat to management skills

Assigning the most suitable qualified educator to a specific job, while education is in the process of major change, is an integral part of moving towards more manageable organisational structures within the school environment (Hamlyn 2001:1-2). Steyn (2002:2) suggests that quality management is a powerful instrument to achieve quality schools because it provides a structured and systematic education system. Within these organisational structures school management has the responsibility to measure up to specification and meeting or even exceeding customer requirements in order to achieve quality management (Hall & Hord 2001:26,27). The out of field phenomenon poses a threat to effective organisational structures because it fails to appreciate customer needs.

In conclusion, Hamlyn (2001:2) and Wallace (2001b:29) state that if school management succeeds in stressing the team in a team effort, the atmosphere at schools will change and involved educators will become positive partners of management and the education reform process. More manageable organisational structures leave the school management with more time to spend on effective education reform and curriculum changes.

a Contextual factors affect decision- making

Wallace (2001b:27) states that policy and practice are a better ‘fit’ and more effective if informed by evidence. The perceptions and experiences of educators in the out of field phenomenon could provide ‘evidence’ information and contextual factors that might

influence decision-making. School management and leadership are diverse and cannot be performed in a vacuum and are thus affected by contextual factors such as unsuitable qualified educators resulting in unhappy parents and poor learner results.

In order to understand why and how the phenomenon has an influence on school context, the reader has to understand that the teaching process mediates the links between leadership, management and learner learning-outcomes (Levacic & Glatter 2001:6, 9; Wallace 2001b:29). Quality teaching determines a successful learning climate and successful schools. Bush (2003:190) argues further that the nature of organisational structures is likely to have a significant impact on school management.

2.4.2.3 Impact on education reform and curriculum changes

Factors influencing the implementation of reform can be thought of as part of the change itself. The most frequently assessed aspects of reform are its impact on the educators’ work and their attitudes towards their work. Reformed outcomes related to the transformed learning processes include hours, time in and out of the classroom, and attention to individual learners, professional development and skill levels of teaching practices. Educators are believed to be the ‘centrepieces’ of educational change; therefore many current reform efforts worldwide are directed at educators. The manner in which educators respond to reform and change is deeply embedded within the larger societal context (Datnow & Castellano 2000:777,778; Hall & Hord 2001:27).

Levin (2001:9) implicates that the broad views on the implementation of education reform

have become more complex over time. In the process of transformation schools cannot engage in massive personnel and leadership change in order to influence improvement. Should school management wish to develop their personnel and leadership, they have to do so from available, financial and personnel resources at hand. Bush (2003:3) explains that school management, staff and other stakeholders who developed a distinctive vision for their school, which is shared by the community, develop purposeful management. Aforementioned highlights the implications the out of field phenomenon has for education and transformation. Levin (2001: 9) explains how the complexity of change is often rooted in the degree of clarity of the change. He argues the degree of difficulty involved in the implementation of transformation, the political direction for change, which could be either vague or contradictory influence the success of transformation. Adding the complexity of the out of field phenomenon to the already complex transformation process creates a fragile situation for school management to deal with. However, school management is well positioned to develop professional human and intellectual assets if they recruit suitable educators motivated by learning, who are specialists and desire to make a difference for young learners (Datnow & Castellano 2000:778).

Bush (2003:98) explains that there is a significant amount of power available to those who possess appropriate expertise. Expert power is the power vested in someone because of his or her acknowledged expertise. The expert often carries an aura of authority that can add considerable weight to a decision that rests in the balance while management discuss the facts. Comprehension of their competence, personal expertise and success are closely linked with their confidence and self-actualisation as educationists. Datnow and Castellano (2000:777) explain educators' capabilities are negatively influenced by attempts to impose transformation upon them, such as unfamiliar subjects and new curricula. Levin (2001:10) explains how attitudes in turn are shaped by the educators' views. The way, in which educators progress and develop together, expands their competence and their personal

expertise. Educators use inter-related components such as the generation of contextual knowledge acquired through enquiry as well as the utilisation of that knowledge to challenge organisational development or dysfunctional ties. They need to transfer and utilise their knowledge to develop leadership capacity (Levacic & Glatter 2001:9).

In conclusion, an important dimension of the need of expert practice emerges as it forms part of the success of transformation and change. Within the changing environments even specialist educators are acquiring new knowledge and skills in a learning area for which they are already qualified to teach (Caldwell 1994:76). This stresses the need to assign appropriately qualified educators in order to minimise the acquired new knowledge or gap between new and assisting knowledge. Educators' sense of effort, satisfaction and stress manifest in and influence their attitude toward reform and changes (Levin 2001:10).

a Influence on transformation attitudes

Educators enter the profession to make a change with focus on the learners. Bush (2003:192) stresses that educational institutions are many things at once and that they are complex and multifaceted. This makes it clear why a decision made by school management has an influence on educator attitudes. It also explains why leadership and management models should make provision for the special needs of individuals which form part of the out of field phenomenon. In general, educators are content with their choice of career as long as it involves working directly with learners who are willing to participate and learn (Unknown 2004:7). The intervention of outside forces such as parents, departmental intervention and the external community prevents educators from performing their jobs, as they perceive it (Unknown 2004:7). The argument is that if aforementioned intervention creates attitudes that might hamper effective education, it means that school management is deeply involved and influenced by these circumstances. Constant critique and advice from others might result in a major decline in the professional satisfaction of role players.

In order to stimulate positive attitudes, Bush (2003:191) emphasises that different leadership and management models apply for different situations. School management and leadership have thus a responsibility to adjust their management model according to the need of out of field educators. Mhangwana (2004:1) reported at an international mathematic and science conference in Mpumalanga, that educators with a bad attitude towards subjects such as mathematics and science are to blame for learners who shun the subjects. The researcher's argument is vested in questions such as why are these educators teaching in these subjects? Why are these educators and subjects incompatible? Is someone paying attention to the experiences these educators have within the out of field phenomenon?

Bush (2003:59) explains the dominance of the hierarchy in formal management models is compromised by the expertise possessed by professional staff. This view means that educators, who form part of the out of field phenomenon, might always be overlooked in these situations. Minimising the occurrence of the phenomenon and successfully focusing on the positive attitudes of educators, developments in the attitudes of educators, as seen in **Table 2.2**, are noticeable.

Trends in the teaching career

From	To
Profession	Professional
Knowledge	Skills
Education	Training
Effectiveness	Efficiency
Conception	Delivery
Status	Contract
Clients	Consumers
Influence	Compliance
Responsibility	Accountability
Leadership	Management

Table 2.2 Changing trends in the teaching profession (Busher & Saran 1995:60)

These changing trends in skills refer to the managerial and interpersonal skills necessary

for educators to impart or help learners construct subject knowledge effectively.

The argument that the out of field phenomenon has an influence on attitudes is vested in the survival techniques which educators develop while teaching outside their field of expertise. Negative attitudes hamper the educator in his/her career growth (cf. **Figure 1**), while transformed personal attitudes might have a positive influence on professionalism in teaching, as shown in **Table 2.2**, depending on how it is managed by leadership and management structures. If school management realises and understands the relation between professionalism and personal circumstances, it could be used effectively within the out of field phenomenon to the benefit of the school (Busher & Saran 1995:47; Elen & Lowyck 2000:426). Educators have to meet high standards, as seen in **Table 2.2**. This involves good relationships with learners, the ability to provide correct content, content delivered in positive manner and providing support. Educators are part of the bigger community within which they function (Elen and Lowyck (2000:427; Scott, Stone & Dinham 2001:12, 13).

To conclude, attitudes influence the way the person who holds the value sees the world. In one sense values are closely linked with what people believe – beliefs being statements of personal conviction. Educators will only be able to convey public prepositional knowledge in their work after it becomes part of their personal knowledge. As such values are inescapable: we do not choose them; they claim us (Bush & Saran. 1995:131; Levacic & Glatter 2001:10). Transformed personal circumstances of educators, such as when experienced educators are assigned to out of field positions, make them suddenly become inexperienced educators. This threatens educators' security, stability and their ability to fit their 'professional' values to their new circumstances.

2.4.2.4 Influence on educational development

Hall and Hord (2001:6,7) argue if change is seen as an event and not as a process the

implementation plan is tactical instead of strategic. The first will have a short-term focus, which typically involves a few formal training sessions. The second will involve time for change, support on long term and budgets which allow support and extra resources where needed. Successful development programmes assist management to develop and carry out a successful strategy of change (Day 1991:161). The out of field phenomenon, however, with symptoms of constant staff turnover has the potential to make it impossible for school management to meet the need of educators for support especially in their career development programmes.

Educators teaching for survival cannot fulfil the aims of the larger educational structures (Bush 2003:51) because they just try to survive their own circumstances. Marshall and Rossman (1995:57) go further and suggest that interlaced conceptions of educators influence the school community, goals, expectations and action orientation especially where school management does not answer educators' needs. As Everard and Morris (1990:155,156) explain, "They are interdependent with the rest of society, which they serve as society serves them." Bush (2003:57) explains how school management which cf. the organisation as a single kind of entity with a life of its own apart from the perceptions and beliefs of those involved in it, blinds us to its complexity. The constant process of change where educators are assigned to new and different schools, subjects, or grades means that educators have to constantly establish new relationships, which may not improve their personal professional development and restrict the development of education in totality.

Badali and Housego (2000:338, 343) maintain it is facile but fatal to assume that educators are able to handle the challenges of transformation without leadership and management supportive systems in place. The well being of educators should take priority in management patterns and they should be supported as the most vital and renewable resource in an effective teaching environment where transformation, reform and change are

continuous processes (West, Jackson, Harris & Hopkins 1998:42-43). Seifert (1996:95) explains the main mechanisms in career development as self-development programmes through informal learning or self-development that is guided and supported from within the organisation. Such programmes are only successful if linked with career planning and if rewarded with certificates, diplomas or degrees or promotion after completion.

The argument focuses on the influence the out of field phenomenon has on retraining, support and how it restricts educational development. Intense interest in professional educational development builds the performance capacity of the entire staff and has positive effects on the manageability of the school and thus on the educational development. Wohletter, Smyer and Mohrman (1994:273) suggest it helps to develop a common knowledge base among all staff members from which they can contribute to manage change. Educational improvement and professional development refers to learning opportunities that engage educators' creative and reflective capacities to strengthen their practice (Bredeson 2001:2; Levacic & Glatter 2001:6). In conclusion, school improvement with focus on enhanced learning for all learners should be protected from concepts that educators are able to teach any subject with success because it stimulates the growth of the out of field phenomenon while hampering the school improvement plans. The out of field phenomenon results in restricted educational development in terms of subject expertise, awareness of learners' special needs and educators who feel neglected. It also restricts proper staff development programmes which should, according to Seifert (1996:106, 107), allow the systematic upgrading and updating of educators' professional qualifications in order to improve both the quality and range of tasks performed by educator practitioners. To conclude, if educational development is restricted because of the out of field phenomenon it would create restricted school management, restricted education and restricted functioning of the school and finally, a restricted education system. Educators in the out of field phenomenon influence the goal setting (Fishman 1999:73) and thus the educational

development on school level as well as on national level.

The quality of the placement process and the influence it has on the attitudes of all the role players makes it necessary for school management and governing bodies which are in control, to reflect continuously on educator assignments. Linking up with the abovementioned is the research done by Badali and Housego (2000:342), which suggests that temporary, short-term placements of educators or the 'quick fix' solution could be potentially detrimental to their careers and may not improve their prospects for promotion. The constant transition brought on by the phenomenon, for example, moving from subject to subject outside their field of expertise each year will have a negative influence on even the most experienced, effective and committed educators.

2.5 IMPACT OF SUITABLY QUALIFIED EDUCATORS

The educator is at the centre of the learning process. The success of school management to break the cycle of assigning unsuitable qualified educators directly influences the strength of the education organisation. Only appropriate qualified educators effectively fulfil their roles in education as described in the COTEP document (Harley et al 1999:23, 186). Competent educators fulfil the roles of:

- learning mediator
- interpreter and designer of learning programmes and materials
- leader, administrator and manager
- community, citizenship and pastoral role
- scholar, researcher and lifelong learner
- learning area/subject/discipline/phase specialist

The context in which educators function exacerbates the inappropriateness of unsuitably assigned educators, as seen in **Figure 2.2**. It also captures the far-reaching influence the

educator has on educational structures. Also highlighted is a dynamic two-way process between the influential factors in the education environment; for example, the factors that influence the educators' practice such as national context and school culture, and also the influences educators have on their classroom environment.

The context in which educators function

Figure 2.2 The context in which educators function (Bertram et al 2000:256)

It is clear from **Figure 2.2**, that suitably qualified educators may have extensive effects on what happens in the classroom, in the school and at the end what happens to a nation's education system. But it is a two-way concept, because a national context in which it is appropriate to assign out of field educators' influences the whole learning community. It ends where it impacts qualified educators' practices in their classrooms.

At a regional principals' meeting held on the 12 August 2005 in the Free State, principals uttered their concern about the possible changes in the Educators Employment Act (De Vries 2005:1). Principals were concerned that policies such as fairness, representation and redeployment would outweigh quality education by suitably qualified educators. At this meeting it was clear that principals recognised the correlation between effective and the specific educators they assigned in positions. A conservative educator recruited in a liberal school society or an educator without sufficient core knowledge in his/her subject employed

in an academically orientated school, could have a negative impact on productivity and plausible performance.

Figure 2.2 also emphasises the educator as one of the most influential factors in the school environment. If the environment as shown in **Figure 2.2** is dysfunctional, the first areas that need to be investigated are therefore the circumstances surrounding the educator, such as recruitment, training, qualifications, the educators' classroom practices and school management support (Harley *et al* 1999:187). Massive investment of time and resources are made in intervention programmes, for example, in-service programmes, workshops and seminars. All of which aimed at effective teaching but with few achievements (Harley *et al* 1999:17, 20), underlines the importance to start with suitable qualified educators in the classrooms.

2.5.1 Influence of suitable assigned educators

The researcher emphasises the importance of quality placements lies in the effect these decisions taken by management have on school management itself (Hall & Hord 2001: 185). Badali and Housego (2000:328) explain quality placements are not to involve more members of the teaching community, but rather to improve the recruitment and selection process of the existing group of educators. The 'hit and miss' nature of educators' placement is rooted in the absence of a proper need analysis and formal recruitment process. It mostly ends in disappointment on either side, that of the school community and of the educator. Placements of educators have an influence on the constructing and understanding of change. Hall and Hord (2001:171) explain that each educator individually as well as groups of educators collectively will construct their own understandings about what was intended with transformation and what it all means. Educators who teach subjects in which they have little or no background knowledge usually loathe it because it leaves them feeling insecure.

The argument that unsuitable placements are a general practice by school management is vested in the large variations of the phenomenon. It exists in several core academic fields, for example, out of field positions in subjects, age groups and grade level of learners. Gruber (1997:3) explains learners in the lower social sphere and learners with lower academic expectancies or low-achievement-levels are often taught by out of field educators while it is not the case with learners who have a history of academic achievements or learners in high-achievement-level classes. Learners in grade seven and eight are more often taught by out of field educators in several of their subject fields while it is not the case with senior high school learners, although the phenomenon is found over the whole spectrum of teaching.

The abovementioned discussion demonstrates the calculated decisions that management takes involving educator placements. School management often defers hiring and staff placement decisions as well as internal position changes until just before schools reopen, leaving educators teaching outside their field of expertise virtually with no time to prepare or adjust. These late placements are not sound educational practice because under-prepared educators who rely heavily on the textbook severely inhibit learning and personal contact with learners (Chaika 2000:2). To conclude, although educators are seen as an important resource, the school management team manages them. Thus the centre position of educational development is shared by school management and educators involved in the phenomenon.

2.6 SUMMARY

The current transformation situation in South-African education and its influence on educators' placements warrants a rethink on how the skills of school management and leadership structures are implemented to create quality education for all. In chapter two the reviewed literature has introduced the reader to the setting against which the out of field phenomenon is rapidly expanding and how it has an influence on the wider spectrum of

education. The literature overview provides a framework against which the reader understands the problem statement, research aims and objectives. In chapter two the researcher uses literature to highlight the reason for the researcher's concern involving the implications of the phenomenon for school management. It is an informative chapter, which highlights the interconnection of several aspects which originated from the out of field phenomenon and which have direct and indirect influences on educators' experiences and thus on effective school management and quality education. Chapter three contains a detailed discussion on the methodology, research design and procedures followed throughout the research.

CHAPTER 3

3 RESEARCH METHODOLOGY AND PROCEDURES

3.1 INTRODUCTION

The researcher conducted an exploratory research study because it is the first study of the out of field phenomenon in South Africa. It stimulates speculations and develops insight and capacity to explore educational practice (Gall, Gall & Borg 1999:291; Schurink 1998:253). The qualitative investigation allowed the researcher to 'get close' to these valuable data (Bell & Bush 1984:198; Cohen, Manion & Morrison 2000:78; De Vos & Fouche 1998:80; Moustakas 1994:2-3) in the field. This study can be used to understand the qualities of human behaviour in the phenomenon and better the understanding of the influence on educational management (Schurink 1998:241). The primary focus, the implications of the out of field phenomenon for school management and thus for educators and parents, is seen as valuable information-based concepts grounded in experiences role players shared.

Chapter three defines the technical considerations in the gathering process of the valuable information in the field. Application of the research design involved the use of naturalistic ways of knowing involving a pilot study, constructing an interview schedule, semi-structured interviews and document analysis. Within this qualitative research design the researcher provides answers to the problem statement: What are the implications of the out of field phenomenon for school management? The investigation also reveals information on the two sub problems identified: What are the perceptions of out of field educators of the out of field phenomenon? What are the perceptions of principals of the out of field phenomenon? (section 1.4).

3.2 THE RESEARCH DESIGN

The researcher focused on data gathered from specific individuals who possessed rich and

valuable information through extensive personal experiences of the out of field phenomenon. These specific focuses disclose information that stimulates speculation and develops insight that can help develop the capacity to explore educational practice (Gall *et al* 1999:291; Schurink 1998:253). The exploratory investigation is vested in social and human science that means that investigations are close to people and emotion laden (Creswell 1998:19; Schurink 1998:242, 243). It seeks the truth from participants, which is the research objective (cf. section 1.5) to determine qualitatively an understanding of the impact of the phenomenon on role players.

The researcher followed a multi-perspective approach with a purpose to interpret, describe and reconstruct information in such a way that the reader might understand the meaning participants attach to it as suggested by Denzin and Lincoln (Schurink 1998:240). It involves a logical jump beyond the data. The qualitative approach made it possible for the researcher to go beyond the evidence at hand and produce a logical explanation (Gall *et al* 1999:298,299).

The research design influenced the role the researcher played. It brought the researcher to the common activities of the participants' everyday life to learn about the phenomenon as the "real thing" (Creswell 1994:12, Cohen *et al* 2000:24).

3.3 THE ROLE OF THE RESEARCHER

The researcher occupied a management position at a public school in South Africa for several years and taught at an international school in Africa. Prior to the management position the researcher acted as grade head, subject head and as representative of the school on different subject committees. Over a period of twenty-five years in education, with close involvement and additional studies in remedial teaching the researcher has seen how learners suffered because educators did not have the necessary expertise and core knowledge in

specific subjects they taught resulting in an inability to note learning problems in time. This situation led to severe learning problems with damaging effects on the learners' self-image; on the other hand learning problems are noticed in time by an appropriately qualified specialist, the problem could easily be corrected.

The researcher has seen how internal and external school departments have struggled with applying successful management structures involving transformation, curricula, educators, parents and learners. The researcher has seen and experienced novice educators struggling with shock, disappointment and disillusionment when starting their education career in subjects about which they knew little. The researcher saw how successful educators change into negative, discouraged, uncertain human beings when subjects in which they felt uncertain were assigned to them. Negative remarks against school management made the researcher aware of a deeper-rooted problem and the following questions emerged:

- How do out of field educators perceive the phenomenon and how do these perceptions influence their teaching?
- How does the fact that educators teach subjects without proper qualifications, sufficient expertise and core knowledge have an influence on their own attitude towards management and teaching?
- How do principals perceive the phenomenon and how do these perceptions influence them as members of school management?
- How does a group of out of field educators at one school influence effective teaching characteristics and as a result decisions school management have to take?
- How do these influences on the school management and educators affect learners and parents? How does this influence the development of an academic atmosphere and learning culture at schools?

The quality of the data depends on the inter-relationship between interviewer and interviewee in so far as it increases the sharing of authentic knowledge of the participant's life world with the researcher (Mouton 1996:149). The researcher's experience in education over an extensive period of time on various levels of management made her aware of the concerns of role players in education. The personal experiences of the researcher determined her selections of topics, approach and ability in the field (Mouton 1996:145; Neuman 1997:354; Punch 1994:86) and made it possible to notice and understand the fears and hesitance of participants. The researcher strove to build a relationship of trust and understanding with participants in the field (Neuman 1997:354). This was possible because her background provided the researcher with insight into and understanding of educators' problems and frustrations which enriches data found in the field. Although the researcher has a teaching background with personal out of field experiences, she avoided sharing this with participants to prevent bias.

The researcher acted as a mouthpiece for educators and principals, resulting in data coming through as frank and outspoken as it was obtained. Therefore the researcher became the instrument that transferred newly found knowledge. The researcher realised that the phenomena she investigated are complex and therefore tried to portray all the dimensions of the phenomenon in descriptions, rather than narrow down to raw data in order to understand and give meaning to the complex concepts. The researcher aimed to add to knowledge about the phenomenon and tried not to judge information offered by participants. The researcher's skills in working and communicating with other people were most important because the validity of qualitative research depended greatly on the skill, competence and firmness of the researcher (Creswell 1994:163).

The researcher has chosen a research design to accommodate the aforementioned facts. Moreover, in the light of Swidler's (2000:553) comments mentioned below, the

researcher paid attention to stories told by educators at all levels of education as experienced over a period of time. Swidler points out:

> *…interest stems from narrative's potential to access the research subjects' voices and to offer deeper, sensitive and accurate portrayal of experience that have escaped positivist quantitative research and less sensitive, objectivist qualitative research.*

3.4 DESIGN OF THE STUDY

The researcher viewed the framework, which includes the different perceptions of principals, educators as well as parents, as an approach to add to the distinct strength of the qualitative study. Therefore, she considered the views of Baszanger and Dodier (1997:11), Wengraf (2001:80) as well as Swidler (2000:553) that the quality of the information depends on the quality of the research questions and research design.

3.4.1 Statement of subjectivity

The researcher stimulated the interviewees to talk about any number of topics, not because the researcher is interested in the topic but because the researcher is interested in how the interviewee talks about it, thus revealing the interviewee's subjectivity (Wengraf 2001:9). In order to make objective and truthful assumptions the researcher needs to have an objective outlook about subjectivity and where her theories fit into the subjective picture of the study. The theory of informant subjectivity determines the designed structure of interview questions and the researcher needs to keep in mind that unpleasant experiences as well as anxiety influence the participant's subjectivity. Wengraf (2001:307) stated the importance of subjectivity as follows:

> *Without general concepts/models of subjectivity, of context, of lived lives, of told stories, and of the possible interaction of such components, no accounts of particular instances could be generated.*

The researcher not only paid attention to the words spoken by the interviewees for words can easily be loaded. Therefore, the researcher paid attention to how the words were said. The tone of voice and the speed of delivery, silences, hesitations and the mode of

delivery of the words can be vital in constructing meaning and the researcher, as an instrument in qualitative research, was affected by the non-verbal communication of the participants (Holtein & Gubruim 1994:263; Wengraf 2001:47). The researcher used scientific concepts in a subjective manner, constructing concepts about the perceptions of participants associated with specific theoretical preferences, training, interests, beliefs and values. The researcher distinguished between two types of connotations made during classification and categorisation of reality, namely subjective and conventional connotations (Mouton 1996: 182,183).

Subjectivity is not only applicable to one person but is the interplay between the researcher and participant. It influences the construction of concepts based on the information emerging from the interplay between researcher and participant within a certain setting.

3.4.2 Setting

The location for this study was determined by the accessibility of the different sites. Secondary and primary schools in three different provinces were targeted. The research sites chosen were from different environments, for example different languages, communities and culture settings. The reason for choosing schools in different settings was to find comparisons in the data in order to confirm the reliability of the information gathered on perceptions of educators and principals against the background of different school environments.

The researcher made use of convenience sampling when the five schools, mentioned below, were identified as suitable settings. The following schools in the Northern part of the Free State were identified as part of the setting because of community circumstances, environment and accessibility. Because data reached saturation, the researcher decided to complete the research with the first four schools.

Targeted Schools

School A	Combined School	Afrikaans
School B	Coloured High School	English/Afrikaans
School C	Primary School	English
School D	High School	English
School E	Dual medium Primary School	English/Afrikaans

Table 3.1 Targeted schools

The researcher made use of convenience sampling because within these schools the researcher could reach the subjects easily and a selection of specifically informative subjects could be made.

After the specific Department of Education granted permission (cf. annexure B), the various principals were contacted for permission to visit schools (cf. annexure A and B). The researcher made provision in the time schedule to locate a proper place before commencing with interviews. As part of creating a secure setting great emphasis was placed on protecting the privacy and confidentiality of the people involved, and the chosen location had to fulfil this need.

3.4.3 Sample

The researcher strove to obtain a sample, which was representative of the target population experiencing the out of field phenomenon in social context (Le Compte & Priessle 1993:158). Focus was placed on experienced, well-qualified educators in out of field positions in order to gather evidence-informed information within their actual teaching environment. The researcher chose average schools that were recognised in their communities as schools with a positive academic culture and were seen by the community as

generally ‘successful’. The criteria were thus:

- schools where educators do not experience major disciplinary problems
- schools where the focus of role players was an academic atmosphere in the learning environment
- schools to which it would be possible to return more than once

Within these schools, either a principal, a deputy principal, educators (subsidised/non-subsidised and from different gender) and parents were chosen.

Within the sampling process the researcher focussed on participants with experience in the out of field phenomenon willing to share their perceptions and inner feelings with the researcher.

3.4.3.1 Sampling process

The researcher executed a pilot study with eight participants at a previously Model C school in order to check if the interview guideline would provide the needed data. The researcher commenced initially with an informal interview with the principal or deputy principal to explain the procedures and the researcher’s requirements to conduct the research. Informal interviews with principals were essential to explain the purpose and aims of the study and to discuss identification of out of field educators as well as suitable participants (cf. section 3.4.3.2), who would be willing to share their experience of the out of field phenomenon. The sampling process made it possible to identify certain strong relations between various perceptions of educators and principals, which assisted in an accurate understanding of the implications of the out of field phenomenon for school management. The researcher gathered information about participants through:

- documentation (cf. annexure D),
- letters of consent were sent to identify educators (cf. annexure A),
- and twenty-two semi-structured interviews followed (cf. annexure E).

- Interviews with three parents
- Interviews with six principals and deputy principals
- Interviews with thirteen educators with experiences in the out of field phenomenon

The twenty-two interviews were recorded on tape. Field notes were taken during interviews (cf. annexure F).

The researcher used the tested interview guideline (cf. annexure E and F) in order to conduct semi-structured interviews with principals, parents and educators. The interview guideline provided a systematic basis from where participants could generate personal views and personal life experiences. The interview guideline focused on gathering knowledge about the social reality participants share regarding the out of field phenomenon in schools and provided answers to research questions (cf. section 1.4).

Aforementioned procedures reflecting thoroughness of data collection and analysis lay in the contextual completeness, observation, the representative check and the researcher's self-reflection. The willingness and openness of participants to share their perceptions and experiences added to the researcher's ethical considerations.

3.4.3.2 Identifying possible participants

Homogeneous, criterion sampling is guided by an interpretivist epistemology (Gall *et al* 1999:289), which means that the research focussed on participants with specific experiences of the out of field phenomenon, drawing on richness of their knowledge of the phenomenon (Mouton 1996:110; Schurink 1998:244; Wengraf 2001:102). Participants, added to the quality search for the truth because through their experiences of the phenomenon, they could participate in the reality of the phenomenon (Gall *et al* 1999:289).

After conducting twenty-two interviews the researcher realised that data had reached saturation. The researcher applied Patton's typology of randomised and purposive sampling (Wengraf 2001:96,102) in choosing the fourteen information rich cases that were used in this study. The researcher applied convenience sampling and, as suggested by Schurink (1998:253), categorised the qualitative sampling, for example, snowball or chain reference sampling exposes valuable information. In this study, participants referred the researcher to other staff members who had personal experience of the out of field phenomenon. Educators even advised the researcher to make sure to interview specific educators at neighbouring schools for valuable information.

School environments were chosen that would most likely provide particularly information-rich data and to which the researcher could conveniently return. The researcher wanted to be allowed to spend more time in this environment to do intensive research. The principle of noting topics using the informant's keywords proved a useful method to sustain supportive listening during semi-structured interviews. The saturation of data convinced the researcher that the fourteen participants who delivered the most information rich interviews were an appropriate representation of what is going on in the field.

The following table provides background on the participants' aggregated profiles such as gender, age and experience.

Profiles of participants				
Participants	**Gender and age (Years)**	**Teaching history and experience in management/leadership**	**Teaching experience (Years)**	**Present situation of Participant**
Educator A1, D1 and D2	Female 40-45y	Senior Secondary Phase	15-20y	Out of field Gr8 –12
Educator A2, B1 and B2	Male 25-40y	Junior/Senior Secondary Phase Grade head/Subject head	5-30y	Out of field Gr8 –12
Educator A3 and C1	Male 30-45y	Senior Primary Subject head/Grade head/HOD	10-20y	Out of field Gr6 –7
Educator A4 and B2	Female 40-45y	Senior Primary Phase Subject head/Grade head/HOD	15-25y	Out of field Gr6 – 7
Deputy Principal A and D	Male 40-45y	Intermediate/ Senior Primary phase/ Senior Secondary phase	20-35y	Out of field Gr6 –12
Educator B3, C2 (HOD's) and B4	Female 40-45y	Introduction/Junior Subject head/Grade head/HOD	20-35y	Out of field Gr2 –3
Principal A, B and D	Male 45-50y	Secondary Principal	20y and more	Management
Principal C	Male 45-50y	Primary School Principal	20y and more	Management
Educator C3 HOD	Female 40-45y	Intermediate phase Subject head/Grade head	20y	Out of field Gr2 –3
Parents	Two female One male 40-45y	Bio-chemical engineer Radiographer Qualified educator		

Table 3.2 Participant profiles

The researcher purposefully sought data that supported or challenged her understanding of the out of field phenomenon for its ethical considerations.

3.4.4 Ethical considerations

The need for the protection of participants' anonymity was important to the researcher because they still have to carry on with their everyday life in the same environment after completion of the study (Christians 2000:139; Du Plooy 2000:115; Sieber 1992:4). The following principles protect the individual's 'right to privacy' and safeguard the participants, the school and the objectivity of the evaluation: impartiality, confidentiality/control, negotiation, collaboration and accountability (Creswell 1994:165; Denzin & Lincoln 2000:372; Moustakas 1994:109-110; Wengraf 2001:185). The researcher protected the rights of the participants through the following procedures:

- Assurance was given that all personal data and information would be disguised and only used with anonymity.
- The participants were informed of the purpose of the study and assured of the confidentiality.
- The objectives of the study were communicated to the participants.
- The necessary documentation of permission to proceed with the study was available.
- Permission to conduct tape-recorded interviews was sought from participants before commencing with interviews.

The sensitive information revealed in this research is a powerful instrument in the development of an understanding of the dilemmas of educators and school management of the out of field phenomenon and its impact on the learning community. To enhance the quality of data collected, the researcher took certain steps to ensure impartiality, confidentiality, negotiation, collaboration and accountability because readers should be able to believe in the quality of the research.

3.4.4.1 Impartiality

The participants had the right to add or change facts in the recorded summaries of

their interviews (Wengraf 2001:186,187). If they felt the need to adjust or, withdraw information, or to give a better account of their experiences or to describe influences and experiences in more detail they were free to do so. Research and interview conditions were the same for all participants who had been interviewed. All participants had equal access to the data once it had been negotiated. No one else had the right to interfere with what was reported by participants.

3.4.4.2 Confidentiality and anonymity

The research aspired to be issue-, not person-orientated. Information that was private to the participants was governed by the principle of confidentiality (Christians 2000:139; Du Plooy 2000:115; Punch 1994:92). The researcher aspired not to discuss acts of colleagues and management. Within the framework of confidentiality the researcher urged participants to share their insights, perceptions and experiences on the phenomenon.

3.4.4.3 Negotiation/consent

The researcher and participants took the responsibility to negotiate and re-read descriptions and transcripts of the tape-recorded copies as a method to prevent the researcher from interfering or misinterpreting data. Negotiation created a chance for participants to fulfil an active role in the research study. Negotiation on the information took place through inviting checks on biases and enhances reliability and validity of the records (Bell & Bush 1984:126-127; Wengraf 2001:50).

3.4.4.4 Collaboration

The principle of collaboration ensured that educators shared their feelings, ideas and experiences. The researcher endeavoured to inspire confidence and confirmed that that any expression, idea or feeling was acceptable as long as it is created collaboration. When participants realise that they are not the only ones experiencing the impact of the phenomenon, they were willing to provide an emic (as it is) perspective. The researcher

however maintained her own perspective of the out of field phenomenon in order to make proper interpretations (Gall *et al* 1999:293).

3.4.4.5 Accountability

The study helps readers to make their own assessment of the accuracy of the information discovered in the field by providing clear, important links between the research questions, the raw data, the analysis of the data, and the conclusions drawn from the data. The audit trial in the report created accountability. A complete documentation of the research process used in the study such as recorded field notes (cf. annexure F) and coded interview transcript sheets add to the accountability.

Accountability was to represent the reality as constructed by the participants. The researcher evaluated and checked perspectives by member checking, for example, by gathering perceptions of more than one participant from the same school and by the process of having participants review statements in the researcher's report for accuracy, completeness and accountability (Gall *et al* 1999:304-306). Documentation included the sources and methods of recording raw data such as recorded tapes, processed field notes, the development of the instruments and procedures used to collect data and the data reconstruction and synthesis products.

3.4.4.6 Relations with role players

In the process of fieldwork the researcher interacted with participants in their natural settings. In order to understand what reality means to participants, the researcher tried to be aware of the influence of personal connotations to data (Mouton 1996: 182; Neuman 1997:354). In order to create mutual trust the researcher never condemned or opposed views of participants (Schurink 1998:301). The researcher assured each participant of the valuable content and appreciation for shared information. The researcher gave extended attention to

her relationships with the participants while doing fieldwork in an attempt not to spoil the field for other researchers (Punch 1994:94).

The researcher was unknown to the participants and participants needed time to acquire trust in the researcher, who had the responsibility to make a special effort to create trust and build good relations. A relaxed but professional relationship with all the participants, through which the researcher got close to the interviewee but still kept a proper distance to maintain objectivity in the study, was the aim (Seidman 1998:79). Most interviewees shared their inner emotional experiences, life stories and personal perceptions with the researcher. The disturbing effect the sharing of experiences had on some of the participants (cf. annexure G and H) made it necessary for the researcher to allow a cool down period with the participants (section 4.2.2). During this period the research made sure that the participants were comfortable with the experience of sharing their true feelings. The researcher assured them that what they shared was taken seriously and that the researcher was honouring the shared information and valuing their situation. During this period the researcher had informal conversations with the participants to make sure that they were satisfied with the conclusion of the process and reassured them of the confidentiality of the interview (Seidman 1998:92). The researcher made an effort to leave the research field in a way that participants would be accessible for future research programmes. Schurink (1998:256,257) points out that the researcher has to prepare her for the research ‘journey’.

The researcher was committed to stay open-minded, appreciative and encouraging. The acknowledgements of the researcher’s own feelings enabled her to discover the real feelings of the participants and create a better understanding of the phenomenon. The researcher’s personal involvement in each interview made the assessment of the qualitative research paradigm more reliable.

3.4.5 The assessment of the qualitative research paradigm

Participants' perceptions and experiences were recounted as truthfully as possible (Wengraf 2001:13). Increasing the trustworthiness of this research, the researcher implemented Guba's model of trustworthiness, together with other models (Poggenpoel 1998:348) involving validity, reliability, triangulation, credibility, transferability, trustworthiness and applicability.

3.4.5.1 Validity and reliability

In the search for truth (Moustakas 1994:57) the researcher should identify major threats to validity such as data and statements gathered from certain principals which are politically correct but not the true reproduction of what actually happens at schools. Therefore it was necessary to look at the criterion used in the research (Morse 1994:229; Schurink 1998:261). This approach includes various participants at the same school. It also ensured that ideas and concepts were well grounded and well supported throughout the study (Mouton 1996:109; Polkinghorne 1989:57).

The researcher realised that this exploratory research was a way to empower educators because for the first time they had a platform from where they could share their perceptions (Lather 1986:67). The research generates validity in a degree which empowers and emancipates a research community; maximising validity implied to lead, involve and empower each participant in carefully examining the descriptions (Atkinson 1990:68-70; Eisenhart & Howe 1992: 659-662; Janesick1994: 216; Seidman 1998:16; Wengraf 2001:59) of their own understanding of the influence the out of field phenomenon has on the school environment and school management.

The researcher used the pilot study, interview guideline, semi-structured interviews as well as a systematic sampling process as a precondition for measurement of validity (Mouton

1996:146). Participants were able to add or correct information in order to make the research objectivity valid and to increase validity (Lincoln & Denzin 1994:579).

The researcher paid attention to stability and consistency over the investigation period of two years as Mouton (1996:85,111) suggests reliability is synonymous with the stable and consistent application of the research methodology and procedures. When compiling interview guidelines and settings, the researcher pays attention to how Smith (1975:58) defines reliability by asking the following question:

> *Will the same methods used by different researchers and/or at different times produce the same results?*

The researcher's interaction procedures and interview structure obtains a similar picture with the different interviews while using the same procedures, helping the participants to make sense to themselves and the researcher (Gall *et al* 1999:304; Lincoln & Guba 1985:290; Moustakas 1994:111; Mouton 1996:144; Perakyla1997:203; Seidman 1998:16). The validity and reliability were enhanced by the following commitments from the researcher. She reflected sensitivity and put emphasis on sensitivity by asking herself questions such as "Are the participants' comments valid?" and "How do participants make meaning of their experiences?"

Systematic and accurate recording of interviews on tape, with permission of participants (Wengraf 2001:185), and transcripts as well as the establishment of trust with the interviewee provided reliability for conversational analytic research. The importance of unveiling the educators' "real world" (De Vos & Fouche 1998:84-85) in such a way that it will draw attention to the phenomenon was high priority for the researcher. Using multiple sources in the research process helped to unveil the true story from the field as perceived by educators and principals.

a Triangulation

The researcher made use of data triangulation through multiple sources (Janesick (1994:214) such as educators at different post levels and different levels of experience as well as participants involved in school management at the same schools. The different views and perceptions of participants were tested against each other (cf. section 3.4.5.1a and 3.4.5.1d). The variety of methods to collect data (Neuman 1997:151) included observation of background documentation on educators, agendas of meetings, informal conversations and semi-structured interviews that were followed by follow-up interviews.

b Credibility

The primary strategy to ensure credibility was a process where the researcher demonstrated that the research was conducted in a particular way (Janesick 1994:216), which ensured that the phenomenon was accurately identified and described. The participants checked, reviewed and signed final transcriptions of interview statements to increase the credibility of the study. The chance to read the reports helped participants to recall new facts and add new experiences after they had reflected on previous interviews (Gall *et al* 1999:306; Poggenpoel 1998:351). The researcher found that different participants made similar statements (Poggenpoel 1998:349) and this finding was evidence of truthfulness (cf. section 3.4.5.1d). Credibility was also obtained through triangulation (cf. section 3.4.5.1b) and reflexivity with the help of field notes (cf. annexure F).

c Transferability/Usefulness

Transferability was created through comparison samples and descriptions. The researcher ensured that the sample was reflective of the school community and that a complete description of methodology included literature control and verbatim quotes from interviews. The researcher's findings of the implications of the out of field phenomenon for school management can easily be fitted into contexts outside the study's context (Poggenpoel 1998:350). The usefulness of the exploratory study lies in its ability to enlighten and

inform the individuals who read the report of its findings. Moreover, it liberates and empowers the individuals being studied. Another aspect of usefulness is that the findings can be applied to the readers' settings and used to make meaningful changes in how they deal with the out of field phenomenon (Gall *et al* 1999:304; Poggenpoel 1998:349). The focus placed on the perceptions of educators within the out of field phenomenon created a better understanding of their teaching environment and its impact on effective and quality school management.

d Trustworthiness

In the light of the literature review in chapter two, comparisons as well as contrasts were drawn to ensure trustworthiness. It provided assurance that descriptions are faithful representations of participants' perceptions of the out of field phenomenon (Gall *et al* 1999:304). The researcher used literary structures to bring the reader close to the problem and to provide stability in the administration, which meant that different participants produced equivalent results. This trustworthiness based on Guba's model included consistency and neutrality. The raw data was available to sceptical readers to come up with their own conclusions, since opening the description to scrutiny was a good way to test the soundness of the researchers' analyses, neutrality and interpretations (Gall *et al* 1999:306; Poggenpoel 1998:349, 350).

e Affirmative/Applicability of the study

The affirmative ability of the study is nested in its determination of a mirror image of the field site from which it was constructed. The researcher also reflected on the possibility of biased interpretations. Generalisations were strong evidence that the findings were applicable to similar situations as well as role players in education other than only the educators and principals interviewed by the researcher. The literature review made it possible for the reader to search for comparisons and to determine the similarity of the cases that were studied with a similar situation of interest to the reader's personal

circumstances (Creswell 1994:168-169; Gall *et al* 1999:307-308; Poggenpoel 1998:351).

3.5 DATA GATHERING STRATEGIES

The researcher used various kinds of empirical information. A purposeful selection of participants and the productive data collection were grounded in observing official documentation and interviewing school management first, commencing thereafter with educators and parents. It was important to collect data in the subjects' own language in order to give them the opportunity to express their thoughts spontaneously, and within their meaning system, for example values and norms was respected and understood.

The researcher experienced that the recent changes in curricula and the possibility of further changes in the future make the participants vulnerable. The insecurities the researcher became aware of in participants encouraged her to be sensitive of the context effects while proceeding with the fieldwork (Mouton 1996:155). The researcher tested the sensitivity of questions through an interview guideline within a pilot study.

3.5.1 Pilot study

A pilot study design was rehearsed with a volunteer prior to the compilation of the theory and before the interview schedule was finalised (Steiner 1996:1; Wengraf 2001:4). Eight participants from the chosen school, previously known as a Model C school, took part in the pilot study. During the pilot study the researcher found participants had different concerns according to their personalities and their circumstances (Du Plooy 2000:176) and the researcher made provision for this in the interview schedule through the sub-questions. The participants for the pilot study were chosen as follows:

- the principal and deputy principal from the school management team
- two educators from the senior secondary phase, one male and one female currently in out of field positions

- two educators from the senior primary phase, male and female functioning in out of field positions

The researcher also invited two parents which were closely involved in their children's schooling. The parents (a father who is a bio-chemical engineer and a mother who is a radiographer) were chosen to disclose the perceptions of the school community about the phenomenon.

Because the semi-structured interview is a more adjustable interview method than the structured interview (Hitchcock & Hughes 1995: 157; Schurink 1998d: 299; Schurink 1998:300, 301; Seidman 1998:66; Wengraf 2001:194) the researcher chose it for the pilot study.

3.5.2 Semi-structured interviews

The researcher conducted the ninety-minute interviews in an environment familiar to the participants and where participants had the chance to respond in a private, relaxed atmosphere. The use of a semi-structured interview design gave the participants a chance to talk freely about their work experiences to help remove misunderstandings about the phenomenon (Bell & Busch 1984:21-22; Moustakas 1994:21). The face-to-face interviews involved individual participants and enabled the interviewer to observe as well as listen while asking more complex, private, personal and intense questions. They provide useful information (Schurink 1998d: 299; Schurink 1998:300, 301; Seidman 1998:66; Wengraf 2001:194). The researcher has a chance to observe the participants' actions, body language and expressions of power or emotions. Generation of opinions created flexibility in the conversations, which was important for exploring unanticipated issues in this socially orientated research (Schurink 1998c: 242; Schurink 1998d: 324).

Through the systematic structure of the semi-structured interview the interviewer could ask

participants to reconstruct a significant segment of an experience or perception with a question such as “Tell me more about…” or questions, which focus more on the subjective experience such as “What was it like for you?” and “Could you tell me more about the phenomenon?” (Seidman 1998:69). The researcher directed specific topics and themes through guiding questions from the interview schedule (Schurink 1998: 299) while the participants felt free to share their feelings and experiences (Fontana & Frey 2000:646; Moustakas 1994:117; Wengraf 2001:3) but offered enough structure to prevent insignificant and aimless conversations.

The researcher decided on semi-structured interviews because reality can be reconstructed from the information gathered through the interview schedule and the objective of the researcher was to gather reliable information.

3.5.2.1 The interview schedule

The initial interview schedule (cf. section 3.5.2.1) was tested during a pilot study (Cf. section 3.5.1). During the preparation of deriving knowledge from educators, semi-structured interviews were commenced s everyday conversations on their “life stories” to obtain information and perceptions of the out of field phenomenon. In order to commence without prejudices, pre-dispositions or predilections but still provide for conversation style and spontaneity, the interview schedule (cf. annexure E) was carefully compiled (Patton 2002:343).

The interview schedule assists the researcher to ensure that the core subjects of inquiry are pursued with each participant (Patton 2002:343). Although the researcher came from a background of teaching and knew the field, she commenced the interviews in phases and used the interview schedule as a framework, to strengthen the verification of the study. The interview schedule assists the researcher in breaking down the research problem into

components of main questions and sub-questions (Cohen *et al* 2000:76; Gall *et al* 1999:296; Moustakas 1994:85).

The researcher applied suggestions made by Wengraf (2001:77-86) to construct a useful interview guide. Six main questions were compiled with an expansion of several sub-questions. The researcher applied Patton's (1990:293) checklist of possible questions which included questions on behaviour, experiences, feelings, knowledge, sensory events, demographic questions, opinions and values (Patton 1990:293). The first section requires the educators' understanding of what the out of field phenomenon is and how they would define it. The other five sections are derived from the literature review focusing on the impact of the phenomenon for other role players, school management, career decisions, quality teaching and the image of education. In the main categories focus was placed on the influence the out of field phenomenon has on role players' perceptions of each of these categories. Within each main category the sub-questions help to explore participants' perceptions. The phases or sub-sections in the interview schedule were conducted in one interview and assisted the researcher to transcribe and analyse the information systematically (Morse 1994:229; Wengraf 2001:204).

The complexities of the out of field phenomenon load the social research study with a lot of inner feelings as well as a wide range of experiences and perceptions. Thus, the researcher additionally used a field logbook to keep a detailed account of time planning while the details of experiences were recorded in a field notebook to increase reliability of the information. Because of all the emotional experiences involved, the researcher's own feelings, experiences and perceptions were recorded in a field diary. The field diary gave the researcher a chance to reflect on her perceptions (Creswell 1994:166).

3.5.2.2 Conducting and recording interviews

The interviews commenced after letters for permission of access was sought from various institutes, for example, education departments in various provinces, as well as permission from principals to approach staff members (Annexure A, B, G and H) were obtained. An informal interview with each principal followed in order to discuss the procedures, which the researcher followed with as little as possible interruption in the normal school day. The dates, times and how many periods participants were available was planned by the principal according to the timetable of each school. The principals agreed to take responsibility for the distribution of documentation on background of educators (Annexure D).

Permission was sought from each participant to record interviews before interviews commenced. The procedures followed during the interviews (section 3.5.2) were discussed with the participants in advance to reassure them. The availability of the researcher's credentials (cf. annexure C) was important to create trust between the participants and the interviewer. As Schurink (1998:301-302) suggests, the researcher focused on the valuable knowledge the participants have to offer. The tape-recorded interviews delivered a complete record of what was said (Hitchcock & Hughes 1995:170; Neuman 1997:371). The researcher isolated herself for thirty minutes to reflect on the completed interview; these reflections were written in the field diary. The researcher's field diary accompanied recorded interviews to ensure that all the emotions, body language and gestures experienced during the interviews would not be lost or missed (Patton 2002:383). The researcher's diary was used during interviews and immediately after completing an interview to annotate outstanding images from the interviews.

The researcher took great care not to hamper the natural flow of information because of uncertain and uncomfortable feelings. To build trust and a professional relationship with the participant, the researcher divided the interviewing into three phases:

a First phase: open-ended interviews

Open-ended interview structures were used in the first informal interviews with the principals in order to gather descriptive data in a systematic way on life history and details of experiences. Justification lies in collecting information on educator's experience level and their situation according to the out of field phenomenon. It opened the door for the researcher to get to know the school culture and to gather background information on staff members and participants.

The open-ended interviews in the first phase helped to simplify the comparison of data (Schurink 1998:299; Wengraf 2001:153,159,174) gathered from educators at the same school. In the process of data gathering, 'getting personal' relies on the demands of the primary framework, participants sending out an 'invitation' to intimacy and the researcher listening because the personal narrative has symbolic value as it embodies personal expressions and reveals and illuminates the specific meanings of out of field role players' lives and experiences (Swidler 2000:559). In the first phase of interviewing the researcher applied an intensely sensitive handling of the interaction situation from where the process moved on to the second phase of semi-structured interviewing.

b Second phase: semi-structured interviews

During the second phase, the researcher reconstructed information and themes reflecting the meaning of experiences of principals, educators and parents. Focus was placed on indirect questioning with the help of the interview schedule applying "laddering" as suggested by Rowe (1988:63- 64) to build on information received from participants.

Semi-structured interviews with a research schedule to accommodate main questions and sub-questions were used in the second phase of data gathering when interviews with participants were held, for example including questions such as:

How do you understand the out of field phenomenon? How would you define the phenomenon? What is your opinion about the out of field phenomenon?

How does the out of field phenomenon influence role players in the education environment? How does the phenomenon influence learners' involvement in class situations? How successful are out of field educators in forming good relationships with other role players?

How does the out of field phenomenon influence the way in which the school is managed?

Tell me more about the pressure the out of field educator experience in the school situation?

How does the out of field phenomenon influence future career decisions?

During the second phase the professional relationship between the researcher and the interviewees developed to the stage where participants shared their inner feelings, concepts and understanding of the phenomenon with the researcher. A number of emotional experiences emerged loose and in order to deal with this unloading process, the researcher needed to create an opportunity for participants to cool down. After a certain time frame or in some cases more than one interview with participants, their spontaneous participation offered valuable information (Schurink 1998:300; Seidman 1998:11, 13). In addition it encouraged them to respond as spontaneously as possible about their innermost feelings (Schurink 1998:299-301).

The third phase of interviewing gave the participants a chance to put everything they shared in perspective and to share any other information they needed to.

c Third phase: terminating semi-structured interviews

The interviews evolved into several consecutive phases of intensity that could not be completed abruptly. It had to be ended naturally when both the interviewer and participants' objectives were met. The researcher provided a reflective summary of the interview to ensure that the participant was understood correctly and to ensure that both parties were satisfied with the outcome of the interview during the terminating phase.

3.5.3 Document analysis

At schools A and B background information sheets (annexure D) were handed out to all staff members to investigate how many educators have experience of teaching subjects without expertise. Saturation of data led the researcher to a decision not to hand these information sheets out in the other schools. These information sheets on the participants' background, qualifications, training and their current teaching responsibilities as well as experiences of the out of field phenomenon reveal the seriousness of the phenomenon as well as how widespread the out of field phenomenon is. Hitchcock and Hughes (1995:218) suggest that such documentary sources have the potential to become historical facts.

According to Denzin and Lincoln (1994:393), the document analysis offers unique data that would have gone unnoticed otherwise. Therefore the researcher asked principals for permission to look at agendas and minutes of staff meetings, school management meetings as well as governing body meetings in order to cf. if the out of field phenomenon formed part of discussions in these meetings.

3.6 DATA PROCESSING AND ANALYSIS

During the data processing and analysis the researcher aimed to conceptualise context in narrative analysis sensitive toward participants sharing their experiences and perceptions. Data analysis procedures were carried out simultaneously with data collection as data reduction and data interpretations and narrative report writing on information from the field. In comparing words and phrases on the same topic and themes, the researcher found definite connections, similarities in their perceptions and in some cases even contradictions on concepts (Gall, Gall & Borg 1999:320; Lincoln & Guba 1985: 340, 341; Marshall & Rossman 1989:114; Poggenpoel 1998:337,344,345; Swidler 2000:567). The researcher connected the facts that were observed with the background in which it occurred, for example the school community, and made sure not to draw conclusions in advance from data

gathered in the field (Schurink 1998:240).

3.6.1 Assembling and organising data

The researcher started interview interpretation with the interview material such as body language, emotions, tone of voice, the context as well as words and phrases when certain statements were made because it provided intense meaning to participants' acts and interactions (Moustakas 994:47; Wengraf 2001:224, 225). The analysis of data was supported by transcriptions of all recorded interviews followed by processing of answers to interview questions (cf. section 1.4 and section 3.5.2.1). The researcher's field diary includes reflective notes and personal experiences while she was in the field. Creswell, Rubin and Babbie, and Taylor (in Poggenpoel 1998:344, 345) suggest that a detailed examination of the research question asked and sub-questions as the research progresses will form a firm base for accumulation of the analysis.

3.6.2 Method of data analysis

The interview transcriptions in the master file were detailed because each response line of interviewee text was highlighted according to meaningful colour coded segments (cf. annexure F, G and H). All the segments that had been coded were closely inspected for information and findings that could be used to construct concepts (section 4.2) to understand the phenomenon and its influences. Combining the aforementioned method with a reflective analysis, the researcher relied also on intuition (section 3.3) and personal judgement (section 3.4.1) to analyse the data collected. Such an evaluative study with interpretational and reflective analysis methods might help educators and policy makers understand the perceptions and experiences of participants in the field while the reader can appreciate the reasons for educators' strengths and weaknesses (Gall *et al* 1999:302).

The writing process involved bracketing, segmenting of information in developing categories (Creswell 1994:153, 154). The researcher studied complete transcriptions

of the fourteen chosen interviews and used different highlight colours to bracket, categorise and subcategorise themes such as the influence on effective teaching and learning, the differences between views of educators and parents, the influence on emotional and physical stability and the influences on management and leadership styles. Sets of memos on the same category provided a comprehensive and useful definition on different categories of the phenomenon (Poggenpoel 1998:339). The data analysis becomes a highly creative process (Poggenpoel 1998:334) as certain relationships in categories became clear and the sets of memos become more coherent while the construction of concepts take place. At this level of construction, delimitation started and the original list of categories were reduced and defined because of improved integration. The researcher focussed on understanding rather than explaining, constructing accounts and 'theories' of this social phenomenon rather than breaking it up into components (Mouton 1996:168, 243).

The researcher focused on things, events and the properties that characterise them, using as many categories as possible to describe patterns (section 4.2). For this reason the researcher chose to use fourteen out of a total of twenty-two interviews. The researcher classified qualitative holistic data analysis into three types: interpretational, structural and reflective analysis (Tesch 1990:113) using an inductive form of reasoning to develop concepts, insights and an understanding of the patterns in the data. (Schurink 1998:242). The researcher found during specific interviews that participants would rather stay politically 'safe', sharing only what they think would do no harm. Such interviews were of limited use and although recorded, they were not used in the data that were systematically collected and analysed within a specific context (De Vos & Fouche 1998:80; Mouton 1996:111; Schurink 1998:311). The recorded data were reviewed repeatedly to search for information (Creswell 1994:167; Mouton 1996:169).

Media analysis such as newspaper articles was also integrated to add understanding, soundness and accuracy to the findings (Creswell 1994:148-149; De Vos & Fouche 1998:90; Gall *et al* 1999:296-297;). The data analysis ended successfully when the essence of the implications of the out of field phenomenon for school management appeared clearly according to the researcher's judgement.

3.6.2.1 Reporting the findings

The responsibility of the researcher to convey the powerful message precisely as it was found in the field urge her to make sure that all issues surrounding the validity and reliability of the study are clearly understood by the readers. The researcher understood the reader's need for assurance that what they read are true facts from the field (section 3.4.4).

The personal contact with participants provides a view on how events have been constructed by active subjects. While participants told the story of their daily life there was an inevitable gap between the experiences lived in the field and any form in which one tried to communicate it (Kohler Riessman 1993:219). The researcher found that participants had difficulty in expressing their true feelings. At the core they experienced the same kind of problems although they expressed it in different ways.

In an attempt to minimise this gap, the collected raw data was organised into narrative descriptions with major themes, categories and illustrative case examples extracted through the content analysis. The interpretive perspective that underlies the study's narrative analysis allows the researcher a systematic study of personal perceptions, experiences and meanings (Kohler Riessman 1993:263). The researcher put emphasis on systematic narrative descriptions. Therefore, exact transcriptions of the recorded interviews were examined to identify key concepts and debates (Kohler Riessman 1993:231).

3.6.2.2 Reasoning strategies with data analysis

The researcher transforms clusters of meanings (Creswell 1998:55) into understandable concepts. For example, educators longing to interact about their problems were seen as having a need to share their desire for support. The researcher involved retroductive conclusions, which had been drawn from evidence gathered in the field (Mouton 1996:81; Swidler: 553), by using additional reasoning strategies when analysing the raw data such as inductive reasoning, synthesis, bracketing and intuition strategies.

The researcher aimed to understand the meaning of the whole picture, which is always more important than the outcome of answers to questions asked (Schwandt 1994:121; Van Eeden & Terre Blanche 2000:134). Mouton (1996:108) compares the social research design with a journey in seeking what is really happening out there in the real life, and the researcher tried to became part of what really happens in the field when fieldwork was done. The researcher attempted to find relationships or connections in data after data had been generated and the salient categories emerged from the data (Patton 1990:306).

Attention to the contexts of participants' explanation and stories about their daily lives, perceptions and experiences of the phenomenon was essential, in order to accomplish an understanding. The researcher tried to understand the context and what it meant to each individual educator (Swidler 2000:566). The researcher put all the experiences, perceptions and ideas, which were relevant together to get a better holistic understanding. Synthesis was used in data analysis to identify relationships between concepts and categories (Poggenpoel 1998:337).

Familiar and known information were put in brackets in order to focus on new ideas and concepts and in the process produced new constructs. In every informal discussion or

interaction involving educators, learners and parents the researcher focused on unintentional sharing of new information, which could enrich the world's understanding of the phenomenon.

3.6.3 Data management

Data management includes the constant comparative method of Lincoln and Guba (Poggenpoel 1998:339) to construct concepts. Interpretation and analysis were stored in a database as well as a physical system, containing the raw data, field notes, documents, transcripts, and records (Poggenpoel 1998: 335, 336). The depth of information gathered surfaced when the researcher was able to look at the data from different angles and viewpoints with the help of reasoning strategies such as constructing. Comparison also stimulated thoughts to write narratives and explanatory categories in the researcher's field diary to create a better understanding of what were really said.

3.7 SUMMARY

In this chapter the researcher described the rationale for the qualitative research approach for the study of the implications of the out of field phenomenon for school management. The chapter explained the methods used to obtain data, for example semi-structured interviews as well as documentation on educators' career backgrounds. The researcher focused in chapter three on the design of the study, which included the setting, selection of participants, the data gathering as well as data analysis procedures. The researcher applied open communication skills and drew extensively from her own background to maximise the ability to gather information from the role players involved. In the following chapter the data will be analysed, interpreted, presented and discussed.

CHAPTER 4

4 FINDINGS AND DISCUSSIONS

4.1 INTRODUCTION

The transformation of raw data into understandable concepts helps the reader to make sense of information found in the field. The researcher paid extensive attention to the raw data gathering process, for example, the way in which participants offered the data, the kind of data that was offered (section 3.5), emotions that developed during the interview, interaction-changes and body language that were visible when participants shared intimate information (section 3.6.2.2).

In the following chapter the researcher brings the information to the reader as it was found in the field. The aim is to assist the reader to understand the implications of the out of field phenomenon for school management. It was pointed out that the phenomenon is partly a creation of school management and leadership themselves, as Principal School A puts it:

> *Educators are assigned to "subject situations" by the principal and governing body without having the necessary qualifications and training,*

This makes it even more important to be aware of the impact the phenomenon has on school management. The impact manifests in different areas of the teaching environment (cf. section 1.4 and **Figure 1**): out of field educators perceive themselves as isolated from the other role players and this isolation is created by themselves in an effort to maintain credibility as effective educators whilst they teach for survival (cf. section 1.6.2.3). The impact of the abovementioned phenomenon on school management unfolds in the different sections of chapter four.

The researcher focused on participants who were willing to share their true perceptions and experiences, as they understand them. These information rich semi-structured interviews (cf. section 3.5.2 and annexure G & H) provided the raw data of the implications the phenomenon has for school management.

4.2 PROFILES OF PARTICIPANTS

The profiles of the specific participants whose interviews were used in compiling the categories can be seen in **Table 4.1**.

Profiles of participants used in findings

School	Participants	Phase	Gender	Qualifications
School A	Educator A1 Educator A2 Educator A3 Educator A4 Deputy A Principal A	Senior secondary Senior secondary Senior primary Senior primary Senior primary	Female Male Male Female Male Male	4 Year diploma 4 Year diploma 4 Year diploma 4 Year diploma B Ed Degree B Ed Degree
School B	Educator B2 Principal B	Senior secondary	Male Male	4 Year diploma 4 Year diploma
School C	Educator C2 Educator C3	Primary school Primary school	Female Male	4 Year diploma 4 Year diploma
School D	Educator D1 Deputy D	Senior secondary Senior secondary	Female Male	4 Year diploma B Ed Degree
	Parent A1 Parent A2		Female Male	Radiographer Bio-chemical engineer

Table 4.1 The aggregated profiles of participants used in the final findings

The information in **Table 4.1** serves as reference to assist the reader with information on profiles of participants as referred to throughout chapter four. Participants were referred to under code names to meet the need for privacy and to provide confidentiality (cf. section 3.4.4.2). These code names were recorded on permission letters and transcriptions of interviews (cf. annexure A, G and H).

Perceptions of participants were disclosed during interviews and form the background of findings discussed in chapter four.

4.3 FINDINGS

Clarity and understanding of the reality surrounding out of field educators were gained through the perceptions of the participants. It also provides thorough evidence and informed knowledge and stimulates the realisation of the complexity of the implications the out of field phenomenon.

4.3.1 The outline for categorisation of raw data

Perceptions of various participants helped the researcher to categorise and analyse raw data in specific themes. Categorisation and analysis of data started during the first phase of the semi-structured interviews (cf. section 3.5.2) and with the investigation of official documents (cf. section 3.5.3). The field notes (cf. annexure F) assisted the researcher in these analyses. The researcher compiled captured raw data according to the following outline:

The impact on educators

- Influence on emotional and physical stability
- Threat for positive relationships and teaching characteristics
- Coping mechanisms
- Time management complications
- Empowerment of educators

- Curriculum changes and effective teaching
- Educators perception of management and leadership

Impact on management

- Influence on management and leadership styles: Pressure/Crisis management
  Control/Check management
  Delegating management
- Interaction between staff members and management

The impact on school community

- The school organisation
- The role governing bodies play
- The parallel between school and school community

The above outline assists the reader understanding that general perceptions and remarks of participants are based on deeper-rooted concepts. The abovementioned outline helps to direct understanding of participants' perceptions and to anchor generalisations in what was really meant. Perceptions as verbalised by participants explained more about the impact the phenomenon has for the school community than realised by participants themselves.

4.3.2 The out of school phenomenon

The findings revealed the seriousness of the implications the phenomenon has for school management and exposes how little is known about this multi-faceted phenomenon. As highlighted by Educator A4: *"We are out of field, we are out of everything"*. Participants' views of the phenomenon were described in different ways but they define the out of field concept against the same background. Deputy principal School A says: "… *most of the educators are now out of field because of constant curriculum changes"*.

Educators are responsible for learning areas in which they have no training or core background knowledge of what should be taught. Educators are assigned to positions without having sufficient qualifications.

4.3.3 The out of field phenomenon and the educator

Transformation, redeployment and curriculum changes turn well trained, well-qualified and experienced educators into insufficiently trained, unsuitably qualified and in-experienced educators with a negative effect on the teaching quality. Educators believe they can, with an effort, deliver effective teaching if the field they teach in is within their field of interest even if it is outside their field of expertise.

4.3.3.1 Emotional and physical stability

Participants in the out of field phenomenon feel caught up in situations outside their control that lead to feelings of frustration and constant pressure. School management's decisions to use experienced educators in out of field situations as 'quick fix' solutions have effective teaching at risk because of the disturbance it cause in the 'ecology' of the teaching process. They start to doubt their own ability, effective teaching, how parents perceive them and if they are seen as successful or as failures. Educator A4 explained that there was no one else to fill the position and added: "*I did it for the school, with devastating consequences for myself*".

a Feelings of inadequacy

The uncertainties educators experience about their own successes draw them into a circle of constant self-critique and reflection on what they are busy with. Educator A4 burst into tears, anxiously commenting:

> *I am a disaster, I am pathetic, I sit behind my desk the whole day, I have no friends and no time for my family.*

Critical self-evaluation influences confidence. The researcher found that this participant had difficulty in answering the more complex question as she felt she had nothing worthwhile to share: *"I feel worthless in everything I do."* as the perceptions educators have directly influenced their effective teaching characteristics (cf. section 2.3.2.1 page 44). Feelings of inadequacy leads to constant negative reflection as Educator A3 explained:

> *When an educator starts feeling unsuccessful or learners have not enough respect for him/her, they become uncertain about everything that has to be done. When the educator gives up hope, disciplinary problems start in the classroom. My own experience is that it is usually very difficult in the beginning but it can get better*

Experienced educators feel unappreciated, unsuccessful and mismanaged because of the out of field phenomenon. They know in their hearts what they are capable of and they try their best but they know their teaching is not what it is supposed to be, Deputy principal A explained:

> *I enjoy my art and culture subject, which is an out of field subject, but I have no peace of mind that I am actually teaching the learners what they need to know in order to make the subject their choice for further career training.*

Educators feel responsible for the input they have on the learners' future. Out of field educators usually have previous experiences of successful and effective teaching, however they find themselves suddenly feeling worthless and misplaced, frustrated. This was illustrated by Educator A4 who said, amidst tears:

> *Actually we are out of field, out of everything, out of self-confidence. My class management is wavering and I am never in total control. My situation causes me to set fourteen different examination papers for one exam. It just becomes impossible when you teach six different learning areas, all of which are out of field, every subject's administration, assessment and regulations are different…I am sure that I would be able to handle two out of field subjects.*

Their critical outlook and reflection on their teaching leave them unsatisfied with their situation and bring them to a cross road where they feel they need to take drastic career decisions. Educator A1 cautiously disclosed:

> *… self-control as a very sensitive point for educators in the out of field phenomenon. Despite all our hard work, dedication and long hours we spent on these subjects, we still feel unsatisfied and disappointed with our competence and effectiveness. I easily loose self-control. One feels discouraged when I explain concepts over and over again, especially in Computer science and the learners still just do not grasp or understand the concepts.*

The effort to meet the demands of the situation leave out of field educators disappointed with the failed 'fit' between what really happens in class and is supposed to be happening. Educator A2 stated that feelings of disappointment force the educator to reflect seriously on his teaching career:

> *The out of field phenomenon influences career decisions negatively especially if the educator experiences himself/herself as not being successful. They would have negative feelings towards education as a career and would prefer to quit and rather do something else.*

The serious consideration of career decisions shows the implications of the phenomenon for educators' beliefs and values. Once the participants start revealing their inner feelings, it was as if the tip of an iceberg was touched. Some interviews were disturbing because of the range of emotions that surfaced during the interview.

b Experiencing stress

Discomfort in the classroom situation because of a lack of in-depth knowledge puts extra pressure on educators. Physical and emotional perceptions and experiences of educators became clear as educators revealed their inner feelings. Educator A4 explained while crying that there was *"…nothing to enjoy anymore"*. Most of the participants felt that they were trained and qualified to be educators and are not qualified for other jobs but that unpleasant experiences in teaching are enough to motivate them to look for another career. Deputy principal A declares:

> *I would be willing to leave teaching for a career with less stress, more job satisfaction, a career that is less demanding on my personal relationships and has better job opportunities.*

Out of field educators realise that the phenomenon influences their development in the

teaching profession. Educators get strained and tense and are often overcome by fatigue. Educator A4 explained how no one in her teaching environment really realises what she has to cope with, not her principal, mentors, her colleagues at school or even her friends:

> *I can't cope anymore, I would rather do something else but I need the money. I have no one to talk to…*

Physical tiredness, emotional or stress related sicknesses were not uncommon among participants. Educator A4 went further explaining that she would never think of further studies in education because of negative associations. The commitment of educators was apparent up to a level were it was actually harmful to them. Educators are willing to put themselves on the line on behalf of the learners and the school. They, as Educator A4 explained, are eager to satisfy parents, principals and governmental structures and would go to great lengths to manage their role successfully or to receive recognition:

> *I was willing to teach the out of field subjects because there was no one else but at the end it is me who suffers. I can't take it anymore!*

Educators experience frustrations and struggle to assert themselves and learners usually take advantage of an educator's emotional disarray but feel that they have to sustain the image of a successful educator. Educator A4 explained:

> *"Only my close family knows…" It is a tremendous thing for me, I am a qualified junior primary educator with a love for art and craft. Currently I am teaching Mathematics and Afrikaans for grade seven learners. I cannot adjust to the age group my personality is too fragile. I have no control over them and it feels as if I have no control over the subjects. If we ever move away from here I will never in my life stand in front of a class again!*

The pretence that they are in control of their subjects and their situation within the out of field phenomenon creates stress and tension. Educator A1 described:

> *It is an unpleasant experience to stand in front of a class full of grade twelve learners not knowing what to answer on a learner's question about the subject. The disastrous effect it has on your image, as instructor when you have to excuse yourself from the class in order to ask for help on the subject knowledge from your next-door colleagues, will later pitch up in your disciplinary problems.*

Educators feel exposed to learners, parents, and colleagues and find it hard to reach the objectives they set for themselves, such as to be seen as successful. They explain work over and over again without any success and consequently feel like failures because they do not experience success. Educator A4 explained how some of them feel trapped in situations with no solutions:

> *… if I had a 'financial' choice I would immediately leave my teaching career and I would never, never, never go back to teach again!*

Educators projected the negative feelings that developed from unbearable situations toward teaching as a profession. Educators felt if they lose their self-control, they also lose their self-respect. They realise pedagogically learners need to have respect for educators. When educators feel they fail to receive that respect, they perceive themselves as unsuccessful. Educator A1 describes the experience of the out of field phenomenon as "*terrible"*. Educator A2 projected his frustration and stress towards "*unfair*" management practices:

> *School management will pressurise educators to achieve excellent grade twelve–final results, even if they are aware of the fact that you are out of field.*

Educators who are part of the out of field phenomenon are stressed because they still feel that they should achieve the excellent results they used to, although they teach without the personal confidence that enables them to succeed.

The lack of personal confidence influences the out of field educator's relations with other role players.

4.3.3.2 Relations with role players

A deeper understanding of the phenomenon developed when participants answered questions on the influence the out of field phenomenon has on their relationships with colleagues, school management, learners and parents. Principals and educators displayed a need to be recognised and respected by superiors, learners and parents. Educator A3 states the ideal as

follows: *We are not here only for ourselves but for each other. We need each other to let it work.* Digging deeper into relationships, the story behind the 'phenomenon's story' emerges, providing the reader with an insight into the relations of participants in the out of field phenomenon. Educator A3 disappointedly feels:

> *Everyone is for himself. You are left on you own and you have to carry on.*

Teamwork and collaboration influence the effectiveness of each individual educator. The out of field educator can be as strong as the team he or she is working with as Educator A3 declares:

> *The solidarity among colleagues has definitely been influenced by the out of field phenomenon. Educators have not been able to form successful working teams. It is difficult to form a support framework if educators are being moved around different out of field subjects the whole time. Colleagues are also sensitive to internal moves of staff members and the motivation behind it.*

There are different perceptions about relationships amongst the role players in education, as Educator A2 felt:

> *The influence of the out of field phenomenon on comradeship can sometimes be positive, we just have to help each other, we just have to jump in and help, I think that is positive.*

A positive collegial vide makes it easier but Educator A1 also acknowledged the negative impact as the phenomenon brings tension to group attitudes:

> *… it stimulates a negative feeling towards teaching, colleagues, and the top management. It has the possibility to activate self-pity in educators. When educators ask: "Why me?" School management becomes impatient, upset and fed up while they should support, motivate and provide suitable training.*

Avoidance among role players to speak to each other about what really is going on in their classrooms underlines the impact the phenomenon has on relationships. While parents, such as Parent A2, felt a more open relationship between educators and parents may reduce the phenomenon's impact:

> *Educators, which are out of field, should cf. parents with certain knowledge as co-educators rather than as their enemies.*

Out of field educators do not trust the intentions of parents to form positive relationships. Parents feel an open relationship without secrecies surrounding the phenomenon is for their children's benefit. Educators feel it will do no harm if parents are not informed when an educator teaches outside his/her field of expertise. Educators actually feel strongly about not informing parents about the out of field phenomenon at their schools. Educators made it clear that the secrecy surrounding the out of field phenomenon protects them against criticism and pressures from the parent community and colleagues. Colleagues at the same school sometimes do not even know which of the staff members are part of the out of field phenomenon. Relationships form an integral part of the learning process and the out of field phenomenon complicates it with result that educators are unaware of the different needs of learners in their classrooms.

The desire of educators to keep their involvement in the out of field phenomenon secret can be seen as a coping mechanism.

4.3.3.3 Coping mechanisms

Educators, who form part of the out of field phenomenon, struggle to teach effectively which influences perceptions of their own professionalism and how successfully they perceive their development in teaching as a profession. Their professional development is hampered because of their fear of failure and the uncertainties surrounding their competence. In an attempt to protect their professional image, they keep a forced 'distance' from the learners. Unhealthy coping mechanisms fall into place and a situation develops with negative effects on the trusting relationship between educators and role players.

The out of field educator's frequently turns to 'common papers' in an attempt to survive their incompetence and lack of subject knowledge. Common paper is defined as a selection of questions from old examination papers gathered over approximately five or more years.

Deputy principal D explained: *"Common papers is the only way…"* He explained how he advised his out of field educators to work through a lot of common papers in order to overcome their lack of subject knowledge in specific subjects. This results in examination coaching rather than effective teaching. This situation leaves the learners without the necessary in-depth knowledge of the subject to be able to apply problem-solving techniques. This survival strategy is in some situations even recommended by learning facilitators. The urge to maintain high levels of effectiveness creates pressure on educators. Educator A4 explained the following with strong emotional intensity:

> *There is no one to make the whole thing easier on me. I am busy with schoolwork the whole day. It breaks my courage even though I try not to be negative.*

Educators feel that they are on their own, and have to survive no matter what. This leads to compensation strategies where educators do things they normally would not have done. It is difficult to still believe in yourself while you experience disappointments day after day, Educator A2 added:

> *… educators' self-esteem suffer while we try even harder to cope. More preparation, more administration and a bigger effort with classroom management are needed, in an out of field situation which result in extreme feelings of pressure. I spend more time on the out of field subjects I teach for grade eight than on the subjects I teach for grade twelve-learners.*

Educator A2 explained that out of field teaching becomes a battle for survival with more effort, time and determination being put into the battle:

> *The whole situation becomes unbearable and educators are lured into doing things in an attempt to look good from the outside. Although they know what they are doing is wrong.*

In an attempt to survive, out of field educators will try any possible solution. It is important for them to project an image that they are in control of the situation as Educator A1 declared:

> *School management does not support educators who are caught up in the out of field phenomenon. Educators take responsibility for their own training and lean heavily on successful colleagues.*

Learning from specialist educators is for some the only way to prosper. Educator D2 discussed how inadequate support, staff development and further education development such as available workshops were in her situation:

> *I had to ask specialist educators, from other schools, who know what they are doing, to help me. I traveled to our neighbouring town each week to get help from someone who knows the subject. It was the only way I could cope with the situation.*

Educators realise they have to do something about their situation themselves. They feel no one really cares, role players are all too busy, while the quality of learning is severely compromised in the process. Principal C explained how learning facilitators are too busy to stay and help:

> *They visit our school, but they are always in a hurry. They are always on their way to some place else. They control and check our administration, but there is no time to assist the individual educator.*

Educator A2 said lack of support from employers put the individual out of field educator in an undesirable situation, left do make his/her own plans to cope while the focus on quality learning stays important:

> *… educators, because of the "chess mate" situation in which we find ourselves, would do 'things' they know are wrong but because they have no other solution they would grasp anything to show that they are coping with the out of field phenomenon and are even 'successful'.*

Participants turned to teaching for survival techniques such as doing things they know are inappropriate. However, to uphold a successful image from the outside, they will still apply these survival techniques. They tried to hide their struggle and lack of discipline in the classroom, hoping that no one would realise the dilemma they found themselves in; on the other hand, parents and learners quickly sensed when educators are out of place.

a Self-empowerment

Educators are concerned that school management does not engage procedures where they involve educators in need analysis, support programmes and decision-making. Educator A2

explained how he agreed to take on out of field subjects to help the principal, the school and the learners but once he was in the position, he was criticised for his lack of subject knowledge. His self-empowerment strategy was to work harder, put in extra hours and carry an extra financial burden to get hold of resources to better his core knowledge. Educators take decisions involving empowerment in their own hands, Educator D2 explains:

> *I did not know the subject, my facilitator did not know that I was out of field, I was on my own and the school management wanted good results. The only way I could survive the situation was to work long hours and to ask specialist teachers from neighbouring schools to help me…*

Young educators find it hard to carry on in an abnormal situation, such as the out of field phenomenon with the pressure it brings into their lives. Educator B2 went further explaining his feelings:

> *It is impossible for me to go on like this, I am someone who is always positive and want to enjoy life, it is just too much. I started with studies in law. I want to do something better with my life.*

Participants take responsibility for their own empowerment even if it means that they have to leave the teaching profession for something else. Participants highlighted that they perceive empowerment of educators as an important ingredient for an effective learning environment. They stated that empowered educators form part of the decision-making strategies and are actively involved in the development and improvement of the school. Participants argued that in order to stimulate empowerment of educators, school management needed to know how their own interpersonal behaviours affect individuals as well as groups of out of field educators. Educators D2 felt:

> *School management does placements and leave educators then to themselves. Facilitators who organise workshops assume that educators know what is expected of them and most of the times do not know that educators are out of field.*

Educators feel that self-empowerment is the only way they will be able to cope because structures responsible for their empowerment such as school management and learning

facilitator are uninvolved. They tend to distance themselves from the problems on the ground created by the phenomenon.

It is an extensive task for educators in the out of field phenomenon to manage an out of field subject effectively. They usually experience time management problems.

b Time management

The out of field phenomenon has a negative influence on effective teaching because of the extreme differences between practice and theory which takes place the moment school management appoints an out of field educator. Educator A1 drew attention to the fact that educators unintentionally spend more time on subjects they find interesting and tend to neglect the subjects seen as burdens. Educators need time to adjust to their new situations and Educator A3 explained:

> *When any educator is newly appointed there is a period of time in which he/she is ineffective. When an educator is appointed in an out of field position the period of ineffectiveness may be longer.*

Because of their lack of expertise, out of field educators tend to spend more teaching time in certain areas than they should because of an inability to 'reach' learners with complex sections of the work that need specialised knowledge. Educator A2 described:

> *If I take my own situation, I realise I took a long time to get up to date with all the administrative responsibilities of the out of field subject. It took me a while to find out what they required from me, management had a problem with that.*

Time management complications as a result of the out of field phenomenon became clearer when Educator B2 explained that he only has a grade twelve qualification in mathematics but that he has to teach mathematics for grade twelve learners. He does not have the necessary subject knowledge to help the learners and explained his situations as follows:

> *I explain and explain but the learners do not understand the work, I even teach mathematics on Saturdays because I can't finish the work, I have to explain over and over again…the learners start to hate maths…*

Wrong decisions because of a lack of core knowledge and subject experience lead to ineffective teaching in the allocated time frames and allocated periods. Educator A3 also contributed:

> *An educator in the out of field phenomenon may make wrong decisions in connection with the time calculation, time provision and time management for assignments, topics, term and year planning. For example he will allow too little or too much time for practical assignments such as experiments because of his lack of knowledge. Less knowledge, more mistakes.*

Mistakes, for example making up for loss of time by leaving certain areas or sections of curriculum, usually the more complex sections, undone. Deputy principal A states a problem he experienced:

> *Just yesterday parents from different schools compared grade seven mathematic books. One learner's work was well behind the others, I had to explain to parents what is going on because they demand an answer. How could I tell parents that the mathematics educator at my school is out of field and struggling to keep up with time management and subject knowledge?*

The out of field educators use time ineffectively. As a result, quality teaching cannot take place resulting in a chain reaction of managerial complexities. The out of field educator tries to compensate as Educator D2 explained:

> *I spend my weekends on schoolwork and preparation; only my husband knows how much it takes from me. He is the only one who knows that I sometimes even have to leave my religious activities to do school work on Sundays.*

Unproductivity during school hours means that educators have to work longer hours after school in an attempt to retain control of the out of field subject. Educator A3 added:

> *My concern about the out of field situation is the time I have to spend on research, while aids and resources are not always available.*

Within an effort to overcome the lack of subject knowledge and time consuming efforts to get hold of resources, it becomes impossible to overcome the time complications. Educators are trying hard to keep up but in this attempt important support and coping mechanisms such as subject meeting are postponed because of a lack of time. Educator A3 explains:

> *There is no time during the school day for colleagues to help you and some do not have the knowledge to help either. Sometime there is no time for formal meetings, the school is in the third week of this term and up to now there was no time or opportunity to have a subject meeting".*

In an environment of change, transformation and adjustments the value of meetings are often under estimated. Subject meeting and subject forums are aids to support curriculum changes and quality education.

4.3.3.4 Curriculum changes and effective teaching

A fundamental issue touches educators during curriculum changes, that is, how the teaching profession is perceived during the transformation process. Perceptions are directly influenced by the out of field phenomenon. Role players find it difficult to believe in a profession where ignorance of the effect out of field educators have on implementing new curricula, organisational structures or influences on effective teaching is acceptable. Educator A3 disclosed:

> *When you teach a subject outside your field of expertise it means that **you** are outside your domain, **you** are outside your field and **you** are outside your curriculum. The handling of such subjects becomes a personal matter.*

Deputy principal A explained that he works hard, his classes are loaded with the learners' art creations but he is not sure if they have really acquired the core knowledge of art:

> *Curriculum changes and on going new developments put most of the educators in out of field positions.*

Educators teaching outside their field of expertise perceive their dilemma as part of management's decisions; they see it as part of management's responsibility. The way in which educators perceive management is vested in the actual practices of management and their management styles involving the particular handling of the impact and problems concerning educators in the out of field phenomenon.

4.3.3.5 Perceptions of management

Educators stand in the centre of the teaching process (cf. **Figure 2.2**) and they perceive any quick solution for staff resource problems as the reason for many other more serious problems. The impact of the 'quick fix' filling of vacancies on school management manifests in the struggle to provide quality of learning and the quality of management. Educator A4 declared:

> *The out of field phenomenon is the reason why management's gears are not working as smoothly as they are supposed to.*

Educators want to respect leadership and management bodies and have an inherent wish to trust and serve with loyalty. Educators, especially out of field educators, need to understand the reasons behind management decisions and styles in order to still feel part of a positive team effort in education, although they are out of field.

Educators' views and understanding of a healthy school environment is one where educators have the opportunity to function in assent with their own values and beliefs. Educator A3 disclosed:

> *I think the phenomenon has a large influence on school management. If school management is not competent enough to control the phenomenon, the pressure downwards on the rest of the staff becomes unbearable. The phenomenon has a large influence on teaching partners especially when there are a number of out of field educators at a school.*

It is clear that the educators understood the difficulty in which principals and governing bodies find themselves. They feel compelled to fill these out of field vacancies at their school themselves. Educators feel that their gesture to help out in an out of field position should be appreciated and that they are entitled to extra support from management and colleagues. Educator A1 felt:

> *… interaction between staff members and management is artificial and discussions are most of the time unsatisfactory because of the absence of in-depth personal interactions.*

In some schools where there are suitable and trained educators, who are unwilling to fill these vacancies, feelings of unfair labour practices and unjust management arise amongst staff members. Educators who took the challenge felt afterwards that they put themselves at a disadvantage. Educator A 3 explained:

> *I taught mathematics, general science and technology all of which are outside my field of expertise. Afrikaans is my specialty. This leads to confusion and uncertainty within myself about the field in which I am really good.*

Educators feel they have no support from management and the rest of the role players fail to understand what they go through.

Although they are part of a democratic system with choices, they feel they have no choice in this situation. When asked by their principal they are compelled to accept the challenge to fill a vacancy outside their field of expertise because of their responsibility and loyalty. Most educators see themselves as part of a team and are willing to do whatever the principal asks of them just to keep the 'team' going. Most of the time educators who take the challenge of the out of field phenomenon feel that management let them down after a while and, as Educator A4 explained: *"…once I was in the situation, I was on my own, you either swim or drown!"*

They perceive curriculum changes and shortages of educators in certain fields as part of the problem. It places a burden on school management to cope with extra problems such as dysfunctional or ineffective educators. Participants are mostly disappointed in the way the larger organisational structures are functioning. Educator A2 felt:

> *Learning facilitators should visit educators in the out of field phenomenon on a regular basis, they should be more helpful, interested and sympathetic.*

Most educators feel that leadership is about inspiring and motivating. They experience a lack of responsibility on the part of government towards curbing the phenomenon's rapid

growth. Principal B saw the out of field phenomenon as:

> *…a result of redeployment, where I have to accommodate educators at my school, the department expect it from me. I have to place these educators in position they have no training or expertise in.*

Educator A3 highlighted how important intervention from school management is because novice educators who have negative experiences would not hesitate to leave education as a career. Educator A3 disclosed:

> *To survive in an out of field position takes a huge effort. An educator puts a lot of pressure on himself and that is why school management should carry and support you.*

It is important that management makes sure they know the needs of educators in the out of field phenomenon. Educators' perception of management is that they are unaware of the needs of educators and the impact of the out of field phenomenon on the learning environment. Educator A4 went further:

> *I think people don't realise what the extent of the pressure is. Neither the parents nor the school or principal know, mainly because you keep it to yourself. No one really knows how much you suffer. You don't talk about it because you know talking wouldn't make any difference. If you look for sympathy from the principal he will just say, misses X, keep your eyes shut and just carry on, there is no one else.*

The unawareness starts with management's perceptions of the individual out of field educator in his classroom and the impact he has on the school community.

Educators perceive the influence of the phenomenon on management's managing styles and attitudes under different categories, for example, Educator A3 defined forced loyalty and dictatorial styles in the following way:

> *Sometimes a situation develops where school management will say: 'Mister X we need your help, we know you, you are competent, you are good, please help'. And then you land in subjects you know nothing about.*

The dictatorial style of management is encountered by the educator in a situation where they have to do what is asked from them because of forced loyalty. The influence

management styles have on the entire staff becomes clearer when Educator A3 explained the feelings that develop from forced loyalty:

> *I don't trust…my distrust in management developed when I realised some educators have to deal with out of field situations on their own, some times in more than one subject, while some colleagues get the better of it.*

Management highlights how valuable educators are for the school in order to pressure them into decisions. Educator A2 described the following 'unfair' situation:

> *School management decide on whether educators have to teach specific subjects, they expect you to do it and then they criticise you if you are unsuccessful. It causes the development of a damaging gap between the school management and educators.*

Educator A4 believed that school management could be less unfair in decisions they take and more supportive:

> *School management would support me when and if they compile a fair timetable. This will create an even distribution of periods and subjects for the entire staff as well as an even division of the out of field subjects among all educators.*

Educators feel isolated. They do not from part of decision-making. Their extraordinary circumstances because of the phenomenon are not accommodated in the planning process. They are part of an institution but most of the time they feel neglected by management and organisational structures surrounding them.

A basic assumption of school management is that most staff members are content with the lack of opportunity to exercise their decision-making rights.

School management assume that the main responsibility to generate and sustain the culture of the school are theirs and will make decisions accordingly, but without necessary interaction with staff members in the out of field phenomenon.

4.3.4 The out of field phenomenon and management decisions

The out of field phenomenon impacts effective decision-making because it influences management's perception of educators' effectiveness and competences as far as their suitable input in the decision-making process go. Out of field educators are often overseen in the decision-making process because of "*in-adequate experience*". This results in decisions that are not evidence-informed although a considerable amount of time and effort has been put into the decisions. These decisions do not fully represent what is actually needed for an effective school environment against the background of the phenomenon.

When vacancies appear, principals usually ask specific educators if they are willing to function in an out of field position. However, Principals A, B, and D agreed, if necessary, they would demand an educator to fill a certain vacancy. School management will adjust their management styles, for example, to a crisis management style, although they realise it is not the best solution, just to accommodate the out of field phenomenon. As Principal A explained:

> *I will ask my most experienced educators to fill out of field vacancies at my school, by doing so I feel that the risk of a **disaster** becoming a real **big disaster** is prevented.*

School management assumes that they are managing the phenomenon, by using their experienced educators. However, they are just applying quick fix solutions without solving the real problem. These experienced and often dynamic educators feel misused and may eventually feel to leave the profession. The styles which school management developed to cope with the out of field phenomenon might thus result in a delayed disaster.

4.3.4.1 Managing the out of field phenomenon

The impact of out of field phenomenon for effective education becomes clearer with Shakeshaft's (1987:207) statement that a partnership approach towards decision-making empowers all the role players in education and produces effective leaders. However,

educators indicated that governing bodies would be able to make more sound decisions if these educators had a chance to air their views. To achieve quality management, governing bodies and school management should be willing to challenge organisational structures. Management needs to listen more to educators. They need to selectively allow educators with specific experiences to have a more prominent input in decision-making. Deputy principal School D felt:

> *… the out of field phenomenon is a result of poor planning by school management or as we currently experiencing the phenomenon in schools, the result of educator shortages in certain fields.*

Emergency placements are the reality because educators are suddenly promoted, they move to more attractive schools or because of shortages in certain fields as Principal A explained further:

> *There isn't a synchronised time pattern in the promotion of educators on all levels, causing principals to apply crisis management with the available staff members. Principals within their organisational structures, as well as governing bodies, do not find it unusual to move educators from one position to another although educators do not have the suitable qualifications for the specific subjects*

Principal A explains that principals usually consult governing bodies if decisions have to be made involving the out of field phenomenon but also admitted that they often have to make decisions very quickly. They will then move educators from one subject to another without consulting the rest of the members of the school management team. Sometimes they consult with other staff members but as Principal A put it, in the end they make the decision, even if it is an unpopular one:

> *The principal experiences pressure to fill vacancies as quickly as possible, he will just tell a staff member, that he is the most suitable educator to be moved into the vacancy and that is the end of the story.*

Educator A2 realised school management has to make decisions about human resource problems as quickly as possible because of the learners in the class. However, he felt:

> *Educators in this situation influence school management. They should plan the internal moves of staff from different subjects and different grades well ahead. They should spend more time on assigning the most suitable educator, it will ensure success and less problems. They should do regular checks and should keep in mind that these control procedures are not supposed to be the only thing they do.*

School management need to do a proper need analysis and constantly evaluate the school human resource situation throughout the year as Educator A4 explained:

> *People differ, some educators flourish trying new subjects, but it is disastrous for me! I am a prima example of someone who has to teach a subject for which I have no attunement.*

Educator A3 argued that out of field educators might have an opportunity to succeed if the subject is in their interest and they have the opportunity to attend a staff development program. This is only possible with proper support from management and governing bodies educators. Educator A2 disclosed:

> *Educators who are part of the out of field phenomenon, but were placed in a subject which stimulates their interest, are willing to get involved in further education. School management should create opportunities and provide financial assistance to do so.*

Educators, such as Educator A3, who are involved in a successful staff development programme stay positive, tend to stay actively involved in their own development and improve in subjects which are out of their field of expertise. Deputy principal D felt:

> *If decisions have to be taken about out of field educators, educators with experience of this phenomenon should be involved in selective decision-making.*

Role players' experiences of the phenomenon give them valuable knowledge to assist management. The actual field experiences give educators and principals a clearer perspective on how the phenomenon impacts school management. Principals adapt a delegated management style because they have no time to spend on staff problems. Thus, they are often in a situation which compels them to ignore the consequences of decisions in connection with the phenomenon as Principal A highlighted:

> *We, as principals, have no more time to go into the detail of educator problems. I leave most of the human resources incidents involving educator problems to the deputy principal or head of department to solve. Principals are in a time consuming grip of one meeting after another. Some of the staff problems would not even reach my office because there is no time to 'waste'… or it would only reach my office when it is already very serious with negative complications for the rest of the role players.*

Principal A described the amount of pressure principals have to absorb from their employer, the education department, to deliver satisfactory results. He mentioned how a principal exhibits a forced loyalty:

> *If the principal experience pressure, he just passes it on to his educators, because he has no support from the government. The government has no comprehension, the government has no understanding for this situation. So, at the end what the principal does is to just tell certain staff members: " Colleague, I have to use you in this position".*

School management sometimes tries to ignore the serious impact the phenomenon has on the learning environment and apply a control and check management style. Educator A2 felt:

> *Management waits until major problems surfaced in the specific subject and only then start to peep over the educator's shoulder continuously.*

Educators involved in the out of field phenomenon feel exposed by school management. They have to cope with uncertainties in the classroom, uncomfortable questions from learners or colleagues and destructive remarks behind their backs. Educator A3 felt management is distanced and uninvolved:

> *The school has an obligation towards educators who form part of the out of field phenomenon, because he/she is acting as part of an institution, such an educator should be protected and defended. I don't expect the school to provide me with the knowledge, but I want them to give guidance and consideration. They must be willing to send me on courses in order to increase my development in a specific subject.*

School management's attitudes towards educators are sometimes questionable. Educators are put at risk in an effort to benefit the school. Management should question their own objectives and constantly reflect on their management attitudes, structures, responsibilities, successes and also failures. Principal A disclosed:

> *We, principals are pigs… we would use our experienced educators although we knew they are not qualified for certain subjects but because they are loyal and hard working the school would not feel any disturbance. I would expect the out of field educator to keep up with his school work as well as extra mural activities…because… it is the only way that we would survive and maintain the image of the school. The principal projects his pressure on the educators, he simply puts the pressure on the educators.*

Principals feel responsible for the proper functioning of the school and will do whatever is necessary to achieve this. They will even give up effective management styles in order to bear with the out of field phenomenon. The researcher compiled the different styles and aspects which impact school management styles, as participants see it, under three categories: crisis management, control and check styles and delegation of responsibilities. These categories emerge from raw data as problem areas that actually impact school management's effectiveness. The following table, **Table 4.2** offers a summary of the main areas where the implications of the out of field phenomenon for school management were clearly visible. **Table 4.2** reproduces three management styles frequently used by school management and related aspects that impact management's success and influence their styles as experienced by role players.

The categories in **Table 4.2** show the impact the out of field phenomenon has on decision-making and on the other hand how decision-making influences the growth of the phenomenon. The implications of patterns and themes within these categories create an awareness of management problems growing from the out of field phenomenon not only at school level but also on governmental level where organisational structures are developed. Within each category, as seen in **Table 4.2**, several patterns became clear while data was analysed. Clusters of patterns were compiled under each category before the summary was made.

As seen in **Table 4.2**, management are pressured to fill vacancies as soon as possible resulting in crisis management because of disorganised and un-synchronised

promotions (cf. section 4.3.1 and section 4.3.4). In an attempt to compromise for unsuitable placements, school management applies control and check management styles. They would constantly evaluate educators' performances in these situations or ask subject head or learning facilitators to intervene (cf. section 4.3.1 and section 4.3.3.3).

Areas in which the out of field phenomenon influences management styles

Styles management develops to cope	**Aspects which impact management success and influence School management styles**
Crisis Management	➢ Principal held accountable to fill vacancies ➢ No official gazette or short lists available when needed ➢ Middle of term vacancies ➢ Pressure to fill vacancies as quickly as possible ➢ Unorganised promotions (happen any time during term)
ol and check management	➢ Out of field educators feel exposed to constant evaluation ➢ Tension between staff members ➢ Damage control only after major problems surfaced ➢ Control/check procedures seldom develop into retraining
Delegated management	➢ Subject head takes responsibility for out of field educator ➢ Subject heads without knowledge of subject ➢ Unqualified colleagues have to provide help ➢ Deputy principal have to manage the phenomenon without supporting structures in place ➢ Learning facilitators assume that the subject head or grade head has knowledge to assist affected educators

Table 4.2 The influence of the out of field phenomenon on management styles

The busy schedule principals and school management indulge in results in delegated management (cf. section 4.3.1 and section 4.3.4.1) where the deputy principal or head of departments were left with decisions involving out of field educators. Out of field educators realising the hopelessness of getting proper support from organisational structures start seeking help themselves.

An investigation of deeply rooted aspects which influence management's success and their management styles at their schools might help management to reflect on their styles. School management should include an appraisal their management styles and do the appropriate adjustments to serve the needs of the out of field educator as Educator D1 suggested:

> *Governing bodies and school management should be open-minded and flexible to constant changes school management to prevent stagnation.*

Participants are united in the opinion that school management and governing bodies can make or break educators in the out of field phenomenon.

The problems and unsuccessful accomplishment of governing bodies and school management are due to communication and interaction of various perceptions, needs and concerns among the different role players.

4.3.4.2 Communication related to the out of field phenomenon

Educators in the out of field phenomenon feel they have knowledge and experiences that go beyond information that could be found in books. However, they find that their situation is not taken seriously enough by management who fail to listen to what they have to say. Educator D2 explained the need of educators to talk to their principals about their distresses: *"We want to talk about it…"* Educators want to discuss their perceptions, experiences and problems. There was a longing to talk about the 'thing' that is happening to them. It did not have a name. They only now recognise it as the out of field phenomenon. Educator D1 explained:

> *If you are outside your field of expertise you have a need to talk to someone on a professional level other than your colleagues, about your needs, problems and fears.*

They do not have the opportunity to verbalise feelings of insecurity, ineffectiveness, unworthiness, unimportance and neglect. Educator A3 added:

> *There is no time to sit down with your principal and discuss problems encountered with your subjects.*

The knowledge these educators possess because of their developed coping mechanisms, can be put to positive use if management is willing to talk about it. Educator D2 states:

> *… if I can share my problems and experiences as out of field educator I would not feel so isolated and it might help my school management to understand how others like me feel about teaching without knowing how and what…*

However school management seems to take the easy option of ignorance. Deputy principal A declares:

> *The busy program at schools makes it impossible for in-depth communication between management and educators.*

There is a necessity to talk about the phenomenon on school level, to put the phenomenon in the open and then to manage it. In-depth communication about the phenomenon was an unsettling thought for some of the role players. Principal A went further by admitting:

> *… I know he (the out of field educator) is causing harm to effective teaching, but I will never admit it in public…*

The school community bears with the fact that school management has sometimes no choice but to assign unsuitably qualified educators to certain positions. They accept it as a management decision but usually it results in negative perspectives and distrust towards everything else the school initiates. At the end it has an impact on the entire school context.

4.3.5 The out of field phenomenon and the teaching context

Principals A, B, C and D have the impression that the education department should be aware of the implications the out of field phenomenon has for the teaching community. Principal B mentioned:

> *If the department realises how much pressure the redeployment act causes educators and principals, they will rethink the process.*

Principals feel betrayed by the management styles of departments. They feel powerless and

discouraged by organisational procedures and processes as Principal A explained:

> *I think really and I say again the government doesn't stand cold towards it, the government realise there are a problem but they have no solution for the problem and because of their financial problems…they can't get rid of these people, and they have to apply them somewhere. And principals have to protect our school…we have to guard our "wickets" or else these educators are "dumped" on your school and you sit with this educator and at the end you can't do anything. You can't really use him…you can't really apply him…*

Department structures to stop the growth of the phenomenon and support school management in recruiting suitable educators are requirements that were highlighted. The impact the phenomenon has on the characteristics of effective teaching and learning has implications for the effectiveness for the school as an organisation.

4.3.5.1 The school organisation

The phenomenon impacts the image of schools. On questions about organisational structures and governmental responsibilities, educators expressed concern for the implications the phenomenon has on the school's image as an effective learning organisation. They expressed their desire for more functional, directed involvement from the organisation when they were moved to new unfamiliar positions and subjects. Educator A2 also states:

> *… workshops, courses and subject meetings have little success in reducing the gap between what I do in my class and what they tell me I should be doing, especially for me as an out of field educator…*

A misfit between practice and theory develops in a critical, negative evaluation of the organisational structures as Educator D2 defined:

> *I had no choice but to teach out of field subjects because of the redeployment act, and I had to take the responsibility to prepare myself to teach grade twelve-learners while I am qualified to teach senior primary phase.*

Educators are trained to be educators and they fulfil their dream by being part of the teaching profession. Changes in their occupational conditions and career are not taken lightly. Most experienced educators see themselves as part of the organisational structure and radical changes result in suspicion of the true objectives and aims of the organisation.

Educators in the out of field phenomenon reflect on the organisational effectiveness and the part they play within this structure.

a Organisational effectiveness

The complexity of effective teaching is deeply embedded in organisational effectiveness where positive teaching characteristics such as the beliefs, values, experience, attitude and subject knowledge are the focus of school management (cf. section 1.3.1). When participants were asked about the influence of the phenomenon on the organisational school improvement efforts, they expressed their doubts about organisational abilities. They have doubts if organisational management with connection to the phenomenon can counteract the impact the phenomenon has on teaching. Educator A2 added: "*The level of workshops is mostly not on target"*. Educators A2 also suggested: "*Workshops should target different levels of staff developmen*t".

The Schools Act (cf. section 1.2) made it clear that learners have the right to fair and quality learning, underlining "all learners". The school organisation wants to reach the aim stipulated by the Schools Act, but experiences difficulties, for example, educator recruitment, redeployment of educators, knowledge about the impact of the phenomenon, involvement of parents and perceptions of educators and principals. Principal A explained:

> *My grade twelve Biology educator received a promotion, she has to start as Learning Facilitator from September. My grade twelve learners are in the process of preparing for record and final exams, and I am left without a Biology educator at this stage. It is a disaster for me! Where do I get an experienced, qualified Biology educator on such a short notice?*

Principal A explained that the school community pressure the principal "*to produce*". He declares:

> *Educators are moved around the whole time…redeployment. Education departments would not hesitate to promote senior, experienced educators in the middle of a term with immediate effect, leaving the principal with vacancies that are hard to fill.*

School management have to assign someone to the vacancy and they usually start of with a temporary, out of field educator. However, most of the time this placement results in a permanent assignment. The situation impacts the organisational effectiveness as Principal A described:

> *Most of the time the subject heads who are in mentor positions are also out of field. These subject heads work with different learning facilitators, who has different regulations and they are most of the time not aware that educators are out of field. There is no one who has the ability to give solutions for the educator in the out of field situation.*

Solutions to the problem that educators encounter are not always obvious as Educator A4 st

> *Sometimes even the learning facilitators are unaware that certain educators in his/her subject field are part of the out of field phenomenon.*

Within these circumstances, where the organisational effectiveness is influenced by lack of available help and knowledge, Educator A3 discloses further:

> *I had to rewrite a General science curriculum during a school holiday without the necessary background or in-depth knowledge of Science. There is a lack in supportive systems, structures and guidelines to show what you have to do, which make it even more difficult to deliver quality work.*

The quality of teaching and organisational effectiveness is a serious and disturbing concern for parents. Parent A1 feels:

> *Parents are an extraordinary powerful resource that is greatly under explored and under utilised by school management, in terms of attitude, behaviour, discipline forming and child forming. If the school works closely with parents, it has great value in minimising the negative influence of the out of field phenomenon on quality learning.*

Parents realise the organisational effectiveness is anchored in each individual educator's effectiveness (cf. section 1.3.1 page 10).

Role players experiencing the impact of the out of field phenomenon on the organisational effectiveness develop specific feelings, for example disappointment, discouragement, anger, frustration and sadness. These feelings have a huge influence on the positive climate of the

education organisation with worrying effects on effective teaching as shown by participants during interviews.

b Organisational climate

The negative perspectives, which developed from out of field situations, influence the positive organisational climate, effective teaching, quality learning and emotional experiences within a school. Educator A2 interpreted the influence of the out of field phenomenon on loyalty as follows:

> *The phenomenon may have a negative influence on the loyalty of staff members because it leaves them feeling unsettled, unsafe and uncertain.*

Encounters with instability, constant changes and ongoing staff evaluation procedures make staff members in the out of field situation extremely sensitive, Principal A went further, explaining:

> *Tension builds up between the out of field educator and management due to constant reprimands.*

The frame of mind of educators influences the climate in the learning environment. It can sometimes take years before a negative incident are properly dealt with as Parent A2 declares:

> *I am a bio-chemical engineer. I am always interested in my child's subjects and schoolwork. Mathematics was her best subject in primary school, when she entered high school her math marks dropped suddenly. They had an unqualified educator; she was a science educator trying to teach the learners mathematics. She taught them incorrect academic facts and methods and when I tried to help the whole thing exploded in a big unpleasant disaster. She never liked my child after that, and my daughter never opened her mouth in the class again. She was wrong but wouldn't admit the mistake. She is still at our school, I still don't trust her… and my daughter is now in her final school year.*

Unfortunate incidents create an unpleasant organisational climate within which role players find it difficult to see themselves as part of the team. A pleasant climate on the other hand influences the commitment of the entire school community.

4.3.5.2 The school community

The impressions of educators, parents and principals of what should be communicated about the out of field phenomenon did not always concur. Misunderstandings and misconceptions are the result of different perspectives about the phenomenon's impact amongst role players. Principals A also implicates that governing bodies which should take a greater responsibility in create an academic image for schools. He claims: "*The governing body and the principal decide together when educators are assigned but when the parents start criticising I am on my own"*.

If educators are unsettled in their relations and experiences with other role players for example parents and learners, it affects the way they apply their didactical and pedagogical concepts with a disadvantageous influence on learners.

a Learners

According to Parent A1 the phenomenon makes it easier for learners to blame ineffective teaching for bad academic results. Parent A2 explained average learners have a more moderate outlook on the out of field educator, *"as long as the educator does his job and does it in such a way that they can benefit from it, it is all right with them" S*ome learners with an above average academic record feel more insecure with an out of field educator in their classroom. These learners and their parents would prefer the school to be more open about it. Educator A2 described the following:

> *Learners are aware of the period of time the educator takes to get into a subject. They cf. you struggling and this prevents them from believing in you and in what you tell them. They will discuss your incompetence with their friends and at home.*

Learners will make fun of an educator in an out of field position. Yet when there are negative academic implications, they will blame the educator even though there is a possibility that they did not fulfil their part. Principal A explained:

> *Learners pick up uncertainties from the educator immediately. They realise that he or she is not properly qualified and usually they misuse the situation. Even parents misuse the situation. They cf. it as a weakness.*

Learners do not wish to enter the teaching profession that, in their view, is swarming with weaknesses and problems. Educator A1 pointed out:

> *Grade twelve learners with intentions to study teaching as a profession may have doubts about this career after they have seen and experienced out of field educators. They hear about the extended hours of work educators are compelled to do and would rather decline a career in teaching.*

Learners are also aware of discussion at home involving incompetent educators because parents seldom appreciate an educator, who forms part of the out of field phenomenon.

b Parents

Parents perceive it as their right to know exactly what the situation in the classroom is. Parent A1 claims that parents want to know what the educator's qualification is. They would also appreciate a letter or any kind of communication that will inform them if an out of field educator is teaching their child. The reasoning provided by parents is that they will be in a better position to help their child if he/she starts struggling with the curriculum. Parents feel that the implications of the phenomenon deepen if learners have an out of field educator in one subject for two to three consecutive years. They also feel that discipline and trust between the educator and learner are severely influenced by the out of field phenomenon. Parent A2 argued:

> *Parents want their children to be part of a school environment with an extraordinary academic image. They experience the out of field educator as a threat to the image of their children's school and education.*

Parents are worried about the influence of the phenomenon on class management such as class discipline and a wholesome atmosphere of learning. Parents believe the school has an obligation to inform them because only then are they able to take precautions. They consider it as part of the school management and the governing body's responsibilities to communicate academic matters involving their children's development. On the other hand

educators doubt parents' real intentions. Educator A4 explained:

> *Parents believe educators are the "masters of everything", and should answer to the sport, academic, guidance and pastoral needs of learners.*

This misinterpretation by parents, school management and educators makes the phenomenon an even bigger threat to the well-being of educators, learners and effective education as Parent A1 felt:

> *The situation makes it easy for parents who are not involved in their children's academic career or do not take responsibility for their children's schooling, to blame the school for everything that goes wrong with their child's education.*

The wishes of parents and their understanding of the out of field phenomenon could be defined in primary frameworks where one could distinguish between the content of the current perception of the phenomenon and the reality status given to the phenomenon. Within the framework lie concerns such as trust, effectiveness and discipline. The primary framework helps the researcher not to only focus on the content but to understand perceptions held by parents (Swidler 2000:556). Educator A2 stated the following:

> *Parents are already watching us with a negative eye, if they know that we are not qualified for the subjects we teach it will even be worse… they will look over our shoulders all the time, trying to tell us what to do.*

Parents added that although the school does not communicate such facts to the parents, involved parents somehow discover that specific educators are out of field. Educator A2 felt the more out of field positions there are within a school, the more damaging the phenomenon becomes for the school's image. Parents would easily say: " *What on earth are they doing now/Wat jaag hulle nou weer aan?"* Positive parent involvement in these circumstances is needed to ensure learners get good results in spite of the out of field phenomenon. But the contrary happens and parents often become more and more critical about the educators and the school.

Parents are convinced that school management should avoid the phenomenon

as it has a bad influence on quality education and their children's future. Parent A1 explained:

> *Parents feel sorry for educators in these positions but will not tolerate any academic mistakes from the educator. Negative feelings from parents towards school management are rooted in the out of field phenomenon, parents do not trust management who are willing to put unqualified educators in the class rooms without necessary staff development programs and support.*

Parents claimed that it is obvious when an educator is out of field especially when certain problems arise in the specific subject. **Table 4.3** shows perceptions of role players and how the phenomenon converts role-players from impact concerned to self-concerned role-players because of its influence on concerned role players' wishes and needs.

Role players' concerns

Role players	**Key concerns**
Parents	➢ Effectiveness, trust, negative attitudes, image of education
Educationists	➢ Self-respect, self-actualisation, job-satisfaction, self-criticism, effectiveness, success, pressures and emotional burdens

Table 4.3 Key concerns of parents and other role players derived from participants

Looking at **Table 4.3** it is clear that role players are concerned about quality education and as such effective teaching. Most of their concerns involve self-concerns for example effectiveness of children's education (cf. section 4.3.3.2; section 4.3.3.3; section 4.3.5.2 and section 4.3.4), trust, self-respect (cf. section 4.3.3.1) and attitudes, wherein they reflect on the phenomenon's influence on their own children's successes or in the educationists' situation the concerns are a reflection of where they see themselves within the teaching profession.

It is a prominent desire of parents to have their children attend a school with a good

academic image. They feel that is their children's basic right as Parent A1 mentioned:

> *Parents are convinced that governing bodies are responsible for promoting the image of a school. We feel that the governing body has to "sell" the school. The governing body, in co-operation with the principal, is responsible for the academic image and effectiveness of a school because of their part in appointing educators.*

Participants argued that the stance and amenability of the governing body is crucial in building the image of a school and in combating the phenomenon.

c School governing body

Participants stated that the level of assistance and involvement of governing bodies create or break the school's learning culture. The important role of leadership according to participants is to take the correct decisions in order to improve learning and teaching. The image of governing bodies within the school community are portrayed by Educator A1:

> *The governing body plays an important role in the relationship between parents and educators. They need to foster positive attitudes.*

The governing body acts not only as legislation figure but also as the representative of the whole school community. Therefore, Principal C feels:

> *The governing body plays an important role…but they don't always understand the complex needs of the school. They leave educator placements to me.*

If they leave their responsibility to the principal, the pressure on the principal becomes unbearable. The lack of knowledge and understanding of the complexity is the reason for wrong decisions. Principal A disclosed:

> *Because of their lack of knowledge related to this field they easily make decisions from a financial point of view instead of an educational point of view.*

If the governing body administer the school as a business, decisions are made from their own background and misperceptions for example that educators are able to teach anything. Principal D stated:

> *Members of governing bodies are not always aware of the psychological implications of the out of field phenomenon because they usually have no educational qualifications or teaching background.*

The implications of decisions made by governing bodies without the necessary evidence-information have repercussions for all role players, Parent A1 explained:

> *Governing bodies don't always represent us as parents. They leave important decisions, such as decisions involving this out of field situation at schools, for the principal to solve. Some members of school governing bodies have the misconception that educators are able to teach any subject because they are qualified educators.*

School management should strive to meet the requirements of their customers such as their parents, educators and learners. The school governing body experiences problems to solve complexities such as the out of field phenomenon. Principal A explained further:

> *The school community has no empathy with the principal or the governing body in this situation, the parents want to cf. results. We usually are under tremendous pressure to fill vacancies immediately with the most suitable candidate.*

The fact that the governing body has to act within a certain time frame with several financial implications has an influence on the efficient decisions made. Principal A explained:

> *Governing bodies in rural districts have to offer an additional extended severance package to get educators interested in the country-districts. Governing bodies have to carry out extensive and expensive advertising campaigns to recruit new staff without support of the education department.*

The absence of support from departments in recruiting suitably qualified educators is a serious shortcoming as Principal B indicated:

> *Financial implications involved in the search for suitable educators are a great burden on governing bodies, a burden that includes the relocation educators and their families.*

Governing bodies have to deal with different influential aspects in their endeavour to lead the school to become a successful, functional academic institution. **Table 4.4** offers a summary of the aspects that impact the successful functioning of governing bodies according to participants. As seen in **Table 4.4**, participants perceive educator recruitment, educator

support and educator assignments as major responsibilities of leadership. Participants realised that their level of pedagogical awareness and knowledge (cf. section 4.1and section 4.3.3.5), financial pressure from the community (cf. section 4.3.4.1), misconceptions of educator competences (cf. section 4.3.5.2b and section 4.3.5.2c) and the influence the principal (cf. section 4.3.4.1) has on them impact the decisions governing bodies make.

Governing bodies

Leadership responsibilities	Influential aspects
Educator recruitment	➢ They are often unprepared and uninformed for the task ➢ They are mostly led by principals in staff recommendations and recruitments
Educator support	➢ Financial pressure to keep school fees low ➢ They think educators can teach any subject because they have education qualifications
Educator assignments	➢ Financial implications to fill vacancies

Table 4.4 Aspects that impact leadership of schools

Participants agreed that recruitments, placements and assignments of suitable qualified educators are an enormous task that usually rests on the shoulders of the governing body or principal. They realise that support from government is absent and therefore have an appreciation for the image, the lack of knowledge and the problems the governing bodies encounter.

4.4 SUMMARY

Through chapter four the researcher presented the data as it was gathered in face-to-face interviews and documentation. The topics and themes discussed in chapter four are presented as offered through the perceptions, concerns and needs of

participants. The researcher tried to bring the information to the readers as it was found in the field. The following chapter concludes the study with a summary of objectives and motivation, a discussion of tendencies found in the field and possible future research.

CHAPTER 5

5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The influence of the out of field phenomenon on the different role players, including management and management styles, became evident as the study progressed. This study also explored the influence of the phenomenon on the quality and effectiveness of education management as a result of the misalignment of suitably qualified educators and specific teaching positions. A better appreciation of the phenomenon's influence on management requires an understanding of the perceptions of the phenomenon amongst educators, principals, deputy principals and parents as role players in the educational environment.

The study commences with an outline and a brief overview of teaching as a venerable profession. It provides background and explains how teaching has the future of a nation in its power (cf. section 1.4.1). Furthermore it defines the impact of educators on the learning process as it investigates educators as constructors of a nation's prosperity. In the background to the study attention is paid to the influence higher leadership structures and policies have on the growth of the out of field phenomenon (cf. section 1.2). It also highlights the implications the phenomenon has for different role players in education (cf. section 1.3.1). The study provides a glance at problems experienced globally and specifically in the South African context against the background of the Bill of rights and the SASA (cf. section 1.3 and section 1.4). Focus is placed on the influence of misplaced educator on the future because the successes of learners today are the ventures of their tomorrow (cf. section 1.3.2). In addition it explored the out of field phenomenon with its disturbing outcomes as well as the threats it poses to education managements' objectives such as quality education,

effective teaching and the development of a literate nation through a functional education system. The literature review highlighted the phenomenon's impacts on educators' professionalism and their image as academic mentors. It also explored influences of the phenomenon on the concept that educators are professionals (cf. section 1.4.2) and the outcomes when educators are not treated as professionals.

A detailed description of the research design and data gathering procedures prepare the reader for raw data to be presented and discussions on the findings and tendencies in the field. The study finishes off with a general summary of the study, to draw conclusions and to make recommendations for further research. It concludes with a brief end remark to summarise perceptions of participants found in the field.

5.2 SUMMARY

The researcher provides a foundation for the study (cf. section 1.1) in chapter one. The first chapter also reflects on and related to aspects of common experiences involving practising educators (cf. section 1.2). In chapter one the literature overview focuses on the functioning of school management and leadership. It looked at particular reasons for management's action. These actions could only be put into perspective if there is an understanding of the perceptions and experiences principals have of the out of field phenomenon (cf. section 1.2.2). Through chapter one this small scale exploratory study generates theoretical advances which could create positive developments in school management and leadership (Wallace 2001a:33; section 1.3.1). Awareness of the manner in which the phenomenon is handled, as discussed in chapter one, developed an understanding of how such handling of the phenomenon directly impacts school management's effectiveness and their management styles (cf. section 1.3.1). The significance of the study lies in the general importance the information in the study has for school management (cf. section 1.3.2) and how it could contribute to quality education and effective schools through a better understanding of the

phenomenon (cf. section 1.3.2).

The information revealed in the literature review, using primary and secondary sources indicates how the phenomenon impacts the school context (cf. section 1.4) which leads to the problem statement. In order to understand how the phenomenon evolves it is necessary to recognise the influence the out of field phenomenon has on the characteristics of teaching such as specific beliefs, values, experiences, attitudes and knowledge (cf. section 1.4.2). The research problem as discussed in chapter one (cf. section 1.4.1and section 1.4.2) was formulated as follows:

- What are the implications of the out of field phenomenon for school management?

The two sub problems that were identified follow:

- What are the perceptions of out of field educators of the out of field phenomenon?
- What are the perceptions of principals of the out of field phenomenon?

With the research problem as focus the researcher strived to address certain objectives (cf. section 1.5); to create an understanding of the implications the phenomenon has for school management and to generate an understanding of various perceptions of role players. The scope of the study and central definitions used in the study are described in the delimitation of the field of study (cf. section1.6). An outline of the qualitative methodological account (cf. section 1.7) described the research design used in this study. To summarise the programme of the study (cf. section 1.8), the researcher overviewed and highlighted contents captured in the different chapters.

In chapter two a literature review of the causes, direct and indirect influences of the phenomenon and the impact suitable qualified educators has on education was explored. The advancement of information obtained in this study might lead to the solution of practical problems previously mentioned. This educational research was not primarily driven by the desire to resolve specific difficulties (Daniel 1996:2) but to understand what the

perceptions in the field are about the out of field phenomenon. Therefore this research mainly makes the educator's voice heard and creates an understanding of the nature of the phenomenon and its impact on effective school management. The causes of the out of field phenomenon (cf. section 2.2.1) and the pressure it generates (cf. section 2.2.2) were investigated. The study furthermore endeavoured to provide guidelines for a better understanding and handling of the phenomenon (cf. section 2.2.2).

The researcher intended to raise awareness of the realities of the phenomenon (cf. section 2.3.1) through the literature review. The investigation highlights the specific challenges educators and school management face within the out of field phenomenon (cf. section 2.3.1), especially with recruitment processes and restricted management (cf. section 2.3.1.1). The findings of this study accentuate the necessity to understand the influence the phenomenon has on management and leadership. It prepares school management for the implications the phenomenon has for their management strategies and styles.

Throughout the research focus on the perceptions of the characteristics of effective principal, educators (cf. **Figure 1** and **Table 2.1**) and effective schools underlines the importance of a professional academic atmosphere (cf. section 2.3.2.2 and **Table 2.2**) at schools. The research draws attention to different aspects that influence educator's quality such as characteristics, productivity and effectiveness. The study focuses on the curriculum as practised by out of field educators (cf. section 2.3.2) with extended focus on the influence it has quality teaching. The impact of the phenomenon on the professionalism of educators (cf. section 2.3.2.2) was investigated. Professionalism could be achieved through effective empowerment and support programmes (cf. section 2.3.3.1) which influence quality teaching (cf. section 2.3.2.1) in schools. On the other hand, there are the implications the phenomenon has for the success of empowerment and support programmes (cf. section 2.3.3.1).

The inclusion of different role players in the investigation defines different perceptions of the situation, how they understand and experience the phenomenon and how they react to its impact on their lives (cf. section 2.3.2.2). Educator investment (cf. section 2.3.3) is one of the main areas in which school management and leadership invest their time in order to develop functional and effective institutions. Listening to role players with extensive experience in teaching currently in out of field situations constructed a holistic view of experiences of participants (cf. section 2.4.1). These impacts are vested in the threat the phenomenon poses to human rights of educators and their stable occupational conditions (cf. section 2.4.1.1 and section 2.4.1.3).

In addition to personal perceptions the study puts information forward to better school management strategies and decision-making (cf. section 2.4.2.2). The effect of the phenomenon on the effectiveness of learning institutions (cf. section 2.4.2) draws attention to different factors influencing the confident manner in which teaching takes place. The complex influence the phenomenon has on the academic culture of the teaching environment (cf. section 2.4.2.3) contributes to a comprehension of how decisions by school management impact the stability in education. Stable conditions are important to develop educational change (cf. section 2.4.2.3 and section 2.4.2.4). The positive impact of suitably qualified educators (cf. section 2.5) on the learning environment and on school management is rooted in the successful execution of their different roles as educators (cf. section 2.5).

In chapter three elements of qualitative methodology and procedures are introduced (cf. section 3.1) followed by a discussion of the research design (cf. section 3.2). The role of the researcher (cf. section 3.3) as focal instrument in the data collection process was defined in order to accomplish a reliable and valid study. The qualitative design of the study (cf. section 3.4) was chosen because of the exploratory nature of the study. The statement of subjectivity adds to the foundational substance of this qualitative inquiry (cf. section 3.4.1). The

detailed description of the setting (cf. section 3.4.2) as well as the purposeful sampling process (cf. section 3.4.3.1 and section 3.4.3.2) laid the ground for sound ethical procedures such as confidentiality, accountability, validity, reliability and trustworthiness (cf. section 3.4.4). Semi-structured interviews and document analysis were used as data gathering strategies (cf. section 3.5 and section 3.5.3). The researcher completed a pilot study (cf. section 3.5.1) in order to test the successful informative nature of the interview schedule (cf. section 3.5.2.1). It ensured the provision of rich data and information. The semi-structured interviews were recorded as it commenced. Interviews were conducted in three phases (cf. section 3.5.2.2) to enhance the credibility, validity and reliability of the study. Assembling and organising of data as well as discussing methods of data analysis were part of the data processing and analysis (cf. section 3.6). The data analysis was completed in the reporting findings, reasoning strategies (cf. section 3.6.2.1 and section 3.6.2.2). The data processing and analysis was completed through a discussion on the data management (cf. section 3.6.3).

Chapter four defines the themes and categories as they emerged from the field. These themes were linked to the literature reviewed as themes and categories were constructed. The construction was done around tendencies found in the field in order to underline the reality of the implications of the phenomenon for education (cf. **Figure 2.1**). The following tendencies and themes were found:

- The first theme that emerged refers to the widespread occurrence of the out of field phenomenon (cf. section 4.3.2 and section 2.2.1) that it actually could be seen as an “out of school” phenomenon.
    - The pretence by role players that major problems did not exist (cf. section 4.3.3.1; section 4.3.4.2 and section 2.4.2.2) creates unawareness of the implications the phenomenon has on school management.
- The second theme that emerged refers to the impact the out of field phenomenon has on the educator (cf. section 4.3.3) with subcategories that emerged for example:

- Emotional and physical stability were influenced by the phenomenon (cf. section 4.3.3.1).
- The phenomenon's implications for educators' relations with other role players (cf. section 4.3.3.2).
- Educators trying to uphold an image of effectiveness (cf. section 4.3.3.3; section 2.3.2.1; section 2.3.2.2 and section 2.4.2.3) in order to keep parents and learners content while they are applying different coping mechanisms.
- The impact of the out of field phenomenon on curriculum changes and effective teaching (cf. section 4.3.3.4)
- The inadequate support for out of field educators and management (cf. section 4.3.3.5; section 2.3.1.1; section 2.4.2.1) results in various coping mechanisms.

- The third theme that emerged was the impact the out of field phenomenon on school management (cf. section 4.3.4) with subcategories for example:
  - Unawareness of implications the phenomenon has for school management (cf. section 4.3.4.1 and section 2.3.1) became clear in the way school management tries to manage the phenomenon.
  - The fundamental ignorance towards the out of field phenomenon (cf. section 4.3.4.1 and section 2.2.1) is obvious in school management styles (cf. section 4.3.4.1) and leadership styles (cf. section 4.3.5.2).
  - Absence of communication involving the phenomenon (cf. section 4.3.4.2 and section 2.4.1) makes it hard for the out of field educator to handle the phenomenon.

- The fourth theme that emerged from the investigation was the implications that the out of field phenomenon has for the teaching context (cf. section 4.3.5) with sub-categories for example:

- The influence of the phenomenon on the school organization including organizational effectiveness and climate (cf. section 4.3.5.1) that impact the learning and academic atmosphere of schools.
- The impact of the phenomenon on a school community is far reaching (cf. section 4.3.5.2 and section 2.2.2) and includes learners, parents and the school governing body.

The out of field phenomenon will always be part of the education process, how we manage it will determine the influence it will have on the quality of education (cf. section 4.3.5). It is an integral part of education that is not considered seriously enough in management circles. This leads to conclusions that the implications of the phenomenon influence effectiveness of decisions taken by school management involving the school context.

5.3 CONCLUSIONS

Conclusions were drawn from the literature review in chapter two and the data gathered during the investigation as described in chapter four. The following discussion of conclusions firstly focuses on the literature reviewed and secondly on the data collected during the study. This provided the study with empirical conditions.

5.3.1 Conclusions from the literature

The information was constructed around the following tendencies found in the field (cf. **Figure 2.1**).

5.3.1.1 Causes of the out of field phenomenon

The fundamental ignorance about the out of field phenomenon (cf. section 2.2.1) leads to unawareness of implications the phenomenon has for school management (cf. section 2.3.1). Powerlessness against organisational structures is responsible for the phenomenon's growth (cf. section 2.2.2) and produces pressure on school management (cf. section 2.2.2). The study endeavoured to provide guidelines for a better understanding and handling of the

phenomenon (cf. section 2.2.2) and explain the direct influences it poses to the teaching environment.

5.3.1.2 Direct influences of the phenomenon

The awareness of the realities of the out of field teaching is vested in the struggle to assign suitable educators to specific positions (cf. section 2.3). Focus on recruitment problems brings an awareness of the threat the phenomenon poses to quality teaching and on the confidence of educators as professionals. It prepares school management for the implications the phenomenon has on their management strategies. Throughout the research, the focus was on the perceptions of the characteristics of effective educators (cf. **Figure 1** and **Table 2.1**), principals and effective schools. These perceptions underlined the importance of a professional academic atmosphere (cf. section 2.3.2.2 and **Table 2.2**) within schools. Factors such as high expectations (cf. section 2.3.2.1), safe and orderly work environments, supervising and training educators (cf. section 2.3.3 and **Table 2.1**), high engagement rates, emphasis on basics, monitoring student progress, good classroom management practices and many other specifics are necessary to establish effective and efficient schools.

Competent and effective educators are sensitive for changes in circumstances and in the environment where they are functioning. The indirect influences of the phenomenon affect these educators' security.

5.3.1.3 Indirect influence of the phenomenon

The phenomenon has an influence on educators because of the threat it poses to their human rights, occupational conditions, career and stability. The pretence that major problems do not exist (cf. section 2.4.2.2) makes the appreciation of the phenomenon's impact on the education environment complex. Although school management adjusts its styles to accommodate the phenomenon, the absence of communication involving the phenomenon (cf. section 2.4.1) causes the phenomenon to pose a threat to management skills. The

absence of communication effects educational development. In addition, the study puts information forward to better school management strategies and decision-making (cf. section 2.4.2.2). Inadequate support for out of field educators and management (cf. section 2.3.1.1 and section 2.4.2.1) results in hampered education reform and inefficient curriculum changes.

5.3.1.4 The impact of suitably qualified educators

Uphold image of effectiveness (cf. section 2.3.2.1; section 2.3.2.2 and section 2.4.2.3). The out of field phenomenon will always be part of the education process, how the phenomenon is managed determine the influence it would have on the quality of education (cf. section 2.5). It is an integral part of education, as it becomes clear during the empirical study of the phenomenon, but not considered seriously when management makes their recruitment decisions.

5.3.2 Empirical conclusions

The following conclusions are supported by the data collected in the study.

5.3.2.1 The implications of the phenomenon for role players

The researcher aim to understand how participants perceive the out of phenomenon and the implications it has for school management and thus for quality education. Participants were aware of the problem in schools (cf. section 4.3.2) but until now the phenomenon has had no name. The influence it has on all of the role players such as educators (cf. section 4.3.3), school management, governing bodies (cf. section 4.3.4) and parents involved in the phenomenon are not discussed or communicated. Role players realised the major effects on quality teaching and learning. They realised that their ability to teach and manage the learning environment with success is influenced. Up to now however the out of field phenomenon was not discussed. It was not mentioned or named (cf. section 4.3.2) as a reason or cause for the major implications and affects for quality of learning.

5.3.2.2 Implications of the out of field phenomenon for educators

The first aim was to investigate the implications of the out of field phenomenon for the individual educator while performing their task in the classroom. Since the educators are responsible for quality teaching and effective management of their classrooms, anything that impacted them would impact education in the whole. Almost all educators have experienced the out of field phenomenon, thus, their experience (cf. section 2.3.1) makes them valuable instruments in the decision-making and policy-making processes if they are given a chance to communicate their problems (cf. section 4.3.3.1). It is also suggested by literature that the impact of suitably qualified educators in classrooms is not only experienced in the classroom, the community but up to national level (cf. section 4.3.3.2; **Figure 2.2** and section 2.5). The out of field phenomenon is one of the reasons why the professional image of educators is tainted (cf. section 4.3.3.3) and they fall back on teaching for survival techniques. Although out of field educators constitute a large percentage of the teaching corps they get little to no acknowledgement and support (cf. section 4.3.3.4).

Educators in the out of field phenomenon clearly stated that they are willing to teach outside their field of expertise when there is no other option, but that they do not appreciate school management's strategies in handling the phenomenon (cf. section 4.3.3.5).

5.3.2.3 The implications for principals and school management

The second aim was to identify the perceptions and experiences of principals, deputy principals and heads of departments as part of the school management team. The school management realised that the out of field phenomenon puts educators in an unfair occupational situation but feel unable to do anything about it. Although they realise that the phenomenon poses a threat to educators' careers and the teaching profession it was not a major aspect that they would discuss in meetings. The out of field educators' future career developments have no place on governing bodies or school management agendas (cf. section

4.3.4.1).

Principals use minutes and agendas of staff meetings, management meetings and subject meetings in order to plan appropriately (Pillay 2002:127). The phenomenon is not part of this as it was obvious from its absence from minutes. The out of field phenomenon was not acknowledged in minutes or action plans introduced by school management (cf. section 3.5.3). These minutes form part of the principal and school management's instruments in planning and steering the school in future directions. Thus, the absence of the phenomenon makes it obvious that school management does not realise how severe the implications of the out of field phenomenon on their management strategies was. It indicates possible ignorance due to either unawareness because of the lack of communication between management and staff members or due to a lack of information available on how the phenomenon influences the school environment (cf. section 4.3.4.2).

School management acknowledges major management problems as a result of the phenomenon. Principals, deputy principals and head of departments have concerns toward that the influence the out of field phenomenon has on their management styles and organisational effectiveness but also highlighted their inability to change the condition. Management realised that out of field educators' teaching experiences will influence their future career decisions because of unsatisfactory occupational circumstances. The inability to deal with the problem results in the phenomenon being widely ignored by school management.

The out of field phenomenon is an ever-present part of the education environment and future school and school management should be prepared strategically plan to lessen the influence it has on management, resources, quality of teaching and thus on the school organisation.

5.3.2.4 The implications for the teaching context

The final aim was to investigate the impact that the out of field phenomenon has on the teaching context through the influence it has on the school as an organisation and the school community such as the learners, parents and governing bodies. According to Bertram and Fotheringham (2000:234), any kind of tension between role players might have an influence on effective teaching, self-actualisation, job satisfaction of educators and finally on the quality of education. The intensity of tensions on different levels became clear with this investigation. It emerged that parents were dissatisfied with out of field educators because they were unable to meet the needs of the community, that is, to create an effective academic institution that would answer the learners' need for quality and effective teaching (cf. section 4.3.5). Parents, as part of the school community, perceived it as their right to be involved in the learning environment, but felt left out, uninformed and unaware of the level of occurrence of the out of field phenomenon at their children's schools. Dissatisfied parents result in a dissatisfied school community that manifests in negative attitudes towards the school, educators and school management.

Conclusions made it transparent that the assignment of suitably qualified educators (cf. section 4.3.5.2) is a step towards a more effectively manageable academic institution. The far-reaching influence quality education has on learners' future should motivate role players to pay attention to the recommendations of this study on the phenomenon and further research should be undertaken in this field.

5.4 RECOMMENDATIONS

The findings of this investigation through this exploratory research study have significant implications for educational reform and provision. The following recommendations are therefore made:

5.4.1 Forum discussions

It is strongly recommended that educators and school managers work together to create high quality schools by dealing with the out of field phenomenon effectively (cf. section 2.4.2; section 2.3.2.1a and section 2.3.2.1b). They should engage in forum discussions on the out of field phenomenon, meetings should be held which aim to prepare the educator who teaches outside his/her field of expertise. Forum discussion should include the out of field educator in strategic planning involving the out of field situation (cf. section 2.4.2.2) and should be incorporated in the day-to-day management of schools. The willingness of school management to involve educators in functional discussions and decisions (cf. section 2.3.3) around the out of field phenomenon could result in evidence-informed decision making.

It is recommended that school management and leadership engage in partnership forums (cf. section 2.3.3.1 and section 4.3.3.4) to develop functional guidelines for organisational effectiveness (cf. section 4.3.4.2) in school management (Wallace 2001a:31; section 4.3.3.5).

5.4.2 Collaborative decision-making

A wider involvement of all role players is recommended to gain ownership from the stakeholders responsible, not only for developing strategies, but also for the implementation of these strategies. In order to create collaborative decision-making, adjustment should be made to management and leadership styles.

5.4.3 Adjustments to management and leadership styles

It is recommended that school management applies the negotiation order which would create better working relations, understanding of circumstances and a less traumatic transformation period (cf. section 2.3.1). It is recommended that changes in management styles in terms of practice, training and control which should be explored in terms of shifts from top/down managing strategies to shared decision- making (cf. section 2.4.2) which aims to

enrich the ‘professional’ image of educators. This is important because in schools where the school management’s power is expressed in control strategies, these strategies may only be sustained at a very high cost to the learning environment such as falling morale (cf. section 1.4.2), personal disengagement of educators and a counteraction of larger resistance against policies and decision-making (Watson & Crossley 2001:118). The following concepts include recommendations on management and leadership styles:

- Ownership for educators in decision-making strategies (cf. section 1.2.2 and section 2.3.3).
- Educator forums (cf. section 2.3.3.1).
- Further education programmes for educators in the out of field phenomenon (cf. section 4.3.3).

In addition to the abovementioned statement, Wallace (2001b: 165) implies it is very important for decisions taken by principals and school management to be based on hard evidence and also that school management should be context-sensitive. It is recommended that future schools should distinguish between education managers such as chief executive officers and school management teams which include principals, deputy principals and head of departments (cf. **Table 2.2**). A chief executive officer may help to lighten the burden on the school principal through managing educational matters outside the pedagogic framework, leaving the essential pedagogic decision-making, for example recruiting suitable educators for the principal and his management team (cf. section 1.3.1; section 2.2 and section 2.3.1) in co-ordination with the governing body (cf. section 1.6.2.5).

5.4.4 Supportive guidance by learning facilitators

It is recommended that learning facilitators become more aware of the out of field phenomenon as well as the implications it has (cf. section 4.3.3.1a). Support programme leaders should be experienced specialist chosen by learning facilitators who are aware of the needs of the out of field educators in the specific learning facilitator’s subjects. It is

recommended that learning facilitators, principals, district and circuit managers keep up to date records of the out of field phenomenon at every school. This might protect educators from unfair labour practices (cf. section 1.2; section 1.3.2 and section 2.4.1) and provide for functional support. Close working relations between educators and facilitators are recommended with focus on a more involved leadership style in educator training and re-training (cf. section 4.3.4.2 and section 4.3.5.1).

5.4.5 Effective professional development programmes

Effective professional development programmes develop stability in the teaching profession (cf. section 2.4.1.3). It is therefore recommended that school management spend more time on planning and searching for suitable programmes (cf. section 1.2). It is recommended that professional development receive more priority because of the developmental phase of new curriculum (cf. section 2.4.2.4). The concept that educators are curriculum developers (cf. section 1.4.2) puts an extra burden on their professionalism, especially if they are outside their field of expertise (cf. section 1.6.2.3).

It is recommended that organisational structures should in addition pay more attention to the level of development programmes and to the chosen programme leaders. The recommendation of specialised programmes with specialists as programme leaders accommodate the necessary skills needed in teaching. Skills in the teaching profession refer to managerial and interpersonal skills necessary for educators to help the learners construct subject knowledge effectively. Skills are anchored in educators' values, principles and beliefs (cf. section 1.6.2.1). Focus on development of abovementioned skills is recommended because it indirectly influences and underpins curriculum design and management structures at individual schools. Educators who form part of the out of field phenomenon are caught in a working situation where their background knowledge is restricted to textbook knowledge (cf. section 1.4.2) while the modern world demands more

than that (cf. section 2.3.2.1c). It is recommended that staff development programmes (cf. section 2.3.3) should include abovementioned concepts in their programmes because out of field educators will have problems to grasp new methods and concepts because of their lack of knowledge and experience in the field in which they have to teach.

It is recommended that support programmes actually 'take care' of educators in the transformation process because when educators' teaching skills are prescribed and circumscribed through the out of field phenomenon, educators find it difficult to perceive themselves as professionals.

School management, educators and administrators need to be engaged in the continuous study on how to improve the managing of school environments and to create learner-friendly environments. Ideally, learning has to do with changes (cf. section 2.5) in knowledge or skills while teaching encourages learning.

5.4.6 In-service programmes

Educators are mostly disappointed by workshops and describe them as not satisfying or a waste of time because these programmes never seemed to fulfil promises (cf. section 2.4.2.3) of sustained educator development and support (Swidler 2000:554), (cf. **Table 2.1**). It is therefore recommended that school management provide in-service programmes that are more focused on individualistic problem areas. In-service programmes should be aimed at subject matters, classroom management techniques and conferences on new curriculum (Lampert 2000:88; section 2.3.3.1). It is recommended that school management makes sure not to engage in programme problems such as:

- workshop leaders without any experience of the educator's circumstances
- too large groups
- participants at different levels of experience combined in one workshop group

- lack of analysis of educators concerns before in-service programmes are compiled

High quality teaching should be the aim of all in-service programmes where the individual educator not only attends to subject knowledge but also time management, class discipline and class management. They are therefore in the best position to help design and shape the curriculum (cf. **Figure 1**).

5.4.7 Recruitment procedures

It is recommended that school management investigate the 'hire for fit' concept (cf. section 1.6.2.2) as a possible solution to the out of field phenomenon's negative influence on the learning environment. It is also recommended that the focus should be on making the best of the school's staff resources by increasing suitably assigned educators (cf. section 2.5.1).

5.4.8 Reflection on organisational effectiveness

School management and education departments (cf. section 2.4.2.1; section 4.3.5.1) should take stock of these situations particularly the influence that the out of field phenomenon has on these situations and vice versa (cf. section 2.3.2.2; section 2.4.2.3 and section 2.4.2.4). Adaptation of the school management strategies (cf. section 2.4.2.2) is recommended to ensure learners have a successful learning environment to enhance their transition into real life. It is also recommended that continuous reflections on management practices are needed. Heany (2001:199) suggests that school management will benefit from practices where they "*take stock of the situation"* at their schools. In this particular case the out of field phenomenon can be examined by asking one of the following reflective questions:

- Why is the phenomenon in our school?
- How can it be avoided in the future?
- School management should strive in collaboration with education departments to inhibit the growth of the out of field phenomenon at their schools. The legislation of the country is incoherent with fair labour practices that the out of field phenomenon conflicts with.

5.4.9 Legislation and school management

It is recommended that a close relationship between governing bodies and school management should take place. The recommendation is vested in the different perceptions of school management and the school community. This became clear during the investigation on proper need analysis by role players. Vested in the abovementioned are the school management structure's responsibility and obligation to protect the learners' right to education (cf. section 1.3.1).

It is recommended that the highest priority of management should therefore be quality education with suitably assigned educators (cf. section 2.5). It is recommended that management pay intensive attention to the information compiled in the Bill of Rights (RSA 1996: Act 108 Sec 9(3)). It states that the government may not unfairly discriminate directly or indirectly, meaning educators and learners can in theory claim equal treatment and equal opportunities (Joubert & Prinsloo 1999:24, 25). Recommendations on fair labour practices lead the researcher to the question:

- Do educators in the out of field phenomenon have equal opportunities? (cf. section 2.4.1.1)
- Are learners who are taught by unsuitably qualified educators on equal footing with other learners with well-qualified, suitable assigned educators? (cf. section 2.4.1.1b)

These questions point in the direction of the Schools Act (RSA 1996) and put the aims of the Schools Act under the magnifying glass. The recommendations would help school management to recognise the responsibilities of the state, parents, learners, educators and other members of the school community. Education management needs to ensure that the public statements made by them (cf. section 1.1 and section 1.2) are in correlation with the Schools Act, to the benefit of education and be without political agendas (cf. section 2.4.1.1a) as it protects the school community from discrimination and unjust practices.

5.4.10 School community's awareness and involvement

It is recommended that schools focus on their customers, who are the learners and their parents. This recommendation underlines Steyn's (2000:17) suggestion that schools should have a clear understanding of who their customers are and should strive to meet the needs (cf. section 1.2.2 and section 2.4.2.1) of their customers. In order to meet their customer needs they should be aware of the following recommendations:

- School management and parents need to pay attention to importance of their interdependence and cultivate a sound relationship (cf. section 1.4.1 and section 4.3.4.2). Although they do realise that they should work as partners respecting each other's roles and competencies, there are often major differences in the way each party perceives their role in the out of field phenomenon (cf. section 4.3.5.2).
- Schools should have a cohesive culture – a shared sense of purpose and community among parents, educators and learners. In these schools the roles parents required of the educator are clearest (cf. section 2.5 and **Figure 2.2**), and most easily fulfilled as stated by Harley *et al* (1999:135), '*values are not too different from the values of the home and the community.*'
- Co-ordination and co-operation between the home and the school have a strengthening effect on education, (cf. **Figure 1**) and create a secure environment within which effective learning (cf. section 2.3.2.1c) can develop (Joubert & Prinsloo 1999:42). It seems that school management is reluctant to inform parents about the out of field phenomenon (cf. section 4.3.4 and section 2.2.1).
- Parents should collectively be informed and included in problems and decisions on academic activities.
- Parents express a willingness to contribute to academic activities that fall outside the expertise of the educator and could be incorporated as assistants during certain lessons or subject areas.

- A better communication between the school and parents would result in informed parents who can contribute substantially more if they are properly informed about the out of field phenomenon (cf. section 4.3.5.2).
- If parents are seen as partners in education, they can help to overcome the support gap among departments, principal and educators (cf. section 4.3.3.2).
- It is recommended that school communities become involved in forum discussions where they have an opportunity to discuss problems such as the out of field phenomenon and its impact on the learning environment.
- Effective organisational structures (cf. section 2.4.2.1) where all role players are informed about the implications of the phenomenon are most likely the only way to stop the out of field phenomenon to escalate (cf. section 1.2.1). Therefore school management needs to remember, ”*the cure for every sorrow is conversation*” (Heany 2001:199; cf. section 4.3.4.2).

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

This study creates an awareness of the need to look at approaches and perceptions of principals and other members of the school management concerning the educator who teaches outside her/his field of expertise. It has highlighted the significance of ownership and purpose to educators. Information gathered through this investigation also stimulates research in other areas connected to the impact of the out of field phenomenon. Further research may add the necessary depth and multi dimensional view on the phenomenon (Lemmer 1989:328). Possible areas for further research have been identified during the course of this study and are explained below.

5.5.1 Support programmes for out of field educators

Educators have a fundamental need to be part of a successful team and positive organisational climate. This explains why support programmes within schools are important instruments to assist out of field educators and develop effective staff management.

Ingersoll (1999b:2) identifies possible deficiencies in staff management, such as:

- lack of encouragement offered by schools
- inadequate of stimulation and support
- insufficient provision of retraining
- absence of programs to attract and retain educators in needed fields

Being professional means *having a degree of control over the work they do* (cf. section 2.3.2.1a and section 5.2). Any reduction in control over educators' teaching characteristics such as values and beliefs deskills or de-professionalises them (Busher *et al* 1995:94; section 2.4.1.3). Out of field educators do not know how to succeed (cf. section 2.4.1.3a), they start believing they do not have the expertise needed for the job they are assigned to. Research into appropriate and improved support programmes will increase competence and self-esteem of these educators.

5.5.2 Management development programmes

Principals often do not see the importance of their information-conveying role as part of their professional management responsibility (Patel 1993:76, 78). This results in poor communication and ineffective decision-making (cf. section 1.2). Upgrading the quality of educators will upgrade the position too. Management development programmes might stimulate visible support and could create a shared understanding of the phenomenon while enhancing a climate of learning (Watson & Crossley 2001:119). The fact that management is often more concerned with decision-making concerning institutional survival and external funding than with pedagogic factors (Elliott and Crossley1994:190) are reasons for concern, (cf. section 4.3.4.1; section 4.3.5.1a and section 4.3.5.2c).

5.5.3 Emotional and psychological impact on educators

The interviews held with participants in the field provided information on the desperation experienced by educators. Participants expressed a need to talk about their personal experiences. They want to be heard by organisational structures that can make a

difference. They believe the successful fit between the curriculum and practice predominantly rests on the educators' capability (cf. **Figure 1**) to form a clear perception of the needs that exist in the school context. They need to have the ability and knowledge to shape their subjects according to these needs. Effective teaching is not a mechanical or mindless activity (cf. section 2.3.2.1c), but one that links the decisions and judgements of educators to high success rates. Educators are the people in control (cf. section 2.5) of the quality of any educational experience; they should have the ability to control the development of any curriculum (Bertram & Fotheringham 2000:181). If abovementioned needs stay unanswered and the necessary abilities are absent, a great amount of emotional and physical stress results in major career changes.

5.5.4 Career decisions of novice and experienced educators

The fundamental issue is how the teaching profession is perceived; a perception that will be directly influenced by the out of field phenomenon. In a profession where unsuitable qualifications or core knowledge is acceptable, but poor results are not, educators are faced with extreme career decisions and further research could elucidate some of the resulting complex problems. Unsatisfied educators might decide to leave the teaching profession and this loss of qualified experienced professionals would constitute a major financial loss to education departments.

5.5.5 The financial impact on education departments

Assigning the most suitable educator to a specific job is an integral part of moving to more manageable organisational structures within the school environment while education is in the process of major change (Hamlyn 2001:1-2). Research into the relationship between the number of out of field positions and the required staff development workshops would quantify the resultant financial impact on the education department. The high cost of workshops should be investigated against the background of the out of field phenomenon. It is envisaged that the results from this would enable schools to benefit financially by

reducing the out of field educators from comprehensive surveys and need analyses before recruiting new educators.

5.5.6 Differences in participants perceptions on the phenomenon

Although educators are eager to share their experiences and perceptions on the phenomenon, principals find it difficult to discuss the impact of the phenomenon on a regular basis with staff members, even if including out of field educators in discussion will result in evidence-informed decisions. Involvement of out of field educators in discussions might develop in better decision-making and more accurate evaluation of the impact of the phenomenon. Levacic and Glatter (2001:17) suggest that evidence-informed practices and evidence-informed policies are important for development of effective management strategies (cf. section 2.3.1). Although educators are the strongest predictor of how well learners will perform (Darling-Hammond 2000:6-11), they are mostly left out in decision-making procedures because of these differences in perceptions. Research on the differences in perceptions and the reasons behind these differences might help to understand perceptions on unfair labour practices, educator's job performance and their ability to contribute to organisational effectiveness (cf. section 2.4.2.2a and section 2.4.1.3b). An example of conflicting perceptions is vested in the Education Labour Relations Council's (ELRC) *Manual for Developmental Appraisal* that introduced an appraisal system to lay down a foundation for performance and goal management (Harley *et al* 1999:42-49). Yet school management still found it acceptable to recruit and assign unsuitably qualified educators and assess them as if they are specialists in their field.

5.5.7 Conflict between principals' needs and departmental proposals

The teamwork between school institutions and educational departments are significant in organisational effectiveness. An understanding of the requirements of the different structures is necessary to achieve a successful education system. Heany (2001:197) points out that in times of change a tendency of increased bureaucracy transpires in order to establish

accountability and effectiveness (cf. section 1.6.2.3 and section 2.4.1.1a) with an unsatisfactory outcome for the involved parties. Differences between the school management needs and the proposals offered by educational departments have the potential to form a gap in planning, curriculum practices, interaction, effective management, enthusiasm and the construction of functional objectives (cf. section 2.4.2 and section 4.3.4) by school management. These disparities, burdens and pressures (cf. section 2.2.2; section 2.4.1.3 and section 4.3.3.2) result in additional stress and in the long term inhibit effectiveness (cf. section 2.3.2.2 and section 4.3.3.3) and create conflict (Heany 2001:200; section 2.4.1.1). According to Watson and Crossley (2001:123), change has the potential to generate a sense of normlessness and meaninglessness (cf. section 2.4.2.3), even on management and leadership level, therefore it is necessary to investigate the relations between school management and educational departments.

5.5.8 Synchronised procedures for promotions and educator assignments

Educator recruitment and educator selection need careful planning. School management, education departments and governing bodies are involved in the recruitment, assignment procedures in order to appoint or promote candidates. These decisions impact the school community at large and should thus be done without discrimination against any of the involved parties. At this stage, school management experiences that it is mostly uninformed and therefore unprepared for the continuous movement in staff allocations and promotions. School management loses staff members because of promotions without proper notice that results in unsynchronised assignments, placements and recruitments of educators. School management agrees with Lampert (2000:87) that, up to now, their voice was not heard in research on teaching.

5.6 SHORTCOMINGS OF THE STUDY

Some participants were interviewed during their school day. Due to other responsibilities they were not available for interviews after school hours. The researcher experienced

the time limits of 45 to 90 minutes for the interviews as a shortcoming. Participants were allowed one or two periods while some participants would have preferred to spend more time with the researcher discussing their experiences. Arranging follow-up interviews were in some cases not possible. Limitations of the present study involve further practical problems, such as member checking of transcriptions done by mail and not in first person. The researcher experienced limitations in this because intimate discussions would be even more revealing and satisfying. The researcher felt personal contact was necessary to bring to the fore the critical viewpoints that would otherwise be lost.

5.7 CONCLUDING REMARK

The information gathered from educators, principals and parents to compile findings only refer to participants interviewed during the duration of this study. Participants shared their personal perceptions and inner feelings in order to help create a better understanding of the implications of the out of field phenomenon for school management and because of this, the impacts also on the larger education community. The researcher agrees with Bell's (in Bertram & Fotheringham 2000:227) statement:

> *As teachers, we come into the classroom with our own experiences and understandings of education and our own notions of what constitutes learning, literacy, progress, appropriate classroom relations, and so on. Inevitably these experiences shape the way in which we interact in the classroom and the way in which we make decisions as to what is best for the learners.*

The inclusion of different role players was to define their understanding of the situation, how they perceive the phenomenon and how they react to its impact on their lives. Specific challenges educators and school management face with the out of field phenomenon are highlighted by this investigation.

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Annexure A
(Permission letter: UNISA)

UNISA
UNIVERSITY OF SOUTH AFRICA

Annexure A : Permission letter

P O Box 1081
Dar es Salaam
Tanzania
9999
12 June 2004

Dear Sir/Madam

PARTICIPATION IN RESEACH PROJECT

I am presently studying for a Masters Degree in Education Management at the University of South Africa. The University has granted me permission to do research for my dissertation on: **The influence of the out of field phenomenon on school management.** The study of the phenomenon includes educators teaching outside their field of expertise and how it influences quality management.

This study requires a qualitative research design and I will make use of individual unstructured and semi-structured interviews. Your participation in the aforementioned interviews, which will be conducted at this school, will be appreciated. Your identity will be protected and confidentiality will be guaranteed.

Should you agree to participate, please be so kind as to give your written consent by signing this letter. Your meaningful contribution to this research study will be much appreciated and I thank you in anticipation.

Yours truly

E du Plessis
Elize du Plessis
M Ed (Educational Management) Student

Prof GM Steyn
Dr SA Coetzee
(Supervisors for Master's degree)

I _____ agree to participate in the research project proposed above.

Signed _____

TECHNIKON SA UNISA VISTA

TECHNIKON SA, VISTA UNIVERSITY'S DISTANCE EDUCATION CAMPUS (VUDEC)
AND UNISA, WORKING TOGETHER TO CREATE A NEW EDUCATIONAL FUTURE.

Annexure B
(Permission letter: Educational department)

FREE STATE PROVINCE

Enquiries : Mrs M V Wessels/
Reference no. : 16/4/1/21-2004

Tel :(051) 404 8075
Fax :(051) 4048074

2004-06-10

Ms AE du Plessis
PO Box 1081
Dar Es Salaam
Tanzania
9999

Dear Ms du Plessis

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.

2. Research topic: **The influence of the 'out of field' phenomenon on school management.**

3. Your research project has been registered with the Free State Education Department and you may conduct research in the Free State Department of Education under the following conditions:

   3.1 Principals, teachers, learners and parents participate voluntarily in the project.
   3.2 The names of all schools, principals, teachers, learners and parents involved remain confidential.
   3.3 This letter is shown to all participating persons.

4. You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein. It will be appreciated if you would also bring a summary of the report on a computer disc, so that it may be placed on the website of the Department.

6. You are requested to confirm acceptance of the above conditions in writing to:

   The Head: Education, for attention: CES: IRRISS
   Room 1204, Provincial Government Building
   Private Bag X20565, BLOEMFONTEIN, 9301

7. We wish you every success with your research.

Yours sincerely

Chief Director: Strategic Management Services
cc Director of District: Northern Free State

Annexure C

Researcher's Credentials

Teaching career: 20 years: Primary Schools
3years: Secondary School
Subject Head
Grade Head
Head of Department
M1, M2 and M3 merit awards
One exceptional merit award
Private Training

Professional Qualifications: THOD: 4 years
Remedial Teaching Diploma: 2 years
B Ed(Hons): 2 years

Currently: Private Training at International School of Tanganyika (Tanzania)
M Ed Student: UNISA

Annexure D

Research for M.Ed

Research Information/Background Knowledge
(Information sheets: Participants)

1 Circle the relevant answers to the following questions.

1.1 Sex: Male/Female

1.2 *Years experience in teaching*:
0 to 2years
2 to 4years
4 to 6years
6 to 10years
10 to 15years
15 to 20years
20+ years

1.3 *Career position*:
Teacher
Grade Head
Subject Head
Head of Department
Deputy Principal
Principal

1.4 *Age group*:
20 to 25years
25 to 30years
30 to 35years
35 to 40years
40 to 45years
45 to 50+years

2 Please complete following questions in detail.
2.1 Academic and Professional Qualifications:

2.2 Qualified to teach the following academic subjects.
Subject A:_____Years training:_____

Subject B:_____Years training:_____

Subject C:_____Years training:_____

Subject D:_____Years training:_____

2.3 Qualified to teach the following phases:
(Circle appropriate answer)
Pre Primary phase
Primary Phase (Grd 1 to Grd 3)
Intermediate Phase (Grd 4 to Grd 5)
Senior Phase (Grd 6 to Grd 7)
Secondary Phase (Grd 8 to Grd 10)
Grd 11 to Grd 12

2.4 Actual subjects presently teaching: (Fill subject in and circle yes or no)
Subject 1:_____Academic training: Yes/No

Subject 2:_____Academic training: Yes/No

Subject 3:_____Academic training: Yes/No

Subject 4:_____Academic training: Yes/No

2.5 Actual age group teaching for:_____

2.6 Circle appropriate answer: Are you currently teaching in an 'out of field' position? Yes/ No

2.7 Were you previously in an 'out of field' position? Yes/No

Annexure E

Interview guideline/Research Questions

(Interview Schedule/Guideline)

Title: The implications of the out of field phenomenon for school management.

Question 1
How do you understand the out of field phenomenon?
Sub-questions
How would you define it?
What is you personal opinion about the out of field phenomenon?

Question 2
How does the out of field phenomenon influence role players in the educational environment?
Sub-questions
2.1 How does the out of field phenomenon influence learners' involvement in the teaching situation?
2.2 How does the out of field situation influence collegial vide?
2.3 How successful are out of field educators in forming good relations with colleagues?

Question 3
How does the out of field phenomenon influence the way in which the school is managed?
Sub-questions
3.1 How does the out of field situation influence loyalty of learners, parents and principal towards the school and each other?
3.2 Tell me more about incidents that were difficult because of the out of field phenomenon.
3.3 What role does education management play in this situation?
3.4 Tell me more about the pressure that the out of field educator experiences in the school situation?

Question 4
How does the out of field phenomenon influence future career decisions of educators?
Sub-questions
4.1 How does the out of field phenomenon influence further studies in an educational career?
4.2 How does the out of field phenomenon influence educators' decisions to leave their career in education for something else?

Question 5
How does the phenomenon influence effective education?
Sub-questions

5.1 How does the out of field phenomenon influence educators' self-control?
5.2 How does the out of field phenomenon influence educators' self-respect?
5.3 How does the out of field phenomenon influence educators' class management?
5.4 How does school management support the out of field educator?

Question 6
How does the out of field phenomenon influence the image of the school and of education?
Sub-questions
6.1 What misconceptions do people have of out of field educators?
6.2. How does the out of field situation influence educator/parent relationships?
6.3 How do parents act towards the out of field educator?
6.4 Tell me more about the pressure parents exert on the out of field educator?

Extra questions

1 You are an out of field educator. Please tell me more about a day in your life?
2. How does the out of field phenomenon influence your daily life?

Annexure F

	Research Interviews: Field notes		
TQ1	How do you understand the phenomenon where educators have to teach outside their field of expertise?		
IQ1.1	How would you define it?		
IQ1.2	What is your opinion about the out of field phenomenon?		
TQ2	How does the out of field phenomenon influence role players in the education environment?		
IQ2.1	How does the out of field phenomenon influence learners' involvement in education?		
IQ2.2	How does the out of field situation influence collegial bonding?		
IQ2.3	How successful are out of field educators in forming good relationships with colleagues?		
TQ3	How does the out of field phenomenon influence the way in which the school is managed?		
IQ3.1	How does the out of field situation influence the loyalty of		
	the school, learners, parents and headmaster?		
IQ3.2	Name the examples of difficulties at school because of the out of field situation at school?		
IQ3.3	What role does education management has to play in this situation?		
IQ3.4	Tell me more about the pressure the out of field educator		
	experiences in the school situation.		

	Research Interviews: Field notes		
TQ4	How does out of field phenomenon influence future career decisions of educators?		
IQ4.1	How does the out of field phenomenon influence further studies in education?		
IQ4.2	How does the out of field situation influence decisions by the		
	inapt educators to resign from a career in education?		
TQ5	How does the out of field phenomenon influence effective education?		
IQ5.1	How does the out of field phenomenon influence educators' self-control?		
IQ5.2	How does the out of field situation influence educators' self-respect?		
IQ5.3	How does the out of field situation influence educators' classrrom management?		
IQ5.4	How does the out of field situation influence time management and time utilisation?		
IQ5.5	How does school management support the out of field educator?		
TQ6	How does the out of field phenomenon influence the image of education?		
IQ6.1	What misconceptions do people have of out of field educators?		
IQ6.2	How does the out of field situation influence educator/parent relationships?		
IQ6.3	How do parents act towards the out of field educator?		
IQ6.4	Tell me more about the pressure parents exert on the out of field educator?		

Annexure G (a)

M Ed Navorsingstudie: Onderwysbestuur

Transkripsie van onderhoud
(Original transcript)

Navorsingstema: The implications of the out of field phenomenon for school management?
Deelnemer: Principal School A **Onderhoudvoerder**: E du Plessis

Onderhoudvoerder: Hoe verstaan jy die out of field situation?

Deelnemer: Ek dink dit is wanneer ‘n beheerliggaam of ‘n skoolhoof… (wag) personeel aanwend in ‘n klassituasie waarvoor hy die opgelei is nie, met ander woorde waarvoor hy nie professionele opleiding het nie.

Onderhoudvoerder*: Hoe sal jy dit definieër? (word in die rede geval)*

Deelnemer: Opvoeders word deur die bestuur en hoof aangestel in vakopsette sonder dat hulle die nodige papiere of opleiding het…Ja wel…dit is soos ek nou gesê het, dit is die aanwending van ‘n kollega in ‘n vaksituasie, dit moet wees (stotter) in ‘n bepaalde vak, jy weet jy sit nou met lewensoriëntering wat ‘n ou maklik kan aanbied maar dit is die aanwending van ‘n (pedagoog) in ‘n vakgebied wat hy nie werklik kan aanbied nie.

Onderhoudvoerder*: Wat is jou persoonlike seining rondom die out of field situasie?*

Deelnemer: Ek dink dit plaas (stemtoon styg) ongelooflik druk op onderwysers, dit plaas druk op die hoof uit die aard van die saak. Hy ervaar die druk en hy skuif dit (beklemtoon) eenvoudig af op die personeellede want die samewerking van die staat is daar nie. Die staat het nie begrip, die werkgewer, die staat het nie begrip vir hierdie situasie nie, die hoof ervaar die druk, so al wat die hoof doen, (stotter) die maklikste uitweg is om na kollegas toe te gaan en te sê: “Kollega ek moet jou aanwend in hierdie pos”…want as die hoof druk ervaar kanaliseer hy dit na sy mense toe want hy word nie deur die regering ondersteun nie, hulle het geen begrip…hulle verstaan nie die situasie nie. Op die ou end al wat oorbly is om vir sekere onderwysers net te sê: “Kollega, ek moet jou in hierdie pos aanwend”. Hierdie onderwysers vat die saak en hy dryf dit (emosioneel). Baie ouens sien dit as ‘n groot uitdaging. Ander sien dit bloot as ‘n opdrag wat die beheerliggaam of die skoolhoof vir my gee. En hy moet die beste van die saak maak. Ek dink dit is ‘n baie ongesonde situasie vir onderwysers.

Onderhoudvoerder*: Hoe beinvloed die out of field situasie ander onderwysvennote?*

Deelnemer: (Gretig om te antwoord, gee onderhoudvoerder nie kans om vraag klaar te stel nie) Uit ondervinding…Nou! Nou! (beklemtoon) sit ek met ‘n Juffrou by ‘n out of field. Kinders is baie skerp en ouers kom gou agter en ouers weet in die gemeenskap,

veral in ‘n klein gemeenskap soos ons, hierdie meneer of Juffrou is nie opgelei nie en kinders kan dit misbruik, kinders sien maklik…hulle kom dadelik agter as daar onsekerheid by die onderwyser is. Hulle besef hy is nie opgelei nie en gewoonlik misbruik hulle die situasie. Selfs ouers sal dit misbruik. Hulle sien dit as ‘n swakheid in die onderwyser se mondering…as die Juffrou sê: “…maar kom ons doen saam navorsing, wat sê julle?” Wanneer die opdrag navorsing moet wees waar almal saam praat sien die kinders dit as ‘n swakheid as die onderwyser onseker is…ouers sien dit as ‘n swakheid. Die onderwyser word misbruik. Die onderwyser (stottter) word uitgebuit.

Onderhoudvoerder*: So… (word deur Deelnemer in rede geval) jy beweer dat dit ‘n defnitiewe invloed op personeel het?*

Deelnemer: Defnitief (beklemtoon) defnitief, defnitief!

Onderhoudvoerder: *Hoe beinvloed die out of field situasie leerders se deelname aan die onderwysituasie?*

Deelnemer: Ek dink dit beinvloed kinders negatief, in die sin van ek sit **nou** met ‘n situasie waar ‘n kind vir my sê: “… maar die Juffrou vra vir ons wat om te doen of sy gaan vra baie vir die Juffrou langsaan wat om te doen”… en dit skep ‘n negatiwiteit. Hulle dink die Juffrou weet nie genoeg nie. Ek het dit nou by Afrikaans in my skool gesien.

Onderhoudvoerder: *Hoe beinvloed die out of field situasie kollegiale samehorigheid?*

Deelnemer: Ek moet eerlik vir jou sê, ek kon by my dit nie agterkom nie, ek kon dit nie agterkom nie. Ek dink die ouens het maar gesê: “Haai siestog!”… en hulle het dalk ‘n emosionele ondersteuning gegee. Die personeel dra mekaar, hulle weet dat sommige aan die diepkant ingegooi is en probeer help. Hulle het besef dat ons “Mary” in die diepkant ingegooi het en sal nie sommer sê sy bring nie haar kant nie. Ek dink ondersteuning is belangrik, om te sê ons besef jy is in die diepkant en ons gaan jou ondersteun sover as ons kan.

Onderhoudvoerder: *Hoe suksesvol is out of field opvoedoers om goeie verhoudings met kollegas te vorm?*

Deelnemer: Ek dink nie dit het ‘n invloed nie, as ‘n jong ou van buite af ingebring word in ‘n out of field situasie, is hierdie ou so aangewese op hulp wat hy van die kollegas gaan kry, en hy stap gou-gou, en ons het by ons ‘n stelsel, ek het nou…my departementshoofde weet, ek het nou laas week vir ‘n man gevra: “Hoe gaan dit met “Rene”?”

Sy is ‘n tipe van out of field dame by Biologie. Ek weet sy is ‘n toegewyde harde werker ek het net gevra hoe gaan dit met haar maar dit is die departementshoofde se werk om te gaan kyk hoe gaan dit met haar om daardie skakeling te bewerkstellig. Ek weet out of field onderwysers het meer hulp nodig, my program is te vol so die adjunkhoof en

departementshoof hanteer die haakplekke. As hoof het ek nie meer tyd om aan die kleinighede van onderwyserprobleme aandag te gee nie. Ek laat dit soos ek gesê het oor aan die adjunk en departementshoof. Hoofde is vasgevang in tydrowende vergaderings…party van die probleme hoor ek nie eers van nie…daar is nie tyd daarvoor nie, ek sal dit eers hoor as dit verby is, of as dit so ernstig is dat dit skade doen aan die ander ouens. Maar oor die algemeen dink ek die verhoudinge is goed. Omdat hierdie ouens baie aangewese op die hulp van kollegas.

Onderhoudvoerder*: Dit lyk of die mense mekaar jammer kry?*

Deelnemer: Ja, Ja…(stilte)

Onderhoudvoerder: *Hoe beinvloed die out of field situasie die manier waarop die skool bestuur word?*

Deelnemer: Kom ek sê vir jou dit plaas baie druk op die bestuur…Hum…Hu (stotter) die bestuur van die skool ervaar baie druk van die gemeenskap soos die Engelsman sê ek moet "produce" (beklemtoon), dit maak nie saak…die gemeenskap het nie 'n saak of my beheerliggaam of my werkgewer (lang stilte) begrip het vir die situasie nie. Die hoof het druk om openinge so vinnig moontlik te vul, daarom sal jy vir iemand net eenvoudig sê die mees geskikte persoon moet 'n sekere pos vul en dit is die einde van die storie. Die ouers wil resultate sien so die bestuur kom…kom onder baie groot druk en hulle moet gewoonlik in 'n baie kort tydperk moet hulle die mees geskikte ou identifiseer om in hierdie pos in te kry.

Dit plaas druk…wat…by my is dit gewoonlik nie 'n kopseer nie ek kry dit gewoonlik reg. Seker maar met genade kry ek dit reg, maar dan weer… die druk van om hierdie ou…(dink) moet gemonitor word, reggehelp word…(praat harder) voordat die blaps 'n groter blaps word moet daar ge-"intervene" word…(wag) daar moet "intervention" wees. Dan moet jy maar van die vakhoof gebruik maak (stilte)…wat ook deesdae 'n kopseer is met die leerfasiliteerder… is nie 'n ou wat elk dag of op 'n gereelde basis by hierdie out of field onderwyser uitkom en leiding gee nie (dink) die skool moet die leiding gee die bestuur moet die leiding gee...uit…uit ons kollegas op die personeel self. (Praat harder) Dit is 'n probleem! Jy weet…die… die tempo (stotter) van al die ander goed wat daarmee saam gaan is so hoog…dat ek as hoof...as bestuurder kom nie regtig by daardie probleem uit nie… dit word in 'n groot mate die departementshoof se probleem en dit word die leerfasiliteerder wat nou 'n buite ou is se probleem.

Die geluk wat ek ….wat lekker gewerk het…ek het 'n Juffrou gehad wat rekenaars out of field gegee het, um… en ek het 'n onderwyser nou, "Jaco", wat jy mee gesels het…"Jaco" het nie rekenaaropleiding nie …niks nie…maar "Jaco" gee rekenaars waar hy hom self maar…en tannie "Ricci Cronje" wat die LF is het agtergekom maar hier is iets wat nie reg is hier nie, en sy het addisionele besoeke aan "Jaco" gebring wat ek en sy onderling gereël het… ek sê nou nie "Jaco" het gesukkel …um en ek en die LF het onderling gereël kom besoek vir "Jaco" meer gereeld, hy was nie bewus daarvan dat ek dit gereël het nie hy het maar gedink dit is "Rita" wat maar meer kom.

***Onderhoudvoerder**: So dit was 'n bestuursbesluit?*

Deelnemer: 'n Bestuursbesluit…"Ricci Cronje" moes kom om vir "Jaco" te kom help…jy weet en op stadium het sy gesê daar is nou 'n verbetering by "Jaco", sy sien "Jaco" se werk…"Jaco" begin nou…(stilte) die groot probleem is die aanbieding van die vak rekenaars was nie vir "Jaco" 'n probleem nie…die korrekte (beklemtoon) didaktiese aspekte rondom die aanbieding van hierdie spesifieke vak was 'n probleem.

Hy het nie die kennis nie….hy het nie en jy kan in 'n klas instap….(stotter) maar hy gee rekeningkunde en die didaktiese aanbieding van Rekeningkunde en rekenaars is uiteenlopend (beklemtoon). En so kan 'n meer praktiese vak soos Houtwerk of wat ook al daai aspekte moet 'n ou mee leiding kry…jy weet… enige ou kan in 'n klas instap maar die aanbieding is 'n probleem daarom moet ek 'n ou leiding gee…en daai…daai druk kom na die bestuur toe.

***Onderhoudvoerder**: Ek wil net vir jou vra… miskien gaan ons verder weer aanspreek …maar die skoolbestuur, jy praat van druk, in 'n klein gemeenskap soos "Dorp A" as jy vinnig 'n ou moet aanstel waar gaan soek jy, is dit maklik om iemand te kry, waar gaan soek jy… as jy 'n wiskunde-ou moet aanstel?*

Deelnemer: Dit is amper ontmoontlik (Hard, beklemtoon)

***Onderhoudvoerder**: Hoekom?*

Deelnemer: Die …die…Die platteland…die mense wil…jou (stotter) jou…jou professionele ouens wil nie meer platteland toe skuif nie. Bestuursliggame in die platteland moet ekstra goed doen om poste vir onderwysers aanloklik te laat lyk. Die bestuur moet wyd adverteer of nuwe personeel te kry sonder die ondersteuning van die departement…Uhm jy…jy…jongmense skuif nie platteland toe agter 'n pos aan wat ek adverteer nie… ons adverteer maar in die media gewoonlik. Die oomblik wat ek 'n probleem kry soos nou verlede kwartaal adverteer ek in die media, dan kos dit jou 'n fortuin in die eerste instansie en jy kry vier aansoeke. Maar die aansoeke wat jy kry is ou gevestigde onderwysers wat nie meer in hierdie stadium in tred is met die nuutste veranderinge nie. Hulle is nie! (aksenteer) Uhm dit is vir jou 'n probleem (beklemtoon) die enigste aansoek wat ek gekry het by die vrouens, wat min of meer in lyn is met wat ons soek, sit op "Dorp Y". Ek moet haar daar gaan haal (stilte)…en haar hier kry (beklemtoon), sy sit in 'n beheerliggaam pos, sy moet drie maande kennis gee. Dit is 'n kopseer die oomblik wat daar 'n vakature ontstaan, 'n verplasing of iemand wat afsterf…wat ook al…dit is (stilte) ek wil sê amper onmoontlik om binne 'n maand iemand in daai klas te hê.

***Onderhoudvoerder**: Dink jy daar is voldoende opleiding of …(word in die rede geval)*

Deelnemer: Daar is 'n ongelooflike te kort op hierdie oomblik aan, aan gekwalifiseerde graad 12 onderwysers, en die ouens praat van net in Skeinat, Wiskunde nê, dit is nie nie

waar nie (beklemtoon) ek het gesoek vir amper 18 maande na ‘n geskikte aardrykskunde-persoon, so jy sal weet iemand wat Geografie 3 het, mens sal dink daar is baie van hulle…daar is nie sulke mense nie. (Stemtoon raak hoog) Uhm…biologie-mense is ‘n tekort so dit is nie net in die gespesialiseerde vakke soos Wiskunde en Skeinat nie daar is in alle velde… het ‘n probleem.

Onderhoudvoerder*: Ons gaan nou weer terugkom hierheen…dit is ‘n groot bekommernis nê?*

Deelnemer: Daar word nie genoeg werwing vir moontlike onderwysstudente in spesifieke velde gedoen nie, die universiteite dink hulle doen dit maar dit word nie gedoen nie.

Onderhoudvoerder*: Hoe beinvloed die out of field situasie lojaliteit teenoor die skool leerders, ouers en hoof?*

Deelnemer: Uhm…ek dink by my op “Dorp A” nê…(dink) ek het ‘n ongelooflike kritiese gemeenskap, ouers is baie gou negatief as ‘n onderwyser nie sy kant bring nie…baie gou-gou so as ek ‘n onderwyser aanstel in out of field al is hierdie ou hoe bekwaam… (Stemtoon styg) as is hierdie ou al weet ek hy gaan…is die ouers antagonisties …onmiddellik…Uhm en gaan hulle negatief wees teenoor hierdie aanstelling. Ongelooflik krities en…die die sleg is ek sit op die stoel en (stotter) ons bestuur hom so goed as ek kan en ek is nie altyd bewus van die negatiwiteit daar buitekant nie en dit vreet aan…aan…aan die bemarking en die beeld van die skool buitekant…dit het (afgemete) ‘n negatiewe invloed by die ouers. Al wat ek kan doen … ek vra my mees ervare personeel om sekere poste te vul, daardeur voel ek keer ek dat ‘n groot ramp’n nog groter ramp word.

Onderhoudvoerder: *Vertel my meer van ongemaklikhede as gevolg van die out of field situasie.*

Deelnemer: Ek het nou ‘n ding by my skool…my graad twaalf biologie-onderwyser het bevordering gekry, sy is nou ‘n leerfasiliteerder vanaf September. My graad twaalf leerlinge in besig om voor te berei vir hulle finale eksamen…en ek sit sonder ‘n biologie-juffrou. Dit is ‘n ramp as ons van rampe praat! Waar kry ek nou iemand op so kort kennisgewing? Ek het ook nog ‘n situasie…Ek het nou vir “Jaco”. “Jaco” sit nou in ‘n out of field, en ek se nou vir jou “Jaco” is ‘n uitstekende kollega op baie verskillende terreine (met baie emosie) maar “Jaco” is ‘n ou wat, as ek hom ‘n werk gaan gee, gaan hy dit vat…maar die rompslomp daarmee saam soos goeie administrasie is…(stotter en beklemtoon) ‘n groot probleem, want hy is nie opgelei in hierdie administrasie nie. En nou kry “Jaco” besoek, klasbesoek deur sy vakhoof of standerdhoof of wat ook al en hierdie vakhoof het ‘n bepaalde vorm wat bepaalde eise stel en nou vul die ou vir my in: “ “Jaco” doen dit nie reg nie” (afgemete en met aangepaste stemsverandering). Ek kry dit in, dit land by my op die tafel, ek roep vir “Jaco” in en sê: “ “Jaco” jy is nou wel by rekenaars, en dit is nou out of field, maar die goed moet reg wees, so werk punte daar en

daar is soveel take, assesering moet so wees en daar is praktiese aspekte en jy moet dit bybring"(stemtoon hoog). (Stilte) En dit bring konflik en "Jaco" sal maklik vir my sê: " Jinne meneer ek kry amper nog nie tyd om dit af te handel nie…ek is nog nie reg met dit nie" Jy weet maar… en dan sal ek sê: "Ek kan vir "Jaco" nog 'n kwartaal gee". Maar dit is verkeerd…die leerfasiliteerder wil hom nie nog 'n kwartaal gee nie…die ouers wil hom nie nog 'n kwartaal gee nie. En die besige program by die skool maak dit moeilik om regtig in diepte met hom te praat…kommunikasie tussen my en personeel raak beperk…nou…ek verwag ook van die vakhoof "Jaco" se goed moet reg wees en dit bring spanning. Daar bou spanning op tussen hierdie personeel en tussen die bestuurspan en die personeellid want hy word aanmekaar tereggewys…dit bring druk, dit bring wrywing tussen my en "Jaco". Onnodig! … en ek weet dat hy(die een wat buite sy veld is) skade maak want hy is nie effektief nie, maar ek sal dit nooit openlik erken nie…

Dieselfde met… uhm… 'n ander dametjie wat Skeinat byvoorbeeld gegee het en die administrasie…(stemtoon gaan op) voor in die klas staan en praat is een ding maar dit…dit is…daar is ongelooflike baie administrasie betrokke by alle vakke deesdae en onderwysers is geneig om by administrasie te gly. En dan kry hulle slae daaroor en dit bring spanning dit bring defnitief spanning. En jy sien… ek dink skoolhoofde is in 'n groot mate (haal diep asem) ongenaakbaar…(stilte) jy sit, jy wil klinies korrekte goed hê en alles waar jy mee sit is nie die perfekte nie jy weet, soos out of field is juis een van die groot jakkalse wat die hoof se wingerd lekker opvreet. Sodra jy sit in 'n kamp en ek het goeie personeel dan gebeur iets wat nou met my gebeur het. My…my top biologie-vrou word nou geskuif (praat al hoe vinniger en intens) en die ouers… sien nie daaroor nie…en ek dink die vrou wat ek nou kry is briljant…maar onmiddellik… ek hoor oor die naweek…die ouers in die dorp nê…"Hel wanneer laas het tannie Rinie klas gegee…tannie Rinie het nog nooit klas gegee nie" maar as ek daardie biologie-pos geadverteer het, wanneer sou ek hom kon gevul het? Teen watter koste? Jy weet…Ek dink nie die gemeenskap het regtig begrip vir die onderwysers en die bestuur en ek sluit die beheerliggaam daarby in …jy weet… vir hierdie krisisse en vier en twintig uur besluite nie.

Onderhoudvoerder: *Watter rol speel bestuur in hierdie situasie ?*

Deelnemer: Ongelooflik!

Onderhoudvoerder*: As ek praat van onderwysbestuur, sluit ek ook die wye bestuur in soos departementeel, staat, wat dink jy wat se rol kan hulle speel om te help?*

Deelnemer: Weet jy wat is vir ons hoofde 'n groot probleem? Die feit dat onderwysers…ons het nou die dag by 'n kongres daaroor gepraat…(stilte) daar is nie meer 'n patroon vir bevorderingsposte dit gebeur enige tyd…in die middel van 'n termyn en dan veroorsaak dit krisisse wat die bestuur moet hanteer en gewoonlik moet ons die krisis oplos met personeel binne ons skool. So dit is nie vir ons ongewoon om personeel rond te skuif na vakke al het hulle nie opleiding daarvoor nie. Onderwysers word ontydig rondgeskuif die hele tyd…soos herontplooiing. Die department huiwer nie om senior

onderwysers met onmiddellike effek te bevorder nie…ja dit laat die hoof met gapings wat moeilik is om weer te vul…. Uhm… Vakatures word nie meer half jaarliks, ses maandeliks gedoen nie, vakatures kom sommer hier soos dit die departemente pas binne ‘n kwartaal…vakatures vir bevorderingsposte het geen vaste patroon meer nie.

Die skoolhoof kan nie meer sê ek is gewaarsku vir ses maande…hierdie probleem waarvan ons nou-nou gepraat het …my biologie-vrou kry nou die aanstelling en binne vier en twintig uur wil hulle haar hê. (Kap met sy hand op die lessenaar) Hulle het my tegemoet gekom om haar vir my vir nog ‘n maand te gee. Die ... So die ouens bo, die bestuur bo…(stilte) het nie begrip vir die situasie op die grond onder nie. (Trek ‘n diep asemteug in) En…Ek wil nie my werkgewer die skuld gee nie maar ek dink in ‘n groot mate het hierdie ouens nie…wil hy soos dit hom pas…hierdie ouens wil dit inkleur maar hulle het nie begrip van wat op die grond aangaan nie daarom bevorder hulle die vrou en hulle vat haar en daar is onmiddellik ‘n gat…wat hulle tot op die stadium nog nie gevul het nie…en dit is nie vir hulle ‘n bekommernis nie!

Onderhoudvoerder: So wat jy sê, wat jou sou gehelp is dat as hulle haar weggeneem het moet hulle jou help om iemand in haar plek te kry?

Deelnemer: Ja…ek sou graag ‘n kort lys wou hê wat wys hier is drie geskikte persone waaruit jy dan kon kies…die tyd speel ‘n groot rol, jy weet ek sou graag wou hê…ek kan ten minste…ek kan net drie maande hê, hulle kan my drie maande voor die tyd waarsku. Sy is my Matriek…Gr12…twee vakke (skud kop, stilte)

Onderhoudvoerder*: En wanneer skryf jou matrieks eksamens?*

Deelnemer: Hulle rekordeksamen is oor twee weke!

Onderhoudvoerder*: En hulle het haar nou geneem?*

Deelnemer: Hulle het haar nou gevat, nuwe vrou is nou ‘n week by my…drie weke voor die rekordeksamen vat hulle my matriekonderwyser…nadat ek met hierdie ouens in korrespondensie was…kan ek hierdie vrou net hou vir die kwartaal (stemtoon styg) jy weet maar …onmiddellik dit is ‘n bevorderingspos…daar is finansiële implikasies…hierdie dame kry ‘n groter salaris en hoe langer sy by my sit …dit is vir haar ook ‘n probleem en intussen wil hulle haar gebruik anderkant…die departement wil haar gebruik. Hum… dit is ‘n groot probleem en elke ou wil sy broodjie gebotter hê…en niemand het begrip vir…(beklemtoon) werklik begrip vir die kind op die grond nie. (moedeloos).

Onderhoudvoerder*: As ek net kan saamvat, is dit dat jy eintlik vir my se dat jy graag wil he dat onderwysbestuur ‘n sisteem of ‘n raamwerk saamstel waarvolgens mense onttrek word of teruggeplaas word of dat daar moontlikhede gegee word?*

Deelnemer: Dit is presies wat ons nou by ons hoofde kongres gepraat het, twee weke gelede. Ons wil hê daar moet ‘n patroon…daar moet ‘n program wees dat ons net

weet…maar wanneer gaan dit gedoen word…wat is die prosedure? Die prosedures verskil ook van pos tot pos, partykeer is die tydjie min… ons het gewoonlik nooit meer as ‘n week tyd om iemand te soek nie en aan te stel nie…jy…jy weet…(stilte). Omdat hulle nie kennis het van wat in die klas gebeur nie sal ‘n bestuursliggaam maklik uit ‘n finansiële oogpunt ‘n besluit hieroor neem inplaas van ‘n opvoedkundige besluit….die finansiële implikasie daaraan verbonde is onmiddellik op die beheerliggaam… want hierdie vrou moet in hierdie pos sit en ek weet voor my heilige siel dat sy nie gaan geld kry nie…die einde van die maand nie. So onmiddellik moet die beheerliggaam die einde van die maand R7000 in en êrens vandaan kry…Uhm (stilte).

Onderhoudvoerder: *En daar is nie versekering dat dit volgende maand reg sal wees nie?*

Deelnemer: Ons weet nie of dit gaan reg wees uit ‘n werkgewers oogpunt nie.

Onderhoudvoerder: *Dit is dus nie net in die klas waar julle met ‘n probleem sit nie? Is dit baie wyd?*

Deelnemer: Dit is baie wyer… en die beheerliggaam wat eintlik die bestuur van hierdie goed moet hanteer…(afgemete) as ek nou vat die beheer… hulle hande is af…ons is absoluut uitgelewer aan die werkgewer en hoe hy sy dinge plooi en ons moet daarby inval. (Lang stilte).

Onderhoudvoerder: *Hoe beinvloed die out of field situasie toekomstige beroepsbesluite van opvoeders? As jy wyd dink, jy sit met ervare mense maar as jy dink aan jong opvoeder wat begin in ‘n out of field situasie?*

Deelnemer: Dit is die gouste wat ‘n opvoeder (stilte) die druk (stilte) ervaar (praat baie afgemete) en se ek sien nie meer kans om aan te gaan waarmee ek nou aangaan nie. Dit maak dat goeie opvoeders die beroep verlaat. Ek het dit gesien (benadruk). By “Dorp X” was ek vir baie jare… en ‘n ou het aan gekom, hy is aanvanklik aangestel…die oomblik toe hy aansoek doen toe sien ons maar die ou is ‘n skitterende onderwyser, maar die ou was ‘n Aardrykskunde onderwyser hy het Geografie III gehad maar, ek wil nou net…maar “Sean” het iets anders (nadink) bygegee en op die ou end toe land “Sean” by Skeinat, hy gee Skeinat vir die kleintjies hieronder…en hy gee Wiskunde vir die kleintjies hieronder want hy het nou bietjie Geografie met Wiskunde en Statistiek gehad…toe wend hulle vir “Sean” Opperman aan by Wiskunde hier by die kleintjie hieronder….so hy is ‘n regte jong onderwysertjie…hy kry al die gemors goedjies hier onder, dit het hom gebreek hy het nooit werklik sy vak gegee en hom uitgeleef in sy vak nie. Hy het gesukkel hieronder en dit was vir hom negatief en “Sean” is uit…(hand gebaar) hy is ‘n mediese verteenwoordiger. En ek dink hy was ‘n goeie onderwyser!

Onderhoudvoerder: *Jy het in hom potensiaal gesien?*

Deelnemer: Je! Hy was ‘n mooi mens! Hy was ‘n mense mens, ‘n kinder ou…(emosioneel intens) hy het gaan toere doen, hy het gaan kamp saam met ons! (Intens) Maar die situasie was…hy was in ‘n (harder) out of field situasie en toe kom die

OBE ding tot en met graad nege en toe moes hy hierdie vakke gee waarvan hy niks (stemtoon styg) weet nie…en "Sean" het gesê: "Man dit is nie waarvoor ek onderwys toe gekom het nie", en hy het die onderwys verlaat so ek dink die… as 'n onderwyser in 'n out of field situasie aangewend word en hy word nie baie goed gelei nie…veral mans…veral mansonderwysers verlaat die beroep net so (klap vingers). En jy weet dan word ons probleem waaroor ons nou-nou gepraat het, word al hoe groter.

Onderhoudvoerder: *Ek het baie begrip daarvoor. Hoe beinvloed die out of field situasie verdere studies in die beroep?*

Deelnemer: Ek dink…jy bedoel 'n persoon wat klaar gekwalifiseer is en dan nou verder studeer? Ek dink positief in 'n sin, ek sit met 'n ou op my personeel wat nog nooit voorheen Tegnologie gegee het nie en hy gee nou Tegnologie en hy het nou weer gaan studeer…met ander woorde dit het hom gestimuleer. Maar ek moet dit se, dit het van die staat gekom, die werkgewer het 'n geleentheid geskep vir onderwysers om hulle verder te gaan… want watter laerskool onderwyser kan nou Tegnologie gee, hulle het nie... Ek moet hier krediet vir die staat gee, hulle het hierdie leemste gesien, hulle het hierdie opleiding gegee en my onderwyser het hierdie kans gevat, hy het Tegnologie eksamen gaan skryf en hulle kry nou een of ander Tegnologie diploma. So dit het verdere studie gestimuleer.

Onderhoudvoerder: Wat ek aflei dit gebeur nie in al die vakke nie? So waaraan word dit gekoppel? Is dit departementele indiensopleiding of leerfasiliteerders wat die aanbeveling doen?

Deelnemer: Nee dit is departementeel, en dit is weereens net sekere vakke, Wiskunde, Wetenskappe en Tegnologie. Dit is net daai drie leerareas of vakke op die stadium wat "ge-boost" word wil ek amper sê by die departement, die ander vakke ervaar ek is nie vir die werkgewer so belangrik nie en by geen van die ander vakke of leerareas was daar opleiding gegee om hierdie ouens oplyn te kry nie. En hulle is bewus daarvan dat baie onderwysers out of field klas gee. Veral nou tot by graad 9, en met die hulp by Tegnologie het hulle tog wel vir ouens 'n kans gegee vir opleiding en om 'n bietjie te gaan studeer. En bietjie ekstra… maar die ander vakke…glad nie… So dit stimuleer in 'n mate verdere opleiding. Die geleentheid moet daar wees, die ouens gaan nie uit hulle eie uit dit doen nie want dit het 'n koste implikasie vir die onderwyser wat hy nie weer gaan terugkry nie.

Onderhoudvoerder: Hoe beinvloed die out of field situasie opvoeders se besluit om uit die onderwys te tree vir iets anders?

Deelnemer: Defnitief, defnitief, defnitief dit het 'n invloed op opvoeders se uittrede uit onderwys, veral by jong opvoeders. Daar kom nie meer jong ouens in nie. (stemtoon hoog) My Wiskunde dame, tannie "Rozy" is "stokoud"(beklemtoon), sy is skitterend…maar wat gaan ek maak as sy loop? Waar kry ek weer 'n Wiskunde ou? En die jongouens wat moes opgekom het…ons het hulle…ons het hulle…ons het hulle so

skrik op die lyf gejaag om verskeie goed daar is out of field aan die een kant maar ook verskeie ander goed.

Onderhoudvoerder: Hoe beinvloed die situasie effektiewe onderwys?

Deelnemer: Ek dink dit beinvloed dit baie negatief. Uhm jy weet enige onderwyser al is hy hoe ervare onderwyser… die oomblik as hy in ‘n out of field kom nê…(afgemete) dit vat hom tyd om sy voete te vind, en hy kan op ‘n stadium so briljant word soos “Rita” want “Rita” was out of field Biologie op ‘n stadium maar sy het nou so goed geword dat sy nou Leerfasiliteerder geword het, maar hoeveel jaar vat dit ‘n out of field ou? Dit vat ‘n out of field ou baie langer om sy voete te vind en dit het ‘n invloed op onderwys, daar is ‘n klomp kinders wat deur sy hande gaan voordat hy regtig reg is...en daai kinders…moet ek vir jou sê, moet êrens of agter raak of êrens in die toekoms gaan opvang en veral in klein skool situasies soos by my. Hierdie out of field ou gee vir graad 10, 11 en 12 klas, die kinders bly in die out of field ou se klas tot einde matriek veral in die platteland. By groter sentrums is ‘n out of field gewoonlik by graad 8 en 9 en dan genadiglik gaan hy (leerder) uit en val hy dalk by ‘n Juffrou wat skerp is en sy kan die skade regmaak…maar by my in die platteland …my out of field Juffrou het die kinders van kleins af, van graad 8 af reg deur so vir 2 tot 3 jaar, solank as wat sy haar voete vind bly hierdie kinders ly.

Onderhoudvoerder: Wat jy eintlik sê is dat kinders wat in ‘n sekere vakgebied wil gaan studeer maar by so onderwyser was vir ‘n paar jaar probleme gaan ondervind?

Deelnemer: Ek het by my eie skool dit gesien…dat (stotter, stilte) ok hierdie ou was nie out of field nie, hy was nie out of field nie maar die agterstand wat hy as gevolg van sy junior…onbekwaamheid as gevolg van sy (soek na regte woord) het hy skade veroorsaak. En hoofde sal dit nooit erken nie, hoofde sal dit maklik vir jou wegsteek, maar ek weet hy veroorsaak skade. Ek praat nou die aand met ‘n ma en sy vertel my haar kind sukkel met hierdie vak op die Puk… en ek sê vir jou die fout het hier by my gekom. Ek kan niks daaraan doen nie, baie sal dit wegpraat, maar dit is die waarheid.

Onderhoudvoerder: Hoe beinvloed die out of field situasie opvoeders se selfbeheer?

Deelnemer: Selfbeheer? (Dink lank) Dit kan dit negatief beinvloed. Ek dink dit moet dit negatief beinvloed. Uhm, ‘n onderwyser wat in ‘n klas staan en onseker oor homself voel…dit moet hom negatief beinvloed, as ek jou vraag reg verstaan…dit moet hom defnitief negatief beinvloed. (Lyk onseker oor die vraag). Je! Dit moet hom defnitief negatief beinvloed, dit moet sy oordrag in die klas beinvloed.

Onderhoudvoerder: Dink jy ‘n out of field opvoeder sal maklik op ‘n kind afspring (word in die rede geval)…

Deelnemer: Defnitief! (Bars sinies uit van die lag) Baie defnitief. Ek vat nou maar wat by my gebeur het, die kinders sê onmiddellik…maar hulle lag vir haar, en sy voel die druk en gaan vra vir die Juffrou langsaan… en die kinders wag vir haar, sy kom terug en

nou kom die druk en daar kom weer ‘n opmerking, sy gaan vir hom…(praat afgemete) sy moet die irritasie en frustrasie ervaar van… ek sit hier in ‘n pos wat (trek sy skouer hoog op)…Dit gaan defnitief ‘n invloed hê op haar oordrag. Die manier hoe sy die kinders in die klas gaan hanteer.

Onderhoudvoerder: Hoe beinvloed die out of field situasie opvoeders se selfrespek?

Deelnemer: Baie sleg, baie sleg jy weet…weereens (beklemtoon) ek het sulke situasie by my skool gesien…Uh die kinders is lelik vandag, hulle byt sulke situasies uit! Hulle byt dit uit, en hierdie Juffrou voel die druk en haar selfbeeld lei skade en weereens iemand wat dalk in die toekoms ‘n goeie onderwyser kan word, word so…soveel skade berokken dat hierdie ou kom nie uit weer nie. En dit gaan…jy gaan nou navorsing daaroor doen…hierdie probleem gaan al hoe groter word. Hierdie probleem gaan alhoe groter word want ons… ons lei nie voldoende …vat maar net die drie belangrike leerareas…want die kind wat sterk is in Wiskunde en Wetenskappe word nie ‘n onderwyser nie. Hulle word ‘n ingenieur so ons kry nie ouens in nie…maar ek moet iemand hê! Op “Dorp Z”, “Tersia van Ryne” my houtwerk-onderwyser se vrou is ‘n biologie-onderwyseres, haar hoof het een more by haar ingestap…die begin van ‘n kwartaal by haar ingestap en vir haar gesê jy gee Wiskunde vir matrieks hierdie kwartaal! (slaan met potlood op lessenaar) (praat met emosie afgemete) Dit gebeur regtig! Daai vrou het omtrent…jy kan vir “Tersia van Ryne” gaan vra…sy het ‘n senu-ineenstorting gehad. Voor sy besluit het…of… ek gaan sink aan die eenkant of ek gaan doodgaan of ek moet maar….Sy sit met hoofsaaklik nie-blanke kinders in haar klas en sy het ingeklim en instudeer en sy het by my personeel kom leer en… sy gee Wiskunde graad 12 en sy het verlede jaar haar eerste onderskeidings kandidaat gehad. So party ouens maak dit maar sy is ‘n ou, ou ervare Juffrou wat lank Biologie gegee het, maar sy het dit gevat en die bul by die horings gepak, maar hoe lank het daar hoeveel kinders skade gelei voor syreg was?

Onderhoudvoerder: Dink jy ‘n student sal dit kan doen?

Deelnemer: Sal dit nooit (beklemtoning) nooit maak nie, hulle sal dit nie maak nie, hulle hulle sal aanploeter, hulle sal aanploeter, hulle sal aanploeter (stilte) en so gefrustreerd raak en so (beklemtoning) in ‘n “dump” inval …stotter… uhm as hierdie vrou nie ‘n ou, lang ervare Juffrou was nie sou sy dit nie gedoen. (Stilte) Ek wil ook dit vir jou bysê ,sy het my intussen gekontak, sy kom sien my…ek…sy kom sien my moremiddag (kyk in sy dagboek en wys haar naam vir Onderhoudvoerder)…daar staan sy…en ek weet wat gaan sy vir my sê…sy gaan sê sy kan dit nie meer hou nie…Ten koste van haarself was dit…moremiddag het sy ‘n afspraak met my en ek weet sy gaan vir my kom sê “Paul” ek kan dit nie meer daar hou nie…ek soek ‘n pos by jou…so êrens…sy het dit gemaak…maar sy het “opgecrack” (stilte, klink moeg en moedeloos)...so ons…(skud net sy kop) (lang stilte)…

Onderhoudvoerder: Hoe beinvloed die out of field situasie klaskamer bestuur?

Deelnemer: Uhm… ek dink jou meer ervare ou ou sal nog steeds met klaskamerbestuur kan byhou…hy (skud sy kop) hy sal kan “cope” (dink na)…maar ‘n onervare ou

weereens rondom die hantering van…(dink) in groepe…daar is verskillende tipies werkopdragte wat gegee word, veral nou in hierdie nuwe onderwysstelsel. Uhm …cubicles en al die goed…'n onervare ou in 'n out of field situasie gaan sukkel om sy klas beheer te kry…(slaan met 'n potlood op sy lessenaar) hy…hy gaan situasie swak hanteer. Hy gaan nie weet waar…waarvoor om op bedag te wees nie. Hoe…hoe reageer kinders as ek hierdie eksperiment doen…waarvoor moet ek hulle waarsku…die hanteer van chemikaliee by…by 'n spesialiserings vak…elektrisiteit…waarvoor moet ek hulle waarsku…jy weet…veral as jy kyk na spesialisvakke…hierdie ou gaan 'n kopseer hê…hy gaan sukkel om hierdie kinders beheer te kry in 'n klassituasie.

Onderhoudvoerder: Hoe beinvloed die out of field situasie tydsbestuur en tydsbenutting?

Deelnemer: Hierdie ou gaan onproduktief wees dink ek...of…kom ek sê liewer hy gaan minder minder produktief wees, hy gaan defnitief minder produktief wees want hy gaan baie meer tyd spandeer aan krisis-situasies as wat hy regtig gaan spandeer aan die produtiwiteit wat hy moet hê…hy (praat vinniger, stotter) sal heeltyd moet vure doodslaan en moeilike situasie hanteer en krisisbestuur toepas…heeltyd

Onderhoudvoerder: Wat jy eintlik vir my sê is dat 'n ou wat in 'n out of field situasie is gaan langer vat om sy sillabus deur te werk?

Deelnemer: Ja …defnitief! Hy gaan baie druk ervaar wat dit betref, hy gaan druk ervaar…wat nog baie druk om hierdie ou plaas is…merkwerk, kontrole wat tydsdruk gaan plaas by sy huis, en ons hoofde is varke… ons gebruik ons ervare personeel al weet ons hulle is nie gekwalifiseerd vir betrokke vakke nie maar omdat ons weet hulle is lojaal, hardwerkend en die skool sal nie ly nie. Ek sal nog verwag dat die onderwyser by die skoolwerk ook nog sy buitemuurse werk doen…want… dit is die enigste manier hoe ek dit sal maak en die beeld van die skool goed hou. Die hoof dra maar net die druk wat hy het oor op sy personeel (trek sy gesig en rol sy skouer asof vasgedruk) so…(stilte) dit (praat baie stadig) gaan defnitief 'n rol speel in sy tydsbestuur.

Onderhoudvoerder: Hoe ondersteun skoolbestuur die out of field opvoeder?

Deelnemer: Wat ek gedoen het nê…ons…wat ons gedoen het…nie ek nie…wat ons darem normaalweg doen…gewoonlik is daar darem 'n senior ou wat oor hierdie ou aangestel word…hou net 'n ogie…soos wat by my gebeur het, ek het 'n jong Skeinat juffrou aangestel, Mev Botes het Skeinat en Wiskunde gegee maar sy kon nie meer die pakket hanteer nie, dit is te veel en nou wat ek se hou net vir my 'n ogie. Die skoolbestuur is so dat ek se dat die ervare onderwyser wat daar is al is hy ook nie 'n vakspesialis nie gee net leiding…al gee hy ook net (praat afgemete) emosionele leiding, deur te sê: "Hoe gaan dit?" "Het jy 'n probleem daarmee?" "Ek stel voor hanteer dit so…" So van die bestuur se kant af gee ons maar iemand, 'n voog om hom te help en vra die leerfasiliteerder om te kom help. Gewoonlik is daar darem 'n area hoof in 'n skool…so as ek nou vat by my rekenaars byvoorbeeld nê, ek het nou 'n vakhoof by my rekenaars wat nou "Mary" is, wat ook 'n out of field juffrou was…meestal is die vakhoof

ook out field al is hulle raadgewers. Wat gebeur is dat die vakhoofde onder verskillende leerfasiliteerders werk wat verskillende voorskrifte het en wat die meeste van die tyd nie weet personeel is out of field nie. Niemand kan regtig oplossings gee nie. Soos die Juffrou sy is nou die vakhoof oor "Jaco", maar dit is nie al nie…maar oor hulle twee sit "Rozy". "Rozy" is die mees senior departementshoof, ook rekenaars gegee in 'n stadium van haar lewe, sy het Pascal en al daai goed op 'n stadium in haar lewe bemeester…ook op haar eie…ook out of field maar sy het dit bemeester en aangebied maar sy is nou al uit sy is 'n ou tannie, maar bo hierdie twee is sy nog steeds, maar as ek 'n probleem het gaan ek na haar toe en sê: ""Rozy", ek is bekommerd oor "Jaco", ek is bekommerd oor "Mary", kyk bietjie vir my daar en dan reel ons twee iets. Ons sal sê daar is 'n probleem ons moet hierdie twee ouens iets gee of ons gee…of ons stuur… ons skole steek nogal baie kers op bymekaar, dat ons my Juffrou na 'n ander skool toe laat gaan…Toe "Rita" hier jonk begin het, dit was voor my tyd…het "Rita" "Dorp K" toe gery om te gaan kers opsteek.

Onderhoudvoerder: So…het die departement nie kursusse…of opbouingskursusse of so iets vir hierdie personeel? (Word in die rede geval)

Deelnemer: Geen! (Hard) Geen! Die departement het geen geen kursusse om 'n out of field ou te help nie…behalwe soos ek vir jou gesê het met Tegnologie. Behalwe…wat hulle nou wel doen hulle gee nou OBE kursusse, ouens kry uitkomsgebaseerde opleiding, maar dit is uitkomsgebasseerde opleiding in die wye raamwerk nie spesialis (beklemtoon) uitkomsgebaseerd op "Language, Literature en Communication" byvoorbeeld nie…glad nie!(hard) Uhm, die skool identifiseer self die kopseer en die skool gaan en vra 'n LF kom asseblief en soos ons met "Ricci Cronje" gemaak het, kom asseblief! (Smeek stem) of ek bel haar en sê hier sit ek met my grondslag fase nou… ek het hierdie probleem!(stemtoon hoog) Wat verwag jy regtig van my dames en die vrou kom skool toe of my personeel gaan na haar toe. So ek dink die rol van bestuur se kant af is bloot om hierdie ouens leiding te gee…emosionele leiding te gee, bloot 'n support, bloot 'n ondersteuning te gee. En dan leerfasiliteerders te vra om te kom help en dan hulp aan te bied, verder is hierdie onderwyser (trek skouers op)…hy moet swem…ons gaan dalk vir hom die boei (reddingsboei) gooi…maar hy moet nog steeds op die boei klim en hy moet self maar aangaan.

Onderhoudvoerder: Sê jy dus 'n out of field onderwyser het meer aandag nodig as (word in die rede geval).

Deelnemer: Baie! Jaaaa! (antwoord met 'n groot oop mond, hoe stemtoon en rek die antwoord lank uit).

Onderhoudvoerder: Hoe beinvloed die out of field situasie die beeld van die skool en van onderwys?

Deelnemer: Baie, baie sleg hoor. (sagte emosionele stem) Baie sleg…ek is 'n bloed onderwyser…en ek vra nou die dag vir my voorligting kinders voor my, ek dink ek het jou gesê…en hulle sê, een van die beroepe met die minste status is onderwys…(stilte) en

dis as gevolg van die feit dat ons mense moet aanwend in situasies waar hulle glad nie tuis hoort nie. Hy lyk sleg vir ‘n jaar of twee en dit, dit doen skade aan die beeld wat ons beroep het. Uhm kinders nê, is bang hulle gaan studeer Geografie, Skeinat of Biologie en hy kom by my en moet iets anders gee…dit moet die kinders afskrik. Dit moet voornemende onderwysstudente afskrik, uhm..ek dink dit doen ons beroep baie skade as ons mense aanwend in ‘n out of field situasie.

Onderhoudvoerder: Watter wanopvatting het mense aangaande die out of field situasie?

Deelnemer: Buitemense? Ek kan vir jou sê wat dink ouers, ouers dink…uhm…of kom ek sê so, ouers sal maklik so out of field onderwyser verkleineer of minder dink van hom of dink hy is nie opgewasse nie of sien ag man ek kan hierdie ou aanvat want hy is in ‘n out of field en hy weet in elk geval nie wat in sy vak aangaan nie. So, ek dink respek (beklemtoon)…van ouers af, ek dink dit kan maklik ‘n situasie skep waar ouers minder dink of minder respek het vir so onderwyser…(dink na)…ek dink so!

Onderhoudvoerder: *Dink jy daar is ‘n wanopvatting van die departement se kant af?Miskien? Kan ‘n onderwyser maar in enige pos aangestel word? Of is dit ‘n situasie wat net gesneeubal het, en nie meer hanteer kan word nie? Dink jy daar is ‘n wanopvatting dat enige onderwyser kan enige vak gee?*

Deelnemer: Ek dink nie daar is ‘n wanopvatting nie…ek dink …ek dink die departement is bewus daarvan dat ‘n onderwyser nie veronderstel is om… ek dink ook nie die departement wil dit so hê nie, ek dink regtig (beklemtoon) hulle wil dit nie so hê nie, hulle weet die ideaal is om ‘n onderwyser gekwalifiseerd, die beste ou in sy vak te hê. Ek dink so…maar die gegewe op die grond skep vir hulle so ‘n probleem met hierdie “excess” personeel wat hulle het …wat moet hulle met hulle maak? Hulle moet hulle êrens aanwend…hulle het hulle nou al klerke gemaak, hulle word nou al sekretaresses by skole…ek dink die…die realiteit het vir die werkgewer so kopseer geword nê, dat hy maar net hierdie ouens net indruk op ‘n plek. En die finansiële druk op die departement is so groot dat die ouens nie daarvan ontslae kan raak nie. Ek dink hulle is bewus daarvan dat daar te min Wiskunde, Skeinat en Afrikaans onderwysers hulle weet dit maar wat moet hulle met daardie ouens maak? Die ideale situasie, sou hulle ook graag wou, ek dink nie hulle staan koud daarteenoor nie, ek dink die staat sou regtig ‘n spesialis onderwyser voor elke klas en in alle leerareas wou gehad het, maar die omstandighede is so…jy weet…op ‘n stadium het kollegas almal “Biblical studies” geneem, dit was ‘n groot ding, baie onderwysers in my era het LO geneem, menslike bewegingskunde…Dit is ‘n, dis ‘n “useless” vak, en daar gaan steeds studente uit en hulle gaan studeer onderwys en hulle (stilte, benadruk) neem menslike bewegingskunde (praat afgemete).

Onderhoudvoerder*: Verstaan ek reg? Wat jy eintlik sê is dat die departement ‘n verantwoordelikheid het om na te kom met werwing van voornemende onderwysstudente?*

Deelnemer: In hierdie vakke is daar ‘n oormaat…in hierdie vakke is daar ‘n tekort. Soos ek nou vir jou sê…ek is oortuig daarvan op hierdie stadium in Suid-Afrika is daar n

ooraanbod van programmeerders, rekenaarprogrammeerders…want almal het net op ‘n stadium ingestrom en rekenaars, rekenaars, sagteware, en ek dink daar is ‘n ooraanbod.

Ek dink regtig en ek sê vir die staat staan nie koud daarteenoor nie, die staat weet daar is ‘n probleem maar die staat kan dit nie oplos nie asgevolg van hulle finansiële probleme want hulle kan nie van hierdie onderwysers ontslae raak nie hulle moet hulle êrens insit. En die hoofde in ‘n groot mate moet keer vir ons “wickets” of hierdie ou word by jou “gedump” en jy sit met hierdie en jy kan eintlik met hom niks maak nie. Jy kan hom nie aanwend nie jy kan hom nie regtig aanwend nie.

Onderhoudvoerder*: Dink jy die pakkette wat jare teruggegee is het hierdie situasie in die hand gewerk?*

Deelnemer: Ervare ouens! Het gegryp en geloop!

Onderhoudvoerder*: Hoe beinvloed die out of field situasie ouer/opvoeder verhoudings?*

Deelnemer: Negatief, defnitief negatief…uhm vertroue…en jy hoor dit op die straat onmiddellik…die ouers…jy kan (lang stilte) Juffrou “Henna Scoomby”, my Afrikaanse juffrou, sy kan enige-iets verkeerd doen en …Henna …die ouers sal dit aanvaar. Sy is ervare, hel ons sien mos haar uitslae…jy weet…maar dat die out of field ou nou dit doen, laat “Jaco” of “Mary” of iemand dit nou doen nê…dan sal hulle sê: ”Maar kyk julle gebruik daai ou!” (Stemtoon hoog en intens). Dan sal hulle hom…hy…hy…is meer blootgestel…hulle sal hom scrutinise…hy word fyner dopgehou vir foutjies. Hy is baie (beklemtoon) blootgestel.

Onderhoudvoerder*: Hoe tree ouers teenoor ‘n out of field opvoeder op?*

Deelnemer: Nee, hulle praat met die ouens maar hulle is baie krities, en ‘n ma, daai Puk-ma se nou die dag vir my sy sal nog hierdie onderwyser doodmaak! (beklemtoon) Dit is sy skuld…sy sal graag wil terugkom…sy sal hom net ‘n hou wil gee nê…want dit is sy skuld dat haar kind nou sukkel met Rekeningkunde op Puk…(lang stilte) verstaan jy? So ek dink tog ouers het ‘n gevoel teenoor hierdie ouens…hierdie ou het my kind benadeel…

Onderhoudvoerder*: Vertel my meer van die druk wat ouers op die out of field opvoeder plaas?*

Deelnemer: Daar is aggressie…hierdie onderwyser…en hierdie ou is amper onskuldig…jy weet…hy het net regtig sy bes …maar asgevolg van…hy het nie ‘n diepte kennis gehad nie, want ‘n out of field ou is ‘n ou wat op ‘n stadium net wat hy in die boek lees gee hy vir die kinders weer. Maar die diepte kennis…jy weet… kan hy glad nie…kan hy glad nie (beklemtoon en begin vinniger praat) vir die ouens gee nie, hy kan nie die agtergrond gee nie…hy kan nie…ek vat nou ‘n ou wat Bedryfskunde of Ekonomie gee…hy kan die boek lekker gebruik maar as hy nie weet van die

effektebeurs…die funksionering van ‘n effektebeurs nie…hoe kan hy met die kinders praat oor wisselkoerse? (stem styg)

Onderhoudvoerder*: So sê jy die stimulasie wat daar in die vak behoort te wees is nie daar nie?*

Deelnemer: Daai ou wat lekker kan praat dat die spoeg so spat…oor ondervinding nê (glimlag, positiewe houding) jy weet…oor blommemarkte…ek was by daai groot blommemark in Holland…en ek het Ekonomie op ‘n stadium gegee en ek kon vir daai kinders vertel hoe die blommemark soos die effektebeurs werk…maar as jy dit nie beleef het nie, as jy nie ‘n passie vir dit het nie…al kan ‘n ou hoe hard werk, hy moet eers ‘n passie ontwikkel…en hoe gee ek vir ‘n Houtwerkonnie ‘n passie vir Ekonomie? Vir rand vir sent? Dis…(skud sy kop)…dit vat jare man…en intussen ly die kinders skade.

Onderhoudvoerder*: Vertel my meer van die druk wat die out of field opvoeder binne die skoolsituasie ervaar.*

Deelnemer: Weet jy dat ouers(stilte)…vandag is…(stilte) ”demand” meer, al hoe meer…hy betaal meer…en hoe meer die ouer betaal hoe meer demand hy en die aanbodsituasie word negatief so êrens word hierdie gaping groter, die ouer verwag meer, maar ek as die werkgewer bied amper nou deesdae ‘n swakker onderwyser (lang stilte) aan, ek is die werkgewer, ek is deel van die staat…uhm…die stryd om ‘n goeie onderwyser in die klas te hê en die eise van die ouers is besig om…die gaping is besig al hoe groter te word. Uhm as ek nou vir jou moet sê…op hierdie stadium in my beheerliggaam met…hoeveel kritiese poste wat ek beheerliggaamaanstellings het dit sê ek …met die implikasie beteken dit dat die staat op ‘n stadium hierdie pos laat verval en ek moes iemand soek om hier in te kom, so ‘n beheerliggaam ou is ‘n tydelike tipe (singerige stemtoon, asof neerkyk) van ou hy vat weer sy goed en hy loop en dit in kritiese poste, Skeinat by my, Aardrykskunde, Engels…dit is groot vakke! En ek sê nou vir jou… ouers ervaar ‘n beheerliggaamaanstelling as negatief…(praat afgemete)…die skool gemeenskap het nie geduld of begrip vir die hoof en die bestuursraad se situasie nie…ouers wil resultate sien. Ons is almal die meeste van die tyd onder baie druk om hierdie poste so vinnig as moontlik te vul met ‘n geskikte onderwyser…Dit kos die skool geld aan die eenkant en hierdie ou is ‘n ou wat loop en kom en loop en kom, ek is ses jaar by die skool, die vierde aardrykskunde-onderwyser is by die skool. Omdat jy out of field ouens ingehad het (stemtoon styg)…en ek sê dit vir jou eerlik…my…die aardrykskunde-ou wat hier was was puik, hy is weg hy is Botswana toe, toe kry ek nie ‘n Aardrykskunde ou nie, toe stel ek ‘n ou aan wat al Geografie gegee het, hy kom hier êrens van Kimberley…hierdie jong onnie…’n man wat ek aanstel…groot “booboo” wat ek maak, hy kon nie die vak aanbied nie, hy kon glad nie met die kinders skakel nie, ek raak van hom ontslae…ek stel ‘n ander ou aan, ook out of field, ek moet iemand in die klas hê. Chaos…dissiplinêr…hy is uit…die vierde ou is nou in die pos nê…’n vrou…wat nou weer ‘n kenner is en nou begin dinge weer loop. En ‘n ander…ding is…wat ‘n groot rol speel is, dat kinders nie die vak wou neem terwyl daar ‘n gesukkel was nie… Hierdeur word druk op ander vakke se opvoeders geplaas want hulle klasse word nou groter omdat kinders nie Aardrykskunde wou neem nie. Nadat ons uiteindelik ‘n goed gekwalifiseerde

persoon gekry het, het die leerders weer in Aardrykskunde begin belangstel maar dit neem tyd…nou begin hulle weer Aardrykskunde kies as ‘n graad 12 vak want hulle sien daar is iemand wat weet wat sy doen.

Ouers voel daar moet gespesialiseerde onderrig aan hulle kinders verskaf word want hulle as ouers beskik nie meer oor die kennis om die kinders tuis te help nie. Hoe help jy jou kind met Rekenaarstudie ens? Ek as hoof moes al soveel vure doodslaan agv ‘n opvoeder wat in die klas staan en nie regtig weet wat hy doen nie. Die skeinat-opvoeder is out of field onnie, sy begaan growwe foute, ouers soos ‘n bio-chemikus is op my, die juffrou maak al vir lank foute, die skade aan die kinders se begrip van die vak is ontelbaar. Die beheerliggaam vra vrae, hulle het saam met my die aanstelling gefinaliseer…die bestuursraad en die hoof besluit saam oor aanstellings maar as die kritiek oor personeel inkom…wanneer die probleme begin ontstaan is hulle krities en staan die hoof alleen.

End van onderhoud

Annexure G (b)

M Ed Research study: Education management

Transcription of interview
(Translation of original transcript)

Research theme: The implications of the out of field phenomenon for school management?
Participant: Principal School A **Interviewer**: E du Plessis

Interviewer: *How do you understand the out of field phenomenon?*

Participant: I think it is when a governing body or a principal…(pause) staff applies in class situation for which he has no qualifications in other words for which he has no professional qualifications.

Interviewer: *How would you define it?*

Participant: Yes well as I said it is ….it must be…(stammer) educators are assigned to "subject situations" by the principal and governing body without having the necessary qualifications and training. You know you sit with Life skills, which can easily taught by someone but it is the assignment of a pedagogue in a subject area, which he can really handle.

Interviewer*: What is you personal opinion about the out of field phenomenon?*

Participant: I think it puts (voice pitch higher) tremendous pressure on educators, and as a matter of fact on the principal. He experiences the pressure and transfers the pressure on to the staff because he can't count on support from the government...The government have no idea, the employer, the government has no understanding/conception of the situation…the principal experience the pressure, so all the principal does (stammer) he follows the easiest way out and it is to go to a colleague and just tell them…yes…if the principal experience pressure, he just passes it on to his educators, because he has no support from the government. The government has no comprehension; the government has no understanding for this situation. So, at the end what the principal does is to just tell certain staff members: " Colleague, I have to use you in this position". And this educator will take it on and do it (emotional). Some perceive it as a big challenge. Some see it only as a command from the principal or governing body. And he has to make the best of the situation. I think it is a very unhealthy situation for educators.

Interviewer*: How does the out of field phenomenon influence role players in the educational environment?*

Participant: (Eager to answer, doesn't give Interviewer a chance to complete the question) From experience…now! Now! (Accentuate) I sit with a teacher in an out of field situation. Children are sharp and parents notice immediately… and parent in the community notice, especially such a small community like ours, that this teacher is not … and children misuse it…especially…Learners pick up uncertainties from the educator immediately. They realise that he or she is not properly qualified and usually they misuse the situation. If the teacher tells them "…let us do the research together, what do you think about that?" When the task should have been interaction, learners experience it as a weakness if the teacher is unsure of what has to be done even parents misuse the situation. They see it as a weakness. The teacher is (stammer) exploited.

Interviewer: *So (Interrupted by the Participant) you are implicating that it definite has and influence on personnel?*

Participant: Definitely (accentuate) definitely, definitely!

Interviewer: *How does the out of field phenomenon influence learners' involvement in the teaching situation?*

Participant: I think it influence learners negatively, in the sense of…I sit now at this moment with a situation where a learner said to me: "… but the teacher ask us what she should do or she continuously ask the teacher next door what she should do…." And it creates negativity. They think the teacher doesn't know enough to teach them. I saw it now at my school with Afrikaans.

Interviewer: *How does the out of field situation influence collegial vide?*

Participant: I must honestly tell you, I could not pick something up, I couldn't discover…I didn't discover something…I think the staff members just said: " Hey shame!" And gave them emotional support. The staff carries each other, they realise that some of them were thrown in at the deep side and they try to support. They realised that our "Mary" is in over her head and they would not say she is not doing her part. I think support is very important, to say we realise that you are struggling and we will support you as far as we are able to.

Interviewer: *How successful are out of field educators in forming good relations with colleagues?*

Participant: I don't think it has an influence, if a young teacher are brought in from outside in an out of field situation, he will be so dependent on extra help what he will have to find from colleagues, he will walk quickly, and at our school we have a system, I have now…my head of departments know, I asked one of the guys last week: "How is Rene?"

She is an out of field lady at Biology. I realise that out of field educators have extra needs but my program is so full that the Deputy principal and Head of department have to

handle these problems...We, as principals, have no more time to go into the detail of educator problems. I leave most of the human resources incidents involving educator problems to the deputy principal or head of department to solve. Principals are in a time consuming grip of one meeting after another. Some of the staff problems would not even reach my office because there is no time to 'waste'… or it would only reach my office when it is already very serious with negative complications for the rest of the role players.

I think relationships are generally good. Because these educators are in need of their colleagues' help.

Interviewer*: It sound as if they feel sorry for each other?*

Participant: Yes, yes…(silence)

Interviewer*: How does the out of field phenomenon influence the way in which the school is managed?*

Participant: Let me tell you, this situation puts a lot of pressure on management…Hum…Hun (stammer) the management of the school experiences pressure from the community as English people will say…I have to "produce" (accentuate), it doesn't matter…the community have no patience with me or with the governing body or my employer, (long silence) no understanding for the situation. The principal experiences pressure to fill vacancies as quickly as possible, he will just tell a staff member, that he is the most suitable educator to be moved into the vacancy and that is the end of the story. The parents want to see results, so management are just under a lot of pressure to identify a kind of suitable candidate for a position.

It is pressure…what…for me it is generally not a big problem, I usually manage it, it is not too big a headache. Maybe it is because of mercy that I manage it… but now the pressure arises to look after this guy…(think) he has to be monitored, advised…(speaks louder) before the problem grows into an even bigger problem, management has to intervene…(pause) there must be "intervention". Then you have to use your subject head (silence)…what become now a days also a headache because of the learning facilitators who do not visit the school or out of field educators on a regular basis any more to provide him with advice (think) the school has to lead, help, school management have to provide advice…from within…within…our own colleagues. (Voice pitch louder) It is a problem! You know…the… the tempo (stammer) at school with all the other things that is going on… with the school …it is so high … me as principal…as manager has no time to get to the problem…my colleagues on the management team have to help and sometimes it become the problem of the learning facilitator or the head of department.

The luck I had…what worked really good…I had a teacher that taught computer…out of field, um… and I have now an educator, "Jaco", you had an interview with him earlier…"Jaco" has no computer qualifications …nothing…but "Jaco" teach computer…where he taught himself but…and "Ricci Cronje" who is the LF realised here

is something that is not right, then she started to do additional visits, she paid additional visits to "Jaco" that she and I organised with each other… I would not say "Jaco" struggled …um …and the LF and I made arrangements for her to see him more often, he didn't realise that I organised it, he thought it is just "Rita" who decided to visit more.

Interviewer: *So was it a school management decision?*

Participant: A management decision…"Ricci Cronje" had to come to help "Jaco" …you know at one stage she said there are positive improvement with "Jaco", she saw "Jaco's" work…"Jaco" started to…(silence) the big problem is the methodology of the subject…computers…the subject self was not a problem for "Jaco" …but the correct (accentuate) the correct didactical aspects surrounding the teaching of this specific subject was a problem.

He did not have the knowledge…. he didn't…and you can't just walk into a class and…(stammer) but he also teaches Accounting and the didactical teaching concepts are very different (accentuate). A more practical subject like Crafts or what ever other practical subject needs more direction and help…you need more help …you know…any one can walk into a class to teach … but the method of presentation of the lesson is a problem that is why I have to guide the guy… and the…the pressure comes our way…to the school management.

Interviewer*: I just want to ask you something more…maybe we will touch on it later again…but school management, you talk about pressure, a small countryside town like "Town A"…if you have to assign someone quickly where do you look for someone? Is it easy to get someone… where do you look for educators…if you have to assign a math educator?*

Participant: It is nearly impossible (Loud, accentuated)

Interviewer*: Why?*

Participant: The …the…the countryside…the people want…your (stammer) your…your professional people do not want to move to the country side any more. Governing bodies in rural districts have to offer an additional extended severance package to get educators interested in the country-districts. Governing bodies have to carry out extensive and expensive advertising campaigns to recruit new staff without support of the education department…Uhm you…you…young people do not move to the countryside to fill positions I advertised… we advertise usually in the media. The moment I experience a problem…as happened the previous term I advertised in the media. It costs a fortune in the first place and then you only received four replies. But the response you get is from old settled educators who lost feeling with the transformation in education. They are not informed on the new curriculum and things. They are not (accentuate)… Uhm that is a problem (accentuate) The only reply I received from the women that was more or less something I could look at live in "Town Y". I have to move her from there to here (silence)…I have to get her here (accentuate) she is in a governing body position and

need to give three months notice… it is a headache the moment when there is a vacancy, a transfer or what ever the reason is for the vacancy…it is (silence) I can say it is nearly impossible…impossible to have someone in the classroom within a month.

Interviewer*: Do you think there are sufficient training…(interrupted)*

Participant: There is an unbelievable shortage at this stage of qualified grade twelve educators, people only mention Science and Mathematics but that is not true (accentuate) I looked for a qualified Geography educator for nearly eighteen months…as you know it is someone with geographical study III, you would think there are a lot of candidates available…there are no such people to find. (Voice pitch louder) Uhm…Biology people are in shortage…so it is not only in specialised subject like Maths or Science but all other fields are having problems.

Interviewer*: We will come back to this question again…it is a tremendous worry?*

Participant: There is not enough recruitment for educator students in specific field, the universities think they are doing it but it is not successful enough.

Interviewer: *How does the out of field situation influence loyalty of learners, parents and principal towards the school and each other?*

Participant: Uhm…I think in my town "Town A" …(think) I have an extremely critical community, parents are quickly negative if an educator is not doing his part…very soon…so if I assign an educator to an out of field position…although he can be extremely experienced …(voice pitch high) if…. if this guy is…although I knew he is going to…are the parent negative …immediately…Uhm and are they going to act negatively toward this assignment. Unbelievable critical and…the…the worst is that it is me who is sitting on this chair en (stammer) we manage the school the best we can…I am not always aware of all the negative stuff on the outside and it influences the marketing of my school (assertive) and the image of the school, it has a negative influence on the parent community…that is why I will ask my most experienced educators to fill out of field vacancies at my school. By doing so I feel that the risk of a disaster becoming a real big disaster is prevented.

Interviewer*: Tell me more about incidents that were difficult because of the out of field phenomenon.*

Participant: I have an incident with my grade twelve Biology educator received a promotion; she has to start as Learning Facilitator from September. My grade twelve learners are in the process of preparing for record and final exams, and I am left without a Biology educator at this stage. It is a disaster for me! Where do I get an experienced, qualified Biology educator on such a short notice? And then I have another situation at my school…as I said I have "Jaco". "Jaco" sits now in 'n out of field situation, and I am telling you now "Jaco" is an excellent colleague in various areas (with a lot of emotion)

but “Jaco” is a guy, if I ask him to do something, he will do it but his administrational duties…he just can’t cope with it…good organising of his admin work…(stammer, accentuate) is a huge problem. Because he has no training for what he does, he doesn’t know what to do with the admin in the subject. And now “Jaco” receives a visit from his subject head or grade head or some other senior personnel…all these subject head have specific forms for specific subject’s that should be filled in a specific manner…and now a received the message: “Jaco” is not doing things in the correct way” (assertive voice, change of voice tone). I received it on my table, I call “Jaco” and tell him: ““Jaco” you are with computer and it is an out of field subject but things must be done in the right way, you have to follow procedures, that is the way your marks should be done, that is the way you should handle assignments, assessment should be done in this manner and then there is the practical specification you should comply with”. (Voice pitch very high, stressed). (Silence) And now it brings conflict and “Jaco” would easily tell me: “ But Sit I have no time to complete this…I am just not ready yet” You know what can I do… I would reply by saying I can give him another term to get himself organise. But that is wrong… the LF doesn’t want to give him another term…the parents do not want to give him another term…and the busy program at schools makes it impossible for in-depth communication between management and educators. I also want “Jaco” to order himself and get his act together…things must be done the right way…Tension builds up between the out of field educator and management if we have to reprimand constantly… I know he (the out of field educator) is causing harm to effective teaching, but I will never admit it in public…

It was the same with… uhm a another lady who taught Science…and her administration…(voice pitch high) to stand in front of the class is one thing but to keep up with all the administration…there are unbelievable amount of admin to keep up with in all subjects now a days and teachers tend to have difficulties with the admin side of teaching. And then they are reprimanded and it develop tension…it definitely brings tension. And you see… I think principal are in a large spectrum (take deep breath) inaccessible (silence) you sit, you want clinical correctness and everything you have at your school is not perfect and you know it: for example the out of field situation is such a big jackal eating away at the principal’s vineyard. Just when you sit in your camp, with excellent staff then something happens like what happened with me…my top Biology lady has moved just now (speak faster and intense) and the parents do not seeing the reason why…although the replacement maybe brilliant…but immediately…I heard… over the weekend in town things were said like: “Hell when was the last time she taught…she has never taught before” But if I had to advertised for the position…when would I have been able to fill the position, and much would it have cost? You know…I think the community has no understanding for educators’ and management’s situation and I want to include the governing body…you know they don’t understand these crisis situations and twenty four hour decisions.

***Interviewer**: What role does education management play in this situation (interrupted)?*

Participant: Unbelievable!

***Interviewer**: If I mention education management, I include departmental management. What support role do you think they play?*

Participant: Do you know that we as principals have a huge problem…The fact that educators…We talked about that at a principal congress (silence)…There isn't an orderly time pattern in the promotion of educators on all levels, causing principals to apply crisis management with the staff members he has available. Principals within their organisational structures as well as governing bodies do not find it unusual to move educators from one position to another although educators do not have the suitable qualifications for the specific subjects. Educators are moved around the whole time…redeployment. Education departments would not hesitate to promote senior, experienced educators in the middle of a term with immediate effect, leaving the principal with vacancies that are hard to fill…Uhm… Vacancies are not only advertised half yearly, every six months, vacancies can come out as it sooths the department…. promotion vacancies have no orderly pattern anymore.

The principal can count on a warning of six months anymore…this Biology lady received a promotion assignment and they want her within twenty-four hours (hit the desk with his hand several times) They came to my rescue and told me I can keep her for another month. The…so the guys at the "top" the management at the top has no understanding (silence) for the situation at our level. (Take a deep breath) And… I don't want to give my employer the guilt but I think these people just do not realise what they are doing…they want to colour the picture as they want to see it but they have no comprehension for what is really going on the ground that is why they promoted my Biology lady, they take her, I am left with a whole to fill…and up to now they did not do anything to fill the opening…and it is not their worry!

***Interviewer**: So what you say is that it would have been helpful if they support you to get someone in her place?*

Participant: Yes…I would like to receive a short list of three possible candidates from which I could choose a suitable educator…time is a factor…I would like to have three months…to be warned three months in advance…she is my Matric…grade 12…two subjects (shake his head in silence)

***Interviewer**: And when are your matrics writing exams?*

Participant: They are writing their record exam in two weeks time!

***Interviewer**: And have they taken her now?*

Participant: They took her now, the new women is a week at school now…three weeks before the record exams…three weeks before the record exam they took my matric teacher…after I was in correspondence with them… I have only permission to keep the new lady only for this term. (Voice pitch higher) You know…I had to let my old Biology teacher go…it is promotion for her with financial implications…she is going to receive a

higher salary and the longer she sit at our school…it is a problem for her as well because they want to use her on the other side…the department want to use her…Hum it is a huge problem everyone wants their bread buttered both sides…and no one understands (accentuate) no one understand how it influence the child on the ground (discouraged).

Interviewer: *May I summarise? Is what you are telling me that you would like to see that education management a system or a framework create according to which they promote or assign educators or that they have a short list available of possible candidates?*

Participant: That is precisely what we talked about at the congress for principals two weeks ago. We want a pattern…there must be a specific program so that we know what to expect…what is going to happen when…what are the procedures? The procedure differs from position to position. Sometimes there is no time…we have usually no more than a week to look for someone and to assign them…you…you know…(silence). Because of their lack of knowledge related to this field they easily make decisions from a financial point of view instead of an educational point of view. And the financial implications involved in the whole recruitment process…immediately for the governing body…because this educator, in this situation…I know as surely as I am sitting in front of you…she is not going to receive her salary the en of this month…so immediately the governing body is responsible to help her until she receive money from the employer…so R7000 must be available…. Uhm (silence).

Interviewer*: Will the salary problem be fixed the following month?*

Participant: We have no assurance that it will be delt with from the employer's point of view.

Interviewer: *So it is thus not only in the classroom that you experience problems with recruitment and educator placements? It is wide?*

Participant: It is very wide… and the governing body that should actually handle this kind of management issues… (Assertive)…if I took our leaders…their hands are tied…we are absolutely exposed to the mercy of our employer and how they decide to handle these issues and we have to adjust all the time (long silence).

Interviewer*: How does the out of field phenomenon influence future career decisions of educators? (Silence)*

Interviewer: *If you think over the whole spectrum, you sit with experienced educators, what will happen to a novice educator that land in an out of field situation?*

Participant: It is the fastest (silence) that an educator experience (silence) pressure (silence) and that he will decided I can't cope with it (firm). It results in excellent educators leaving their teaching career. I saw it with my own eyes (assertive). In "Town X" I was an educator for several years…a new guy started at school…he arrived, he was initially assigned to teach…but the moment he applied we saw that this was a dynamic

educator, an excellent educator. He was a Geography educator, he had geographical studies III…I just want to give…but "Sean" had to give other subjects too (contemplate) but at the end "Sean" landed with Science, he had to teach the lower classes Science and he had to teach Mathematics because there was a little bit of maths and statistics in his course…so they used "Sean" Opperman in Maths for the lower classes…so he was treated as a beginner who received all the rubbish subjects in the lower grades…that broke him because he never really taught his own subject and never experienced self actualisation in his own subject. He struggled with the younger children and it was a negative experience for him. He, "Sean" is out now…(hand sign)…he is a representative for a medical company. And he was an excellent educator!

***Interviewer**: Did you see potential in him?*

Participant: Je! He was a beautiful human being! He was a people's man, someone for the kids…(emotional intense). He was involved in school tours, he camped with us (Intense) But the situation was…he was in an (voice pitch high) out of field situation and then on top of that came the new OBE thing up to grade 9 and he had to teach a subject that he knew nothing about…and… "Sean" just said that was not for what he chose the teaching profession and he left…so I think if an educator is used in an out of field position and there is not proper retraining…especially men…they would leave the profession like this (click his fingers) And you know then the problem we spoke about becomes just bigger and bigger.

***Interviewer**: How does the out of field phenomenon influence further studies in an educational career?*

Participant: I think…do you mean a person who is already qualified in a certain field and who is going to study further? I think it has a positive influence in a certain way…I have an educator on my staff who has never taught Technology before and decided to qualify himself in his out of field subject… in other words it stimulated him. But I have to say, the support came from the government, the employer create an opportunity for educators to study…because which primary school educator knows how to teach Technology…they just do not…I give credit to the government, they saw the need, they offered the training and my educator took the opportunity…he wrote the Technology exam en he will receive his Technology diploma one of these days. So it stimulated him to better his qualifications.

***Interviewer**: What I assume is that this doesn't happen in all the subjects? So to what is this support connected? Is it departmental staff improvement or is it LF's recommendations?*

Participant: No, it is departmental, and only in certain subjects, Mathematics, Sciences and Technology. Only in those three learning areas of subjects at this stage…only these areas are boosted…I can say…by the department, the other subjects…my experience is…. are not so important to the employer. With no other subjects is there the same training to get educators going. And they are aware of the amount of educators who teach

outside their field of expertise. Especially now up to grade 9, and with what they have done with Technology…they gave people a chance for training and to study again. And a little extra…but the other subjects…not at all. So it stimulates in a certain way further studies. The opportunity should only be there…educators can't do it on their own because of the financial implications and they are not going it back again.

***Interviewer**: How does the out of field phenomenon influence educators' decision to leave their career in education for something else?*

Participant: Definitely, definitely, definitely…it influences educator's decisions to leave the profession, especially young educators. There are just not young educators coming in anymore. (Voice pitch high). My mathematic educator is very old…"Rozy"… is "stokoud" (accentuate), she is excellent…but what will I do if she goes? Where will I find another Mathematics educator? And the young educator who should have been growing into these positions…we let them…we let them… we scared them of with things like the out of field situations but also various other things.

***Interviewer**: How does the phenomenon influence effective education?*

Participant: I think it has a negative influence…you know any educator, I doesn't matter how much experience he has… the moment he is in an out of field situation…(accentuate) it will take him some time to find himself in the subject…the possibility is there that he can become as brilliant as "Rita", because "Rita" was an out of field Biology educator at one stage but now she is so excellent that she has been promoted to be the learning facilitator, but how many years did it take her to reach that? It takes an out of field educator much longer to find his feet and that on its own, has an influence on education. A lot of children go through his hands before he is really ok with his subject…and those learners…somewhere along the line it will catch up with them and especially in a smaller school like mine…because the out of field educator is teaching his out of field subject from grade ten up to grade twelve, so the learners stay in his classes until the end of matric especially in the country side. In larger school you will find the out of field educator usually at the grade eight and nine classes and luckily he (learner) goes on and will hopefully land with a sharp (qualified) educator who would be able to fix the damage. …But here with me in the country …my out of field educator has the learners sometimes from a young age, maybe grade eight straight through for two to three years and as long as she tries to find herself the learners will suffer.

***Interviewer**: What you say is that learner who want to qualify in a certain career with a specific subject but landed in an out of field educator's class for two or more year will experience problems?*

Participant: I saw it at my school! …That (stammer, silence)…OK…this guy wasn't out of field, he wasn't out of field, but because of the leeway he had because of his junior…because of his incompetence…because…of his (looking for the correct words) …he has done a great deal of damage. And principals will never admit…principals will cover it up, but I know he has done damage. I spoke to a parent and heard how her child

suffers at university with a certain subject. And I know the problem started here at my school. I can't do anything about it, some will just reject it but that is the truth.

***Interviewer**: How does the out of field phenomenon influence educators' self control?*

Participant: Self control? (Thinks for a long time) It would have a negative influence. I think it should have a negative influence. Uhm, an educator who stands in front of a class and feel uncertain…it would influence him negatively, if I understood your question correctly…it would have an negative influence…(Look uncertain about the question, as if it is the first time he thinks it over) (long silence)

Participant: Je! It would definitely have a negative influence; it has to influence his teaching in the classroom…

***Interviewer**: Do you think the out of field educator will easily project his anger on learners…(interrupts)?*

Participant: Definitely! (Laughs cynical) Quite definitely. If I took what happened to me, the learners' immediate…but they laugh at her…she feels the pressure…and ask her neighbour next door…and the children is waiting for her, and when she comes back…the pressure is there again and then there is another remark…she is going to go for him…(speak slowly) she has to experience all the irritation and frustration of being in a position that…(pull up his shoulders)…It is definitely going to influence her teaching. The way she handles the learner in the class.

***Interviewer**: How does the out of field phenomenon influence educators' self-respect?*

Participant: Very bad, very bad you know…again (accentuates) I have seen situations like that at my school…Uh the learners are bad today. They will use such situation for their own purposes! They misuse the situation, and this educator feel stressed and tensed and her self confidence is damaged and again someone who might have been an excellent educator in the future, are so negatively influenced, … that they just can't get out of the situation. And it is going…you are doing research on this…but this problem is going to get bigger and bigger. This problem is going to grow bigger because we do not lead enough…take for instance the three important learning areas…because learners who are strong in Mathematics and the Sciences are not choosing teaching as a career. They become engineers so we can't get people in these subjects but I need someone! In "Town Z" "Tersia van Ryne", my Technology educator's wife, is a Biology educator. Her principal walked in her classroom one morning…during the beginning of a term and told her: " You are teaching Mathematics for grade 12 this term" (hit his desk with his pencil) (speak with a lot of emotion) It really happens! The woman had nearly…you can ask "Tersia van Ryne" …she nearly had a nervous break down. Before… she decided…if I go under, if I die, I will have to do it…. she has more children from the township in her class, and she jumped in and started to study the subject. She asked my staff to help her, she came here to learn and she teaches Mathematics, grade 12. She had her first distinction candidate last year. So some educators survive the situation but she is an old

experienced educator who taught Biology for a long time and she decided to take it on and go for it, but how long have…how many learners suffered and were damaged before she found her feet?

Interviewer*: Do you think a novice educator would be able to do that?*

Participant: Would never (accentuate) never t make it…they would not make it, they will struggle on, they will struggle on, struggle, struggle and struggle (silence) and become so frustrated and (accentuate) fall in a "dump" …stammer. Uhm if the previous educator we spoke about wasn't an old experienced she wouldn't have been able to do what she had done (silence). I have to tell you that she has contacted me in the mean while…she is coming to see me…(look in his diary) (show) …there she is…she is coming to see me tomorrow… and I know what she is going to tell me …she can't take it any more…In spite of herself…it was…tomorrow she will ask me for a position at my school because …although she made it…she is looking for a position elsewhere …because she has "cracked up" (long silence, sounds tired, and discouraged)…so we…(shake his head) (long silence)…

Interviewer*: How does the out of field phenomenon influence educators' class management?*

Participant: Uhm… I think you more experienced guy can keep up with classroom management…he (shake his head) he will be able to cope (thinks about it)…but the inexperienced guy again…around (thinks) the handling of group work…there are different types of assignments to complete, especially in the new educational system …Uhm …cubicles and all those stuff …an inexperienced out of field educator will struggle to control his classes…(hit the desk with his pencil) he…he is going to handle the situation in the wrong way. He would not be able to know what to look for and what to be careful for…or how to react towards learners. How would learners react if I did this experiment…against what should I warn them…handling of chemicals with…specialised…subject…electricity…against what should I warn them…you know …especially if you look at specialised subject…this educator will have a headache…he is going to have a hard to control the class situation.

Interviewer*: How would it influence time management and time planning?*

Participant: This guy will be unproductive…I think…or…let me rather say he would be less productive, he definitely going to be less productive because he is going to spend more time on crisis-situations as on what he really has to do...he (speak fast and stammer) he would have do keep out of trouble and difficult situations, he would have to do problem-management most of the time.

Interviewer: *What you are saying is that someone that is in an out of field situation would take longer to work through his curriculum?*

Participant: Yes …definitely! He will experience a lot of pressure because of that, he is going to feel the pressure…. control work…marking…planning…all of this will put time pressure on him…because…we, principals are pigs… we would use our experienced educators although we knew they are not qualified for certain subjects but because they are loyal and hard working the school would not feel any disturbance. I would expect the out of field educator to keep up with his school work as well as extra mural activities…because… it is the only way that he would survive and maintain the image of the school. The principal projects his pressure on the educators, he simply puts the pressure on the educators…and the educators feel all these tensions (pull his face and role his shoulders as if he is caught up in something) so…(silence) that (speak slowly) will definitely play a role.

Interviewer*: How does school management support the out of field educator?*

Participant: What I have done…we…what we have done…not me…what we normally do…usually there is a senior educator who looks after new educators…kind of a mentor…just to keep an eye on him…as what happened at our school, I assigned a young Science educator "Mrs Beetge" previously taught Science and Maths but she just couldn't handle the "packet" any more, it was to much but now I ask her to keep an eye on the new educator. The school management manage it in this way…I take my experienced educator although he is not a specialist in this specific field…they just give guidance…if it is only (think, speak in measured way) emotional guidance with: "How are you?" "Do you have a problem?" " I suggest this or that" From school management's side we provide someone to guide them…and if necessary ask the LF to help.

There are usually an area head within a school…for example if with computer at my school…I have a subject head for computers who is "Mary", she is also an out of field educator…most of the time the subject heads who are in mentor positions are also out of field. These subject heads work with different learning facilitators, who has different regulations and they are most of the time not aware that educators are out of field. There is no one who has the ability to give solutions for the educator in the out of field situation…But "Mary" is now subject head over "Jaco", but over both of them sits "Rozy". "Rozy" is the most senior head of department at our school…she taught computer sometime in her past…she mastered Pascal and all those stuff at one stage of her life and taught Computer Technology…on her own…out of field…but she mastered it and taught it. Now, she is an old lady, and she is in a position over these other two educators. But if I have a problem I will approach her and ask: ""Rozy", I am worried about "Jaco", I am worried about "Mary", just have a look there"… and then the two of us will organise something. We would take note of the problem and then we will give them help…or we will send…our neighbouring school help each other a great deal with these kinds of problems…we will send our educator to another school to learn from them. When "Rita" started as a young educator, before I arrived here, she went to "Town K" to learn from them.

Interviewer*: So…the department do not have courses…or development course or something for this kind of educator. (Interrupted)…*

Participant: None! (Loud) None! The department has no course to help the out of field educator…except as I explained earlier with Technology. What they have …are OBE course where educators receive training to do outcome based education, but that is outcome based education in a wide general frame (accentuate) not specialising in (accentuate) "Language, Literature en Communication " for example…not at all (Loud)… Hum…the school identified the headache by themselves…the school asked the LF to come to the school to assist the educator…we asked them please to come as we have done with "Ricci Cronje" …please come! (Pleading voice)…or I will phone her and told her…here I sit in my foundation phase now…I have got this problem (voice pitch high)…What do you really need from my staff and she will come to my school or my staff will go to her. So…I think the part school management play in this situation is to provide guidance…emotional…only support. And then to ask the learning facilitator to come and help…and to offer our help…we will through him the life saving device but he has to get into it and do the swimming on his own.

Interviewer*: Are you suggesting that the out of field educator needs more attention than the other educators…(interrupted)?*

Participant: A lot! Yessss! (Answer with a wide-open mouth, voice pitch high, voice tone stressed long).

Interviewer*: How does the out of field phenomenon influence the image of the school and of education?*

Participant: Very, very bad… (Soft emotional voice) Very bad…I am a teacher in my heart and bones…and a few day ago I asked the learners in my guidance class…I think I told you this…and I asked them…and they answered in their framework teaching is one of the careers with the lowest status…(silence) and it is because we use people in positions where they should not be …such an educator look bad for one or two years and it is bad...it damages the image of schools and the education profession...Uhm…the learners do not want to study …they are afraid they study Geography, Science or Biology and then when he arrived at a school he has to teach something else…it repels learners from choosing a teaching career…It stops potential educator students from studying for an education profession. It does a lot of harm if we put educators in out of field positions.

Interviewer*: What misconceptions do people have of out of field educators?*

Participant: Outsiders? I can tell what parents think…uhm…or let me put it this way, parents will easily act with contempt towards an out of field educator…or think less of him or think that he is not capable of teaching. Or they will think I can easily take him on because he doesn't know his subject and doesn't know what is going on in his subject…(think deeply)…yes I think respect (accentuate) from parents…I think it is easy to create a situation where parent has less respect and think less of educators …(think)…yes I think so…

Interviewer: *Do you think there are misconceptions from the side of the department? Maybe? An educator can be assigned to any position? Or is it just a situation with a snowball effect and are now out of control? Do you think there is a misconception that educators are able to teach anything?*

Participant: I don't think there is a misconception…I think…I think the department is aware that educators are not supposed to teach…I think also that the department doesn't want it like this…I really think (accentuate) they do not want it like this, they know the ideal is to have a qualified educator, the best in his own assigned subject. I think so …but the reality on the ground is creating a lot of problems these "excess" personnel they've got …what can they do with them? They have to use them somewhere…some of them are admin officers, they are secretaries at schools…I think the…the reality became a headache for the employer…and that the only way is now just to assign them to any position. And the financial pressure on departments is so huge that they can't get rid of it. They are aware of the shortages in Maths, Science and Afrikaans educators, they know it but what are they going to do with the rest. The ideal situation…they would prefer, I think they want…they don't stand cold toward it, I think they want specialist educators in the classrooms in all learning areas but the circumstances are so…you …at this stage a lot of colleagues studied "Biblical studies", it was the thing to study a while a go or they studied PE. They are useless subjects and there are still students that go to university and study education (silence, accentuate) and they still study PE…

Interviewer: *Do I understand correctly? Are you suggesting that the department must be more involved in recruiting learners to study education and the subjects they study?*

Participant: Yes…in this subject there are too much …in this subject we need more people. As I said…I am convinced that at this stage in South Africa there are a over supply of programmers, computer programmers…because at one stage everybody just storm in and it was computer, computer, software and I think there is an over supply.

I think really and I say again the government doesn't stand cold towards it, the government realises there are a problem but they have no solution for the problem and because of their financial problems they can't get rid of these people, and they have to apply them somewhere. And principal have to protect our school…we have to guard our "wickets" or else these educators are "dumped" on your school and you sit with this educator and at the end that you can't do anything with. You can't really use him…you can't really apply him…

Interviewer: *Do you think the severance offerings have an influence on this situation?*

Participant: Experienced people! They grabbed it and left!

Interviewer*: How does the out of field situation influence educator/parent relationships?*

Participant: Negative, definitely negative…hum trust…and you hear it on the street and immediately…the parents…you can…(long silence)…educator "Henna Scoomby", my

Afrikaans teacher, she can do just anything…anything wrong…Henna…the parents will accept it. She is experienced, hell we saw her results…you know…but just let the poor out of field educator do the same thing…just let "Jaco" or "Mary" or any one else do the same thing…then you hear:" But look you used that guy!" (Voice pitches high, intense). They would…he…he…is just more exposed…they would…scrutinise…what he is doing would be examined very closely for any mistakes. He is very (accentuate) exposed.

Interviewer*: How do parents act towards the out of field educator?*

Participant: No, they discuss problems with them but they are incredibly critical, one mother whose child is at university told me a while back that she feel as if she can kill (accentuate) this certain educator. Because of him…she would like to come back…and she would like to hit him…because he is the reason why her child has problems with Accounting at university now…. (Long silence) Do you understand? So…I think at the end parents have definite feelings against these educators…. because this is someone that influenced their child's future negatively.

Interviewer*: Tell me more about the pressure parents exert on the out of field educator?*

Participant: There is aggression…this educator…and at the end this educator is actually sort of innocent …you know…he is really just trying his best …but because of…he did not have the in-depth knowledge of the subject, because an out of field guy is someone that can give the children only what he reads in textbooks. But the real knowledge, the in-depth knowledge…you know…he can't convey that to the learners at all…he is not able…he would never be able…he can't (speak faster and accentuate) he can't give them the background to the subject…Economic, Business Science…he can use the text book but when he has to explain the stock exchange…how it is functioning…how would he be able to explain to children about interest rates? (Voice pitch high)

Interviewer*: Would you say the necessary stimulation would not be there?*

Participant: The educator that explain work in such a way that you are entranced …he uses his own experience (smile, positive attitude)…about flower markets…I was a visitor at one of those big flower markets in Holland…and year ago I taught Economics…and I had the opportunity to tell and teach them from the background I experience in Holland…about stock exchange…how it works…but if you didn't experience that or you do not have the passion for it…you can work very hard but if there is no passion…and how do I give a Technology educator a passion for Economics? For rand and cent? It is …(shake his head)…man it would take years…and in the mean while the learners are the ones who suffer.

Interviewer: *Tell me more about the pressure that the out of field educator experience in the school situation?*

Participant: Do you know that parents (silence)…parent today…(silence) "demand" more, and more…they are paying more…and the more they pay the more they demand.

Parents as well as the supply situation gets more negative…so somewhere in between…the gap is just growing and growing. Parents expect more, but as principal, I offer now a days a sort of poor quality of educator…(long silence) I am the employer, I am a representative of the government…hum…The effort to get hold of good educators…to have quality educators in the classrooms and the demands of the parents are growing …the gap is getting bigger. Hum if I have to tell you now…at this stage in my governing body…how many crisis position and placements are governing body assignments…It has…I tell you… and with implications it means…the government let go of that position and I had to look for someone to fill it and you know such a governing body placement is just a temporary kind of educator (singing voice) this is the kind of guy that will take his things and leave easily. These placements are in key positions like Science, Geography, English…it is major subjects. I am telling you now parent experience governing body placements as negative (speak slowly)…The school community has no empathy with the principal or the governing body in this situation, the parents want to see results. We usually are under tremendous pressure to fill vacancies immediately with the most suitable candidate.

It is costing him money on the one side and on the other side it is a kind of guy that has no loyalty towards the community, they come and leave, come and leave, I am six year at this school now, we have our fourth Geography educator this year…because we assigned out of field educators (voice pitch high) and I tell you…honestly…my…the Geography educator we had at first was excellent…but he left for Botswana…and I just couldn't get a Geography educator. I recruited a guy from Kimberley, he had experience of Geography …this young educator…a guy …a big "booboo" I made. He just couldn't control the subject he couldn't connect with the learners, and I got rid of him…I assigned another educator, also out of field, I have to have someone in the classroom. Chaos…discipline…class management…out he went…

The fourth educator is in the position now…a woman…she is a properly qualified educator and no things are running smoothly again. Something else…the thing is…it plays a important role, the learners did not want to take the subject while there were unqualified educators in the position, they do not want to take a subject where there is a struggle…Because of that pressure was placed on other subjects' educators their classes became bigger …the learners just didn't want to take Geography. After we got the qualified educator the learners started showing interest in Geography again…but it takes time…they started to use it as a grade twelve subject because they see there is someone that knows what she is doing.

Parents feel there should specialised education provided for their children because they, as parents are not capable anymore to help their children at home. How do you help your child with Computer science? I as principal, have to exstinguish so many fires because of an educator that stand in front of his class but don't really know what he is doing.

The Science educator is out of field, she makes huge mistakes…parents such as a bio-chemical is on me. The educator made mistakes over a long period of time…the mistakes hamper learner knowledge of the subject…the damage is uncountable. The governing

body is asking questions now…the governing body and the principal decide together when educators are assigned but when the parents start criticising I am on my own".

End of interview.

Annexure H (a)

M Ed Navorsingstudie: Onderwysbestuur

Transkripsie van onderhoud
(Original transcript)

Navorsingstema: The implications of the out of field phenomenon for school management.

Deelnemer: Opvoeder A4 **Onderhoudvoerder**: E du Plessis

Onderhoudvoerder*: Hoe verstaan jy die out of field situation?*

Deelnemer: Presies (bekommerde uitdrukking) dit wat ek nou hier doen (geirriteerd), ek is opgelei maar ek doen basies nie waarvoor ek opgelei is nie.

Onderhoudvoerder*: Hoe sal jy dit defiieër? (word in die rede geval)*

Deelnemer: Ek dink …(Lang stilte) Nee…ek kan nie so vinnig dink nie…Om …Om…te…hm… Deur nie te doen waarvoor ek opgelei is nie.

Onderhoudvoerder: *Wat is jou persoonlike seining rondom die out of field situasie?*

Deelnemer: Weet jy ek dink dit kan baie verskil. Ek dink vir party mense…daar is baie mense wat floreer daarop…(stilte) maar ek floreer nie daarop nie. Mense verskil, party floreer regtig wanneer hulle nuwe vakke aanpak, maar dit is rampspoedig vir my! Ek is ‘n uitstekende voorbeeld van iemand wat nie in voeling is met wat ek gee nie, vir my is dit absoluut (beklemtoon) rampspoedig (praat sagter, intens). Maar (hard) party mense floreer nie daarop nie…(lang stilte) maar party mense…(dink lank na) inteendeel hulle is agterna…dit is vir hulle lekkerder en beter waar hulle is…maar vir ander nie…(praat baie sag).

Onderhoudvoerder*: Mens kan nie altyd vir ander sê hoe jy voel nie…(Onderhoudvoerder word in die rede geval)*

Deelnemer: Ek is presies in so situasie…ek is absoluut (praat senuweeagtig, hard, skerp stemtoon) ‘n top…prima geval…(beklemtoon “geval”) vir jou…

Onderhoudvoerder*: Ek wil regtig hê dat jy dit wat jy voel…en wat…(word in die rede geval)*

Deelnemer: Ek sal eerlik wees.

Onderhoudvoerder*: Moenie dink jy kan nie sê wat jy voel nie…*

Deelnemer: Ek sal.

Onderhoudvoerder: *Hoe beinvloed die out of field situasie die manier waarop die skool bestuur word?*

Deelnemer: Weet jy…weet… ek is nou dom om dit vir jou te antwoord…maar ek weet ek het daar geland omdat daar skielik nie iemand was om die pos te vul nie… so… sou ek nie daar ingestap het nie was dit konsternasie (beklemtoon). Ek het dit vir die skool gedoen met slegte nagevolge vir myself…Vir die skool…iemand moes daar wees! (beklemtoon). Daars nie genoeg…die skool is geregtig op soveel poste…so daar…daar was nie mense. Mense het bedank so toe is hulle poste nie weer gevul nie. Vanuit die bestaande ouens…moes iemand in die pos instap… Ek was bereid om die vakke te gee omdat daar niemand anders was nie, maar nou is dit ek wat swaar trek. Ek kan dit nie meer hanteer nie! So vir die skool… as ek dit nie gedoen het nie…was dit rampspoedig, maar vir myself…was dit ook rampspoedig.

Onderhoudvoerder*: So jy het iets gedoen terwille van die skoolgemeenskap. Ter wille van die leerlinge?*

Deelnemer: Ja absoluut!

Onderhoudvoerder*: Hoe beinvloed die out of field situasie ander onderwysvennote?*

Deelnemer: (Lang stilte) Ek …dink…hm…(stilte) Ek dink party onderwysers kan vreeslik maklik aanpas…kan inkom en aangaan…(stilte)…maar party kan nie… en dan ly die kind nie skade nie, niemand kry regtig skade nie (as iemand aanpas)…ek dink dit hang maar van persoon tot persoon af. En party is nie gemaak om te wees waar hulle “is” (beklemtoon) nie.

Onderhoudvoerder*: Hoe beinvloed die out of field situasie leerders se deelname aan die onderwysituasie?*

Deelnemer: Ag die kinders…(weet-mos-maar-houding). Jy sit in elke geval so ‘n effort in om dinge normal te laat aangaan…dat hulle nie eers agterkom nie… in my situasie weet niemand eers dat ek out of field is nie (baie gespanne en ongemaklik).

Onderhoudvoerder*: Wat jy dan vir my sê is dat laerskoolkinders nie eintlik daardeur beinvloed word nie?*

Deelnemer: Miskien moet ek eerder…dit so sê… by die hoërskool is dit anders as die laerskool…omdat die standaard van die kennis nog nie so…jy kan nog opvang, jy kan dit nog by bring om daai standaard te handhaaf.

Onderhoudvoerder*: Wat ek ook gehoor het jy sê is die effort wat jy insit… so werk jy baie hard?*

Deelnemer: Ek probeer vir die kinders gee wat hulle toekom.

Onderhoudvoerder: *Hoe beinvloed die out of field situasie kollegiale samehorigheid?*

Deelnemer: By ons nie regtig…ek dink nie dit het regtig ‘n invloed nie…ek weet nie wat die ander ouens sê nie maar ek dink nie so nie…(onseker).

Onderhoudvoerder*: Hoe suksesvol is out of field opvoedoers om goeie verhoudings met kollegas te vorm?*

Deelnemer: Ek het my kollegas…wat hulle(baie lang stilte). Ek moet eerder sê hulle help my verskriklik… en hulle dra my…ek is baie afhanklik van hulle…ek is nou outomaties van die hoërskool personeel afhanklik want ek het gr 7’s…(stem bewe) so…en hulle is al die pad…(stilte) bereid om my te help. Ek dink dit gaan maar oral so wees. ‘n Ou gaan maar, ‘n ou het maar ‘n mooi verhouding, ons is mos maar almal daar om mekaar te help…

Onderhoudvoerder*: Watter rol speel onderwysbestuur in hierdie situasie?*

Deelnemer: (Baie lang stilte) Die out of field situasie is die rede waarom bestuur se ratte nie so glad werk as wat dit moet nie…Ek dink… hulle help …maar die ratte kan nie loop soos dit moet loop…

Onderhoudvoerde*r: Is dit die out of field?*

Deelnemer: Weet nie…!

Onderhoudvoerder*: Hoe beinvloed die out of field situasie lojaliteit teenoor die skool leerders, ouers en hoof?*

Deelnemer: (Baie lang stilte) Jy vra moeilike goed…(klink lusteloos)…ek weet nie (stemtoon hoër). Dit maak my nie negatief teenoor die skool nie…(stilte) Dit maak my glad nie… maar maar ek…Dit is soos ek sê…ek dink die kinders en die ouers en so aan weet dit nie eers regtig nie…(ongemaklik).

Onderhoudvoerde*r: So jy meen dat dit nie eintlik lojaliteit beinvloed nie?*

Deelnemer: Nie by…my (beklemtoon) nie…(ongemaklik)

Onderhoudvoerde*r: Vertel my meer van ongemaklikhede as gevolg van die out of field situasie.*

Deelnemer: Ek kan nie regtig vir jou sê nie, want soos ek sê by die laerskool…is dit makliker…jy kan makliker… ‘n Gr1 juffrou kan makliker Afrikaans gee, maar ‘n gr 1 juffrou kan nie so maklik vir matriek Afrikaans gee nie, daai…so by die laerskool kan ‘n ou …kan ‘n ou makliker (praaat skielik baie sagter) aangaan. Ek…(baie onseker) kan nie

regtig aan ongemaklikhede dink en sê… nou het dit en dit gebeur nie… en is ek in die war nie… of nou het ‘n ding gebeur nie…

***Onderhoudvoerder**: Vertel my meer van die druk wat die out of field opvoeder ervaar in die skool situasie.*

Deelnemer: Ek kan vir jou van my (beklemtoon) ervaring vertel. Ek sal vir jou van my ervaring vertel, (herhaal baie sterk), ek kan van niks anders praat nie. Ek dink die groot ding daar is…by my…hm…dat ek het gegaan om Junior Primêr te studeer… en ek het dit gedoen…en dit was altyd…ek het kans gesien daarvoor…om die waarheid te sê ek wou Huishoudkunde gaan studeer… maar ek het nie Skeinat gehad nie…en daai tyd was daar nie Tegnikon-rigtings nie en sulke goed nie…en ek kon nie universiteit toe gaan nie… sonder Skeinat nie. Toe moes ek gaan kyk vir ‘n alternatief…en omdat ek ontsettend lief is vir my huis en vir naaldwerk en om met my hande te werk…ek is baie prakties…(begin ontspan)…het ek gegaan in ‘n Junior Primêre rigting… ek het gevoel dit is klein kindertjies…dit is baie praktiese (skeppend) werk…Ek het gespesialiseer in naaldwerk en dit was daai tyd nog naaldwerk op skool…dit was my groot liefde. (Sterk selfversekerde stem). Ek het gegaan in ‘n rigting wat ek my (Beklemtoon) passie kon uitleef…..slegs my gesin weet…dit is vir my ‘n groot ding, ek ‘n junior primêr gekwalifiseerde juffrou met ‘n groot liefde vir kuns en naaldwerk wat nou Wiskunde en Afrikaans gee vir graad 7 kinders…

My persoonlikheid is sag ek kan nie by die kinders aanpas nie. Ek het geen beheer nie, ook nie in die vakke nie. As ons ooit hier wegtrek wil ek nooit weer in my lewe voor ‘n klas staan nie…die situasie (stem word baie bewerig, begin trane in haar oe kry) waar ek met gr7’s sit, wat glad nie by my persoonlikheid pas nie…en ek gee akademiese vakke soos Wiskunde en Afrikaans, hoewel ek dit heeltemal…ek het Afrikaans as ‘n vak gehad en ek het baie goed gedoen in Wiskunde op skool ook…So dit is nie vir my moeilik…die vakke nie…maar ek kan my glad nie(beklemtoon)…myself met die kinders inpas nie…Dit is my grootste (beklemtoon) frustrasie…die groot kinders, want dit is nie my persoonlikheid nie en …dis (beklemtoon) dis waar die botsing kom. Dit is waar die druk is…om die werk oor te dra om hulle opstellle te merk, om die taal te versorg, om die Wiskunde te verduidelik, om die admin te doen, dit is nie vir my ‘n probleem nie. Maar as ek in die klas is (praat stadig, afgemete, intens)…om met die kinders te werk…dit (beklemtoon) is nie ek nie…ek het glad nie…en ek gee nie…(emosioneel, huil, baie gespanne). Ek het naaldwerk gegee maar met die skole wat verander het het dit verval by on in elk geval…dit was vir my heerlik…(heimwee, emosioneel, trane) …dit was wonderlike jare. Ek het dit geniet! Ek het modeparades…waarin ek myself uitgeleef het gehad…maar ek het nog nooit (beklemtoon) Junior Primêr skoolgehou nie…ek het nog nooit voor ‘n klassie gestaan met klein kindertjies nie…(heimwee). Dit…met…selfs met die eerste skool waar ek begin skoolhou het, die eerste pos wat ek gekry het was gr 4’s gewees. Dit was makliker as jou groter kinders. Maar ek is ‘n ongelooflike sagte mens, ek kan my eie kinders dissiplineer maar ek kan nie ander mense se kinders dissiplineer nie. En by gr7’s is ek nie…dit is my grootste frustrasie, want ek is nie in beheer nie. So dit voel vir my ek beheer nie my vak nie want ek beheer nie die kinders nie….wat vir my sleg is…

***Onderhoudvoerder**: Hoe beinvloed die out of field situasie toekomstige beroepsbesluite van opvoeders?*

Deelnemer: (Lang stilte) Van ander mense?

***Onderhoudvoerder**: Van jouself…jy is nou in 'n out of field situasie (word in die rede geval)*

Deelnemer: (Hard en vinnig) Soos ek gesê het….as ek ooit hier moet wegtrek en ek moet na 'n ander dorp toe gaan…miskien is ek negatief…maar ek is so (beklemtoon)…dit het so (beklemtoon) 'n ongelooflike druk van my gevat dat ek gese het dat as ek hier loop die dag wil ek nooit (beklemtoon) weer in my lewe voor 'n klas staan nie. Wil…ek…nooit…weer…voor…'n klas staan nie (praat baie sag, amper onhoorbaar, baie emosioneel, baie afgemete).

***Onderhoudvoerder:** Ek het baie begrip daarvoor. Hoe beinvloed die out of field situasie verdere studies in die beroep?*

Deelnemer: Glad nie, (beklemtoon) dis hoekom ek sê juis daaroor…glad nie…glad nie….glad nie (hard beklemtoon) glad nie…nooit weer nie.

***Onderhoudvoerder**: Wat jy dus sê is die las wat dit op jou plaas maak dit so erg dat..dat jy nie eers…(word in die rede geval)*

Deelnemer: Glad nie…glad nie…glad nie…(stilte). Ek beskuldig niemand nie…soos ek in die begin vir jou gesê het…dit is niemand wat die skuld dra nie… en…(stilte).

***Onderhoudvoerder**: Mense weet nie regtig wat die situasie aan ouens doen nie?*

Deelnemer: Ja ek dink…dit het my al…dit het my lus vir die onderwys gebreek.

***Onderhoudvoerder**: Hoe beinvloed die out of field situasie opvoeders se besluit om uit die onderwys te tree vir iets anders?*

Deelnemer: Ek het dit eintlik al klaar vir jou geantwoord…baie beslis, as ek in 'n stad gebly het en daar was werkgeleentheid sou ek tien teen een al vir my ander werk gaan soek het…nee…ek sou tien teen een al vir my werk gaan soek het wat meer in my lyn is …hm (praat rustiger) maar ek sit op die platteland en werksgeleenthede is so min…as ek finansieël 'n keuse gehad het, het ek nou dadelik geloop en ek sal nooit, nooit, nooit weer wil skool hou nie! Ek het …finansieël…ek weet nie of dit iewers kom nie…maar finansieël kan ek dit nie los nie (stemtoon styg). Ek kan nie nou net los en sê ek gaan ophou nie…(dink lank)

Onderhoudvoerder*: Dink jy …as jy hierdie situasie wat jy nou het… gehad het toe jy begin skool hou het…dink jy jy sou kon "cope", dink jy jong onervare studente wat uit die universiteit kom (word in die rede geval).…*

Deelnemer: Dit hang af…wat ek net nou vir jou gesê het…dit is nie in my persoonlikheid nie… so daai tyd sou dit my net so gepla het soos nou… dalk sou dit my gouer afgeskrik het…dalk sou ek te dom gewees en maar aangegaan het en dit makliker hanteer het…dalk sou ek gedink het dit moet maar so wees Ek kan dit nie regtig antwoord nie…

Onderhoudvoerder: *Hoe beinvloed die situasie effektiewe onderwys?*

Deelnemer: Ek sê weer…by ons dink ek nie dit is so…want 'n ou kan…die inhoud is nie so moeilik nie…ek gee MSW /TB en terme is wat ek nie gehad het nie… maar dit is baie maklik, ek leer vir die kinders nou van Botswana, Zambie van alles, maar ek kan dit …dit is maklik om dit op te swot en te gee…maar as jy in die hoërskool kom en jy het Biologie en Skeinat of wat ook al dink ek dit kan 'n probleem wees maar in die kleiner, laer klasse, dink ek nie regtig so nie.

Onderhoudvoerder*: Hoe beinvloed die out of field situasie opvoeders se selfbeheer?*

Deelnemer: In die klas…(stilte) O! vir my is dit erg (stilte, praat baie sag) ek weet nie wat om vir jou te sê nie, ek weet nie wat jy spesifiek wil hê nie maar daai wat ek netnou vir jou gesê het wat 'n mens voel jy is nie in beheer nie…jy is…hm…jy…ek is eintlik pateties…(baie emosioneel)…want ek voel ek is nie in beheer nie…dit voel vir my …ek voel nie die meerdere nie, ek voel partykeer ek is minderwaardig.(stem bewe, praat vinnig en beklemtoon minderwaardig)…(lang stilte)…

Onderhoudvoerder*: Hoe beinvloed die out of field situasie opvoeders se selfrespek?*

Deelnemer: Ek het die vraag eintlik geantwoord dit voel of ons out of field en out of everything is…"out of selfrespek"…. (lag moedeloos).

Onderhoudvoerder*: Hoe beinvloed die out of field situasie klaskamer bestuur?*

Deelnemer: (Lang stilte)…Dit wat ek vir jou gesê het…hm…ek weet nie wat om vir jou meer te sê nie….

Onderhoudvoerder*: Maak dit dit vir jou moeiliker?*

Deelnemer: Ja…dit voel vir my heeltyd ek is nie in beheer nie…en omdat ons …straf-stelsel deesdae so is…daar is nie 'n meganisme waaraan ek kan vashou…vroeër kon mens sê man jy het nie jou huiswerk gedoen nie, kom hier en jy gee hom 'n raps en hy skrik en more doen hy …nou is daar…is…huh…'n kind skrik nie meer nie. 'n Kind doen…veral die groot kinders, ek dink die kleintjies en daarom…dit is wat ek sê ek dink die kleintjies …my persoonlikheid is so…ek is kwaai…en die kleintjies …so as ek geraas

het sou die kleintjies geskrik het en more is sy boek hier maar die grotes lag my af. So dit is wat ek sê… ek is nie in beheer nie (sy is erg gespanne) en daar is nêrens ‘n meganisme wat dit vir my voel…ons het ‘n strafboekstelsel en ek skryf die naam op en die kind sit retensie…maar hulle lag daarvoor dit is nie vir hulle…ek het nie meer iemand of iets agter my wat my kan sterk en vir my dit kan makliker maak nie…Niemand maak die hele ding makliker vir my nie…ek is die hele dag besig met die skool se werk… dit breek my moed…en ek wil regtig nie negatief wees nie.

Onderhoudvoerder*: Hoe beinvloed die out of field situasie tydsbestuur en tydsbenutting? Toe jy aanvanklik in die out of field situasie ingekom het, het dit gevoel dat dit stadiger gaan en dat jy meer tyd in beplanning moet sit?*

Deelnemer: Outomaties ja…en weet jy…huh…omdat dit groot …ons het verskriklike groot klasse…die twee klasse wat ek het…wat dit nog moeiliker maak is altwee in die veertig, die een is amper vyftig. Die gr7’s is amper 50 (beklemtoon) So outomaties…nou gee ek vakke soos Afrikaans wat baie skriftelike werk het en Wiskunde wat gedurig gekontroleer moet word. Ek weet my vriendin (‘n vriendin) sê al as sy my kry dan sit ek agter my tafel, sy ken my op geen ander plek as agter die tafel nie, my…my dag…my middae…(stem bewe) sluit ek agter die tafel…hm…Ek het geen sosiale lewe nie want ek sit agter die tafel (intens, emosioneel). Ek merk of ek berei voor…Ek gaan nêrens, nêrens, nêrens, nêrens (beklemtoon). Ek is ‘n ramp…pateties…ek sit die hele tyd agter my lessenaar ek het nie meer vriende nie en nie meer tyd vir my familie nie. Ek het nie ‘n Bybelstudie kring of ‘n vriendin by wie ek gaan koffie drink nie of niks…want ek sit…ek is heeldag net besig met skoolwerk. Ek skiet te kort in alles wat ek doen… Verstaan jy hoekom ek sê ek wil uitkom? (Angstig dat iemand verstaan) En as jy merk …dit is nie asof…dit is nie ‘n klein klassie…ek dink as ‘n ou se klasse kleiner was…Dit is nie ‘n klassie wat ek dit vanmiddag in 20 minute kan merk nie. As ek vanmiddag begin het ek 46 opstelle wat ek moet merk en dan vant dit 3 na 5 minute vir ‘n opstel… Hoe lank vat dit my? So is sulke goed…dit breek ‘n ou…dit klink vir jou seker ongelooflik negatief nie waar nie…(wil weer begin huil). Daar is nie meer veel om te geniet nie…

Onderhoudvoerder*: Nee…ontspan…regtig…(word in die rede geval)*

Deelnemer: Ek wil nie dit (huil)…Ek is eintlik baie positief!…en ek…Ek kom elke dag met ‘n lied in my hart skool toe…(lag verleë) (huil tussenin).

Onderhoudvoerder: *Ek wil weer vir jou sê dit wat jy vir my sê gebruik ek net vir die studie…dit is konfidensieël, dit staan ook in die brief, dit is goed wat ek wil uitlig sodat mense dit kan verstaan en bewus kan raak van dit wat regtig in die out of field situasie gebeur.*

Onderhoudvoerder: *Hoe ondersteun die skoolbestuur die out of field opvoeder? Ek wil net spesifiseer, skoolbestuur, jou direkte bestuur hier by die skool en dan ook jou LF’s en departementele bestuur?*

Deelnemer: Ek weet nie hoe kan hulle jou regtig meer…hm ondersteun nie…ek dink…(stilte) jy sê ek moet nou baie eerlik wees… Skoolbestuur sal dit vir my makliker maak as hulle ‘n regverdige rooster saamstel, waar verdeling van periodes en vakke vir die hele personeel regverdig is ook die out of field vakke tussen almal verdeel. Ek dink hulle kan so vir my ondersteun deur vir my…al gee hulle dan vir my die vakke…deur vir my…vakke by te gee of roosters in te deel wat dit vir my gaan makliker maak. Want hier is van ons personeel wat…as ek …hm…as ek vraestelle opstel vir die eksamen dan het ek veertien vraestelle wat ek moet opstel…want ek het ander…ek het MSW, EEW, Afrikaans, Wiskunde, Kuns en Kultuur en Lewensorientering vir Gr 6 en 7, en die ander het ek vir graad 6. En elkeen het sy eie vraestel en Wiskunde het meer as een vraestel. Afrikaans het meer as een vraestel so ek sit met 14 vraestelle wat ek moet opstel en merk terwyl…daar is kollegas wat baie (beklemtoon) minder het, kleiner (beklemtoon) klassies het…(stilte) baie (beklemtoon) minder…ek dink ‘n skoolbestuur kan dalk daarna kyk om mekaar op so manier te ondersteun terwyl dit nie regtig gedoen word nie… versprei dit of vat een van daai groot klasse en gee dit vir die juffrou wat net twee leerareas het…of ek…ek…ek weet nie…ek dink tog ‘n mens kan dit makliker maak…deur verspreiding. Of gee vir my twee leerareas…moenie vir my 6 leerareas gee nie…gee vir my twee (beklemtoon)…dat ek liewer twee (beklemtoon)…dat ek twee kan probeer doen en… as wat ek moet…want met hierdie nuwe onderwys wat jy …hierdie…hierdie uitkomste wat jy moet bereik…ek meen ek moet elkeen se uit… ek het nie… ek is glad nie (word sterk beklemtoon)…hm...hm ek is glad nie ophoogte nie, want dit is te veel…ek kan nie…ek kan nie ophoogte bly van almal nie…(stem begin bewe,emosioneel intens) en elkeen het ‘n kursus wat jy moet bywoon en elkeen het ‘n inspektrise (LF) wat sekere vereistes stel...so ek kom by niks…ek doen…ek doen(erg beklemtoon) dit wat ek kan in die klas ek ek leer vir die kind in die klas maar baie van die ander goed kom ‘n ou glad nie by nie…want …en ek dink daar kan ‘n ou met roosterverdelings en sulke goed… en vakverdelings kan ‘n ou nogal mekaar meer ondersteun.

Onderhoudvoerder: *So wat jy eintlik vir my sê is dat daar ‘n goeie verpreiding moet wees? As hulle opvoeders vat en hulle weet sekere vakke is out of field dat hulle die out of field vakke ook versprei dat almal dalk net een of twee het?*

Deelnemer: Ja…(lang stilte) ek dink tog so…

Onderhoudvoerder*: Hoe beinvloed die out of field situasie die beeld van die skool en van onderwys?*

Deelnemer: (Stilte, lank) Weet jy ek dink nie regtig nie…die mense van buite af sien of weet dit nie regtig nie. Ouers of mense van buite weet nie…as ek op vakvergaderings is …die inspektrise (LF) of mense wat daar is weet nie ek is out of field nie. So ek dink…of as ek voor ‘n klas staan, die ouer weet nie dit is eintlik ‘n Juffrou wat nie daar hoort nie…so ek dink nie daar is regtig so slegte beeld nie.

Onderhoudvoerder*: Dink jy as jy op ‘n kursus is en jou inspektrise (LF) weet nie eers jy is out of field nie…dink jy nie dit is ‘n leemte nie?*

Deelnemer: Dit is vir my beter as hulle nie weet nie (lag verbouereerd) want as hulle by my kom kan ek baie stupid wees en sê jammer ek het nie geweet nie…vir hulle is dit seker…daar is so baie mense altyd…en die ouens (LF's) het sulke groot areas…ek dink dit is seker nie vir hulle altyd moontlik om te weet nie…so dit (praat baie sag) is vir nie reg…regtig moontlik om te weet nie.

Onderhoudvoerder: *Is die areas regtig so groot?*

Deelnemer: Ja dit is regtig groot…ons het nou die dag 'n Kuns en Kultuur vergadering gehad en ons was oor die dertig personeellede wat hier gesit het, wat kom van verskillende skole, so daai arme vrou (LF) kan nie weet wie is out of field nie…en wie ken nie die vak nie.

Onderhoudvoerder*: Watter wanopvatting het mense aangaande die out of field situasie?*

Deelnemer: Ek weet nie regtig wat om te antwoord nie…maar ek dink mense dink, ouers glo dat opvoeders kan alles doen…ons moet ewe goed in sport, akademie, hulp en emosionele ondersteuning vir kinders wees… as jy 'n Juffrou is moet jy alles kan doen (praat vinnig en geirriteerd)…jy moet sommer sport ook kan afrig en alles doen, jy moet 'n meester van alles wees.

Onderhoudvoerder*: Hoe beinvloed die out of field situasie ouer/opvoeder verhoudings?*

Deelnemer: Ek dink nie ouers weet regtig nie.

Onderhoudvoerder*: Dink jy dit is beter so?*

Deelnemer: Miskien ja…(praat baie sag) miskien anders is die kritiek wat jy kry…die ouers kan negatief wees teenooor so 'n persoon en voel die onderwyser is nie opgelei om Wiskunde te gee nie dit is hoekom die kind so swak doen met Wiskunde.

Onderhoudvoerder*: Hoe tree ouers teenoor 'n out of field opvoeder op?*

Deelnemer: (Lang stilte)…Ek weet regtig nie…ek kan dit nie antwoord nie want ek dink nie ek …weet dit regtig nie…(Lang stilte).

Onderhoudvoerder*: Vertel my meer van die druk wat ouers op die out of field opvoeder plaas?*

Deelnemer: Ek het nou al vir jou so baie gesê….

Onderhoudvoerder*: Jy kan maar nog meer sê…van die hele skoolgemeenskap en van jouself…*

Deelnemer: Ek dink nie, ek dink nie (lyk vasgekeer) (stemtoon styg) ‘n Ouer, ‘n skool , ‘n skoolhoof of iemand weet van jou druk nie… ek dink die druk wat jy het is net jyself wat daarvan weet.

Onderhoudvoerder: *Is daar ‘n behoefte om as deel van die ondersteuningstelsel daaroor gesprekke te hê?*

Deelnemer: Ek weet nie of dit gaan help nie… wat gaan dit my help as ek na my skoolhoof toe kom en vir hom vertel hoe ek sukkel en hoe swaar ek kry? Ek dink nie mense besef hoe erg is die druk nie…nie die ouers of die hoof weet nie want jy hou dit eintlik maar vir jouself. Niemand weet regtig hoe swaar kry jy nie. ‘n Mens praat nie daaroor nie want jy weet dit gaan dit nie verander nie. As jy simpatie soek sê die hoof net: Juffrou X, Juffrou asseblief! Knyp net oë toe en gaan net aan, ons het jou so (beklemtoon) nodig, en daar is niemand anders nie”. Ek kan regtig nie meer nie, ek wil eintlik net iets anders doen…maar ons het die geld nodig …ek kan met niemand praat nie. Daar is…’n ou…jy is alleen…en miskien jou huismense…iemand wat na aan jou is weet dalk van die frustrasies…ja as jy eers in dit is is jy op jou eie en jy swem of verdrink…Ek dink ek is seker die enigste een wat gister en vandag hier sit wat so te kere gaan…wat so negatief is maar ek nie iemand ander kan regtig verstaan waardeur jy gaan nie…veral wat ek vir jou gesê het…veral as dit nie net gaan oor kennis nie…veral as dit oor persoonlikheid gaan.

End van onderhoud

Annexure H (b)

M Ed Research study: Education Management

Transcription of interview
(Translation of original transcript)

Research theme: The implications of the out of field phenomenon for school management.
Participant: Educator A4 **Interviewer:** E du Plessis

Interviewer*: How do you understand the out of field phenomenon?*

Participant: Precisely (looking worried) it's what I'm doing right now (annoyed), I am educated but I'm not doing what I studied for.

Interviewer*: How would you define it? (Won't let me finish)*

Participant: I…think…(endless silence) No… no. I can't think that fast… Ummm…….. To aaaa… to um. Not doing what I was educated to do.

Interviewer*: What is you personal opinion about the out of field phenomenon?*

Participant: You know, I think it differs quite a lot, I thin that for some people bloom through it… But not me, I don't bloom, (silence) People differ, some educators flourish trying new subjects, but it is disastrous for me! I am a prime example of someone who has to teach a subject for which I have no atonement. To me, it's absolutely (silence) disastrous (speaks softer more intense). But, (loudly) some people don't flourish on this situation… but for other people it's better and they enjoy it more…(speaks very quietly).

Interviewer*: You can't always express your feelings…(Interviewer doesn't finish sentence)*

Participant: That's the situation that I'm in…I'm a prime example (speaks nervously)

Interviewer*: I really want to know how you feel…and what…(again, can't finish sentence)*

Participant: I'll try to be honest.

Interviewer*: Don't think that you can't speak your mind…*

Participant: I will.

Interviewer: *How does the out of field phenomenon influence the way in which the school is managed?*

Participant: You know what…I feel stupid to answer you …but, the only reason I ended up there was because there was none else for the post. I did it for the school, with devastating consequences for myself. For the school…someone had to be there. There isn't enough, the school is allowed so many posts…but, there weren't any people…some people resigned and there weren't any other people to fill their places…I was willing to teach the out of field subjects because there was no one else but at the end it is me who suffers. I can't take it anymore! So for the school it was disastrous…if I didn't do it… but because I did it, it's disastrous for me.

Interviewer: *So you did it because of the school…*

Participant: Absolutely!

Interviewer*: How does the out of field phenomenon influence role players in the educational environment?*

Participant: (Long silence) I…think…um…Hm…(silence). I think that some teachers adapt very easily…they come in and they just go on as usual (silence)…but some can't… if someone adapts then the pupils don't suffer…Nobody really suffers if the person adapts really well.

Interviewer: *How does the out of field phenomenon influence learners' involvement in the teaching situation?*

Participant: The children…(you-know-attitude). The teacher puts in so much effort in anyway to let things just go on as if they were normal…in my situation they don't even know that I'm out of field (very stressed and uncomfortable).

Interviewer: *So what you're telling me is that the pupils aren't influenced by the fact that you are out of field?*

Participant: Maybe I should've said it more…Hm like…at the high school the pupils are different than the primary pupils, in primary school it's easier because the standard isn't that high.

Interviewer: *Another thing that I noticed was what you said about the effort…Do you work very hard?*

Participant: I try to give the children what they deserve.

Interviewer: *How does the out of field situation influence collegial vide?*

Participant: Not at our school that much actually…I don't think that influence is that big…I don't know what other people think but I don't think so…(unsure).

Interviewer: *How successful are out of field educators in forming good relations with colleagues?*

Participant: Well… I have my co-workers…(very long silence). I should say that they help me out tremendously … and they carry me…I'm very dependant on them…(voice trembles) so…and they are with me the whole way…(silence) they really want to help. I think it will always be like that. I think that we are always there for each other.

Interviewer: *What role does education management play in this situation?*

Participant: (Very long silence) I think the out of field situation is the reason why management's gears are not working as smoothly as they are supposed to.

Interviewer: *Even if it is out of field?*

Participant: I don't know!

Interviewer*: How does the out of field situation influence loyalty of learners, parents and principal towards the school and each other?*

Participant: (Very long silence) you ask difficult questions……I really don't know (voice pitch higher). It doesn't make me negative against the school…it doesn't at all…Hm…but…it's like I said I don't think that the parents or the pupils really know about any of it…(uncomfortable).

Interviewer*: So you mean that it doesn't influence loyalty?*

Participant: Not at…my…not (Very uncomfortable)…Not with me…I…(uncomfortable)

Interviewer: *Tell me more about incidents that were difficult because of the out of field phenomenon.*

Participant: I can't really tell you, because at the primary schools…as I said… um…. Hm its easier… a Gr. 1 teacher can teach Afrikaans easier then she can teach Afrikaans at the high school. (Suddenly speaks very soft). I can't really think of anything now… Um … yeah…

Interviewer: *Tell me more about the pressure that the out of field educator experience in the school situation?*

Participant: I can tell you of my experiences (accentuates), I can't tell you anything else…think that the main thing is...at...my...Hm.When I went to study Junior Primary … and I did it…and…well…and… I always looked forward to…and it was always…I really wanted to do it…to tell the truth, I wanted to study domestic science… but I didn't have the science…at that time we didn't have Technician colleges and things like

that…(begins to relax)…Only my close family knows…It is a tremendous thing for me, I am a qualified junior primary educator with a love for art and craft. Currently I am teaching Mathematics and Afrikaans for grade seven learners. I cannot adjust to the age group my personality is too fragile. I have no control over them and it feels as if I have no control over the subjects. If we ever move away from here I will never in my life stand in front of a class again! And …huh…now I am in this situation (voice start to tremble, tears in her eyes) where I have gr7's, and it doesn't sooth my personality…and I have to teach academic subjects such as Mathematics and Afrikaans…although I totally…I had Afrikaans and I did well in the subject and I did very well in Mathematics during my school career…So it is not that I can't do it…it is not the subjects…but I can't I really can't (accentuate)…adjust myself to the work with this age group of children…That is my biggest (accentuate) frustration …the older children, because it is not my personality and …that (accentuate) is where the big clash comes.

That is where the pressure is…to convey the knowledge, to check their essays, to check their language ability, to explain the maths, to keep up with all the admin…all that is not the problem…but when I am in the class room in front of the children (speaks very slowly, measuring words, intensive)…to work with the children…that (accentuate) it is not me…I do not have…not at all…I have nothing to give…(emotional, cries, very stressed)…. I taught Crafts (sewing) but the curriculum in schools changed and it was not a subject anymore…not at our school anymore…I enjoyed that…it was wonderful…(longing, emotional, tears) …that was wonderful years. I enjoyed it! I organised fashion shows…I threw myself into it with my whole heart…but I never (accentuate) had a chance to teach Junior Primary…I never had a chance to stand in front of class with little ones…(longing). That…with…even with the first school where I started my teaching career…my first teaching position was a grade 4 class. That was easier than the bigger (older) children. But I have an extremely soft personality, I can discipline my own kids but I can't discipline other people's children. And with gr7's I am not…it is my biggest frustration because I am not in control. So it feels if I not in control of my subject because I not in control of the children…. for me… that is bad….

Interviewer: *How does the out of field phenomenon influence future career decisions of educators?*

Participant: (Long silence) Of other people?

Interviewer: *Of yourself… you are now in an out of field situation*

Participant: (Loud and hastily) If I ever have to move to another town……maybe it's just my negativity…….. But if I move I would never stand in front of a nether class in my whole life. (Speaks very softly, almost inaudible).

Interviewer: *I understand completely. How does the out of field phenomenon influence further studies in an educational career?*

Participant: Not at all…that is why I said…that is exactly the reason…never…never…never (loud, accentuate) …never.

Interviewer: *So what you actually are saying is that the burden makes it so bad for you that…that you would…(interrupting)*

Participant: Never…never…never…(silence). I am not accusing any one…as I told you in the beginning…no one is guilty… for my situation…and…(silence).

Interviewer: *No one really realises what this situation is doing to educators?*

Participant: Yes I think…it already influenced me…it broke my urge to teach…

Interviewer: *How does the out of field phenomenon influence educators' decision to leave their career in education for something else?*

Participant: I think I already answered that for you…definitely…if I was living in the city and there were job opportunities…I would have left teaching earlier already…I think I would have look for something in my interest field…something more like me…Hm (speak more relaxed now) but I am sitting in the country side and there are not a lot of job opportunities here … if I had a 'financial' choice I would immediately leave my teaching career and I would never, never, never go back to teach again! But I …financially… I don't if it is in questions that follow… but financially …I can't leave…(voice tone pitches). I can't just leave…I can't just stop…(think for a long time)

Interviewer: *Do you think …if you had this situation…this situation as you have it now…if you had it when you started your teaching career…do you think that you would have been able to cope…as an inexperienced, novice educator? Do you think novice educators from university would be able to handle (interrupting)…*

Participant: It depends…what I told you earlier on…it is not part of my personality… so in my earlier teaching career the same things would have been a problem for me… may be … It would have been easier to leave teaching as a career then…or may be I would have been to stupid to think it is wrong and just carry on with it…maybe I would have think it is the way teaching is. I can't really answer that…

Interviewer: *How does the phenomenon influence effective education?*

Participant: I am saying it again…at our school I don't think it is such a…because one can…the information is not difficult…I am teaching "MSW /TB" and terminology is what is new to me…but it is easy I am teaching the children now about Botswana, Zambia…everything…but I can handle that…it is easy to study it and teach it…but I think if you have to teach secondary school biology, science, physics or what ever…you might experience a problem…but in the lower classes…I don't think it is really a problem…not really …

Interviewer: *How does the out of field phenomenon influence educators' self control?*

Participant: In the classroom…(silence) O it is really hard for me (silence, speak very softly) I don't know what to tell you… I don't know what to say to you…I don't know what you specifically want to know …but that…what I said earlier on to you… but the thing that you don't feel in control…you…I am actually pathetic…(very emotional)…because I don't feel in control…it feels for me …I do not feel like the superior, I feel sometimes like the minor, I sometimes feel inferior (voice trembling, speaks fast, accentuate inferior)…(long silence)…

Interviewer: *How does the out of field phenomenon influence educators' self respect?*

Participant: I already answered the question…I feel out of field…and out of everything is…out of self-confidence. We are out of field, we are out of everything. (Laugh dishearten)

Interviewer: *How does the out of field phenomenon influence educators' class management?*

Participant: (Long silence)…What I told you…Hm…I don't know if…what I can tell you more….

Interviewer: *Does the situation make it more difficult?*

Participant: Yes…it feels the whole time I am not in charge of my own class…and because our…discipline systems now a days are so…there is no mechanism on which I can depend …earlier on if a child didn't do his homework you could give him a hiding and tomorrow he would have done it…it is…huh…children aren't afraid anymore, they do not respect us. A child do…especially the older ones, I think the little ones…and that is the reason ….my personality is…I am strict…and the little ones…if I reprimanded them they would respect me but the bigger (older) laugh for me…So what I am saying is that… I am not in charge (she is very stressed) and there are no mechanism to make it easier for me…We have a conduct book and although I wrote children's names in for detention…they laugh about it…. it is nothing to them…I have nothing and no one to back me up or make it easier or to make me strong for what I have to do…There is no one to make the whole thing easier on me… I am busy with schoolwork the whole day. It breaks my courage even though I try not to be negative…

Interviewer*: How does the out of field situation influence your time management? When you ended up in this situation…did it influence your time…planning and preparation and time you spent with schoolwork?*

Participant: Automatically yes…and you know…huh…because it is huge classes …we have enormous big classes (number of learners)…the two classes I have…what makes it more difficult are both in the forty, the one is close to fifty. The gr7's as nearly fifty (accentuate) So automatically…now…I teach subjects like Afrikaans with a lot of writing

exercises to check and control and maths which you have to mark intensively on a continuous basis.

I know my friend "Hestry" is saying that she if she is looking for me she finds me behind my desk, she find me nowhere else as behind my desk…my…my days…my afternoons…(voice trembles) I spend behind my table…Hm…I have no social life any more because I am behind my table all the time…(intense, emotional). I mark books or prepare for the next day. I go anywhere, nowhere, nowhere, nowhere (accentuate). I am a disaster, I am pathetic… I sit behind my desk the whole day, I have no friends and no time for my family…I have no Bible study group or someone where I have a coffee…nothing… I am busy with my schoolwork all day long. I feel worthless in everything I do…

Do you understand why I said I have to get out? (Anxious that someone understand)…And if you do marking …it is not as if…it is not small classes…I think if the classes may be was smaller…it is not a small class which I can mark the books within twenty minutes. If I start this afternoon I have to mark forty six essays and it took me more than 5 minutes per essay… How long will it take me to finish? Things like this…just breaks one's courage…maybe it sounds unbelievably negative…does it? …(On the edge, want to start crying again)…there is … nothing to enjoy anymore.

Interviewer*: No…just relax…nothing…(Interruption)*

Participant: I don't want that…Actually I am a very positive person!…and I …I come to school with joy in my heart…(laugh confused and crying in between words).

Interviewer: *I just want to assure you again what you share with me are only for the use of the study…it is confidential, as I explained in the letter, what you share is specifically want I want to bring in the open with the study so that people might understand what really happens in an out of field situation.*

Interviewer*: How does school management support the out of field educator? Here I include school management, your direct management at school but also learning facilitators and departmental.*

Participant: I don't know how they can really support me more…Hm…support…I think …(silence) you said that I should be very honest with you…School management would support me when and if they compile a fair timetable. This will create an even distribution of periods and subjects for the entire staff as well as an even division of the out of field subjects among all educators…. it would make it easier because as I said actually…we are out of field, out of everything, out of self-confidence…my class management is wavering and I am never in total control…my situation causes me to set fourteen different examination papers for one exam.

It just becomes impossible when you teach six different learning areas, all of which are out of field, every subject's administration, assessment and regulations are different…I

am sure that I would be able to handle two out of field subjects. Here are some of our staff members that…if I …Hm…I have "MSW", "EEW", Afrikaans, Mathematics, Art and Culture and Life Skills for grade six and seven, and the other I have for grade 6. Each subject and group has its own paper, some subjects like Mathematics has more than one paper. Afrikaans has more than one paper so I sit with fourteen papers to set for one exam and then I have to mark them while…there are colleagues who have a lot less (accentuate) a lot less…smaller classes…smaller (accentuate) classes got…(silence) a lot (accentuate) less…

I think school management can have a look at that in order to help each other in such a way…to support in such a way…while it is not really been done up to now…. spread it better…or take one of the large classes en give it to a teacher who has to teach only two learning areas…or I …I…I don't know…although I think it could be made easier …through evenly spreading of tasks. Or give me two learning areas…don't give me six…give me only two (accentuate)…so that I have just two (accentuate)…that I can try to do as well as I could with the two… rather than having…because with the new education you have to…you have to reach these…these outcomes that you need to reach…I mean…I have to…I mean I have to reach each subject…I have not…I am not at all…(strong accentuated voice)…Hm…Hm I am not in to it at all…it is just too much…I can't…I can't keep up, because it is just too much…I can't…(voice start trembling, emotionally intense) and every subject has a course or workshop you have to attend and each subject has its own learning facilitator who wants thing to be done in a specific way…their own different requirements…so I get to do nothing else…I do…I do (accentuate) I do what I can, what I can teach in the class I try to do but with the rest I can hardly keep up…there are thing that I just can't do... because…and I think they can come to my help with the timetable division…and things like that…subject division…they can support me with that.

Interviewer*: So what you really telling me is that there must bet a proper division of work at schools? If they take educators and divide out of field subjects between all of them it would be better? So educators would have only one or two out of field subjects?*

Participant: Yes…(long silence) I think so…

Interviewer: *How does the out of field phenomenon influence the image of the school and of education?*

Participant: (Silence, long) You know I don't really think so…people from out side don't really notice it or pick it up that easily…Parents or people outside the school don't know it…when I am at subject meetings…even the LF's or other people attending the meeting don't realise that I am teaching out of field. So I think…or even if I am standing in front of the class, parents don't realise that it is actually a teacher that is not supposed to be there…so I think there is not really a bad image.

Interviewer: *Don't you think it is a deficiency if you are at a workshop and your LF doesn't know you are teaching out of field?*

Participant: It is better for me that they don't know. (Laugh anxiously) because if they visit me, I can act stupid and say sorry I didn't…for them sure it is…but there are always a lot of people…and the LF's have big areas to cover…I think it is not possible for them to know who is out of field or who is not (speak very softly)...so it is…it is for them…. it is not possible to know…

Interviewer: *Are the areas they cover really so big?*

Participant: Yes it is really big…we had a Art and Craft meeting and we were thirty educators in the meeting, who gathered here from different schools…so the poor woman (LF) can't ever know who is out of field and who knows the subject… or doesn't….

Interviewer: *What misconceptions do people have of out of field educators?*

Participant: I really don't know what to answer…but I think people think…parents think …parents believe educators are the "masters of everything", and should answer to the sport, academic, guidance and pastoral needs of learners... if you are a teacher you should be able to do anything (speak quick and sound irritated)…yes you should be able to do sport and everything…you should be the master of everything…

Interviewer: *How does the out of field situation influence educator/parent relationships?*

Participant: I think parents do not really realise it….

Interviewer: *Do you think it is better that way?*

Participant: May be yes…(speak very softly) may be…otherwise the critism you get…parent can get very negative towards someone if they feel an educators is not qualified for what he has to do…for example mathematics that is why the child is doing badly in mathematics…

Interviewer: *How do parents act towards the out of field educator?*

Participant: (Long silence)…I really don't know…I can't answer that because I don't think I know…know it really…(Long silence).

Interviewer: *Tell me more about the pressure parents exert on the out of field educator?*

Participant: I said so much already….

Interviewer: *Feel free to explain more…about the school community and about yourself…*

Participant: I don't think, I don't think (seems to be caught up) (voice pitch higher) a parent, a school, a principal or any one really know about the amount of pressure you have…I think the pressure you experience…. only you know how much it is…

Interviewer: *Is there a need to have interaction groups as support, for example better communication about the situation?*

Participant: I don't know if its going to help… what is the use to go to the principal to tell him about all your perceptions and how you are struggling to survive and how difficult it is? I think people don't realise what the extent of the pressure is. As I said …neither the parents, school or principal know, mainly because you keep it to yourself. No one really knows how much you suffer. You don't talk about it because you know talking wouldn't make any difference.

If you look for sympathy from the principal he will just say, misses X, keep your eyes shut and just carry on, there is no one else. Yes he will only say: "Please Mrs! Just do it there is no one else to do it…" You know I can't cope any more… I would rather do something else but I need the money…I have no one to talk to…there is…you are alone…maybe your husband…that is close to you will realise what you are going through…about the frustrations…. once I was in the situation, I was on my own, you either swim or drown.

Surely I am the only one you interviewed yesterday and today that went on like this? I think
I am probably the only one who over reacted like this…who was so negative but no one else could really understand what kind of experiences you go through…especially what I told you…especially if the problem is not only your lack of knowledge …but when the problem is to do with your personality.

End of interview