

EXPLORING LEARNING AND TEACHING SUPPORT GIVEN
BY PRINCIPALS TO GRADE R TEACHERS IN MQANDULI
AREA IN THE EASTERN CAPE

by

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A mini–dissertation submitted in partial fulfillment of the requirements for the degree
of

MASTER OF EDUCATION (M.Ed)
(Educational Management and Policy)

at

WALTER SISULU UNIVERSITY

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MAY 2013

Abstract

The study was conducted in the Mthatha District, Mqanduli area, and it sought to enquire about the role of junior secondary school principals in supporting Grade R teachers in order to make teaching and learning in the Grade R classes effective. The researcher has noticed with concern the poor conditions of Grade R classes in the schools and felt a need for proper support. She felt the principal could champion the concept of support better, in his capacity as a manager in the school. Studies in Early Childhood Development have been done, and they pertained to all aspects of child development, parental support etc., but studies that view support from a managerial perspective in Mthatha District are scarce. Under quantitative research design, a survey research method was employed to collect a large portion of the data. A questionnaire consisting of closed and open ended questions was used in order to collect data from the Grade R teachers. Open ended questions were used in order to get a broader view and perceptions. Comprehensive sampling was used in this study because the whole population fell into the sample. All ethical considerations were observed and after receipt of permission to conduct research in the schools, a questionnaire was distributed personally to all the schools in the sample. Data was analyzed by means of the SPSS. Some of the findings identified in the study pertained to: the need for material support including good infrastructure, poor communication between principal and Grade R teacher, scarce meetings specifically for Grade R. The individual findings, together with the implications were discussed in relation to the research questions. The researcher recommended that technical support should be attended to and the principal must communicate frequently with the Grade R teacher. Financial limitations and negative attitudes from some principals were the major limitations the researcher encountered.

Key Words: *Grade R teacher; support; principal, managerial perspective, survey*

DECLARATION

I, Zimasa Pantshwa, student number 192604066, hereby declare that the work that has been presented in this dissertation is original. It is a result of my personal effort through the professional assistance of my supervisor, Dr. M. Molepo. Where work of other researchers and writers has been used has been duly acknowledged in the text

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ACKNOWLEDGEMENTS

I wish to express my sincere thanks and gratitude to the people without whose assistance this research would not have been successful.

Dr. M. Molepo, my supervisor and mentor, has led me through the difficult times of this study. His patience, incredibly fast feedback, constructive comments and encouragement have been an inspiration to me. May God bless you and grant you more wisdom.

I am sincerely grateful to the principals of the schools who allowed me to conduct research in their schools. I must be specific to the Grade R teachers (my participants) who attended to my plea whole-heartedly.

My sincere gratitude also goes to my family, who supported me in different ways, looking after my daughter, Miso-Mihle when I was busy with this study.

My son Sisa Locks, nephews Zuqaqambe, Yanga, Yandisa, Kuyu, Mashishini, Zimvo, I thank you for the assistance with modern technology you gave me; I challenge you through this study to go beyond this level. Education has no age limit.

I wish to thank God Almighty for making this study a success. I cannot forget to thank Nokuzola , for her patience in dealing with people in the office.

ACRONYMS AND ABBREVIATIONS

AKES	-----	Aga Kan Education
ECD	-----	Early Childhood Development
ICDS	-----	Intergrated Child Development Services.
ICPD	-----	Initiative for Children's Provisioning & Development
NAESP	-----	National Association of Elementary Principals
NMI	-----	Nelson Mandela Institute
GET	-----	General Education and Training
FET	-----	Further Education and Training
KQT	-----	Qualify Kindergarten Teachers
NGO	-----	Non Governmental Organizations
OECD	-----	Organization for Economic Co-operation and Development
PMG	-----	Parliamentary monitoring Group
SASA	-----	South African Schools Act

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Introduction

In part one the researcher discusses the background to the topic in relation to the learning and teaching support given to Grade R teachers in their schools. The background will entail the concept of Grade R, its history and its incorporation into the mainline school system. In this context the researcher presents the background by exploring the development of Grade R from being located in daycare centres or crèches to its present form as a formalized grade in the school system. She will discuss the developments in Early Childhood Education in other countries as well as in the South African context.

After outlining and discussing the historical background and exploring how grade R teachers are supported or not supported, the researcher will state the research problem with specific reference to the type of support Grade R teachers should receive or not receive. The statement of the problem is accompanied by the main research problem and its sub- research questions. Thereafter, the objectives of the study follow, with a specific view regarding the forms of support that must be given to grade R teachers.

After the problem has been stated and clarified, and the research questions and accompanying objectives stated, the researcher discusses the rationale and the significance of the study wherein the researcher motivates the importance of support to the grade R teacher. Operational terms that used in this study are defined, including acronyms. The limitations and delimitations of the study and how the latter will be overcome will also form part of part one.

1.2 Background

Pre-school education is the provision of education for children before the commencement of statutory and obligatory education, usually between the ages of zero to five years depending on the jurisdiction, (www.centerforpubliceducation.org, Preschool Education, April 2009).

The introduction of Grade R class in the mainstream public schools in South Africa came with good intentions and challenges to both government and other role players. Grade R is a stage of schooling that is prior to the formal education that starts from Grade 1. There are standards that are expected from the Grade 1 teacher and the Grade 1 learner. It means therefore that, there has to be a springboard that could propel the programme of education by getting the child ready for formal schooling, thus forming a bridge between home life and school life.

The idea of Grade R is known throughout the world; the difference is that developed countries have long practiced the programme. The concept is relatively new in some developing countries. For instance, South Africa has only fourteen years of experience in practicing Early Childhood Development (ECD) programme.

According to the South African White Paper 5 of 1996, Grade R is defined as 'a comprehensive approach of policies and programmes for children from birth to nine years with the active participation of their parents and care-givers'. In alignment with the constitution and other White Papers on education, Grade R is defined as a continuous and developmental programme that is an 'umbrella that applies to processes term that applies to the processes by which children from birth to at least nine years grow and thrive physically, emotionally, spiritually, morally and mentally.

The definition of the ECD programme goes hand in hand with its evolution from a crèche-class concept to a full programme that entails many aspects of development and

involvement of other stake-holders like the Department of Social Affairs in the programme. The above statement is supported by the South African Education and Environment Project (SAEP), (www.saep.org, SAEP's Early Childhood Development Programme, March 2009), when it is said that crèches needed help as early as 2003 and by now have moved from being purely day-care centres to being providers of quality pre-school preparation that meets Grade R requirements.

Countries such as the United Kingdom have long ascertained the importance of Grade R class as the pillar for all Education as early as the nineteenth century. In countries like U.K. the issue of Early Childhood Education emerged as a means of caring for the children of working parents (Aubrey, 2000, pp.7). He further notes that the enrolment of the five year olds was also meant to make sure that a workforce could read, write, and be numerate. The Education Act of 1944 was an indication that the government meant the maintenance of the early childhood education because it encompassed provision for nursery education for three year olds to four year olds. In some areas of the country, nursery schools were attached to the primary schools. On the other hand, some local authorities tried to intergrate their pre-school services called 'Centres of Excellence' (Aubrey, 2000, pp.10), associated with government's Early Excellence Centres.

The plight of including Grade R in schools or in the general education system differs with the interest of the leaders in time, or becomes similar at various points of social or economic stature. The United States had a publicly funded pre-school as early as 1965 by the then president of the state, President Johnson (Otto, 2010, pp.68). The federal government helped to create the programme for children of low-income families. According to Otto, the positive success of the pre- school even in the United States meant that the leaders were showing interest in the educational reform of the young children.

Early childhood education in the African continent has had its rough road down the line as early as efforts of Aga Khan Education (AKES) in the early 20th century (Aka

Khan Development Network (2007), which were the first to open doors to students of all

cultures. The idea of opening doors for African students was a response to meet the educational needs of students resulting from the previous discrimination during the colonial era.

The road traveled so far to the establishment of an ideology about early childhood education has not been a smooth one, since for a fact; the road to general education has not been smooth. It is clear that early childhood education in East Africa has not been an economic venture, like in other instances, where early childhood education starts as a day-care centre to look after children of working parents. The establishment of an early childhood programme after a long toil of establishing education in a previously colonized area is viewed in this study, in the perspective of rebuilding a nation, after a political spell.

The perspective of nation rebuilding from previous wars is different from the South African perspective where racial discrimination is the bigger part of the South African history. Early Childhood Education in South Africa emanated from a political perspective of human rights and the democratic point of view that every child has a right to good education. According to the Bill of Rights contained in the constitution of the Republic of South Africa, 1996(Act 108 of 1996), everyone has the right to basic education, including Adult Basic Education and further education, which the state , through reasonable measures, must progressively make available and accessible.

In the White Paper 5 of 1996, the Early Childhood development challenge is seen as heralding a new era with a new opportunity created by the end of apartheid, for all children to grow up in dignity and equality. From a national perspective of human development, the government has committed itself to the advancement of the rights of children and the desire for human development, as postulated by Section 28 of the South African Constitution of 1996, and the White Paper 5 of 1996.

According to the article 'Child Care & Education' Leads (2010), the power vested upon the National Department of Education is to ensure that

- All levels of the education System adhere to the policies and laws
- Mechanisms are in place to monitor and enhance quality in the system
- The system is on par with the international developments.

The national Department of Education takes it as its responsibility to provide leadership through the management of and evaluation for Early Childhood Development and other programmes like inclusive education etc. In the article mentioned earlier, the National Department promised to develop the capacity of District Managers to support and ensure quality teaching and learning through its district developmental programmes.

After the incorporation of Grade R classes into mainstream education, grade R teachers had expectations that schools into which they were incorporated would be given adequate support so as to function effectively and productively (Edgington, 2004, pp.241). In line with what the above author says Grade R teachers expected principals of their schools to take the lead in ensuring that they were provided with the support they required to run classes effectively, despite some of their shortcomings, such as poor qualifications and lack of resources. Many Grade R teachers have been incorporated into mainstream public school system with the expectations that the school managers would embrace them and create proper and conducive support mechanisms to run Early Childhood Education smoothly.

1.3 Statement of the problem

The researcher is a teacher in one of the junior secondary schools where there is a Grade R class and teacher. After the integration of the Grade R classes into the schools, the researcher observed, through informal discussions with some Grade R teachers that they seem to experience challenges in getting the necessary support from the

management of their schools. The researcher thus found it necessary to explore the support given by school principals, whose schools have Grade R classes, in ensuring that Grade R teachers are able to effectively conduct learning and teaching in their classes.

1.3.1 Main Research Question

In order to accomplish the objectives of the study the following main research question will be addressed:

What is the role of the principal in supporting Grade R teachers in order to promote effective learning and teaching in Grade R classes?

1.3.2 Sub-Research Questions

- Does the principal give technical support to the Grade R teacher?
- Does the principal regularly discuss issues related to the learning and teaching activities in the Grade R class?
- Does the principal create opportunities for the Grade R teacher to develop academically and professionally?
- Is the Grade R teacher incorporated into the school on an equal footing with the rest of the school community?

1.4 Aim of the study

The aim of the study is to explore the role of the school principals in supporting Grade R teachers in order to enable them to conduct learning and teaching effectively in Grade R classes.

1.5 Objectives

The objectives of the study are as follows:

- To find out what form of technical support do the principals give to Grade R classes in their schools
- To find out if principals discuss issues related to Grade R learning and teaching activities with Grade R teachers.
- To explore whether or not principals create opportunities for the academic development of the Grade R teachers
- To explore the role played by principals in ensuring that Grade R teachers are incorporated into the school community

1.6 Rationale of the study

After the integration of the Grade R classes into the schools, the researcher has observed, through informal discussions with some Grade R teachers that they seem to experience challenges in getting the necessary support from the management of their schools.

The researcher is a teacher in one of the junior secondary schools where there is a Grade R class and teacher, and has noticed with concern that mostly, Grade R teachers are ex-matriculantes who have not received professional training for teaching, let alone having been trained to teach such young children. They therefore need the support of professional leaders like the principal in order to meet the expectations of the Department of Education. Another concern of the researcher is that the incorporation of Grade R into the GET Band is a new concept and a new practice, and the principal therefore has a role to play in supporting the Grade R teacher.

The researcher found it necessary to conduct research in order to explore the type of support the principals of schools give to the Grade R teachers in order to yield quality results. The researcher would also like to find out if the Grade R teacher is totally incorporated into the school on an equal footing with the rest of the school community and its activities.

1.7 Significance of the study

This study on Early Childhood Development is of significance as it marks another perspective of looking at early Childhood Development from a managerial point of view.

The researcher hopes that the areas of support that are investigated in this study will contribute to another avenue of early childhood studies. Commonly, Early Childhood studies are developmental studies; some are psychological studies and others are on parental involvement. The managerial perspective of this study may serve as an opener to more research work that might go deeper into the management of Grade R class. It will also benefit the education fraternity in general.

The learners will benefit from this study because areas of reference on how to handle Grade R issues will be dealt with thereby increasing the quality of education for the learners' benefit.

Where there may be lack of knowledge on how to support Grade R, this study envisages to bring into consideration an updated view of how a Grade R class should look like, through reference to current literature from international, national and local sources.

1.8 Limitations

There are various factors which may harm the study ranging from physical factors to attitudes.

The subjects of this study were Grade R teachers, who had to give account about their seniors. The subjects might have fear about the study, resulting into limitations, which might have a negative impact on the results of the study. Such limitations are discussed below:

- The principals developed a negative attitude towards the study as they possibly suspected that the researcher conducted the study in order to spy on their management styles and poor treatment of Grade R teachers, where such practices could be found.
- The Grade R teachers may also have been the cause of limitations to this study. Grade R teachers do not have much confidence in themselves because they did not attend college in order to qualify to teach. Some of them started by being child minders and were automatically exempted from formal training in order to be formal teachers after the incorporation of Grade R into the GET band. Their payment is far below the earnings of a professional teacher.

For the reason mentioned above, there is a prevailing feeling that these unqualified Grade R teachers have received a favour from the principals by being employed in a particular school. This feeling of being granted a favour can lead to timidity and being satisfied with what is being done. This belief may also hinder the Grade R teacher from understanding the difference between what she has been given and what she deserves.

- The study was conducted in September, a busy time for trial tests and moderations. As a result of that, getting into the principal's office to ask for permission to conduct a research and signing consent would not make the researcher a popular visitor.
- The study needed to cover a large sample, as a quantitative requirement, and that led to serious time constraints and financial constraints to the researcher, as she is a teacher at the same time.

- The study was conducted in one circuit; therefore, the results may not be generalized nationally and internationally.

1.9. Delimitations

The population of the study refers Grade R teachers found in all the schools of circuit 13 which have Grade R. Not all schools in Circuit 13 have Grade R. That condition alone, limited and confined the results of the study to schools which have

Grade R. Due to accessibility, the sample might be too small to make generalizations, even if the sample were to be hundred percent representative of the population. Although the sample will be representative of the population, the researcher is aware of the fact that cases differ from school to school.

Circuit 13, where the study will be conducted is part of a wider area of the Eastern Cape.

1.10. Definition of operational terms

Grade:

A step in a scale of quality or rank (Hawkins, pp.996). The Oxford English Dictionary also defines a Grade as a step in a scale of quality, rank or standard.

Grade R:

A South African definition of school readiness class that prepares children at the age of five to six years for formal school.

Technical support:

According to Feeney (1989, pp.68), technical support refers to the resources and material used in teaching in order to improve the processes of a programme. In the case of this study, technical support refers to all the material resources which are needed and used in the teaching and learning programmes of the Grade R class.

Junior Secondary School:

It is an institution for teaching and learning which starts from the Sub-Standard A to Standard Seven. According to the current South African School's Act No.84 of 1996, the

terminology moved from being Standards, to Grades, with the inclusion of Grade R into the mainstream- the Junior Secondary School was categorized into phases, viz: the Foundation phase, the Intermediate phase and the Senior phase. According to the above mentioned Act, the whole schooling system was categorized into the General Education and Training Band (GET) and Further Education and Training Band (FET). The former band encompasses R to Grade 9 (former crèche groups to Std 7) and the latter starts from Grade 10 to Grade 12 (former Std 8-Std 10)

1.11. Structure of the text

CHAPTER 1: Introduction and Background of the problem

This chapter will give background on how Early Childhood Schooling was perceived in the olden days. It will also trace the road covered by the privatization of child centres up to the incorporation of the Grade R class into the GET Band. In this chapter, the problem is stated as it emanates from the researcher's observation of a situation of Grade R teachers in school. The researcher states that the study investigates the manager's role in trying to support the Grade R teacher in terms of facilities, instructional plan, resources, and overall knowledge of what is happening in the Grade R classes in a specific area.

CHAPTER 2: Review of related literature

The literature that will be suitable for this study is on management that is supportive to Grade R teachers. Literature on Inclusive Education will be consulted. Government Gazettes that describe appropriate incorporation of Grade R Class will be consulted, so that they act as a yard stick to measure the areas of support needed by Grade R teachers. The Internet will be visited so as to be on fact with the expectancy of a good Grade R class.

CHAPTER 3: Research Methodology

Research Methodology will appear in this chapter where a quantitative research design will be employed.

Population and Sampling procedures will appear in this chapter where the Grade R teachers will be the sample of the study.

A sample of the designed questionnaire will appear in this chapter.

Ethical considerations will be addressed in this chapter.

CHAPTER 4: Results and data analysis

Having administered the questionnaire, the results will be given in this chapter.

Data analysis for the closed questions will be done by means of the SPSS programme. For open ended questions, frequencies will be used.

CHAPTER 5: Summary, Conclusion, Recommendations

After the data have been analyzed, an overall reflection of the condition of support will be given. Areas where support is needed will be established. Recommendations will be done in areas of need.

1.12 Conclusion

This far, the researcher has covered the introduction of the study and the background. In the background the researcher discussed international, continental and national issues related to research on Early Childhood Development. The section also covered a discussion of the problem statement and research questions that revolved around the study of support given by principals of schools to Grade R teachers.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This part of the study is devoted to the review of literature related to the aspects of the study. The researcher has consulted relevant books and journals to familiarize herself with developments and research studies conducted in the area of early childhood development and management. She also discusses what various authors say, and which research studies have been conducted about support and support systems put in place for the accommodation of Grade R classes and Grade R teachers in the mainstream public education system. Specific references are made, in an attempt to address the main research question and its sub-research questions.

2.2. Divergent definitions of Grade R , and Grade R teacher.

2.2.1 What is Grade R?

Pre-school education is the provision of education for children before the commencement of their statutory and obligatory education, usually between the ages of zero to seven years depending on the jurisdiction, (Wikipedia. 2010). In other countries like Hong Kong, Early Childhood Development programme (ECD) is termed the Kindergarten. (www.informaworld.com, Early Years, Vol.28 No.2 July 2008). It further noted that pre-primary school teachers must complete a professional course which enables them to attain Qualify Kindergarten Teachers (KQT). The young children from four years to eight years are also ranked to Kindergarten 1 (K1), K2 and K3.

According to Edgington (2005, pp.47) Early Childhood Education is defined in the context of its purpose as the early type of education that comes before formal schooling; Grade R being the first year of the foundation phase, is meant for children from four years old. In South Africa, Grade R is defined by the South African Schools

Act (1996) as a preparatory period from four to five years of age preceding formal schooling that is determined by the exit year of age 6 years.

2.2.2 What is a Grade R teacher?

In defining a Grade R teacher, Dopyera (1990, pp.5) advocates considering Grade R teaching as a serious sub-career within the teaching profession. He marks a difference in teaching other children by virtue of the fact that preschool teachers work in conjunction with other adults such as the health-care specialist, nanny, home visitor etc. According to Dopyera, the Grade R teacher legally works in loco-parentis, i.e. standing full time for parents and guardians, regulating the children's conduct and also taking measures for a pupil's safety, health, and welfare. In countries like Britain, Early Childhood Education has its college and university qualifications viz:

Level 1- entry with high school diploma and no specialized Early Childhood preparation

Level 2- entry with a degree in Early Childhood Education or Child Development

Level 3- entry with baccalaureate degree in Early Childhood Education or Child Development

Level 4 – entry with graduate degree in Early Childhood education or child development or level 3 with experience.

In the South African context, the Grade R teacher cannot be defined in terms of entry levels into the teaching profession as they have not entered teaching with tertiary qualifications. Many, Grade R teachers are ex-matriculantes who have not gone to university to qualify for a teaching certificate. They rely on crash courses and workshops that are meant to put them on par with the expectations of a qualified teacher. Edgington (2005, pp.3) lists distinctly the characteristics of a Grade R teacher, where, according to his terms, should have warmth and sympathy so as to respond consistently to a wide range of colleagues, parents and children from all sectors of the community .

2.3. History of Early Childhood Development in South Africa

Early Childhood in South Africa emanated from political perspective of a human rights and a democratic point of view that every child has a right to good education. According to the Bill of Rights contained in the constitution of the Republic South Africa, 1996 (Act 108 of 1996), everyone has a right to basic education, including adult basic education, and further education, which the state through reasonable measures, must progressively make available and accessible.

The introduction of the Grade R class into the mainstream public schools in South Africa came with good intentions and challenges to both government and other role players. Grade R is a stage of schooling that is prior to the formal education that starts from Grade 1. There are standards that are expected from the Grade 1 teacher and the Grade 1 learner, which are meant to maintain continuity and consistency in the mainstream schooling. It means therefore, that there has to be a springboard that could propel the programme of education by preparing the child for formal schooling, thus, according to Sample Resume (google.com) downloaded on 16th January 2011, forming a bridge between home life and school life.

The idea of Grade R is known throughout the world; the difference is that developed countries have long practiced the programme and the concept is relatively new in some developing countries. For instance, South Africa has only fourteen years practicing Early Childhood Developing programme. It was only after Constitutional Bill on Early Childhood Development, which was passed as the White Paper 5 of 1996, extracted from National Constitution by the then minister of education, that the South African citizens should provide children with a solid foundation for lifelong learning and development through early childhood development (National Education Policy, 1996). There are various definitions assigned by various people, countries and organizations depending on what it entails, centered around early schooling, early teaching and learning, early development, etc. The South African definition of the programme according to the White Paper 5 of 1996 is a comprehensive approach of policies and programmes for children from birth to nine years of age, with the active

participation of their parents and care givers. In line with the constitution and other White Papers on education, Grade R is defined as a continuous and developmental programme that is an umbrella that applies to process term that applies to the processes by which children from birth to at least nine years grow and thrive physically, emotionally, spiritually, morally and socially.

In the White Paper 5 of 1996, the Early Childhood development challenge is seen as a new era and a new opportunity created by the end of the apartheid for all children to grow up in dignity and equality. In the national perspective, there is the factor of human development, where the government committed itself to advancement of the rights of children and the cause of human development, as postulated by Section 28 of the South African Constitution of 1996, and the White Paper 5 of 1996.

According to Leads (2010, pp.148), the role of the national department is to translate the education and training policies of government and provision of the constitution into a national education policy and legislative framework. Grade R was counted among those areas of operation that the national education framework mandates in provincial legislature. The power vested upon the National Department of Education is to ensure that

- All levels of education System adhere to the policies and laws
- The system is on par with the international developments.

The national Department of Education takes is responsible for providing leadership through the management of and evaluation for Early Childhood Development and other programmes like inclusive education etc. in the article mentioned earlier, the National Department promised to develop the capacity of District Managers to support and ensure quality teaching and learning through its district developmental programmes.

After the incorporation of Grade R classes into the mainstream education, grade R teachers had expectations that schools into which they were incorporated would be given adequate support to function effectively and productively (Edgington, 2004,

pp.241). In line with what the above author says, Grade R teachers expected principals of their schools to take the lead in ensuring that they are provided with the support they require to run classes effectively despite some of their shortcomings, such as poor qualification and lack of resources. The initiative of early childhood education mostly emanates from a childcare point of view because of mothers who are at work during the day, as stipulated by the Organization for Economic Co-operation and Development (OECD), Early Childhood Education and Care, accessed on Google.com. 29th September 2010.

2.4 Support and support systems needed by Grade R teachers

2.4.1 Areas of support for Grade R

The root of this study emanates from a managerial point of view where, the principal as the immediate representative of the Department of Education is expected to support Grade R teachers. As the Grade R class was incorporated in the GET band by the authority of the SASSA of 1996, it brought an added advantage of an increased roll. It therefore stands to reason that the principal must not only enjoy the advantage of an increased roll, but must also work towards quality foundation and support the Grade R teachers.

In the instance of this study, the areas of support that will be explored by the researcher are as follows,

- physical support
- material support
- moral support

The researcher has thus categorized support into sub-areas so that each area stands as a variable that may not be influenced by the other. The researcher will easily identify areas that have more support, little support or no support.

By physical support the assumption is that the principal should visit the Grade R class in person so as to see, and witness the physical condition of a Grade R class if it is

really up to standard. A Grade R class is up to standard if it fulfills the equipment advocated by Feeney, (1989, pp.142).He believes that Grade R class should be spacious, have different surfaces, allow the children to draw on walls excite is the interest of this study to investigate whether the principal understands what a Grade R class should look like, and facilitate favorable conditions thereof.

By material support the principal is expected to bring relevant material like books, toys, furniture, language laboratory and other relevant material for Grade R class. Improvisation is good but should be done voluntarily without total reliance on it, as some of the outcomes of learning may not be clear. Moloi (2002, pp.94) calls the type of support 'technical support', where he denotes that it pertains to administrative resources, allocation of financial resources and allocation of teaching and learning material. He believes that the provision of resources has an impact on the quality of learning that takes place in the classroom.

By moral support the principal is expected to the Grade R teacher reach certain standards of expectation that are advocated by the Interim Policy on Early childhood Development (1996). The preamble of the Interim Policy (1996, pp.24) states that the Grade R teacher with commitment, care, knowledge and experience can offer the good quality service in home, centre or school. In this study, it is felt that the Grade R teacher cannot walk the walk the road alone in trying to reach standard of expectation without the support of the principal. It is therefore the interest of this study to investigate how much support of the principal. it is therefore necessary for this study to investigate how much support the principal offers to the Grade R teacher in the quest for the success of the Early Childhood Development.

2.4.2 Learning and teaching needs of Grade R

Good education starts with good school readiness programmes, (Hartshone, 1999, pp.S48) He believes that learning should be a beneficial product of teaching. He further believes that no matter how hard the teacher teaches, if a learner does not learn, the whole exercise is futile. The Grade R teacher should have an in-depth understanding of

the learning styles of children in his classroom. Dean (1995, pp.42) categorizes the learning styles of children into: Attention seeker: this child always needs attention of the teacher more than the others.

Intermittent worker: avoids teacher's attention and only works when the teacher is watching.

Solitary worker: this learner spends most of the time working alone with little interaction with other children or the teacher.

Quiet collaborator: similar to the solitary worker, concentrate on routine activities

Knowledge of the learning styles will give the Grade R teacher more knowledge on how to deal with young children-

During the preschool years, the children learn basic habits, improve their skills and socialize (Aral, 2009). The author states that it is important that teachers who spend considerable amount of time with children when they are developing most quickly and who influence children as much as their parents do, love their profession practice it willingly, understand children, emotions and thoughts, and establish empathy with them. She believes that nursery school children enter school with a wealth of experience to draw from; they have learnt how to develop many skills that they need to operate in the world.

2.4.3 How are Grade R learners taught?

The methods of teaching young children are also influenced by many factors such as socio-economic, political factors, and the reasons cited earlier in this study for the establishment of early childhood education. According to the Initiative for Children's Provisioning & Development (ICPD), (www.google.com. accessed in November 2010), early childhood education in India is subject to two extreme but contrary deficiencies. Children from socio-economic backgrounds are congested in poor learning conditions, inadequate teaching material, poorly qualified teachers and other non-conducive factors that result in children who have completed six years of primary school learning, yet are lacking even rudimentary reading and writing skills. On the other hand, children from the middle and upper class attend private schools, running away from the congestion and poor quality of the rural schools. The more affluent are subjected to

extremely competitive pressures from a very early age to acquire language skills and memorize vast amounts of information in order to qualify for admission into the best school. 'Parents and teachers exert intense pressure on young children to acquire academic skills at an age when children should be given freedom and encouraged to learn as a natural outcome of their innate curiosity, through playfulness, and eagerness to experiment' (ICPD 2010).

The Indian way of Pre-school learning is contrary to the South African belief of introducing children to school in a good foundation through play. Riley (2003, pp.4) emphasizes the importance of play-based activities in the teaching of Grade R. According to Riley, a study conducted in by research that was conducted by Blatchford in the United Kingdom in 2002, revealed that children who made most progress had been offered a play based learning opportunities which had both curriculum and social learning objectives. The qualification and curriculum authority is convinced that play is an appropriate way for valuable learning in the foundation stage.

Fischer (1995, pp.10) believes that teaching a child to learn is a practical guide to teaching strategies that have been shown to develop effective learning. He believes that children show amazing potential to learn at an early stage, but it withers with growth and encounter with teachers who are less enthusiastic about the complexity of the learning ability of the child. According to Fischer, children bring into the world a surprising strength of curiosity, an elasticity of thought, and an ability to ask and respond to deep challenging questions. He then advises the teachers to deal with the children at an early stage to keep the child's early questioning spirit alive.

De Witt (2008) believes that learners need to have a wide variety of of experiences in order to develop the concepts and related vocabulary as they learn by decoding. She believes that literacy is not only a cognitive skill to be learned, but a complex social, cultural, psychological and linguistic activity. She further advises that it is important for educators to move from a child's natural involvement to independent activity by means of mediation and instruction.

Ways and methods of teaching Grade R is developing with times, and various advocacies are emerging, all with the view of improving Grade R teaching and learning. Wang (2010) advocates for an application of technology in the inquiry-based learning for the ECD. He believes that children naturally explore and learn about their environments through inquiry, and further recommends computer technologies as accessible vehicles for extending the domain of enquiry. He further suggests that instructional technologies should be used in ECD so as to enrich the young child's learning context, facilitate resource utilization, and support cognitive processes. Wang recommends a number of interactive games and educational software packages that have been implemented on ECD that address a variety of subjects including mathematics, science, reading, social studies and others.

2.4.4 Creating and supporting quality in Grade R through quality resources

Lenyai (2008) believes in linking policy to practice through resources. In her investigation about teaching and learning conditions in Grade R and how that can assist policy makers in the evaluation of language in education, discovered that the policy will remain impractical in the lack of adequate resources. She believes that teaching Grade R in the absence of necessary resources is futile for both the Grade R teacher and the children. According to Feeney (1987, pp.80) another important condition required for infants to develop normally is an environment that provides them with novelty and

stimulation and includes opportunities to hear, see, reach, touch and explore. Burchfield (2003) encourages that young children should be engaged in active meaningful learning. He highlights the classroom environment as the best vehicle towards best learning. Feeney's view and Burchfield's are further supported by Wang (2010) where he notes that children naturally explore and learn about their environments through inquiry.

Frost (1968, pp.156) believes that Grade R class should be well equipped in order to stimulate the child holistically, physically, emotionally and otherwise. Physically, a Grade R class should be spacious and if possible, have different surfaces for the

children to explore. According to Feeney (1987, pp.91), the walls of the class should be in black, so that the children can draw on the boards at their level and drawing can be cleaned conveniently. He further notes that a Grade R class should be emotionally appealing with all the signs of life like pictures, toys and other materials. In this study, it is believed that one of the support strategies that the principal should embark on in supporting the Grade R teacher is to see to it that the environment is conducive to learning and learning material is of a good quality.

Akrofi (1981, pp.64) calls the classroom 'the world of the child' as he observed the way people valued their school life referring to their classrooms. In his study of people's perceptions about their school life, he discovered common trends of referring to occasions in their classrooms. He then concludes that the classroom is an important and complex place within the school.

Various authors value the effect of space and the classroom in the teaching of young children. Proctor et al (1996, pp.8) defines the classroom as a highly complex and fascinating system which can be viewed in three contexts, the physical, psychological, and social contexts. He further elaborates on each context that the physical context refers to the resources, space, facilities and other material objects that help in teaching. He refers to the psychological context as the emotions and individual differences in how children learn. He then refers to the social context as the relationships formed by children amongst themselves and the teacher. It is there worth considering the effect of the condition of the Grade R classroom, if support is being taken into consideration.

2.4.5 Support systems created by principal towards effective learning and teaching in Grade R

The principal, as the immediate accounting officer of the Department of Education has an obligation to see the Grade R programme take shape. The role of the principal in supporting Grade R can be viewed in many perspectives ranging from a managerial

perspective, to a school improvement perspective. This study has its interest on the principal's role as a leader and supporter of the Early Childhood Programme.

Bell (1996, pp.71) contends that the principal should monitor the planning and representation of the programmed units of the subject matter and provide support and advice where it is needed. Cole (2005, pp.198) views mentoring as a manager's view on support where he associates both supporting and mentoring in three major functions viz, professional, career, and psychological. Fiddler, (2002, pp.74) refers to support as capacity building. She further contends that support is to make possible and encourage one to do beyond one's thinking potential. One of the managerial tasks of the principal is to encourage the skills that enrich the practice of the Grade R teacher.

2.5 A philosophical view of ECD and support.

According to Farquhar (2008, pp.3), the term 'Early Childhood Development' does not refer only to the theory and practice of educating young children, but also refers to educating adults about young children. It is important therefore that the principal should know a good deal of the Grade R class and Grade R teacher in order to give the relevant support needed for the smooth running of a genuine Grade R class. The principal should be knowledgeable about all the aspects of ECD, such as school readiness, brain development of the child, assessment, quality assurance, parental involvement, government involvement, language literacy and other areas of literacy, partnerships, and special needs etc. The principal should be well versed about change that may now have political and social cognizance in the Grade R class.

'A leader knows the way, goes the way, and shows the way', (Wortham, 1996, pp.161). This statement, put in a philosophical way, reminds the principal of his leadership in the whole school that the Grade R teacher is not just the ultimate goddess of the class; she needs guidance, mentoring, support and development. The principal's knowledge, experience and expertise are now challenged; to lead by example, go an extra mile, go ahead, to show true leadership. It is at this juncture that the definition of support and

mentoring overlap as Cole (2005, pp.73), defines mentoring as support, knowledge transfer, information giving, awakening and all that a leader does to develop a person. In the instance of this study, the principal will not be only supporter; he will be a mentor, a guider, an information giver and not merely a figure head.

You cannot understand the teacher or teaching without understanding the person the teacher is, Fullan et al (1995, pp.67). This statement summons the leaders or principals to know their teachers in every context of education. This can be further elaborated by noting how a teacher fares under various teaching conditions, over years, in different times, with various people, different children with different behaviours etc. With such understanding of the person the teacher is in different conditions, the principal is able to understand the teacher and her teaching.

Hartshorne, (1997, pp.87) postulates that support goes hand in hand with mentoring. In her 500 tips for school improvement, she cites mentoring as part of support and development. The position of overlapping of terms means overlapping practically. It stands to a reason therefore that the principal must know Grade R expectations, if he means support, because support encompasses many responsibilities.

Witt (1994, pp.191) believes that school readiness is not an area of development, rather it subsumes a wide range of skills and behavior related to success in school. School readiness cuts across areas of cognitive, language and fine motor development. Skills or behaviors typically considered as important to school readiness include copying shapes and figures, identifying numbers and letters, left and right orientation, and understanding basic concepts such as same-different, top-bottom, first-last, before-after. The principal should also be knowledgeable with all the skills, and areas of development, in order to assist the Grade R teacher with better understanding of the child.

Phipps (2010, pp.137) believes that early childhood educators come in all types, shapes and sizes. This statement gives the impression that teachers are unique in as much that the children are unique. If applied to this study, the principal should understand

more of this philosophy because it pertains to the social and human resource side of management where the principal must show individual understanding of the staff members. This will engender an understanding of the individual needs and areas of support for the Grade R teacher.

2.6 The principal, as manager of staff development, incorporating the support of Grade R

Winton (2000, pp.94) as cited in Lenyai (2008) claims that many schools have succeeded in many aspects of education through having a vision, providing a challenge to all pupils and pursuing particular practices. This is ascribed to knowledgeable principals who put more emphasis on school programs and guiding policies. The ECD program also depends upon the principal for support. According to Oldroyd (1991, pp.73) teacher appraisal is one of the tools that help to identify individuals' needs, and school needs. He believes that the self-rating form which aids self reflection should be followed by discussions with the teacher concerned and some colleagues from the senior staff or supporting groups. The principal at this time of staff development may be able to capture the situation of the Grade R teacher in the real life situation. In his campaign for staff development, Oldroyd (1991, pp.102) advocates that the staff development programme must be designed in such a way that it meets both individuals and school needs. In order to meet the needs of a Grade R teacher, the peer supporter of the Grade R teacher should be another Grade R teacher from the cluster or circuit, who knows the needs of Grade R teacher and the class concerned. The principal knows the qualifications of Grade R teacher before she is employed in the post, therefore according to Oldroyd's advocacy, should start developing the Grade R teacher from her current levels of knowledge and skills. The principal should thereafter focus on making this practice a continuous process of professional development.

In Google.co.za Information Briefing Iowa School Boards Foundation, Vol.2, Joe 2008, papers from the National Association of Elementary Principals (NAESP) advocate for high quality education of young children. The above- mentioned website, identifies

various indicators of quality pre-school programs and has defined six standards of what principals should do create and support quality.

According to Standard 1 of this website, the principal should balance leadership and management roles to incorporate Early Childhood Programmes into a school's culture and organizational structure. In this instance, the principal should show interest in the programmes for Grade R by directly involving the Grade R teacher in the school activities that pertain to appraisal, staff development and other staff activities. All the other standards cited in this website are a consolidation and incorporation of the various perspectives of support in a social, physical, and psychological context.

According to Standard 2 of this website, effective principals work with families and community organizations to support children at home, in the community and kindergarten programmes. They establish and maintain ongoing communication with all families of the children, thereby playing a vital role of support in a social context.

Standard 3 of this website, principals should be knowledgeable about key elements of any appropriate learning environment for young children. They should use their leadership skills to ensure an appropriate environment in which Grade R should be taught. It is mentioned in this website that principals should also pay attention to structural elements such as class size, materials, schedules, space, and teacher-pupil ratio. Thereafter he should also pay attention to process elements such as the nature and quality of interaction between teacher and children.

According to Standard 4 of the above-mentioned website, the principal should ensure quality teaching and high quality instructional practices that foster young children's eagerness to learn. He must encourage the Grade R teacher to develop mathematical and literacy skills in order to provide a strong foundation for future learning. The knowledge and interest of the principal in the psychological development of the child is a key to a strong foundation, and confidence that may be felt by the Grade R teacher.

According to Standard 5 of this website, principals with a strong understanding of the ECD, help teachers to assess and make sense of children's learning in an ongoing process. They support teachers in using observation, records and portfolios of children to guide their growth. In order to support the Grade R teacher, the principal may use data from various forms of assessments to identify barriers, design strategies to overcome them, plan new learning experiences and initiate discussion with other stakeholders for the betterment of the ECD programmes. The principal must share information about programmes' effectiveness with school systems and other providers.

Standard 5 of this website states that the principal should use, and encourage the Grade R teacher to use multiple forms of assessment in order to strengthen the validity of learning and progression from Grade R to Grade 1.

Standard 6 of the above-mentioned website advocates for the trusted voice of the principal to advocate for the needs of the young children in the community. The principal should be familiar with early childhood funding streams and policy issues. He or she should keep the public and policy issues focused on the need for all children. Policies are guidelines that are meant to maintain uniformity in the governance of institutions . The principal therefore should run and support the Grade R class according to these standards and policies.

2.7 Grade R, a start for good education

Early Childhood Education is of great importance in boosting competency and contributing to long-term 'sustainable growth' (Nelson Mandela Institute for Education & rural development, 2009). The Institute, commonly called the NMI, carries the mandate of Nelson Mandela's post presidential initiatives to support education in rural areas. It has identified with concern the need for a good foundation and established in a pilot project classrooms that are well-equipped and resourced so as to monitor various factors and variables that pertain to good Grade R classes as a key to good education. This, amongst other projects and its mandate is called, 'Teacher Support

and Development.’ The Institute is putting into practice what other educationists and authors also believe in and practice.

Hartshorne (1999, pp.48) contends that good education starts with good school readiness programmes. Hartshorne advocates that the Grade R phase should produce children who are eager to learn because he believes that no matter how much a teacher teaches, if learning does not take place, everything is futile. He gives an outline of the basic considerations that should be taken into account when dealing with young children: He believes that a young child is not a clean slate; he has learnt something from home e.g. looking after his bodily needs, loving and hating and much else. Anything can be built on what the children already know, and they can be motivated as much as possible. Hagglund (2009) considers Early Childhood Education as a national investment. He discusses some aspects of Early Childhood Education with a bearing on its role in education for sustainable development. He believes that Early Childhood Education belongs to a larger educational system, and therefore trusts that global political and economical issues are involved when planning for sustainability. If Early Childhood education is planned for sustainability, it is therefore guaranteed to be a good start for education. Educationists like De Witt (2008) point some deficiencies in many skills as far back as the ECD. In this regard, she cites reading problems prevailing in schooling children as those that lacked intervention in early literacy as far back as the ECD. She believes that early literacy skills serve as a direct foundation for later reading proficiency.

2.8 Opportunities created for the academic and professional development of the Grade R teacher

Professional learning and development is the central factor in enhancing achievement and accountability, (Burnham et al, 1998, pp.22). This statement solidifies the vision that learning and development should be an ongoing process for teachers. As viewed in this study, the Grade R teachers should not be left out in what Burnham (1998, pp.114) calls the ‘learning promise’ or ‘learning commitment’, where he advocates for consistent learning and development of teachers. Giovacco-Johnson (2011), calls for

ethical professionalism in the professional development of the Grade R teachers. She defines ethical professionalism as the development of a strong self-identity characterized by the knowledge, skills and dispositions necessary for confidence and competence in making sound ethical judgments. This notion by Johnson is very important because teachers are bound to apply ethical judgments daily as they consider complex choices in sometimes unclear, uncertain and ambiguous situations. She believes that early care and education settings are sites for ethical practice, where early childhood teachers in the course of everyday activities often make judgments about and for the young children entrusted to them.

Prew (2000, pp.115) recognized with concern that emphasis has been put on equipping students who are training as teachers whilst he believes that another focus should be diverted to the development of teachers who are already in school, and who are increasingly confronted by a wide range of learning needs. The Grade R teacher falls in this category of teachers who need teacher developmental programmes, since they do not have a background of professional training in teaching.

2.9 The Grade R teacher as curriculum manager of her class and a good planner

Pre-school teachers are responsible for developing guidelines and cultivating disciplinary procedures and guidelines among children; these aspects are very important for the children's careers and personal lives as they grow up. The pre-school teacher also takes the responsibility of monitoring and supervising children at all times. She must have good communication skills to deliver lessons efficiently and interestingly. In order to cope with the entire task of developing the pre-school child with efficiency and effectiveness, the preschool teacher must have all the mandatory attributes namely, excellent communication skill, analytical and problem solving skill, love of working with children, supervisory skills, stress management skills, teaching skills, and listening skills.

2.9.1 A developmental perspective of Grade R teaching

Feeney (1987, pp.256) states that it is essential to understand how young children develop in order to provide a climate that supports creativity. Knowledge of physical, emotional and cognitive growth can guide the teacher as she plans her classroom activities. Her role as a teacher is to provide materials, experiences and relationships that support creative development. She must provide experiences that heighten children's awareness of sensation to give data and inspiration for artistic expression. Perry (2012) supports Feeney's view as he notes that physical development is central to the early learning experience, impacting on cognitive development and academic development. In his article, (Teacher's understanding...for Physical Development in the Reception Year, 2012) he explores the Grade R teachers' understanding of physical development and how these understandings inform their daily practice. He further quotes Lerner and Johnson (2009) as some of the champions for physical development who highlight the impact of isolated competences of early physical development on later learning difficulties and cognitive development. Brierley (1994, pp.45) terms the early years or pre-school years of the child the 'critical periods', when the child is showing his or her unfolding abilities, learning very fast and experiencing life at first hand. The crucial state of the child's mind is acknowledged by Brierley (1994, pp.18) where he defines it as the open flexible brain and further notes that most the cortex at birth is like a blank slate on which the lessons of experience will be written, including those of language. He believes that the child learns faster from something that stimulates his interest.

2.9.2 What should a Grade R teacher know?

According to *Preschool Teacher Resume*, at www.google.com. accessed on 15 November 2010, the pre-school teacher plays a vital role in imparting and teaching lessons to young children efficiently. The preschool teacher must learn various tools and techniques of teaching in order to handle young children's physical, and emotional needs at appropriate time. She must also schedule and organize fun related activities, creative and artistic activities. She may also organize individual activities and groups

namely arts, dance, music and games that help young children to bring out their special talents and develop it in the right stage. Proctor (1995, pp.9) maintains that the Grade R teacher should understand the various contexts in which young children learn, that is, the social context and psychological context. According to Proctor, the space, facilities, and layout of the classroom do have an influence on the learning. He believes that the teacher should consider the individual differences and the friendships formed in the social contexts. Kerry (1995, pp.28) also highlights the importance of understanding the social relationships in the child's learning. She believes that knowledge of the child's background will give the Grade R teacher a better understanding of the various influences that surround each child.

2.10 Values and core values in Early Childhood Education.

Feeney (1987, pp.42) contends that core values of a field are those deeply held commitments that are consciously embraced because practitioners believe that they contribute to society. According to Feeney, core values in ECD pertain to:

- recognizing and respecting each individual as unique human being
- Supporting children and adults in realizing their full potential
- Promoting an environment which fosters well-being in children, staff and family
- Fostering autonomy and self-reliance in children, staff and families.

The above mentioned core values serve as beacons of light for the Grade R teacher, that principal should work upon and help to accomplish. Early Childhood Education without core-values may be worthless.

Feeney (1987, pp.42) further denotes that sensitivity to others and a positive sense of self are essential requirements for becoming a person who can support the development of children. It therefore stands to reason that the principal should be sensitive person, to treat the task of support effectively. The Grade R teacher also needs to understand that she is a leader in her own right. Highlighting values and core-values, Johnston (2007, pp.53), cites personal values, moral values, and social values that should be inculcated in growing children as early as possible.

2.11 Incorporation of Grade R teachers into the school community

Dean et al (1994, pp.47) believes that once a teacher enters early years education, he or she is quickly socialized into the cultural norms of certain well established routines of teacher behaviours. She further argues that some routines are far more influential on other teachers' daily strategies in classrooms than the ideologies presented to them in programmes of initial training or in staffroom talk. In simpler terms, Dean's view means that the Grade R teacher will be incorporated in to the school community through emulation of other behaviours from the teachers. One of the ways of incorporating Grade R into the school community is through organizational ethics and morality, by showing a thorough understanding of the organizational culture. Packard (1997, pp.127), in her 500 tips for primary teachers suggests points on how a primary teacher, in the case of this study, a Grade R teacher should work with administrative and support staff. She suggests that developing a co-operative and mutually considerate working relationship with the support staff makes a critical contribution to a teacher's ability to cope with the workload. She further advises the Grade R teacher to be an effective colleague. Andrew et al (1995, pp.67) advocates for total involvement of teachers in staff development programmes, and in the case of this study, it heralds for total involvement of Grade R teachers. He highlights that teaching involves skills, values and expertise. According to Andrew, many staff development initiatives take the form of something that is done to teachers, rather than with them and still less by them. Such top down approaches to staff development embody a passive view of a teacher who is empty, deficient and lacking in skills, needing to be filled up and fixed with new techniques and strategies.

2.11.1 Raising the status of the Grade R teacher in the school

'Foundation stage teachers must be encouraged by head teachers to share their expertise more widely' (Edgington 2004, pp.241). Sharing of expertise encourages healthy work environment and collegiality. There is a general feeling of isolation and marginalization of Grade R teachers by colleagues. This feeling emanates from a real lack of interest in the Grade R teacher's work by colleagues. Generally, teachers are not

interested in what is going on in the Grade R class. This attitude is noticed by Dean (1994, pp.48) as she notes that early years practitioners are also to blame because they are often reluctant to articulate their professional knowledge. She therefore believes that it is a long haul to get the expertise of early years teachers recognized and given the status it deserves.

The principal should play a vital role in giving the Grade R teacher a chance to share his or her expertise, and demonstrate his or her skills within a wider school community. In this way the Grade R teacher will be confident in his or her professionalism –to make it clear that teaching young children is not a soft option, (Edgington, 2004, pp.241).

Dean (1994, pp.57) asserts that teachers are still developing as people, The treatment they receive from those senior to them, the extent to which their views are considered, and treated with respect, the attitudes, shown to them, all affect their development. If Dean's notion is taken into consideration by many principals and teachers, the Grade R teacher can feel a sense of belonging amongst other teachers.

Kitson (1995, pp.66) advises that the principal should make up a follow up after teacher has gone to a training course, so as to maintain the information and eagerness to practice the advices they received from the course. Due to lack of interest from colleagues, the enthusiasm to practice what was learnt becomes dampened, yet advisory visits after training courses can be particularly supportive.

Aral (2002, pp.89) contends that during their pre-school years, children learn basic habits, skills and they socialize. He believes that the Grade R teacher plays a major role at this stage. He further contends that it is logical that preschool teachers should enjoy their profession in order to establish healthy communication with children. Aral believes that high professional self-esteem and well-balanced empathic skills are needed in a Grade R teacher.

2.11.2 Policy within policy, Grade R's special policy to yield quality within the school

According to Edgington (2004, pp.41), it is important to develop special policies for the early years because it is easy to focus just on specific needs at this stage. She believes

that policies contain the gist of expectations and it binds the team members to their philosophy. In this study, it is believed that a policy for Grade R only can contain the gist of expectations for Grade R, and bind all that are involved in teaching and managing of Grade R to a common point of improving and developing Grade R. The researcher believes that a special policy to run Grade R class should be drawn, in order to draw the principal's attention to the specific needs of this class, because there are areas of difference with the general school functioning, in terms of time allocation, resources etc. The policy will help both the principal and Grade R teacher clarify their beliefs, aims, objectives and vision for all the aspects of the Grade R class. It will develop a shared understanding of expectation, and therefore the principal and Grade R teacher can work more consistently. The policy will ensure that all children and parents have equal access to high quality educational experience. The philosophy will also put the school community, (colleagues, school governing bodies, students, etc) more aware of the expectation of Grade R. It will be easier to focus on the needs of Grade R, and offer immediate support where possible. In other countries like Midwestern United States, The Early Childhood Education Program addresses the intent of inclusive education within early childhood education (Malone.2008). In his article, he presents data demonstrating the potential efficacy of Personal Learning Plans (PLP) as an instructional tool in Early Childhood Education. According to Malone, the PLP program within the ECD program was designed in an instructional context to assist children with developmental concerns, as a form of learner centered, and inquiry based instruction. Various programs and policies can be designed within the school policy or Early Childhood policies so as to strengthen the areas of focus in Early Childhood Development.

2.11.3 The role of the principals in incorporating the Grade R teachers into the school community

It is the duty of the principal to encourage supportive cultures which comprises of staff development committees and middle management. According to Glover (1996, pp.166), supportive cultures in schools are those cultures that enable staff to grow professionally because there is interaction between key elements of development. In

this instance, the key elements are the Grade R teachers and other teachers or seniors that cluster around a common goal, i.e. development. He further contends that staff discussions establish priorities, seek information, allocate resources according to programmes, and establish networks, and target appraisal according to an institutional development plan. The Grade R teacher will benefit from the plight of professional development as postulated above, and practiced in a properly managed school. Leithwood (2006, pp.193) views the role of the principal in transformational terms and advises principals to employ what he terms 'supportive leadership', to avoid burnout among teachers. It is this type of leadership that is postulated by Leithwood that will benefit the Grade R teacher and develop her professionally for the benefit of the Grade R child.

To consolidate the concept of support in schools, Prew (1994, pp.115) has recognized with concern that emphasis has been placed on equipping students who are at college or universities, whilst a central concern must be towards development of teachers who are already in schools, who are increasingly confronted by a wide range of learning needs. Amongst the attributes of professional development that Evans (1992, pp.19) cites is a measure of the extent of collegiality. He believes that some hours a week spent working with colleagues on professional activities are worthwhile in developing an aspiring professional; therefore, the Grade R teacher needs to spend more time with colleagues and avoid the isolation that will keep her away from other professionals.

2.11.4 Helping the Grade R teacher forge a close link with parents as part of incorporation in the school community

According to Stevens (1976, pp.200), one of the most important of the multiple components of early childhood program is that of parent education and parent involvement. He defines parent education as a component that focuses on making parents visionary and better parents with skills for raising the children. Parent education is good for Grade R parents for health and nutritional issues. Parent involvement is the active link between the Grade R teacher and the parent, where the parent is actively involved in the education of his or her child. In this regard of active

involvement of parents in their children's education, Smith (2002, pp.215) asserts that the involvement of parents in education has encompassed a range of roles for parents from observers to policy makers.

Fischer (1995, pp.240) suggests ways of involving parents in the life of the school and encourages them to be partners of the school community in order to encourage progress. He suggests that a newsletter for parents from the Grade R class can create a bond between parents and the Grade R teacher. Fischer further suggest that Grade R parents can be invited to see Grade R class in progress with their activities. In terms of Fischer's ways of involving parents, parents can also be invited to social gatherings for Grade R parents only where parents can share and vent their opinions about their children's adventures so that the Grade R teacher can be knowledgeable about who she is dealing with. Knowledge of child's background is important because it does have an influence on the progress of the child.

Kruger et al (1991, pp.3) regards the parents as the primary educators who have a share in their children's education and the quality of becoming adults. It is therefore crucial for the Grade R teacher, who, according to Kruger is a secondary educator to hold hands with the parents. According to Knight (1996, pp.12) parental involvement is often pursued under the banner of providing equality of learning opportunities for children. Nyezi(2009, pp.43) believes that Grade R teachers must be supported with both initial and in-service training and with classroom help from extra staff and resources where needed, so that children can benefit from the firmer educational foundation that is laid down when parents and teachers are genuinely in partnership. She believes that the parent is a powerful stakeholder in education in general and in pre-school education particularly.

2.11.5 Curriculum Management, a feature of support in professional development

Foskett (2003, pp.130), believes that support of the senior management in recognizing the professional knowledge and development of teachers is an important element of promoting a positive view of the planning system model. In spite of the fact that there

is a national statement regarding the syllabi for each class or phase, the teachers and senior management adopt a flexible approach to implement plans that enable them to respond to the syllabus. The Grade R teacher is not a blank slate; she can surely make flexible plans on her own. This undertaking signifies professional growth, and it needs the support of the senior management (Sharpe, 1996, pp.79) which is, in the case of study, the principal.

2 .12 Conclusion

The literature above has focused on the view that supporting Grade R is a managerial fact and should be treated as a managerial skill. This chapter reviewed the literature on the support of the Grade R teacher. Various aspects of support have been put forward as a benchmark to see what is done to support Grade R teachers, how it is done and areas where there is a total lack of all the aspects of support. There is literature (both old and new), including journals and government gazettes to support these. Most authors have a common belief about how Grade R should be taught, therefore, the need is known, literature has it , it is up to the results of this study to show if the common belief of most authors is being put into practice.

The next chapter will deal with the research methodology, designs and instruments for generating the relevant data from the different sources.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research design, the population, sampling, and instruments for data collection. The choice of the research design is discussed in this chapter as one that is non-experimental, descriptive and totally quantitative. The population of this research is given and discussed in full. The sampling frame of the study is also discussed since there are schools in the same circuit which do not have Grade R. The sampling procedures are then discussed extensively reasons for the sampling procedures thereof. Data collection procedures are accompanied by reasons for such a choice, which of course are influenced by the research design. The validity and reliability of the instrument are given and covered.

3.2.1 Research Method

Garrison and Shale (as cited by Larney 2000, pp.45) suggest that the selection of suitable methodology distinguishes research from casual observations, assumptions and opinions held. He further postulates that an appropriate research methodology for a particular study is one of the most important and difficult responsibilities of a researcher. For this study, the researcher has decided to use quantitative research methodology to answer questions about the support given to Grade R teachers by principals.

Schumacher (2005, pp.9) defines research methodology as the procedures which are engaged in finding information, data collection and data analysis that all lead to the success of the research. Furthermore, he notes that research methodology is systematic and purposeful in its way or path of acquiring knowledge by reliable procedures.

Sikes (2005, pp.16) refers to research methodology as the theory of obtaining knowledge, consideration of best ways thereof, and methods or procedures by which data and evidence are collected. Most authors concur with the belief that the term research methodology does not refer to a single activity that is cut and dried, but rather as 'plausible and objective explanations of problems to address issues of concern', (Gajendra et al, 1999, pp.3).

Research methods are defined by the way data collection and data analysis are done. This procedural definition of research methodology brings about two main types of research methods namely: the quantitative research method and the qualitative research method. These two methods of enquiry differ in the way of collecting data because quantitative data collection follows set procedures and steps that guide the researcher whilst in qualitative data collection the researcher uses an emergent design and revises decisions about the data collection strategies and the research process. Qualitative data analysis is a cyclical process which may involve organizing, coding, and categorizing. On the other hand quantitative data analyses are summarized, using simple descriptive statistical data and mathematical graphs.

For this study, a quantitative research method is used because the data were collected in a procedural way that follows a standard quantitative research method. Questionnaires were used in order to collect data from the Grade R teacher. It was proper for this type of research to analyze the data using the mathematical figures and statistical figures. Closed items were used in the questionnaire, so as to make it easier for data analysis to be clear and distinct. Open-ended questions were also used in order to get a broader view and perceptions of the issue of support.

3.2.2. Survey

The researcher adopted a survey research method specifically for this quantitative design because she wanted to cover a large portion of the data. According to Gray (2007, pp.100), the survey is one of the most appropriate for obtaining factual or attitudinal information about self-reported beliefs, opinions, values, motives, ideas,

feelings, desires, characteristics and also present or past behavior. In line with Gray's view, the researcher felt that a survey method was appropriate because some of the questions posed to the Grade R teacher would require attitudinal information, feelings, desires and motives, as cited above. According to McMillan (2008, pp.204), surveys are also used to investigate relationships between variables. In this study, the concept of support will be determined by responses of the Grade R teacher about the principal, i.e. the relationship between what the principal does, and the perceptions of the Grade R teacher and her needs. Macmillan further differentiates between cross-sectional surveys and longitudinal surveys; where in the former information is collected from one or more samples at one time. For the latter, information is collected from the same group of subjects over a specified length of time. This study is a cross-sectional survey because information will be collected from the Grade R teachers to reflect a condition of support at this given time of research.

3.3 Research design

According to Schumacher, (2005, pp.21) a research design is a plan that describes the conditions and procedures for collecting and analyzing data. Bless and Smith (1995, pp.63) define a research design as a specification of the most adequate operations to be performed in order to test a hypothesis under given conditions.

According to the authors mentioned above, there are two types of research design, the qualitative research design and the quantitative research design. The former includes interactive and non-interactive data collection procedures whilst the latter includes experimental and non-experimental data collection procedures. Non-experimental research design may be descriptive, comparative, correlational or a survey. Drew et al

(2008, pp.382), highlights that studies using quantitative research methods collect data in the form of numbers. In this approach to research, the occurrence of behavior is counted: correct answers or errors, and other types of measures are counted in terms of quantity. It is important for the researcher to employ a research design so as to keep the study aligned and procedural. A study that is not done

according to a research design may wallow around and lose focus and its original point of view. Lauer (2006, pp.42) believes that the research design must match the research question in order for the whole research to be solid. He believes that a descriptive research design needs to be propelled through descriptive research questions. The design shows the category of individuals that are studied, when, where, and under which conditions or circumstances they are studied.

A quantitative research design was used in this research. According to Schumacher (2006, pp.115) a quantitative research design involves all strategies plans and methods that are used to collect data either experimentally or non-experimentally. Non-experimental modes of inquiry have various components, like the descriptive, comparative, correlation , survey, and ex-post facto.

A survey was used as the research design of this study. A non-experimental research was employed here because the condition of support was going to be investigated without comparison. The study was designed such that it gave a descriptive view of the perceptions of Grade R teachers on how Grade R class is managed in the school. Muijs (2004, pp.80) believes that a quantitative research is good at providing information in breadth from a large number of units. In the case of this study, the researcher believed that a survey was proper because the information about Grade R support was needed from a large number of units.

As regards to data collection technique, Muijs (2004, pp.43) believes that the questionnaire is the most common method of data collection of data. A questionnaire was used to collect data from the Grade R teachers.

3.4 Site-selection

Schumacher (2005, pp.477) refers to the selection of the site as the specification of site criteria, implied in the fore-shadowed problems, used to obtain a suitable and feasible research site. In this study, the schools with Grade R were the research sites, because the criteria implied in the problems surrounding the support of Grade R are found in schools with a Grade R teacher and the principal. Geographically, the

schools are situated along the East Coast of the eastern region of South Africa. The circuit covers the three coastal wings of Coffee Bay, Hole in the Wall, and Sea-View. This area is characterized by an illiterate background: school in general is one of the adventures of growth and renaissance. Even the permanent structures are an improvement on the old mud structures. Some school structures are not even eight years old. A number of fortunate schools have been built by Japanese companies, but they are not as well resourced as the former model C schools. Electricity is like a dream in these schools. The schools are not only totally rural, but under-resourced. The only compensating factor in this condition that brings hope to education in this area is that they are now benefiting from the Section 20 and Section 21 schools that are a government subsidy. This provision allowed the schools to be non-fee paying schools of which the former get the material ready from the government whilst the latter run their finances. Some of the research questions are based on this categorization and relate on how Grade R is catered for.

Most schools in this circuit were built according to the old design. There are two blocks facing each other, and a mini administration block closing one side of the space between the blocks. Depending upon the school roll, Grade R is also included in these two blocks. This goes against Dopyera's view (1990, pp.185) on the location of the Grade R class: that a Grade R class should be far away from the normal classrooms and should cover a variety of floor surfaces. In this area some Grade R classrooms are made of corrugated iron. One can only describe them as shacks. Some shacks are small and some are big, all are hot in summer and cold in winter. It therefore stands to reason that the issue of Grade R needs immediate attention.

Endorsed below is a picture of an unnamed school whose Grade R class is a shack.



EXCERPT 1: *A shack used as a Grade R classroom*

3.5 Population

According to Schumacher (2005, pp.119) a population is a group of elements or cases whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. This group is also referred to as the target population or the universe. In this study the target population or universe is all the Grade R teachers of all the schools in Circuit 13 which have Grade R. The target population of schools with Grade R is different from other schools which are also situated in Circuit 13, i.e the sampling frame of this are the 37 Grade R teachers of the schools of circuit 13 which form the survey. Demographic characteristics of the population are that they are Grade R teachers of Circuit 13, which may be part of the delimiting variables of the study.

3.6 Sampling procedures

Maree (2007, pp.224) refers to sampling as the process used to select a portion of the population for the study. This view of selection of a group, according to certain characteristics is supported by Mason (1991, pp.476) as he defines a sample as a group of subjects from which data are collected, these data often being representative of a specific population.

According to Schumacher (2005, pp.119), there are two major categories of sampling techniques, they being probability sampling and non- probability sampling. According to Bell (2005, pp.204) in probability sampling, subjects are drawn from a larger population in such a way that the probability of selecting each member of the sample is known. He furthermore, he notes that this type of sampling is conducted to efficiently provide estimates of what is true for a population from a smaller group of subjects or sample. Against probability sampling, there is non-probability sampling, which is characterized by its convenience because subjects are chosen on account of their availability, rather than other characteristics of the population Schumacher (2005, pp.125). According to Schumacher, several methods of probability sampling can be used to draw representative or unbiased samples from a

population. Muijs (2004, pp.39), believes that the researcher needs to come up with an unbiased sample, that is not skewed towards one group or one favorable variable. The sample of this study is unbiased because the researcher does not have specific knowledge about any specific school.

For this study, Grade R teachers' schools became the sampling frame. Comprehensive sampling was used in this study. Schumacher(2005, pp.319) describes comprehensive sampling as the sampling in which every participant or group, setting or other relevant information examined, is the preferred sampling strategy.

Comprehensive sampling was used because a big sample was needed in order to justify common behaviours among different people tested against one instrument. For example, it would be unjust to generalize the concept of support over the whole circuit based on what was happening in just one school. One principal's behavior, attitude or management style in relation to the Grade R teacher cannot be used to generalize over other principals who might have a quite different attitude or behavior towards the Grade R teacher. Because a bigger sample was needed for this study, Grade R schools of circuit 13 were included. The sample was manageable, as schools in this circuit are within reach, because the researcher is teaching in one of the schools in Circuit 13.

Secondly, the quantitative research design (a survey), that was chosen for this study demanded that more data be collected. In Schumacher's view, (2005, pp.233), surveys are the only means of being able to obtain a representative description of traits, beliefs, attitudes and other characteristics of the population. The researcher chose the survey method in belief that it was the best way to research the traits that prevail in the management and support of Grade R class by the principal could be done. As already noted, Circuit 13 is a big circuit with three wings that make the coastal area of Coffee Bay, Hole in the Wall, and Sea- View. There are about 41 schools in this circuit including senior secondary schools. A bigger percentage of these schools are Junior Secondary schools and Senior Primary schools. According to

the South African Schools' Act No.96 of 2001, these schools have Grade R included in them. Out of the 41 schools, 4 schools are senior secondary schools without Grade R and 35 are junior secondary schools and 2 senior primary schools that offer Grade R.

3.7 Data collection instruments

Lauer (2006, pp.46) notes that research studies collect information about something that is observable in a real life situation or in the laboratory. The undertaking of collecting information is called data collection. Data collection procedures refer to exactly how and when the data are collected.

According to Hayes in Naughton (2010, pp.103) a questionnaire is a written set of questions or statements that is used to assess attitudes, opinions, beliefs, and biographical information. The response may range from a checkmark to an extensive open-ended response to an open-ended question. Barbie and Mouton (2001, pp.230) point out that questionnaires have various advantages over other research instruments because they guarantee confidentiality and may elicit more information than that emanating only from interviews. Moreover, the questionnaire is cheap in monetary terms and is less time consuming. It is due to the reasons mentioned above that a questionnaire was selected as the appropriate instrument for this study. Mason (1991, pp.316) believes that questionnaires offer certain advantages over interviews because a larger sample can be reached economically within a short space of time. He further contends that questionnaires do not involve face to face interaction between the person asking questions and the respondent; are therefore more willing to respond willingly and openly to questions.

A questionnaire was used for this study. It consisted of 3 sections as follows

- Section A : the biographical information
- Section B : Closed items
- Section C : Open ended questions

In Section A, the respondent had to give her biographical information such as age, gender, location, home language, years of experience, and an indication whether her workplace was urban or rural.

In Section B, a Guttman Scale (Mason, 1991, pp.251) was used where the respondent had to choose from two answers, a 'Yes' or a 'No' answer, when she agreed with an answer or not. A Likert scale (Cohen, 1995, pp.132) was also used for some questions where the respondent had to indicate a level of agreeing or a level of disagreeing with an item or fact.

Section C consisted of open ended questions where the respondent could briefly expatiate in a few lines about how she felt about an aspect.

The questionnaire was designed such that it focused on the areas of support envisaged by the researcher in the entire study. The questions developed from a central concept of support for the Grade R teachers: which was the researcher's point of departure for the whole study. Then the concept was then divided into areas of support, that pertain to material support, physical support, and moral support. For each aspect of support, questions that would lead to a better understanding of each condition of support were developed. For each area of support, many specific questions were developed, and this gave rise to about 18 questions altogether.

Macmillan (2008, pp.170) suggests checklists to minimize the situation where the respondents are not sure about their responses. In fact, this research is descriptive of a situation that will be fed by their responses; it is not a 'cognitive measure' (Macmillan, 2008, pp.159).

3.8 Validity and reliability of the instrument.

Fraenkel (2006, pp.402) states that it is often a good idea for researchers to conduct a preliminary enquiry among potential respondents to assess their receptivity. The researcher gave the questionnaire to a Grade R teacher who so happened to be an urban teacher and whose working conditions were different from a rural Grade R

teacher. After discussion with the supervisor, and consultation with Mouton (1996, pp.225), who states that the pilot should have the same characteristics as the population or sample, the researcher gave the questionnaire to another rural Grade R teacher. The problem with the rural Grade R teacher was not with the questionnaire, but with the uncertainty about the sufficiency, and standard of the material she had in class and what she was supposed to have in her class. The questionnaire, however, was not a problem therefore; it was not changed or adjusted.

Instrument reliability refers to the consistency of measurement -the extent to which the results are similar over different forms of the same instrument, or occasions of data collection (De Vos,1998, pp.308).Tailor (2006, pp.185) agrees with De Vos when she defines reliability as the extent to which a test produces similar results under constant conditions on all occasions. She further advises that the researcher should be clear about what you are measuring because of changing factors.

Another way to conceptualize reliability is to determine the extent to which measures are free from error. If the measure is free from error, then it is reliable (Schumacker, 2005, pp.183).There are various forms of reliability where the same results are obtained even if the test is given over another period but it yields the same result, which are termed by Macmillan (2008, pp.287) as stability, equivalence and agreement. This questionnaire has credited the form of reliability where there is consistency of themes, extracted from unstructured responses from the Grade R teachers, without choosing from given answers, about their attitudes , in open ended questions, they yielded similar answers, This type of reliability, according to Macmillan, is called agreement. As cited in Tachie (2011), Polit & Hungler (1999, pp.255) define reliability as a degree of consistency with which the instrument measures an attribute. Some of the attributes that were measured in this study pertained to attitudes, perceptions and feelings. The questionnaire yielded similar responses that could be crystallized into themes and be analyzed by means of numerical figures. Gray (2004, pp.92) views reliability as an indication of the

consistency between two means of the same thing. The consistency of the answers from different respondents gave the belief that the questionnaire was reliable.

Instrument validity refers to the extent, to which the instrument measures what it is supposed to measure, (Hughes, 2004, pp.35). In the instance of this study, instrument validity refers to the extent to which the instrument measured the level of support that is given by principals to Grade R teachers. The instrument for this study was validated through a statistician who first aligned the questionnaire in order to fit the quantitative type of analysis through numbers, frequencies and percentages. As cited in the paragraph above, the researcher gave the questionnaire to a Grade R teacher who teaches in an urban school. She understood all the parts of the questionnaire and answered them relevantly, within a very short space of time. The researcher realized that a response from an urban respondent would not yield the same results from those of a rural respondent.

With the advice from the supervisor about inconsistency of the condition and background between the respondents and the pilot, the researcher gave the questionnaire to a Grade R teacher from a rural background. This was done according to Mason (1991, pp.129), as he postulates that a pilot should have the same characteristics as the population. The pilot wanted an explanation between physical support and material support, and that gave the researcher the chance to give examples of material things in the class that are regarded as material support within the questionnaire. According to Clifton (2006, pp.412), findings are internally valid when they are drawn from instruments. Findings in this study were drawn from the extent of accuracy by which support was measured in the questionnaire.

Macmillan (2008, pp.146) postulates and supports three types of evidence that consolidate the validity of a research. He believes that there is evidence based on the internal structure of the instrument that is prominent when the relationships between items and parts of the instrument are empirically consistent with the theory or intended use of scores. In this study, evidence based on the internal structure is evident in the areas of support that were investigated consistently with the intended use of the scores. The scores determined the condition of support in each area and

acted as a measure of the magnitude of the understanding of terms and conditions of support.

3.9 Data collection procedures

During data collection, the researcher visited the sites with Grade R in Circuit 13. According to the sample, 35 schools had to be visited. Fortunately, the researcher is teaching in one of the schools in circuit 13, and therefore it became easier for her to move from school to school and wait while the questionnaire was being attended to.

The researcher contacted the principals informally in gatherings; some were contacted through telephones, and for permission to conduct a research project in his or her school. She further explained that she would like to engage the Grade R teacher only in the research. Fortunately for the researcher, she has been teaching in this area for many years. This has been to her advantage as Schumacker (2005, pp.322) alerts the researchers that obtaining permission may take considerable time if you are a stranger to the site or the participants. The principal secured dates or days for the visit, from arrangement with the Grade R teacher for a day convenient to her. Then the researcher enquired through the telephone and established an itinerary.

The questionnaire was delivered personally to each school, and the researcher requested permission from the school manager to wait for the questionnaire. By so doing, the researcher had the opportunity to explain what is required of the respondent. The reason for doing this was to avoid the unforeseen circumstances of loss and other unfavorable derailers.

When the researcher arrived at the school, she reported at the principal's office, and the principal made the informal permission formal by giving the researcher permission

letter (sometimes on request), to undertake the research in their site. She was ushered to the Grade R class and would meet the Grade R teacher who had already been prepared by the principal about the purpose of the visit. When the usher had introduced the researcher, the researcher would show the consent form to the Grade R teacher, read the conditions and interpret the ethical issues, and her rights to participate in a research or withdraw at any time. The Grade R teacher, as the participant, and the usher, or any other teacher would sign as the witness and proceed with the questionnaire. The researcher asked for an hour and a half from each school in order for the Grade R teacher to complete the questionnaire. Mostly, the schools let the researcher wait until break time, but the researcher exercised patience and discipline as conditions demanded. The researcher wanted assurance that the questionnaire would not get lost. Some Grade R teachers needed interpretation although the language of the questionnaire was simple, they just lacked confidence as they were unfamiliar with a questionnaire.

3.10 Ethical issues

Ethical issues pertain to the informed consent that participants have to give before taking part in a research project. A consent form designed by Walter Sisulu University was given to all participants before taking part in the study. The researcher first delivered the form that asked for permission.

- **Permission**

The researcher knocked at various doors of the stake holders in the education department. She asked for permission to conduct research from the circuit manager in writing. Thereafter she contacted the District Director in writing and asked for permission to conduct research in one the circuits in his district. The principal was allowed to respond in writing through signing of the consent for his school to take part in the study.

- **Informed consent**

The researcher followed the ethical procedures defined by Bailey (1994, pp.454) as conforming to accepted professional practices when collecting data for the research. She asked for a consent form from the department of research from Walter Sisulu Institution. The form was signed by each participant. The researcher explained to the participant the purpose of the study, and thereafter advised the participant to read the consent form thoroughly before taking part in the study.

- **Confidentiality**

One of the important aspects of the ethical issues is the maintenance of confidentiality for the participants in the study. The researcher assured the participants of a guaranteed confidentiality.

- **Non-Identifiability**

The participants in this study reserved the right to remain anonymous and unidentifiable to avoid identity insecurities. During data collection, the schools were named as school A, school B, school C etc. Even in the first part of the questionnaire where biographical information was needed, no names were mentioned. If there was anything that needed names, they would be free to even use false names. On request to take the photo of a shack Grade R class, the researcher assured the principal that it was a matter of giving evidence to the condition of Grade R class, it would remain anonymous. Excerpt 1 in chapter 2 is thus labeled as '*a picture of an unnamed school with a shack Grade R class*', so as to promote non-identifiability.

- **Honesty**

It is the duty of the researcher to explain to the participants the reason, the conditions and purpose of the study. The participants were informed that the study

was not linked to salary progression and promotional purposes. The data collected in this research were just for the study of conditions of support of the Grade R teachers with a view to envisaged improvement and growth in education, not necessarily to spy on anyone.

3.11. Conclusion

It is evident that this chapter is the practical part of the study, where every plan and every design were put into practice. This chapter is the field work part of the study, it is the backbone of the whole research process because it gives the direction as to how , when, this study has been carried out. In this chapter, the study took shape according to its quantitative plan, i.e. for the number of schools that had to be visited, it took shape that this study is a survey. This chapter covered the research procedures practically and covered the sampling methods, questionnaire design, and questionnaire distribution, piloting, and actual data collection. The next chapter will deal in detail with data presentation and data analysis.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The previous chapter dealt with data collection from the institutions that have Grade R in Circuit 13 of Mthatha District. This chapter presents the data gathered from the empirical study and the analytical method used to analyze it. The chapter also deals with the actual analysis and interpretation of the data. The data that is presented, analyzed and interpreted here was collected from Grade R teachers of the respective schools.

4.2. Analytical Method

According to Aanstoos (1983, pp.159), data analysis refers to the unlocking of information hidden in the raw data and transforming it into useful and meaningful information. Both quantitative and qualitative data analysis were used as Denscombe (2003, pp.23) confirms the use of both methods and further denotes that they are not mutually exclusive. He further argues that in any research, neither numbers nor words can be used alone to interpret the data.

First, the collected quantitative data were analyzed using statistical methods, tables and percentages and thereafter a descriptive narrative was in relation to each table. A statistician was contacted to analyze the data. He used the Statistical Package for Social Sciences (SPSS) to analyze the data. He used frequencies and percentages for the analysis and a descriptive view was given for each data. Every table for each theme is preceded by brief introduction, and a brief analysis and interpretation thereof. Thereafter a deduction or emerging theme is made or identified, respectively.

In the data sheets, which are named as tables, the missing items are treated independently, i.e they are included as neither negative responses nor positive responses. They do not affect the responses by any means. This chapter deals with the presentation and analysis of data for each theme. Each table consists of columns where the number of responses $n=35$ will be considered as 100%. A calculated percentage out of the number of responses appears as valid percent.

Thereafter, the data is analyzed statistically to show areas of commonality in numbers and percentages. Numerical data are discussed for each table in order to give a summative impression of each theme or variable.

For qualitative data analysis, consisting of open ended questions, common themes and patterns were extracted from the responses. When the responses share a common theme, they are counted in numbers and presented in tables in their order of appearance. The order of appearance for the themes is called a rank order, and it appears in its column.

4.3 Data Presentation

From the 37 schools with Grade R, 2 schools did not secure a date for the researcher to visit. Therefore, the questionnaires were distributed to 35 schools in the circuit, hence $n=35$. All the questionnaires were returned but unfortunately there were missing items within some questionnaires. It was difficult to discard the questionnaires as spoilt because the missing items may not be missed from one questionnaire or one variable. The missing items were just a matter of inconsistency, or non-co-operative state of mind from the respondents, e.g. when a respondent does not indicate his or her gender that cannot be attributed to validity or reliability of the questionnaire, but to the assumptions aforesaid. Thirty five (35) questionnaires were analyzed, which makes this number a 100%. Out of 35 respondents, 32 were females, 2 were males and 1 became a missing item. This missing item justifies the statement mentioned above that some respondents agree to engage in a research project, but they are in a non-co operative state of mind.

4.4 Analysis and Interpretation of data

4.4.1 PART 1

Biographical Information

This section of the questionnaire dealt with biographical information where the respondent had to give personal information that could make a background or the status quo in schools. The biographical information covered the respondent's gender, age, home language, location, and years of experience.

4.1 Participants' Gender

The participants were required to provide their gender in a tabular form. They were asked to indicate with an x on the appropriate gender and the results are presented in table 4.1 below.

Table 4.1 Participant's Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	2	8.6	8.8	8.8
	Female	32	88.6	91.2	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

As reflected in table 4.1 above, there were 35 respondents from all chosen sites in circuit 13 (n=35). Of the 35 respondents 2 (8.8%) were males and 32 (91.2%) were

females. The figure above shows this distribution of respondents according to gender. As reflected in the table above, very few males were interested in dealing with young children in this circuit. It means therefore that the issue of gender in the teaching of Grade R still needs transformation in terms of gender parity

4.4.1.2 Participant's age

The respondents were required to give their respective ages by putting an x on the relevant age range as it appears in the table below.

Table 4.2 Age of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-24 yrs	2	5.7	5.7	5.7
	30-40 yrs	17	48.6	48.6	54.3
	41-50 yrs	15	42.9	42.9	97.1
	51-65 yrs	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

There were 35 respondents from all chosen sites in circuit 13 (n=35). Of the 35 respondents 2 (5.7%) were between 22-24 years, 17 (48.6%) were between 30-40 years, 15 (42.9%) were between 41-50 years, and 1 (2.9%) was between 51-65 years. Table 4.2 above shows this distribution of respondents according to age. The mode of the distribution is on 30years to 40 years of age. The mode reflects back to the status quo of the situation as quoted earlier in this study according to the researcher's observation that most Grade R teachers are those females who have not attended tertiary institutions, but for various reasons have started the teaching of Grade R as community or church projects. The smallest number of responses on age is 51years to 65 years. This shows that young blood is drastically taking over in

caring for young children as compared to days before, when it was an older woman's duty to educate young children and care for them.

4.4.1.3 Participant's Years of experience.

The respondents were required to give their years of experience by ticking with an x, the relevant range of their teaching experience in teaching Grade R.

Table 4.3 Years of experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 yrs	2	5.7	5.7	5.7
4-6 yrs	11	31.4	31.4	37.1
7-10 yrs	13	37.1	37.1	74.3
11 yrs and above	9	25.7	25.7	100.0
Total	35	100.0	100.0	

Table 4.3 above shows the distribution of respondents according to the years of experience in teaching Grade R. The total number of respondents in this category was 35., (n=35). Of the 35 respondents 2 have an experience of 1-3 years (5,7%), 11 respondents (31,4%) were between 4-6years of teaching experience, 13 (37,1) were between 7-10years, and 9 respondents (25,7%) have an experience of 11years and above. A greater number of responses showed that most Grade R teachers had a teaching experience between 7 to 10 years of experience.

4.4.1.4 Location of Workplace

Here, the respondents were required to indicate with an x, type of workplace where their schools are situated, in terms of being rural or urban.

4.4 Workplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	0	0.0	0.0	0.0
	Rural	34	97.1	100.0	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

There were 35 respondents for this question (n=35). Out of 35 respondents, 34 (97,1%) indicated that their workplace was rural. Table 4.2.4 above shows the distribution of responses in terms workplace and location. According to table 4.4 above the teaching of Grade R is found even in rural areas.

4.4.1.5 Home Language

The respondents had to indicate the type of language spoken in their homes by ticking with an x, on the relevant language.

Table 4.5 Home language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Xhosa	34	97.1	100.0	100.0
Missing	System	1	2.9		

Table 4.5 Home language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Xhosa	34	97.1	100.0	100.0
Missing System	1	2.9		
Total	35	100.0		

The total number of respondents in this category was 35 (n=35). Out of 35 respondents, 34(97%) are Xhosa speaking, 1 respondent (2,9) was reported as missing. According to table 4.5 above, the dominating language is Xhosa, which, of course is the mother tongue of the circuit where the study was conducted.

4.4.2 PART 2

Information on support to grade R teachers

Part 2 enquired about the attitudes, feelings, and values of the participants regarding the aspects of support given to them by the principal. The respondents were given statements where they had to show the degree of partiality of their responses in agreeing or disagreeing with the statement according to a Likert Scale. In the same section a Guttman's scale was used where the participant had to respond by choosing from a 'Yes' or 'No' answer.

4.4.2.1. Technical support given by principals

The participants were requested to indicate the technical support given to them by the principals of their respective schools. The table below shows the distribution of such support in percentage form.

Table 4.6 Technical support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	8.6	9.1	9.1
	Agree	10	28.6	30.3	39.4
	Not sure	6	17.1	18.2	57.6
	Disagree	14	40.0	42.4	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

The majority (14 or 42.4%) disagreed that the principals were giving them technical support. There were respondents who were unsure (6 or 18.2%).The most frequently appearing response or the mode was disagree.Very few respondents agreed that they did get technical support. On the basis that the respondents might not understand all the aspects of technical support the term was explained in the questionnaire. The most dominant respons indicated that there is still lack of technical support for Grade R teachers. Very few respondents strongly agreed that they received technical support . A fair percentage agreed that they received technical support from the principal. The overall impression depicted by the responses is that the technical support is not enough, against what each Grade R teacher really needs in class.

4.4.2.2 Size and condition of Grade R class

The Grade are teacher was required to give a view of the general condition of her class in terms of space and the allowance of children to explore the different floor surfaces.

Table 4.7 Size and condition of Grade R class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	2.9	2.9	2.9
	Agree	17	48.6	50.0	52.9
	Not Sure	1	2.9	2.9	55.9
	Disagree	15	42.9	44.1	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

As reflected in table 4.7 above the total number of respondents was 35 (n=35). In this variable, 1 respondent (2,9%) agreed that his or her class is spacious.,17 respondents agreed that their classrooms were spacious, 1 respondent was not sure of what to call a spacious classroom, and 15 respondents (42,9) disagree that their classrooms are spacious. There was very little difference between the responses which agreed and those which disagreed, whilst those who strongly agreed turned out to be an individual. The overall impression is that there are still more Grade R classes that are not spacious.

4.4.2.3 Sufficiency of the material in Grade R class

The Grade R teachers were required to respond to the statement about sufficiency of the material in their classrooms. They responded to a scale which required the responses to range from strong feelings of agreement or disagreement to weaker feelings of agreement or disagreement depending on the amount of material they have at present.

Table 4.8 Sufficiency of material in grade R class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	11.4	12.1	12.1
	Not sure	5	14.3	15.2	27.3
	Disagree	24	68.6	72.7	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Table 4.8 above shows responses from 35 (n=35) on the sufficiency of the material they have to teach Grade R. In this category, the two extreme conditions of the variable were fused into the general categories of agreeing and disagreeing, so as to make a bolder statement in terms of numbers for positive feelings or negative feelings of this aspect. According to the table above, 4 respondents (11,4%) agreed

that they had enough material., 5 respondents were not sure whether the material they have is enough or not, whilst 24 respondents (68,6) disagreed with this variable. The most appearing response (mode) was Disagree. From the high number of responses that disagree with the sufficiency of the material in their classroom, it is evident that this area of support still needs greater attention.

4.4.2.4 Other sources of technical support

In this question, the Grade R teachers were required to give any source of technical support that would be helping to improve conditions of teaching in their classrooms.

Table 4.9 Other sources of technical support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	14.3	15.2	15.2
	No	28	80.0	84.8	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Table 4.9 above shows responses from 35 respondents (n=35), 5 respondents (14,3%) agreed that they have another source of support other than the Department of Education, and 28 (80%) do not have any other source of support except that from the department of education. It means therefore that the Department of Education is the major source of technical support.

4.4.2.5 Specification of names of other sources of material support

This was a follow up question to the question in 4.9, where the Grade R teachers were required to specify any source of support that could be assisting them in terms of the material they use in class.

Table 4.10 Specification of names of other sources of material support

Themes	Frequency	Rank Order
Institutions e.g. NMI	3	3
Subject advisors	1	1
Experienced Teachers	1	1

Table 4.10 above shows responses to an open ended question where those respondents with other sources of material had to mention the sources by names. Out of 5 responses that agreed that they do have other sources, three responses mentioned the Nelson Mandela Institute. 1 response mentioned subject advisors and the other mentioned experienced teachers. The 2 responses were not relevant to this question because they were inclined to human relations, not to physical material. This makes the Nelson Mandela Institute the only source of material support other than the department of education.

4.4.2.6 Communication between Grade R teachers and the principals.

This question sought to address the issue of consultation and communication between the principals and the Grade R teachers. Here, the Grade R teachers were required to indicate whether they were consulted during the requisition of the material for their classes, and the nature of the follow up thereafter.

Table 4.11 Consultation of Grade R teacher during requisition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Does not consult me, does not order	0	00	00	00
Does not consult me, but orders	5	14.3	15.2	15.6
Consults me and orders	29	80.1	84.4	100.0
Total	34	98.4	100.0	
Missing System	1	2,9		
Total	35	100.0		

Table 4.11 above shows the condition consultation when making requisition for Grade R in schools. There were 35 respondents (n=35) in this category. Out of 35 respondents, no respondent (0%) indicated that they are not consulted by the principals and also there is no ordering. 5 respondents (14,3%) indicated that they

were not consulted when a requisition was done, and 29(80.1%) indicated that they were consulted when requisition was done and the order was made according to their request. As reflected in the table, a greater percentage shows that the principals do have the courtesy to consult the Grade R teachers when requisition is done. A smaller percentage of respondents reported that they were not consulted, but in essence, requisition is done. The question of consulting does not leave transformation behind. The question of the principal ordering for a Grade R teacher without consulting shows an element of lack of transformation. As reflected in the table above, very few principals show this element. A greater percentage shows that the principals show support by way of consulting the Grade R teacher before ordering material for Grade R class.

4.4.2.7 Principal's visits to Grade R class

This question was still on the issue of communication between the Grade R teachers and the principals. The Grade R teachers were required to indicate how frequent the principal visited their classes.

Table 4.12 Principal's visits to the Grade R class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	4	11.4	12.5	12.5
	Sometimes	25	71.4	78.1	90.6
	Never	3	8.6	9.4	100.0
	Total	32	91.4	100.0	
Missing	System	3	8.6		
Total		35	100.0		

Table 4.12 above shows responses to the question on the frequency of the principal in visiting the Grade R class. Out of 35 respondents (n=35), 4 respondents (11,4%) reported that their principals frequently visited their classrooms, 25 respondents (71,4%) reported that their principals visited their classrooms sometimes, and 3 respondents (8,6%) were never visited in their classrooms. The highest scores of this question reflect that the principal sometimes visits the Grade R class irrespective of the purpose of the visit, but at least, sometimes the principal visits the Grade R class.

4.4.2.8 Moral support, discussion of the issues of teaching with the principal

This question pertained to moral support and professional development of the Grade R teachers. The Grade R teachers were required to give an account of the curriculum support they received from the principals.

Table 4.13 Moral support, discussion of teaching & learning issues with the principal.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	4	11.4	12.5	12.5
	Sometimes	8	22.9	25.0	37.5
	Never	20	57.1	62.5	100.0
	Total	32	91.4	100.0	
Missing System		3	8.6		
Total		35	100.0		

Table 4.13 above shows responses from 35 respondents (n=35) on the input of the principal on the teaching of Grade R. Four respondents (11,4%) indicated that their

principals discussed issues of teaching Grade R , whilst 8 respondents indicated that their principals sometimes discussed issues related to Grade R teaching with them. 20 respondents (57%) indicated that their principals never discuss issues of their teaching with them. The most frequent score / mode is the one that shows that principals do not discuss issues of Grade R teaching with the Grade R teachers.

4.4.2.9 Moral support, advice on how to deal with young children.

Here, the Grade R teachers had to give an account of whether their principals ever advised them on how to deal with young children.

Table 4.14 Advice on how to deal with young children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	4	11.4	12.5	12.5
	Sometimes	7	20.0	21.9	34.4
	Never	21	60.0	65.6	100.0
	Total	32	91.4	100.0	
Missing	System	3	8.6		
Total		35	100.0		

As reflected in Table 4.14 above, there were 35 respondents in this variable where they had to give an account of the advice they got from the principals on how to deal with young children. According to the table above, 4 respondents (11,4%) reported that they were frequently advised on how to deal with young children, 7 out of 35 (20%) were sometimes advised on how to deal with young children. 60% of the respondents (n=21) were never advised by their principals on how to deal

with young children. This aspect of advice still needs greater attention if the principal is there to support the Grade R teacher.

4.4.2.10 Checking the physical condition of the Grade R class in person.

This question sought to check if the principal ever goes in persona to the Grade R class to check its physical condition.

Table 4.15 Checking the physical condition of the Grade R class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	5	14.3	15.6	15.6
	Sometimes	23	65.7	71.9	87.5
	Never	4	11.4	12.5	100.0
	Total	32	91.4	100.0	
Missing	System	3	8.6		
Total		35	100.0		

Table 4.15 above shows the frequency of the principals in checking the physical condition of the Grade R classrooms. 5 respondents (14,3%) reported that their principals frequently checked the physical condition of their classrooms, 23 (65%) sometimes checked the physical condition of the Grade R class.4 respondents (11,4%)

indicated that their principals never checked the physical condition of the Grade R class. As reflected in the table above, it is evident that the principals did check the physical condition of the Grade R class, probably because they sometimes visited the Grade R class, as reflected in the previous question.

4.4.2.11 Involvement of the Grade R teachers in school committees

This question sought to address the issue of collegiality within the school, and required the Grade R teachers to indicate if they are involved in the school committees or not.

Table 4.16 Involvement of the Grade R teachers in school committees

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	29	82.9	90.6	90.6
No	3	8.6	9.4	100.0
Total	32	91.4	100.0	
System	3	8.6		
Total	35	100.0		

Table 4.16 above shows the involvement of Grade R teachers in committees in the school, as a sign of belonging to the school community. As reflected in the table above, 29 respondents (82%) were involved in committees in the school. There were no negative responses to this question. The remaining 3 were reported as missing as reflected in the table above. As reflected in the table above, the Grade R teachers were already absorbed in the school community, and they were actively involved in the school community.

4.4.2.12 Specification of the committees

This question was a follow up question to the previous question where the Grade R teachers had to indicate the names of the committees they were involved in.

Table 4.17 Committees in which Grade R teachers are involved

Themes	Frequency	Rank Order
Sport	17	7
Entertainment and recreation	7	6
Cleaning	6	4
Welfare	6	4
Music	4	4
Nutrition	4	4
LTSM	1	4
Health Advisory Committee	1	1
Finance	1	1
Building	1	1

Table 4.17 above shows responses to an open ended question where the Grade R teachers had to mention any committees that they were involved in, as they are part of the school community. Common themes were established and grouped together according to the frequency in which they appear amongst the questionnaires. It appeared that there were committees like sport committee which appeared in as many as 17 responses, which showed that the Grade R teachers assisted in the sport programme. The second common theme was nutrition committee where there were seven responses. The committees cited in the responses were related to each other. If they could be merged they would appear as sport, recreation, welfare, leisure and entertainment. Only 1 Grade R teacher indicated that she was in a critical committee like the finance of the school. The involvement of the Grade R teacher in a critical committee indicates that there is growing trust and responsibility between the Grade R teacher and the school community.

4.4.2.13 Understanding of the operation of school through policies.

In this question, the Grade R teachers were required to indicate how they understood the operation of the school through policies.

Table 4.18 Understanding of the operation of the school through policies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All policies	2	5.7	6.5	6.5
	Some policies	20	57.1	64.5	71.0
	None	11	31.4	44.3	100.0
	Total	33	88.6	100.0	

Missing System	2	5.7	6.5	6.5
Total	35	100.0		

Table 4.18 above shows the understanding or perceptions of the Grade R teachers about policies that govern the school. 2 out of 31 respondents indicated that they understood the operation of school through all policies, 20 respondents (57%) understood some policies and 9 respondents (25%) of the respondents did not understand the operation of the school regarding the use of policies. It is evident that some Grade R teachers were more informed than others on how the school operated. Therefore, they understood their expectations and the role they had to play within the school as governed through policies. The percentage of Grade R teachers who did not understand the operation of school through policies suggests that support in this aspect for a better understanding of their role within the school is still needed.

4.4.2.14 Invitation of Grade R teachers to staff meetings.

In this question, the Grade R teachers were required to indicate if they were invited to staff meetings or not.

Table 4.19 Invitation of the Grade R teachers to staff meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	80.0	84.8	84.8
	No	5	14.3	15.2	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Table 4.19 above shows responses regarding the question of the invitation of Grade R teachers to staff meetings. As reflected in the table, Grade R teachers were invited to staff meetings , 28 respondents (80%) agreed that they were invited to staff meetings, and 5 respondents (14,3%) showed that they were not invited to staff meetings. It is evident that some Grade R teachers were considered as part of the school community as long as they were called to staff meetings. However, there was a percentage of those who were not called to staff meetings, this shows that there are still traits of discrimination and lack of support to these Grade R teachers.

4.4.2.15 Participation of Grade R teachers in staff meetings.

In this question the Grade R teachers were required to indicate their frequency of participation in staff meetings.

Table 4.20 Frequency of the participation of Grade R teachers in meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	7	20.0	21.9	21.9
	Sometimes	11	31.4	34.4	56.3
	Not at All	14	40.0	43.8	100.0
	Total	32	91.4	100.0	
Missing	System	3	8.6		

Table 4.20 Frequency of the participation of Grade R teachers in meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	7	20.0	21.9	21.9
	Sometimes	11	31.4	34.4	56.3
	Not at All	14	40.0	43.8	100.0
	Total	32	91.4	100.0	
Missing	System	3	8.6		
Total		35	100.0		

Table 4.20 above shows responses to the question of participation of Grade R teachers in staff meetings. The table shows the frequency of participation where 7 respondents (20%) indicated that they always participated in staff meetings, 11 respondents (31,4%) indicated that they sometimes participated in staff meetings and 14 respondents (40%) did not participate in staff meetings. The above findings show a bigger number of Grade R teachers who did not participate in staff meetings. This gives the impression that Grade R teachers have no say in the school matters.

4.4.2.16 Communication between Grade R teacher and the principal.

In this question, the Grade R teachers were asked to indicate if they communicated with the principal or not.

Table 4.21 Communication between the Grade R teachers and the principals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	62.9	66.7	66.7
	No	11	31.4	33.3	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Table 4.21 above shows responses to the question of communication between the Grade R teachers and their principals. The responses show that 62% did communicate with their principals and 31% (11 responses) show that they did not communicate with their principals. Responses in this table show that there is still lack of interpersonal relationships between the principals and Grade R teachers. There is still need of the establishment of such relationships in schools.

4.4.2.17 Type of communication engaged, direct or indirect communication

This question was a follow up question above where the Grade R teachers who communicated with their principals had to indicate how they communicated with their principals, directly or indirectly.

Table 4.22 Direct or indirect communication between the Grade R teachers and the principals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Directly	19	54.3	61.3	61.3
	Indirectly	13	37.1	38.7	100.0
	Total	32	88.5	100.0	
Missing	System	3	8.6		
Total		35	100.0		

Table 4.22 above shows responses on the way of communication between the Grade R teachers and their principals. The communication between the Grade R teachers and their principals may be direct or indirect. According to the table, 19 respondents indicated that they communicated directly with the principals, whilst 12 respondents (34,3%) showed that they communicate indirectly with their principals. The above responses are a follow up to a question of communication, which should happen between the principal and the Grade R teacher in whichever fashion convenient to them. One important thing is that they do communicate with their principals.

4.4.2.18 Way of communication with the principal other than direct communication.

This question was a follow up to those Grade R teachers who did not communicate directly with the principals, and enquired how they communicated their needs.

Table 4.23 Indication of how indirect communication between the Grade R teachers and principals takes place

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Through the HOD	13	37.1	68.4	68.4
	Through any senior	5	14.3	26.3	94.7
	Through any staff member	1	2.9	5.3	100.0
	Total	19	54.3	100.0	
Missing	System	16	45.7		
Total		35	100.0		

Table 4.23 above shows responses to the question of the way Grade R teachers communicate with their principals if their communication is indirect. 13 responses (37%) showed that they communicated with the principal through the Head of Division, 5 respondents communicated through any senior member of the staff, and 1 respondent communicated through any member of the staff. The responses to this question were a follow up to the issue of indirect communication with the principal in whatever fashion convenient to them.

4.4.2.19 Frequency of meetings called specifically for Grade R.

This question enquired about the frequency of the meetings ever called by the principal specifically for Grade R.

Table 4.24 Frequency of meetings called specifically for Grade R.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	2	5.7	6.1	6.1
	Sometimes	16	45.7	48.5	54.5
	Never	15	42.9	45.5	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

As reflected in table 4.24 above, the respondents had to answer the question on whether the principal called meetings specifically for Grade R. There were 2 respondents who indicated that the principals often called meetings that were specifically for Grade R. 16 respondents (45,7%) indicated that their principals sometimes called meetings for Grade R. 15 respondents(42,9%) indicated that their principals never called meetings specifically for Grade R. The difference between the number of respondents that show that meetings are never called specifically for Grade R and those where meetings are sometimes called is very small , which gives the impression that the Grade R issue is not yet given the benefit of being first priority in the school.

4.4.2.20 Interaction of Grade R teachers with parents

This question enquired about the chance given to Grade R teachers to interact with parents when there is a parent's meeting.

Table 4.25 Interaction of the Grade R teachers with the parents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	91.4	97.0	97.0
	No	1	2.9	3.0	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Table 4.25 above shows responses of respondents to the question of the chance given to Grade R teachers to interact with the parents when there is a staff meeting. Out of 35 respondents, 32 (91,4%) indicated that they were given chance to interact with the parents, and 1 respondent indicated that she was not given the chance to interact with the parents. The large number of positive responses shows that the Grade R teachers do have the chance to interact with the parents and express themselves in order to gain more parental support.

4.4.2.21 Meeting with individual parents

The Grade R teachers were required to indicate frequency of the principal to organize sessions for them to meet with individual parents.

Table 4.26 Meeting with individual parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	2	5.7	6.1	6.1
	Sometimes	13	37.1	39.4	45.5
	Never	18	51.4	54.5	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Table 4.26 above shows the principal's frequency to organize sessions between the Grade R teachers and the individual parents of the children. Out of 35 respondents, 2 (5,7%) indicated that their principals often organized sessions with individual parents, 13 respondents (37,1) indicated that the principal sometimes organized sessions with individual parents, and 18 respondents (51,4) indicated that the principals never organized sessions with individual parents. The number with highest scores or mode is the one that shows that the principals never organize sessions with individual parents. The high number of scores on negative responses shows that there is still a great deal of awareness that is needed to improve the relations between the Grade R teachers and the parents.

4.4.2.21 Ability of the Grade R teachers to address parents alone

This question enquired about the confidence of the Grade R teacher in addressing the parents the help of the principal.

Table 4.27 Ability of the Grade R teacher to address parents alone.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	22.9	24.2	24.2
	No	14	40.0	42.4	66.7
	Not sure	11	31.4	33.3	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Table 4.27 above shows responses to whether the Grade R teachers were ready to address the parents alone without the help of the principals. Out of 35 respondents, 8 indicated that they were ready to address the parents, 14 respondents (40%) indicated that they were not ready to address the parents alone, and 11 respondents were not sure whether they would address the parents or not. As reflected in the table above, the issue of supporting the Grade R teacher towards independence is never an issue. A fair number of responses shows that Grade R teachers were entirely dependent on the support of the principal. A fairer percentage of responses show that some were not sure about the issue of addressing the parents without the

help of the principals. The responses above show that there is still a great deal lot of empowerment needed for the Grade R teachers.

4.4.2.22 Professional development, through workshops.

The Grade R teachers were asked whether they attended workshops on Early Childhood Education or not.

Table 4.28 Supporting the Grade R teacher through workshops.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	33	94.3	100.0	100.0
Missing System	2	5.7		
Total	35	100.0		

Table 4.28 above shows the attendance of workshops by Grade R teachers. Out of 35 respondents, 33 (94%) indicated that they attended workshops on Early Childhood Education. The high percentage of positive responses shows that the Grade R teachers were given chance to attend workshops, which, according to this study is a way of empowerment and an aspect of support.

4.4.2.23 Links of the Grade R teachers with the Department of health

The Grade R teachers were required to indicate if the principals organized links with the department of health or not.

Table 4.29. Links of the Grade R teachers with the department of health.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	34.3	36.4	36.4
	No	21	60.0	63.6	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Table 4.29 above shows the links of Grade R teachers with the department of health, as organized effort by the principals. 12 respondents (34%) indicated that they did have links with the department of health, 21 respondents (60%) indicated that they did not have links with the Department of health. Links with the department of health is a way of supporting the Grade R towards better understanding of the child. The big number of negative responses shows that this aspect of support still needs more attention.

4.4.2.24 Professional development: Grade R teachers furthering their studies.

This question was on personal development where the Grade R teachers were asked to indicate whether they were furthering their studies or not.

Table 4.30 Grade R teachers and further studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	82.9	87.9	87.9
	No	4	11.4	12.1	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Table 4.30 above shows responses on whether the Grade R teachers were furthering their studies or not. As indicated in the table, 29 respondents, (82%) indicated that they were furthering their studies in education, and 4 respondents indicated that they were not furthering their studies in education. The high number of positive responses shows that many Grade R teachers were trying to improve their professional qualifications in teaching.

4.31. Specification of institutions

This was a follow up question to the question that enquired about those Grade R teachers who were furthering their studies. They were required to indicate the names of institutions they were studying with.

Table 4.31 Institutions with which Grade R teachers were registered

Themes	Frequency	Rank Order
WSU	16	16
UNISA	9	9
Qondisa Institute	1	1
Masikhule ECD	1	1
NMU	1	1

Table 4.31 above shows responses to an open ended question where the respondents had to make a follow up by the institution they were registered, (if their responses to the previous question indicated that they were furthering their studies). From the responses above, it is evident that some Grade R teachers are registered with unaccredited institutions. It means therefore that the principal has to play a role of support by making sure that the Grade R teacher is on the right track to the current qualifications.

4.4.2.26 Moral support given to Grade R teachers regarding their studies.

This question was a follow up question to the Grade R teachers who indicated that they were pursuing their studies in education. This was a question on moral support indicated by whether or not the principal enquired about the progress of the Grade R teacher.

Table 4.32 Principals checking on Grade R teachers' progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	25.7	28.1	28.1
	No	23	65.7	71.9	100.0
	Total	32	91.4	100.0	
Missing	System	3	8.6		
Total		35	100.0		

Table 4.32 above, shows responses to a follow-up question to of furthering of the studies by Grade R teachers ,on whether the principals did check their progress or not. 9 respondents (25,7%) indicated that their principals checked their progress, and 23 respondents (65,7%) indicated that the principal did not check on their progress. The high number of negative responses in this aspect shows that the principals are not yet aware that checking on the Grade R teacher's progress is a way of showing interest in the professional growth of the Grade R teacher, which is taken as an aspect of support in this study.

4.4.2.27 Supply of professional information to Grade R teachers by principals.

In this question, the Grade R teachers were required to indicate whether the principals supply them with information on how to improve their professional status in teaching or not.

Table 4.33 Supply of professional information to Grade R teachers by principals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	48.6	54.8	54.8
	No	15	40.7	45.2	100.0
	Total	32	88.6	100.0	
Missing	System	3	8,6		
Total		35	100.0		

Table 4.33 above shows responses to whether the principals supplied the Grade R teachers with information on how to improve their professional status. Out of 35 respondents, 17 (48,6%) indicated that they were supplied with information on professional growth , and 14 respondents (40,0%) indicated that they were not supplied with information on professional growth. The percentages above show a little difference between the frequencies, although the positive responses may be bigger than the negative responses, it means there is still much to be done in this aspect of support.

4.4.3 PART 3.

4.4.3.1 Introduction

Part 3 of the questionnaire focused on the Grade R teacher's perceptions and feelings about support, their work in relation to teaching Grade R, and collegiality. It captured responses to open ended questions where the respondent had to give a personal account that was specific to her own feelings and perception as guided by a concept or aspect in question. Themes were extracted from the aspects so as to quantify common areas and feelings amongst Grade R teachers. This part therefore covered both quantitative and qualitative data presentation. The rank order list shows the aspects in merit and priority as they fare with the respondents.

The statement below required the respondent to show how she perceived support and motivation into teaching Grade R.

4.4.3.2 Give any aspects of support that motivate you most in the teaching of Grade R.

The general responses to this statement by the respondents covering most common responses were fused to themes that commonly referred to material support.

4.34(a) Raw Data

The raw data below show summary of the responses as depicted in the following statements/examples:

Grade R charts, and toys.

They play in the classroom and outside with their games.

I am motivated by having all the necessary material that helps me to teach the children.

Nelson Mandela Institute encourages me with books for fun, games toys, mattresses and magic class

Motivation of words and material

Big Classroom and space for Grade R

Games we play with Grade R.

I feel motivated when I get material for teaching.

Books and toys for the children make it easy to work with Grade R.

Having the material of charts for Grade R.

Material support and morale paints and charts

Teaching materials like charts

Teaching material

Playing games with my children

Having teaching and learning material is important to me.

I like having many things like toys, tins, and cloths in my class as material for teaching.

Mandela Foundation Institute

Having the books for Grade R plays and games.

When my learners are given time to do rhyme and music I feel motivated because it is where they feel free and show their talents.

Toys and books

The NMI gives us all the resources, books and material that can be used for teaching Grade R.

Big classroom for my children.

Playing with Grade R children in class with toys of the school, reading books of stories for Grade R

Books for Grade R

This question is an open-ended question where the Grade R teacher had to openly give a reflection of any part of support that motivated him/her most in teaching Grade R. The data have been analyzed both qualitatively and quantitatively because themes have been extracted from the responses. Common responses have been fused together into one common theme so as to find the frequency at which each theme appears. The rank order is done such that the order of preference that prevails among subjects and the common themes gives a view of what is common amongst the perceptions and feelings of the Grade R teachers.

Table 4.34 below shows responses from the open ended question above with its common themes.

Table 4.34 Convergence of responses to common themes

Themes	Frequency	Rank Order
Nature of Support		
Teaching materials	8	8
Toys	6	6
Playing games	5	5

Workshops	4	4
Motivation	2	2
Moral support	2	2
Principal's support	1	1
Subsidy from Government	1	1

Table 4.34 above shows different responses from Grade R teachers on the part that motivated them most in the teaching of Grade R. There were common responses which revolved around material support and play. The type of motivation which received more scores was the teaching material. As reflected in the table above, teaching material and toys scored more marks. This gives the impression that Grade R teachers are very keen to teach, if they could get the necessary material. Some teachers are boosted by moral support, as they reflect in the raw themes that they like words of encouragement from teachers and parents. Some Grade R teachers are motivated by the happiness of the children when they are playing games. Space means a lot to some Grade R teachers. Others cited the spacious classroom as part that motivates them most in the teaching of Grade R. Grade R teachers like attending workshops to empower them for the teaching of Grade R.

4.4.3.3 Write down any committees and activities that you are involved in as a Grade R teacher, that make you feel that you are a member of the school community.

The general responses to the statement above showed that sport and music are the most common committees and activities that Grade R teachers are involved in. The raw data below show the most common responses regarding this question.

Nutrition Committee and Sport Committee

My involvement in sport makes me feel as part of the school community. There are reports that we (as the Health Advisory Committee) must write, and that makes me part of the school community.

Cleaning and coaching.

Sport, Music & graduation ceremony for Grade R learners because we do communicate with the community and also with other teachers at large. We are all committed because at school Grade R learners started to participate in mini-sport.

Nutrition and tournament activities.

Entertainment committee member

Netball coach.

Music chairperson and sport.

Financial Committee-signing of cheques.

I go to sport tournaments.

Attending activities of the school such as sport.

In music and sport

Welfare and sport

Sport and building committee

Nutrition and Welfare

I do write parents for their children's birthday parties and the meetings for fundraising.

We even organize tour for these young learners. One day tours to (Mthatha).

We even organise a short day with the surrounding schools; we use to be three schools (which are nearer).

Sport and music

Going to sport with all the children of the school

Music and sport make me feel part of the school community

I am involved in the school choir, although I do not have a choir. I help the choir mistress; I go to sport activities.

Choir conducting i.e. infants and coaching the volley ball team.

Involvement on issuing and keeping records of LTSM. Free will participation and involvement in staff meetings; taking apart in extra-mural activities including outgoing matches and tours.

In my school I involved in soft ball and athletics activities.

IQMS evaluation makes me belong to the School community; Sport activities are good for me.

Music Committee; I feel during music because it is what I like best and I am involved during music sessions.

Sport Committee makes me feel involved in school activities.

Catering committee; fundraising committees; cleaning committee

Sport; Cleaning, Music

Being in the Welfare and Leisure Committee.

Burial and entertainment committee.

Choir and netball

I'm involved in Welfare; Cleaning as well as in Student Christian Organization.

Table 4.35 Convergence of responses to common themes

Themes	Frequency	Rank Order
Sport Committee	25	25
Music committee	10	10
Entertainment Committee	7	4
Fundraising Committee	7	3
Welfare and Leisure	4	4
Nutrition Committee	3	3
Cleaning Committee	2	2
LTSM	2	2
Catering Committee	2	2
Finance Committee	1	2
IQMS evaluation	1	2
SCO	1	1

Table 4.35 above shows responses to an open ended question on the moral boosting factor of the Grade R teachers that made them feel part of the school community. This question may look exactly like the one in number 4.30 done earlier, but for the statement above, it is more inclined to reflect perceptions and feelings. It is evident that the popular choice is sport. They are involved in committees; they discuss issues pertaining to sport. The other committee that makes the Grade R teacher part

of the school community, after the sports committee, is the music committee .It is interesting to notice that they were not even required to choose from already given committees, their ideas just intersected at some point, and so they share the same sentiments i.e. involvement in sport, involvement in music etc. This shows that Grade R teachers do not want to simply be treated as nurse-aids or child-minders, they want to belong to the school community.

4.5 Summary of themes/findings

Code	Category	Theme
Material	<ul style="list-style-type: none"> - Books not enough - Toys not bought 	Lack of support regarding material
Moral support	<ul style="list-style-type: none"> - Principal does not talk about educational issues with Grade R teacher - Principal does not enquire about the progress of a registered Grade R teacher 	Moral support is very minimal
Physical support	<ul style="list-style-type: none"> - Many principals go to Grade R class in person 	There is more visibility of principals in Grade R classes
Training	<ul style="list-style-type: none"> - No initial training - Crash courses and 	Lack of adequate training and professional development

	workshops - No monitoring from DoBE	
Teaching space	- Classrooms not spacious - Grade R classes not up to standard	Lack of proper space for effective teaching of Grade R
Communication with Grade R teacher	-Very few principals visit the Grade R classes -Most principals never discuss issues of Grade R teaching	Communication between Grade R teacher and principal is not proper.
Discussion of issues related to Grade R teaching	Most principals do not have an input on the teaching of Grade R	Lack of proper guidance in the teaching of Grade R.
Involvement of the Grade R teachers in committees	- Most Grade R teachers are involved in entertainment committees	Grade R teachers are accepted into the school community through committees
Professional development	- Few Grade R teachers understand school policies - Most Grade R teachers do not	Lack of confidence professional issues

	participate in staff meetings	
Meetings convened specifically for Grade R.	Few responses show meetings called for Grade R	There is still lack of special treatment for Grade R.
Links with the department of health	A bigger number indicated that they have no links with health department	There is still lack of knowledge of the developmental stages of the child.
Committees that make the Grade R teacher part of the school community	Sport committee and music committee were their favorites.	Good acceptance of Grade R teachers in functioning committees

4.6 Conclusion

From the data collected in this study, it is evident that the issue of support for Grade R teachers still needs a lot of attention. It is evident that Grade R teachers do not sub-categorize support into moral, material or technical support, as it has been done in this study, but all they need is help to teach Grade R. It is evident that Grade R teachers need material support as is reflected in their responses. Physical support is still lagging behind, as is shown by the responses in the data collection part. The scores for moral support still show lack of moral support as a result the scores show a lack of confidence to address the parents alone, without the help of the principal. Even for the open ended questions, common themes converged to points where they could be counted. It shows that there is an area of need that reflects Grade R

teachers' common thinking at some point. Going through data collection and analysis has led to discarding some assumptions about the support given to Grade R teachers. What appears is a true reflection of what is taking place in the schools. In the next chapter, an overall summary, conclusions and recommendations will be done.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to establish the level of teaching and learning support given to Grade R teachers by principals in the Umtata District. The main theme (support) was divided into sub-headings which enquired about specific aspects of support. According to study procedures, the sub-headings propelled the study into sub-research questions, from which the questionnaire was derived. The data were collected through the questionnaire. When the data were analyzed, it gave various results some of which were predictable and some were not. In this chapter, the researcher discusses the analyzed data as they reflect back on the research questions, and the impressions thereof. The implications of this study are discussed in this chapter in relation to the significance of this study. The actual problems encountered during data collection are highlighted as it is believed that they will shed light on future studies related to this one. The study is wrapped through a conclusion that summarizes the whole study to the end.

5.2 Discussion of individual findings

In this part of the study the various findings are given and discussed individually. Each finding is discussed according to its relationship to the research questions, and the specific sub-research question addressed.

Finding 1

Insufficient provision of technical and material support to Grade R teachers by principals

The questions derived from the above topic pertained specifically to resources like books, toys and other physical resources that facilitate teaching and learning in the Grade R class.

The interest of this study was to establish the role of the principal in establishing this type of support for the Grade R teacher. The research questions on technical support were posed cover aspects like space in the classrooms, sufficiency of the

material in class, and communication between the Grade R teacher and the principal when the material is ordered.

The responses to the above questions showed that most Grade R teachers disagreed with having space in their classrooms and so they could not attribute this condition to getting enough technical support. About the sufficiency of the material, a big number of respondents showed that they were not getting enough material to cover all the aspects of teaching Grade R.

Finding 2

Inadequate professional training of Grade R teachers in education

With regard to the level of education and professional training of Grade R teachers who participated in the study, the findings indicated that they have not received professional training as teachers and therefore relied on crash courses and one day workshops.

Finding 3

Lack of guidance and motivation by principals to Grade R teachers in acquiring professional qualifications

Another aspect of support that was under survey in this study was the moral support given to Grade R teachers by principals as moral support is perceived as another recipe

for quality education in this study. Questions on moral support enquired whether the principal ever enquires about the registration of the Grade R teachers with educational institutions for academic and professional development. The results revealed that there was a general lack of guidance from the principals in motivating the Grade R teachers to study education with accredited institutions. As a result, some Grade R teachers are registered with unaccredited institutions which will not help them to get absorbed in the Department of Education.

Finding 4

Lack of professional guidance given by principals to the Grade R teachers

Pertaining to the professional guidance of the Grade R teacher, the findings revealed that the principals did not discuss issues of Grade R teaching with Grade R teachers. According to the collected data, no principal who showed interest in exactly what was exactly taught in Grade R: which shows a lack of professional guidance.

Finding 5

Inconsistent communication between the Grade R teachers and the principals

This finding pertained to issues of communication between the Grade R teacher and the principal. The data revealed that most principals did not communicate much with the Grade R teacher. It was however revealed that some Grade R teachers were consulted when requisition is done, and before ordering the material, however, it was also revealed in the data that there were those principals who did not consult the Grade R teachers when requisition was made. The finding pointed to the fact that there is an element of inconsistency of communication between the principals and the Grade R teachers.

Finding 6

Involvement of Grade R teachers in school activities

This part of the study enquired about support in terms of the acceptance of the Grade R teachers as part of the school community. The sense of belonging to the school community begins with the involvement of Grade R teachers in committees. The study revealed that the Grade R teachers are involved in school activities and social committees, and their perceptions about their involvement in school activities are positive. The study further revealed that the most common committees in which Grade R teachers were involved were entertainment committees and leisure, not in decision making committees like the Integrated Quality Management Systems (IQMS), financial signatories, curriculum management etc. The overall impression about the involvement of Grade R teachers is that most Grade R teachers are involved in school committees.

Finding 7

Need for knowledge of school policies by Grade R teachers

The study set out to view how the Grade R teachers understand the operation of school through policies as a sign of support and a sense of belonging to the Department of Education.

The study revealed that many Grade R teachers do not know the operation of their schools through policies; very few Grade R teachers understand the school policies.

Finding 8

Lack of confidence for the Grade R teachers to participate in staff meetings

In the incorporation of the Grade R class into the school community, the study wanted to know about the level of possibility in this regard. The study enquired about the invitation of Grade R teachers to staff meetings, and the data showed that most of them were invited to staff meetings. Then it was further enquired whether they participate in the meetings, and it was revealed that the Grade R teachers still lack the confidence to participate in staff meetings.

Finding 9

Focus on Grade R needs only in the schools

The study sought to find out more about how the Grade R class fared within the school, in terms of special requisition, special time, special space and special meetings that discuss issues pertaining to Grade R only. The results yielded from this study indicated that there were no special meetings called during the year to attend to Grade R's needs. This shows that there is not much special focus on Grade R needs by the principal.

Finding 10

Poor links with the Department of Health

As the children of Grade R are susceptible to certain diseases, the study enquired about the area of support that linked the Grade R class to health services. It is believed in this study that the principal should communicate with the Department of Health and get the Grade R class and teacher well equipped with health information and practical services. The study revealed that there is not a strong link of the Grade R teacher with the Department of Health, some kind of arrangement which should be done or organized by the principal. This type of incorporation is still lacking.

5.3 Overall summary and discussion of the study

After the integration of the Grade R classes into the GET Band, the researcher observed, through informal discussions with some Grade R teachers that they seemed to experience challenges in getting the necessary support from the

management of their schools. The researcher thus found it necessary to explore the support given by

school principals, whose schools have Grade R classes, in ensuring that Grade R teachers are able to effectively conduct learning and teaching in their classes.

The researcher envisaged to exploring the role of the school principals in supporting Grade R teachers in order to draw attention to conduct learning and teaching effectively in Grade R classes. In order to accomplish the objectives of the study the following main research question was posed as:

What is the role of the school principals in supporting Grade R teachers in order to promote effective learning and teaching in Grade R classes?

To accomplish that, the theme of support was divided into sub-themes that covered technical, physical and moral support given to Grade R teachers by principals, discussion of Grade R teaching by principals with Grade R teachers, incorporation of Grade R teacher into the school community, and professional development of the Grade R teachers. A questionnaire was derived from the sub-themes and the data was collected from the various schools encompassed by the sample. The data was analyzed by a statistician using SPSS and it yielded results and findings that shaped the impressions and conclusions of this study.

There are various findings that have been identified from the data collected in the field. Although they have been previously mentioned individually, they intersect at points because they pertain to one concept of support of one subject i.e the Grade R teacher. There are impressions given by the results of the study which relate to the previously- viewed literature and other current situations in the schools.

It became clear that the material support is the core aspect of the Grade R teacher's perceptions about support. Grade R teachers need a great deal of material and space in order to teach Grade R successfully. The study has gathered that Grade R teachers yearn for space and material to make their Grade R teaching effective. It is evident that many schools still lack the space and resources to teach Grade R. Some schools still teach Grade R in shacks and those that have permanent structures are

not spacious. The finding on the question of space in Grade R classes is in contrary to Feeney's belief

(1989, pp.165) that a Grade R class should be spacious, have different floor surfaces so as to allow children to explore. The condition of space and conducive environment is still prevailing, as quoted by pupils from the Victoria Girls High School in Grahamstown in the Saturday Dispatch May 5, 2012,

'We feel that a right to an education should infer a right to a decent educational infrastructure, otherwise the opportunities for learning are limited'. (MacGregor, 2012)

In their awareness campaign to enlighten the world about what the less fortunate learners are experiencing in the Eastern Cape, they went on to swap positions with the poorest schools of the Eastern Cape. After their experience of the conditions in the rural schools, they expressed their shock and concern as quoted above. According to Moloi (2002, pp.94), material support is technical support because it pertains to administration of resources, allocation of financial resources, and allocation of teaching and learning material. It stands to reason that, technical support still needs great attention in many schools.

A large number of respondents agreed that they were given chance to interact with parents when there was a parents' meeting, but they still lacked the confidence to address the parents on their own. The impression is that the principals still have a role to play in supporting the Grade R teachers in order to be able to address the parents.

The involvement of Grade R teachers in school committees and social activities showed a remarkable element of support and integration into the school community.

It unfolded that Grade R teachers were invited to staff meetings, but their level of participation in the meetings was too low. In this study, the poor participation is attributed to the fact that many Grade R teachers responded by saying that they did

not understand school policies. As part of the envisaged support in this study, it is felt

that the principals should create awareness of policies by all the members of the staff, including the Grade R teachers.

It is evident that there are still sections of communication that need attention as the results revealed that communication between principals and Grade R teachers is generally poor. There were issues which were not communicated to the Grade R teachers by the principals. According to this study, communication between the Grade R teachers and the principals should not be a matter of the principal's state of mood, but a managerial matter.

It is evident that the principals were enthusiastic about the professional growth of the Grade R teachers, because many Grade R teachers were furthering their studies in education. Results revealed that there was much improvement in professionalizing the Grade R teachers' work because so many were registered with various institutions for professional studies in education, and they did attend workshops on Early Childhood Education. However, it has been noted with regret that most principals did not take the studies of the Grade R teacher as a matter of concern. It has been revealed that the principals do not enquire about the progress of the Grade R teachers. As a result some Grade R teachers were registered with unaccredited institutions which ultimately will not get them absorbed by the Department of Education.

Although the aim of visiting Grade R class has not been specified in this study, it has transpired in the responses that the principals sometimes visited the Grade R classes, but none of the aspects of support were specified as reasons for the principal's visits in the responses.

The overall impression about the inclusion of Grade R in the GET band is that there are no special meetings called for Grade R at any time during the course of the year except in preparation for the graduation of Grade R. According to the rationale of this study,

Grade R should be treated as a school within a school, to make sure that this class gets first hand quality.

According to Edgington (2004, pp.41), it is important to develop special policies for the early years because it is easy to focus on specific needs of this stage. She believes that policies contain the gist of expectations and it binds the team members to their philosophy.

It has emerged from the study that most principals did not have much to say about the teaching of Grade R, and that led to lack of advice for the Grade R teacher, on the teaching of Grade R. Bell (1996, pp.71) contends that the principal should monitor the planning and representation of the programmed units of the subject matter and provide support and advice where there is a need.

Results from open-ended questions revealed Grade R teachers' perceptions about being incorporated into the school community as the most positive perceptions. These perceptions go hand in hand with the values and core-values advocated by Feeney (1987, pp.42) in the teaching of Grade R, where he contends that core values of a field are those deeply held commitments that are consciously embraced because practitioners believe that they contribute to society. According to Feeney, core values in ECD pertain to:

- recognizing and respecting each individual as unique human being
- Supporting children and adults in realizing their full potential.

5.4 Implications of the study

This study should draw the attention of the managers and other stake holders against poor foundation for learning. This study focuses on the managerial issues which affect the Grade R teachers, their learners, and their classrooms. If the situation of poor material support and lack of space prevails, the Grade R learners are likely to be blank slates whose brains have not developed in all aspects of growth. The learners are at risk of not reaching the required standards of a well-prepared Grade R learner.

Through the support of the principal, and show of interest in the Grade R teacher's work, the Grade R teacher will be encouraged to do more in the teaching of Grade R, and education in general. If the Grade R teachers do not get material support, they are likely to lose interest in their work and just mind the children for the sake of keeping them without necessarily educating them.

Unprofessional treatment of the Grade R teacher's work can retard the Grade R teachers from professional growth. The involvement of Grade R teachers in professional activities encourages the Grade R teachers to grow professionally.

Lack of communication between the principal and the Grade R teacher cannot yield positive results. This study also encourages communication between the Grade R teacher and the principal because the principal will never know the needs of the Grade R teacher directly. The principal will not be directly involved in the Grade R teacher's plight in the school.

If the Grade R teacher is not involved in activities, she can feel neglected, isolated and blank. The involvement of the Grade R teacher in school activities and committees will elevate the Grade R teacher's perceptions about collegiality and the school environment.

Poor communication could make the Grade R teacher fail to understand her work both in the school and the community. Due to poor communication with the parents, the Grade R teacher may end up having a problem in dealing with individual needs of children. The Grade R teacher's inability to address the parents in the absence of the principal may lead to poor relationships with the parents.

5.5 Recommendations

From the findings which transpired from this study, there are recommendations that the researcher would like to make from her point of view, with the intention of contributing to the teaching of Grade R and education in general.

Recommendation 1

Need for support to grade R teacher by principal

The principal should see the issue of supporting Grade R in the school from a managerial perspective, and treat it as such. The principal should bear in mind that the Grade R class and the Grade R teacher fall within his or her jurisdiction and should therefore take full responsibility for monitoring the Grade R class and its activities.

Recommendation 2

Independent requisition for Grade R class

The Grade R section should be seen as a full school within a school, i.e. all the material and resources needed for Grade R should be made available and Grade R issues should be dealt with separately.

Recommendation 3

Other sources of material for Grade R

It was discovered in the data that many schools rely on the Department of Education for material and they indicated that there is no other source of material for their classes. The researcher therefore recommends that the principal should look for sponsors to strengthen the material support that will upgrade Grade R.

Recommendation 4

Improvement in communication between principals and Grade R teachers

Communication is the key to the success of any undertaking. The principal needs to have a clear view on the teaching of Grade R because at some stage, he or she needs to discuss issues of the Grade R class, such as what works, and what does not.

Recommendation 5

Special meetings for Grade R

Meetings for Grade R only need to be called so as to pay special attention to the needs of Grade R. The researcher further recommends that special policies should be designed for Grade R so that the smooth running of Grade R class does not necessarily have to wait for the whole school's programme, because it seizes to be the first

Recommendation 6

Maintaining close links with the Department of health

The Department of health should have a very close link with the school, specifically with Grade R teachers in order to broaden their knowledge about healthy and

unhealthy signs in a child. Close links with the Department of health will help the Grade R teacher to be well-versed about the developmental stages of the child, as advocated by Brierley (1994, 180) when he asserts that Grade R teachers need knowledge of the normal patterns of physical, intellectual, emotional and social development of the children if they are to understand those that they teach and recognize deviations from the norm.

Recommendation 7

Principals should monitor the progress of Grade R teachers

The Grade R teachers need to register at accredited institutions when they are furthering their studies in education. The accredited institutions co-operate with the Department of Education, which is the employer of all teachers. Therefore, the Grade R teacher must develop towards meeting the requirements of the employer.

5.6 Limitations encountered

In this study, the researcher has experienced the practicality of a quantitative research where a handful of data had to be collected in the field, and has realized though, without regret, that the study was an expensive undertaking. She experienced challenges in getting funding for this research and therefore would like to encourage future quantitative researchers to ensure that funding facilities are available.

This study is a survey; therefore, a bigger sample was needed to motivate its generalisability. Almost all the schools with Grade R in Circuit 13 ended up being in the sample, i.e. comprehensive sampling. The researcher had to visit all the schools in the sample, and in reality, it was a time-consuming practice with time constraints, emanating from the fact that she is also working.

The researcher noticed that this study was conducted using the most timid and vulnerable members of the staff, who are still confined in the cocoon that they are not professional teachers. For that reason, they are not sure if the material they

have is enough, is the best, adequate or not. Some would really like to speak out in informal conversations but, the research design required a questionnaire, and through it, their perceptions were captured.

The researcher noticed with regret that some principals are not impressed by the idea of conducting research in their schools because of previous researchers who did not comply with the research ethics, possibly made empty promises. The researcher had to endure some negative comments before getting permission to conduct research, but not all principals adopted that attitude. That alone should keep the future researchers going.

5.7 Conclusion

This chapter serves to wrap up the study as the gathered ideas culminate to the way forward of managing and teaching Grade R, based on various results from the data collection. Individual findings that were responses to each question of the questionnaire followed a descriptive research procedure, where the results were given as they were without comparing or experimenting. A summary of the study followed where the individual findings were intertwined with the impressions they left in relation to the main research question and the sub-research questions. The implications of the study were discussed and as they were discussed they threw more light on the significance of this study. From the findings that transpired from the study, various recommendations were made as the researcher wished to make a contribution into the improvement of the teaching of Grade R, however, the researcher also shared views on the limitations that she encountered in the field, and generally in the course of the study.

The next paragraph is the coda of the whole study, the shape it has taken in its due course and its final impression about the teaching of Grade R.

According to the results obtained from the collected data it became clear that the level of support needed by the Grade R teachers has not yet reached the level of

other countries. It is evident that there is still much to be done in as far as technical support is concerned. The fact that there are still Grade R children who are taught in shacks calls for more attention from the Department of Education.

It also transpired that many Grade R classes are running within the school automatically because they are already there, but their presence is not a core part of the principals' managerial routine. Another discovery is that the principals are not deliberately neglecting the Grade R class; but seemingly, do not look with deeper insight into the aspect of support. The study therefore stands as a springboard to other studies which may elaborate more on the issues raised. The researcher is also interested in further debates on Grade R issues, as it may serve as the yardstick to measure the current conditions of support of Grade R.

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APPENDIX A

Postnet X5311
Suite No 82
UMTATA
5100
18 July 2011

The District Director
Department of Education
Mthatha District Office
MTHATHA
5099

Re- APPLICATION TO CONDUCT RESEARCH IN SCHOOLS-MQANDULI AREA

Sir

I hereby apply for permission to conduct research in the schools that are under your jurisdiction with effect from July 2011 to November 2011. I am a registered student at Walter Sisulu University doing a Master of Education Degree in Educational Management and Policy. Part of the programme requires me to conduct a research project in a topic that will be relevant to governance or management of the school.

The intended research will be conducted as follows:

Topic:*Exploring Learning and Teaching Support Given to Grade R Classes by Principals of Junior Secondary Schools in Mqanduli Area in the Eastern Cape.*

Participants: Grade R teachers

Mode of Research: Questionnaires

Ethical Considerations: All ethical considerations like anonymity, privacy, the right for participants to participate or not to participate, the right to withdraw will be communicated to participants and will be observed as part of the conventional procedures in the research study.

Disruption of academic activities: None

Report: Your office and the schools taking part in this research will be provided with the feedback.

I will appreciate your positive response in this regard

Yours faithfully

Z. Pantshwa

0730003652



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Botha Sigcau Building *Office No. 35A *Ground Floor *Mthatha *Private Bag X5003 *Mthatha *5099
REPUBLIC OF SOUTH AFRICA *Tel: +27(47)502 4288 *Fax: +27 (47) 5313535 *Website: ecprov.gov.za
*Email: tnompzolo@webmail.co.za
Enq: Miss N.Stengile

Date: 14.08.2011

LETTER GRANTING PERMISSION TO CONDUCT RESEARCH IN SCHOOLS.

Miss Z. Pantshwa
Lower Ngqwarha A.A.
Mqanduli

Dear Miss Pantshwa

Permission to conduct Research

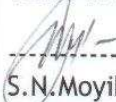
Permission is hereby granted for you to conduct research provided the following conditions are taken into consideration.

1. Educators are not forced to participate if they are reluctant to do so.
2. Ethical issues such as what are legitimate to do, or moral are considered.
3. It is hoped that the study will be of great assistance to the department. This implies that your findings will be shared with us.

You will be required to present the copy of this permission to the principals of the affected schools.

Good luck.

Yours in Education


S.N. Moyikwa (Circuit Manager)

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project:

EXPLORING LEARNING & TEACHING SUPPORT GIVEN BY
SENIOR PRINCIPALS TO GR. R. CLASSES IN MQANDULI AREA IN THE IS

Name of Researcher: Z. PANTIMWA

Researcher's Institution: WALTER SISULU INSTITUTION Phone: 073 0003652

Name of the Main Supervisor (in case of students): DR. MOWEPO

Purpose of the study/research: (if research is for a qualification, which one?): M.ED.

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.

For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.

Signed at (place) NGCWANGUBA J.S.S. on (date) 15/09/2011 by

(full name) M. Nkwanguba of (address) Ngwanguba

Witness: Name: B. Ngoma Signature: [Signature] Date: 15/09/2011

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.

Signed at (place) _____ on (date) _____ by (full name) _____

of (address): _____

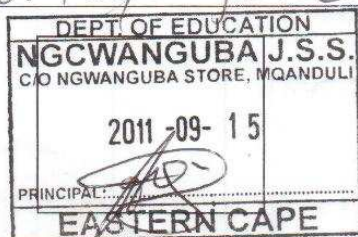
Witness: Name: _____ Signature: _____

Date: _____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: M. Ngomfela Signature: [Signature]

Office Stamp:



Postnet X 5311
Executive Suite No. 82
UMTATA
5100
18 July 2011

The Principal/ School Management Team
School :-Gonya J.S.S.
Circuit 13
Mthatha District

Sir/Madam

RE-Request for permission to undertake a research in your school

I am a registered student at Walter Sisulu University, working towards completion Of a Master's degree in Education. I therefore humbly request your Grade R teacher to be the major participant in this study.

The study pertains to the support of Grade R teachers by managers of schools. At the end of the study , the principal, the Grade R teacher, the parent and the Department of education can realize how much they have done, and what they Still have to do in order to give a solid Early Childhood Development, that lays s good foundation to education. Kindly be informed that the research is for study purposes only, therefore, the names , and information from participants will be highly confidential.

I will appreciate your positive response in this regard.

Yours in Education

Z. P. Pantshwa (Miss)

.....

Contact No.: 0832643345

GONYA J.S.S

P.O.BOX 267

MQANDULI

5080

19 SEPTEMBER 2011

DEPARTMENT OF EDUCATION

WATER SISULU UNIVERSITY

MTHATHA

5099

SIR/MADAM

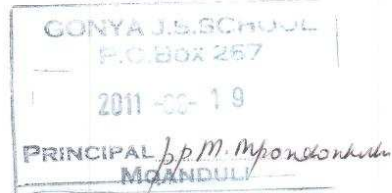
PERMISSION TO CONDUCT RESEARCH

This serves to confirm that the above mentioned school has granted Miss Z.Pantshwa permission to conduct a research as per her request.

Thank you

p.m. Mpononkulu (Principal)

School stamp.



GONYA J.S.S

P.O.BOX 267

MQANDULI

5080

19 SEPTEMBER 2011

DEPARTMENT OF EDUCATION

WATER SISULU UNIVERSITY

MTHATHA

5099

SIR/MADAM

PERMISSION TO CONDUCT RESEARCH

This serves to confirm that the above mentioned school has granted Miss Z.Pantsh permission to conduct a research as per her request.

Thank you

P.P.M. Mpondothuli (Principal)

School stamp.



19 September 2011

UPPER MPAKO JUNIOR SECONDARY SCHOOL

SCHOOL FOR BOYS & GIRLS
P.O. OLD MORLEY STORE
MORISUT
5090



Walter Sisulu University
Department of Education
MTNATHA
5099

Sir/Madam

Re - Permission to Conduct Research

With regard to the matter mentioned above, permission is hereby granted to Miss Z. Pentshwe to conduct research in the above-mentioned school.

Thank you
A. Z. Siganga (Principal)

UPPER MPAKO J.S.S.
P.O. BOX
MORISUT
5090
DATE _____
SIGNATURE _____

APPENDIX F

THE QUESTIONNAIRE

1. EXPLORING LEARNING AND TEACHING SUPPORT GIVEN BY PRINCIPALS TO GRADE R TEACHERS IN CLASSES IN MQANDULI AREA IN THE EASTERN CAPE PROVINCE.
2. Herein is a questionnaire that you are humbly requested to answer. The questionnaire consists of two sections A and B. In Section A you will fill in your biographical information. Your name is not important in this section, the biographical information is needed for verification of data.
 - Section B of the questionnaire consists of questions where you will choose the part that fits your feeling about that aspect. You may agree or disagree with a point, whilst you may have a strong feeling about either of the two, where now, you can strongly agree or strongly disagree. However, there are aspects which may not be within your control thereby making your feeling not to be sure. In that case, you are free to indicate that position by choosing, not sure.
 - There are questions where you may need to write your response fully in your own words, a space will be provided for that.
3. Kindly be advised that the research is strictly for a study purposes only, therefore, names and information from participants will be highly confidential.
 - You are also humbly requested to participate voluntarily in this study, As it has no influence on salary progression.

- You also reserve the right not to participate in the study, if it needs be.

SECTION A

BIOGRAPHICAL INFORMATION

Please indicate with an X in an appropriate space given below

1. Gender :

Male	1
Female	2

2. Age

18 – 21 yrs	1
22 – 24 yrs	2
30 – 40 yrs	3
41 – 50 yrs	4
51 – 65 yrs	5

3. Years of experience:

1 – 3 yrs	1
4 – 6 yrs	2
7 – 10 yrs	3
11 yrs and above	4

4. Workplace :

Urban	1
Rural	2

5. Home Language:

Xhosa	
Zulu	
Englih	
Other	

SECTION B

PART I

Technical support refers to all the physical resources that are used in class in order to facilitate teaching and learning ranging from the chalkboard to the toys in the Grade R class etc. With reference to the above statement, answer the questions that follow.

1. The principal gives me all the technical support

Strongly agree	1
Agree	2
Not sure	3
Disagree	4
Strongly disagree	5

2. My class is spacious and it gives the children allowance to explore

Strongly agree	1
Agree	2
Not sure	3
Disagree	4
Strongly disagree	5

3. The material in my class is enough to cover all the aspects of Grade R teaching

Strongly agree	1
Agree	2
Not sure	3
Disagree	4
Strongly disagree	5

4. Do you have any other source of technical support or sponsor other than the school's arrangement for support

Yes	1
No	2

5. If the answer for the question above is Yes, you may write the name of the source in the space below

.....

...

6. The principal consults me when he orders material for my class in order to confirm what I need and those I don't need

Does not consult me, does not order	1
Does not consult me, but orders	2
Consults me and orders	3
None of the above	4

7. The principal visits my class

Frequently	1
Sometimes	2
Never	3

8. The principal discusses issues of my teaching

Frequently	1
Sometimes	2
Never	3

9. The principal advises me on how to deal with young children

Frequently	1
Sometimes	2
Never	3

10. The principal checks on the physical condition of the Grade R class

Frequently	1
Sometimes	2
Never	3

11.Are you involved in any committees in the school

Yes	1
No	2

12. If the answer for the above question is yes, please list the committees you are involved in, in the space provided

.....

.....

.....

.....

.....

.....

13.How do you understand the operation of the school regarding the use of policies

All policies	1
Some policies	2
Done	3

14.Are you invited to staff meetings?

Yes	1
No	2

15.Do you participate in the staff meetings?

Always	1
Sometimes	2
Not at all	3

16. Do you communicate directly with the principal?

Yes	1
No	2

17. If your answer is yes, how do you communicate?

Directly	1
Indirectly	2

18. If you don't communicate directly with the principal, how do you communicate your needs?

Through the HOD	1
Through any senior	2
Through any staff member	3

19. The principal calls meetings specifically for Grade R

Often	1
Sometimes	2
Never	3

20. If there is a parent's meeting, the principal gives me chance to interact with the parents

Yes	1
No	2

21. The principal organizes sessions for me to meet with individual parents

Often	1
Sometimes	2
Never	3

22. Are you ready to address the parents alone without the help of the principal?

Yes	1
No	2
Not sure	3

23. I attend workshops on Early Childhood Education

Yes	1
No	2

24. The principal organizes links with the Department of Health so as to broaden my mind about the health of young children

Yes	1
No	2

25. I am furthering my studies in education

Yes	1
No	2

26. If the answer for the above question is yes, please indicate the institution you are studying with.

.....
...

.....

.....

.....

.....

.....

27.The principal checks on my progress

Yes	1
No	2

28. The principal supplies me with information on how to improve my professional status in teaching .

Yes	1
No	2

PART 2

1. In the space provided, indicate any aspect of support that motivates you most in the teaching of Grade R.

.....

...

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.....

2. In a few lines , cite any committee and activities that you are involved in,
that make you feel that you are a member of the school community.

.....
.....
.....
.....
.....
.....
.....
.....

END OF QUESTIONNAIRE, THANK YOU

APPENDIX K



WALTER SUSULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES

MANDATORY CONSENT FORM: ELECTRONIC THESES & DISSERTATIONS (ETD) AND PLAGIARISM REQUIREMENT (For postgraduate research outputs from 2009 September)

TEMPLATE FOR THE STUDENT AND SUPERVISOR CONSENT FOR PUBLICATION OF ELECTRONIC RESEARCH OUTPUT ON INTERNET AND WSU INTRANET

FACULTY: _____

QUALIFICATION NAME: _____ ABBREVIATION: _____ YEAR: _____

STUDENT'S FULL NAME: _____ STUDENT NUMBER _____

TYPE OF RESEARCH OUTPUT: RESEARCH PAPER/MINI-DISSERTATION/DISSERTATION/THESIS (TICK ONE)

TITLE OF THE RESEARCH OUTPUT: _____

CONSENT: I HEREBY GIVE MY CONSENT TO WALTER SUSULU UNIVERSITY TO PUBLISH MY RESEARCH OUTPUT FOR THE QUALIFICATION ABOVE ON THE WSU INTRANET AND INTERNET. I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE, THERE IS NO PLAGIARISM IN THE RESEARCH OUTPUT AS SUBMITTED. I HAVE TAKEN REASONABLE CARE TO ENSURE THAT THE RESEARCH OUTPUT MEETS THE QUALITY LEVEL EXPECTED FOR THE PRESENT QUALIFICATION LEVEL BOTH IN TERMS OF CONTENT AND TECHNICAL REQUIREMENTS. I FULLY UNDERSTAND THE CONTENTS OF THIS DECLARATION.

SIGNATURE OF STUDENT _____ DATE _____

ENDORSEMENTS BY:

SUPERVISOR:

FULL NAME: _____ SIGNATURE: _____ DATE: _____

CO-SUPERVISOR(S):

1. FULL NAME: _____ SIGNATURE: _____ DATE: _____

2. FULL NAME: _____ SIGNATURE: _____ DATE: _____

