

Nature of in-service training to capacitate public secondary school teachers in the Matlosana area: a public management perspective

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DECLARATION

I hereby declare that:

NATURE OF IN-SERVICE TRAINING TO CAPACITATE PUBLIC SECONDARY SCHOOL TEACHERS IN THE MATLOSANA AREA: A PUBLIC MANAGEMENT PERSPECTIVE

is my own work, and that all the sources used or quoted have been indicated and acknowledged by means referencing, and that this mini-dissertation has been text edited, and has not been previously submitted by me for a degree to any other university.

Kabelo Ben Mahloane

2011

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DEDICATION

This work is dedicated to my late mother Maria Maleponesa Mahloane, who taught me that patience is concentrated strength.

It is also dedicated to my son, Motlatsi, and my daughter, Keletso. May this study encourage them to never be afraid to actualise their full potential.

SUMMARY

The purpose of this research activity was to determine the nature of in-service training as a mode of capacitating and developing teachers in public secondary schools serviced by the Matlosana Area Office (AO).

The process of teacher in-service training is constantly faced by challenges, which derail and stall progress and sometimes negatively affect learners' performance. Amongst others, these challenges include: changes in the curriculum, inconsistent monitoring and follow-up on in-service training programmes, the impact of teacher performance on learners' attainment, the HIV/AIDS scourge, poor learner discipline, incorrect placement of teachers with regard to school and subjects taught, and the low participation of key role-players.

The Department of Education (DoE) is divided into the Department of Basic Education and the Department of Higher Education. A literature study to look into the Department of Basic Education's Acts, policies, strategies and other relevant documents aimed at skilling and developing teachers, was carried out. This assisted the researcher in understanding the legal parameters that guide teacher in-service training. Upon completion of the literature study, a brief explanation of the empirical research design, the administration and the use of the questionnaire as a research tool, are given.

Data were collected from the respondents in the randomly selected secondary schools in the focus area – by means of a questionnaire. These data gave the researcher an idea of the situation with regard to teacher in-service training in the Matlosana Area Office's responsibility area. To respond to the statements, respondents were required to indicate their views by ticking on a 5-step Likert scale. Respondents were given the opportunity of writing down their opinions; and these were summed up and indicated. Data collected were analysed and presented in the form of tables and histograms. This was followed by the interpretation of these data.

Chapter 5 of the mini-dissertation presents a summary of the research activities. The findings, in accordance with the literature review, and the results of the empirical research with regard to the stated research objectives, are also presented. Finally, based on the findings, conclusions are drawn and recommendations subsequently formulated.

Major findings include the need for more time to be dedicated to in-service training, thorough monitoring and prompt follow-up thereof. Data collected also indicated that the DoBE has a number of programmes in place to develop teachers and to put them on a par with curriculum requirements. Despite these efforts, some schools are still performing below the required standard.

KEY WORDS: Skills development, in-service training, performance, capacitate, teachers, continuing professional teacher development (CPTD), teacher development strategies, Department of Education.

OPSOMMING

Die doel van hierdie navorsing was om vas te stel wat die aard is van indiens-opleiding as 'n wyse om onderwysers in openbare sekondêre skole wat deur die Matlosana Gebiedskantoor bedien word, te ontwikkel en hulle bevoegdheid te verhoog.

Die proses van onderwyser-indiens-opleiding kom gedurig te staan voor uitdagings wat vordering laat ontspoor en vassteek en soms leerlinge se prestasie nadelig beïnvloed. Hierdie uitdagings sluit onder andere in: kurrikulumveranderings, die inkonsekwente kontrolering en opvolging in indiens-opleiding programme, die effek van onderwysers se prestasie op die sukses van leerlinge, MIV/VIGS, swak leerlingdissipline, verkeerde plasing van onderwysers in skole en die vakke wat onderrig word, en die lae deelname van hoofrolspelers.

Die Departement van Onderwys (DvO) is in die Departement van Basiese Onderwys en die Departement van Hoër Onderwys gedeel. Daar is 'n studie gemaak van literatuur om 'n insig te verkry in die wette, beleid en strategieë van die Departement van Basiese Onderwys, en van ander toepaslike dokumente wat gerig is op die verhoging van die vaardigheid en die ontwikkeling van onderwysers. Dit het die navorser gehelp om die wetlike raamwerk wat vir die onderwyser-indiens-opleiding as rigsgaander dien, te verstaan. Na dié studie, word 'n kort toeligting oor die ontwerp van die empiriese navorsing, die toepassing en die gebruik van die vraelys as navorsingsmiddel gegee.

Gegewens is deur middel van 'n vraelys van respondente in ewekansig geselekteerde skole in die fokusgebied verkry. Hierdie gegewens het die navorser 'n indruk gegee van die stand van sake ten opsigte van onderwyser-indiens-opleiding in die gebied waarvoor die Matlosana Gebiedskantoor verantwoordelik is. In antwoord op stellings moes respondent hulle siening op 'n 5 punt-Likertskaal afmerk. Aan respondente is die geleentheid gegee om hulle menings neer te skryf en dié is opgesom en aangedui. Die versamelde gegewens is ontleed en by wyse van tabelle en histogramme weer gegee. Dit is gevolg deur 'n vertolking van hierdie gegewens.

Hoofstuk 5 van die mini-verhandeling gee 'n opsomming van die navorsingsaktiwiteite. Die bevindings, in ooreenstemming met die literatuuroorsig, en die resultate van die empiriese ondersoek met betrekking tot die gestelde navorsingsdoelstellings word ook aangebied. Ten

slotte word gevolgtrekkings gemaak wat op die bevindings berus, en aanbevelings word vervolgens geformuleer.

Van die belangrikste bevindings is dat meer tyd aan indiens-opleiding, deeglike kontrole en onmiddellike opvolging daarvan nodig is. Die gegewens wat ingewin is, het ook aangedui dat die Departement van Basiese Onderwys 'n aantal programme ingestel het om onderwysers te ontwikkel en hulle op die hoogte van kurrikulumvereistes te bring. Ten spyte hiervan presteer sommige skole steeds onder die vereistestandaard.

TABLE OF CONTENTS

DECLARATION.....	I
ACKNOWLEDGEMENTS.....	II
DEDICATION.....	III
SUMMARY.....	IV
OPSOMMING.....	VI
TABLE OF CONTENTS.....	VIII
LIST OF TABLES.....	XII
LIST OF FIGURES.....	XIII
LIST OF ACRONYMS.....	XIV
CHAPTER 1: ORIENTATION.....	1
1.1 INTRODUCTION.....	1
1.1.1 A PUBLIC MANAGEMENT PERSPECTIVE ON THE IN-SERVICE TRAINING OF TEACHERS.....	1
1.2 BACKGROUND.....	3
1.3 THE PROBLEM STATEMENT.....	5
1.4 RESEARCH QUESTIONS.....	6
1.5 RESEARCH OBJECTIVES.....	6
1.6 CENTRAL THEORETICAL STATEMENT.....	7
1.7 RESEARCH METHODOLOGY.....	8
1.7.1 Research design.....	8
1.8 THE RESEARCH SAMPLE.....	9
1.9 ETHICAL CONSIDERATIONS.....	10
1.10 CHAPTER LAYOUT OF THE MINI-DISSERTATION.....	10
CHAPTER 2: THE LITERATURE REVIEW.....	13
2.1 INTRODUCTION.....	13
2.2 THE NEED FOR TEACHER IN-SERVICE TRAINING.....	13

2.2.1 Challenges facing teacher in-service training	16
2.3 TRANSFORMING TEACHER IN-SERVICE TRAINING	16
2.4 STATUTORY AND REGULATORY FRAMEWORK GOVERNING IN-SERVICE TRAINING AND SKILLS DEVELOPMENT	18
2.4.1 National Education Policy Act (Act 27 of 1996).....	18
2.4.2 THE SOUTH AFRICAN SCHOOLS ACT (ACT 84 OF 1996)...	19
2.4.3 The National Skills Development Act, 97 of 1998	20
2.4.4 The South African Council for Teachers (SACE) Act, (Act 33 of 2000).....	21
2.4.5 NATIONAL POLICY ON HIV/AIDS FOR LEARNERS AND TEACHERS	22
2.4.6 National Skills Development Policy Framework of 2005	23
2.4.7 National Skills Development Policy Framework for employees in Public Education (2006)	24
2.4.9 Norms and Standards for Teachers	25
2.5 IN-SERVICE TRAINING PROGRAMMES AND STRATEGIES THAT ARE IN PLACE TO DEVELOP TEACHERS	26
2.5.1 The North West Provincial Teacher Development Strategy, 2008 Version	28
2.5.2 The Dr. Kenneth Kaunda District Strategic Plan of 2009/10 to 2013/14	30
2.5.3 The Integrated Quality Management System (IQMS)	31
2.6 THE PARTICIPATION OF KEY ROLE-PLAYERS AND OTHER PARTNERS IN TEACHER IN-SERVICE TRAINING.....	33
2.6.1 The National Skills Development Fund.....	34
2.7. CHAPTER SUMMARY	36
CHAPTER 3: EMPIRICAL RESEARCH DESIGN.....	37
3.1 INTRODUCTION	37
3.2. RESEARCH DESIGN.....	37
3.2.1 The quantitative approach.....	37
3.2.2 Review of the literature.....	38
3.3 THE QUESTIONNAIRE AS A RESEARCH TOOL	38
3.3.1 Advantages of using the questionnaire as a research tool	39
3.3.2 Questionnaire design	39
3.3.3 Administering the questionnaire.....	41

3.4 CHAPTER SUMMARY	46
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CHAPTER 4: THE PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA.....47

4.1 INTRODUCTION	47
4.2 THE ANALYSIS OF THE QUESTIONNAIRES COLLECTED.....	47
4.2.1 SECTION A: Demographic and biographical data of the respondents.....	48
4.2.2 Summary of the demographical data.....	56
4.2.3 SECTION B: General questions regarding in-service training of teachers.....	57
4.3 CHAPTER SUMMARY	77

CHAPTER 5: SUMMARY, FINDINGS AND RECOMMENDATIONS.....78

5.1 INTRODUCTION	78
5.2 SUMMARY OF THE PRECEDING CHAPTERS.....	78
5.3. THE RESEARCH FINDINGS.....	81
5.3.1 Findings with regard to research objective 1: To determine the need for in-service training of teachers	81
5.3.2 Findings with regard to objective 2: To explore the statutory and regulatory framework that governs in-service training of teachers.....	82
5.3.3 Findings regarding research objective 3: To investigate the nature of in-service training to capacitate secondary school teachers in the Matlosana area.....	84
5.3.4 Findings with regard to research objective 4: To determine key role players in the in-service training to develop teachers	86
5.4 CONCLUSIONS	87
5.4.1 Conclusion on determining the need for in-service training of teachers.....	87
5.4.2 Conclusion on exploring the statutory and regulatory framework that governs the in-service training of teachers.....	87
5.4.3 Conclusion on investigating the nature of in-service training in the Matlosana area.....	88
5.4.4 Conclusion on determining the key role-players in the in-service training of teachers	89
5.6 RECOMMENDATIONS FOR FURTHER RESEARCH.....	93

5.7 CHAPTER SUMMARY	93
LIST OF SOURCES.....	95
ANNEXURES.....	101

ANNEXURE A:

LIST OF INSTITUTIONS SERVED BY THE MATLOSANA AREA OFFICE

ANNEXURE B:

MAP SHOWING SCHOOLS WITHIN THE DR. KENNETH KAUNDA DISTRICT

ANNEXURE C:

RESEARCH QUESTIONNAIRE

ANNEXURE D:

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

ANNEXURE E:

PERMISSION TO CONDUCT RESEARCH

ANNEXURE F:

LANGUAGE EDITING CERTIFICATE

LIST OF TABLES

Table 4.1: Teaching experience of the respondents	47
Table 4.2: Age of the respondents	48
Table 4.3: Gender of the respondents.....	49
Table 4.4: Are the respondents teaching the subjects that they were trained to teach in their training as teachers?.....	50
Table 4.5: Educational qualifications of the respondents.....	51
Table 4.6: Post occupied by the respondent.....	52
Table 4.7: Category of the respondent's designation.....	54
Table 4.8: Frequency of in-service training in the Matlosana AO secondary schools	56
Table 4.9: Knowledge of teachers regarding in-service training programmes	57
Table 4.10: Understanding the NCS and relating it to the real classroom situation.....	59
Table 4.11: Impact of teacher in-service training on the performance of learners...	60
Table 4.12: Impact of the WSP on areas that need development	62
Table 4.13: Follow-up and monitoring of in-service training.....	63
Table 4.14: Certification upon completion of in-service training.....	64
Table 4.15: Capacity to deal with HIV/AIDS in schools	66
Table 4.16: Capacity to deal with lack of discipline amongst learners	67
Table 4.17: Participation of key role-players and stake-holders in teacher development....	68
Table 4.18: Support from teacher unions in ensuring efficient skills Development at school level.....	70
Table 4.19: Addressing incorrect placement of teachers in secondary schools through in-service training.....	71

LIST OF FIGURES

Figure 4.1: Teaching experience of the respondents	47
Figure 4.2: Age of the respondents	48
Figure 4.3: Gender of the respondents	49
Figure 4.4: Are the respondents teaching the subjects that they were trained to teach in their training as teachers?.....	50
Figure 4.5: Educational qualifications of the respondents	51
Figure 4.6: Post occupied by the respondent.....	52
Figure 4.7: Category of the respondent's designation.....	54
Figure 4.8: In-service training frequency in the Matlosana AO secondary schools ...	56
Figure 4.9: Knowledge of teachers regarding in-service training programmes	57
Figure 4.10: Understanding the NCS and relating it to the real classroom situation.....	59
Figure 4.11: Impact of teacher in-service training on the performance of learners.....	61
Figure 4.12: Impact of the WSP on areas that need development	62
Figure 4.13: Follow-up and monitoring of in-service training.....	63
Figure 4.14: Certification upon completion of in-service training	65
Figure 4.15: Capacity to deal with HIV/AIDS in schools.....	66
Figure 4.16: Capacity to deal with lack of discipline amongst learners	67
Figure 4.17: Participation of key role-players and stake-holders in teacher development.....	69
Figure 4.18: Support from teacher unions in ensuring efficient skills development at school level.....	70
Figure 4.19: Addressing incorrect placement of teachers in secondaryschools through in-service training.....	71

LIST OF ACRONYMS

- ACE: Advanced Certificate in Education
- AO: Area Office
- ASGISA: Accelerated Shared Growth Initiative for South Africa
- ATR: Annual Training Reports
- CPD: Continuous Professional Development
- CPTD: Continuing Professional Teacher Development
- DA: Developmental Appraisal
- DoE: Department of Education
- DPSA: Department of Public Service and Administration
- ELRC: Education Labour Relations Council
- HOD: Head of Department
- IQMS: Integrated Quality Management System
- LEA: Local Education Authority
- NAPTOSA: National African Professional Teachers Organisation of South Africa
- NCS: National Curriculum Statement
- NGO: Non-Governmental Organisation
- NPFTED: National Policy Framework for Teacher Education and Development
- NSDF: National Skills Development Framework
- NSDS: National Skills Development Strategy
- OD-ETDP: Occupationally Directed Education, Training and Development Practice
- PALAMA: Public Administration Leadership and Management Academy
- REQV: Relative Education Qualification Value
- RSA: Republic of South Africa
- SACE: South African Council for Teachers
- SADTU: South African Democratic Teachers Union
- SAMDI: South African Management Development Institute
- SAQA: South African Qualifications Authority
- SDT: Staff Development Team
- SETA: Sectoral Education and Training Authorities
- SIP: School Improvement Plan
- SMT: Staff Management Team
- WSP: Work-place Skills Plan

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Over the past 15 years the South African government has been embarking on a programme of transforming public service delivery from a racially oriented system to an all-representative service, which will cater for all sectors of the population. This vigorous change not only focuses on public service delivery, but also on the quality of service rendered by various governmental departments– including the National and Provincial departments of education (both Basic and Higher Education Departments).

1.1.1 A PUBLIC MANAGEMENT PERSPECTIVE ON THE IN-SERVICE TRAINING OF TEACHERS

Public schools-as part of the public sector- also have to effect transformation changes as directed by Acts and policies that govern the public service. The White Paper on the Transformation of The Public Service (1995) clearly stipulates that the Government regards transformation as a dynamic, focused and relatively short-term process, designed to fundamentally reshape the public service for its appointed role in the new dispensation in South Africa (RSA, 1995:2).

Certainly, the most important provision regulating the functions of the public service is Section 195 of the Constitution. It contains the basic values and principles governing public administration which state that public administration must be developmentally oriented. It further emphasise the cultivation of good human resource management and career-development practices, to maximize human potential (Joubert & Prinsloo, 2008:12). It is therefore very imperative that skills of teachers, as public servants, be developed so as to put them in a better position to serve the communities that they are employed in.

As dictated to by the Constitution, currently, training and education for public servants is governed by provisions in the 1994 Public Service Act (as amended). As indicated in the White Paper on Public Service Training and Education (RSA, 1998:21), these

provisions need to be comprehensively reviewed if the demands of transformation are to be met. The main aim of this White Paper on Public Service Training and Education (WPPSTE) is to provide national strategic policy framework on training and education for public servants which contribute positively to the goals of public service transformation.

The WPPSTE further emphasises that the Government has committed itself to transforming the public service through its White Paper on the Transformation of the Public Service (WTPPS) of 1995. This transformation is inspired by the vision of a people centred and people driven public administration characterised by the principles of equity, quality, high ethical standards and professionalism. The critical element in transforming the public service is through training and education for public servants (RSA, 1998:21).

The process of developing and skilling teachers is not a haphazard activity, but must be a well-organised and well-managed process. This implies that proper management practices have to be followed and adhered to if the in-service training of teachers is to be a success. Management is a process followed by managers to achieve organisational goals. To achieve goals, managers must plan (what has to be done), organise (how it must be done), lead or guide (provide instructions to see to it that things get done) and control must be exercised (to check that things are done accordingly) (Erasmus, Leodolff, Mda & Nel, 2010:17).

This study focused on the in-service training programmes designed for school-based teachers, as a way of capacitating them in meeting the curriculum requirements, dealing with HIV/AIDS in public secondary schools, and implementing alternative measure in disciplining learners. The research has evaluated the effectiveness of in-service training as a way of improving teacher performance and learner accomplishment.

1.2 BACKGROUND

In order for the public officials serving in the education sector to perform and deliver as expected, and to be able to cope with the structural and/or administrative challenges and changes, they must be re-skilled and retrained. The process of teacher development—both at management level, and at classroom level—is not the responsibility of the education department alone, but it is a joint venture that includes SETAs (Sectoral Education and Training Authorities) and teacher unions.

The North West Provincial Teacher Development Strategy (DoE-North West, 2008:19) clearly states that, in line with the South African Council for Teachers (SACE) policy, the North West Provincial Department of Education, with the co-operation of all role-players and stake-holders, should endeavour to create an enabling environment for professional and personal development and the growth of individual teachers. This is with particular reference to the process of Continuing Professional Teacher Development (CPTD), in so far as this is within the competence of SACE. The Department of Basic Education (DoBE) will provide programmes to enhance the continuous development of teachers by means of various performance-management systems, thereby addressing any skills gaps.

Since the inception of the new curriculum in 2008, the amalgamation of the previously separated departments of education and other different ministries, teachers have been required to attend a series of in-service training sessions as part of skills development strategies – in order to bring them on board with the new developments, and to ensure more effective performance. It is evident that teachers face frustrations in dealing with change.

This statement may be confirmed by simply looking at the numbers of those who leave the profession, the low pass rates in Grade 12, and the small number of learners who decide to follow teaching as a profession. The National Policy Framework for Teacher Education and Development in South Africa (DoE, 2006(a):11-12), indicates that the perceived causes of diminishing interest in the profession are the poor public image of the profession and its status, particularly among young people, uncertainty about where new teachers would be placed after qualifying, a competitive

employment market, challenging working conditions, and changes with respect to the awarding of service-linked bursaries to student teachers.

In 2008, Grade 12 learners wrote the first National Senior Certificate based on the new curriculum, the National Curriculum Statement (NCS). A total of 289 912 learners enrolled for the NCS examinations. The pass rate was 62.5% (Burger, 2009:2). During her announcement of the 2009 Grade 12 results, the Minister of Basic Education, Mrs Angie Motshekga, MP, expressed her disappointment at the overall results in some of the provinces. The North West Province declined by 2.7 % (News 24.com, 2010-01-07). In the Dr. Kenneth Kaunda Education Department District alone, 5955 learners enrolled for Grade 12 exams, but only 72% passed. The pass rate reported in the Matlosana Area Office (AO) for 2009 was 75.63% out of a total of 3115 learners (DoE-NW, 2010).

In some instances, teachers are incorrectly placed with respect to the grades and subjects that they are required to teach. Currently, most of the unqualified teachers have been relieved of their classroom teaching and demoted to administrative assistants (researcher's own personal observation). Under-qualified staff members have enrolled for an Advanced Certificate in Education to improve their qualifications and skills.

“The President's Education Initiative research project” concluded that the most critical challenge for teacher education in South Africa was the limited conceptual knowledge of many teachers. This includes a poor grasp of their subjects, as evidenced by a range of factual errors made in content and concepts during lessons. “Teachers' poor conceptual and content knowledge contributes to the poor levels of learner achievement” (DoE, 2006(a):6).

The shortage of expert Mathematics, Science and English teachers was also a contributor to the poor level of performance in these subjects. The National Professional Teachers' Association of South Africa (NAPTOSA) is of the view that a strategy should be put in place to ensure that suitably qualified teachers are appointed in these posts (referring to difficulties concerning the three subjects mentioned in particular), and that adequate support should be given to develop teachers in these subjects (Wales, 2010:3).

In addition, if each teacher, and the rest of the support staff corps, were better equipped for their task, the chance of success of a school would improve. In any occupation, continued professional growth is of cardinal importance; but in the education profession, it is paramount importance for the outstanding fulfilment of tasks. When an educational leader adopts the right attitude to personnel development and training, the chances are much greater that the teaching/educational situation in each classroom will be maximally effective and occur to the advantage of all pupils (Van der Westhuizen, 1994:274).

The locus of this study was the secondary schools serviced by the Matlosana Area Office (AO), in the Dr. Kenneth Kaunda District Municipality of the North West Province Department of Education. This AO consists of four clusters, namely: J. C. Motaung, Meepong, Refentse and Cluster D, containing in total, 28 secondary schools.

A total of 15 secondary schools from these clusters formed part of the study, i.e. 5 schools from J. C. Motaung; 3 from Meepong; 4 from Refentse and 3 from Cluster D. (See Annexures A and B for a locality map of the Matlosana area as well as other details of these schools.)

1.3 THE PROBLEM STATEMENT

As intimated, it is evident that teacher knowledge and performance, and subsequently learner attainment and pass rates, have been fluctuating in recent years. The Dr. Kenneth Kaunda District and Matlosana AO in particular, are no exception. MEC Tselapedi's press release (DoE-NW, 2010:33) indicated clearly that in the above-named AO, out of a total number of 37 schools offering Grade 12, at least 13 of them had obtained a pass rate of less than 60%. This showed that a number of schools were still trapped in the zone of achieving below what is regarded as the acceptable pass rate of above 60%. Other secondary schools may report a higher pass percentage, but the learner attainment per individual subject was still low (in terms of quantity pass rates, not quality).

With regard to the above-mentioned facts, this research has sought to look into the problems or aspects affecting the effectiveness and functionality of in-service training

of teachers in public secondary schools. Among others, this aspects include Professional development, curriculum changes, frequency of in-service training, monitoring the in-service training processes, impact of teacher in-service training on teacher performance and learner attainment, dealing with HIV/AIDS, participation of key role-players, and learner discipline or alternatives to corporal punishment. Any compromise on these aspects, during skills development of teachers, negatively affects teaching and learning directly, and subsequently the pass rate of learners as well.

1.4 RESEARCH QUESTIONS

With regard to the scenario above, the following questions were posed:

- Why is it necessary to conduct in-service training as a means of capacitating secondary school teachers?
- What does the statutory and regulatory framework of teacher in-service training entail, and what programmes are in place to ensure the proper and effective implementation thereof?
- How intensive and effective is in-service training at secondary school level with regard to professional development, curriculum knowledge, monitoring in-service training, dealing with HIV/ AIDS and learner discipline. In other words, what is the extent (nature) of in-service training required to capacitate secondary school teachers in the Matlosana AO's geographical area of responsibility?
- To what extent do the key role-players participate in teacher in-service training, and how best can they be mobilized to participate actively?

1.5 RESEARCH OBJECTIVES

Taking into account the above-mentioned research questions, the objectives of this research are:

- To analyse the need (necessity) for teacher in-service training.

- To explore the statutory and regulatory framework that governs in-service training aimed at teacher development.
- To look into the nature of in-service training in developing the skills of secondary school teachers in the Matlosana AO's geographical area of responsibility.
- To determine the key role-players who participate actively in the in-service training of teachers.
- To make recommendations, based on the conclusions arising from the research findings regarding the current implementation of and approach to teacher development strategies and in-service training in particular.

1.6 CENTRAL THEORETICAL STATEMENT

Teacher performance improvement relies on the proper design and implementation of skills development strategies, as well as adjustment—where necessary—of the current teacher development strategies. The successful implementation of new policies will only be effective if teachers are adequately prepared and equipped by means of initial retraining; and when they realise the importance of improving their practices by means of Continuous Professional Development (CPD) (Coetzer, 2001:89).

It is clearly stipulated in the National Education Policy Act 27, (RSA, 1996:3) that the national and provincial education departments are obliged to provide an enabling environment for the preparation and development of teachers. The effectiveness of the CPTD system depends substantially on strong leadership and good management in schools, as well as on the support system provided by district, provincial and national officers of the DoE (both Basic and Higher Education Departments).

All employers of teachers must ensure that their employees are properly encouraged and equipped to undertake the roles expected of them in the highly varied and ever-changing conditions in which they work. Priority areas of need must be constantly reviewed and updated.

1.7 RESEARCH METHODOLOGY

In an endeavour to obtain reliable information, the researcher has used various methods of data collection, with the aim of reducing bias and eliminating errors which might have led to unreliable and untrustworthy findings. Research methodology encompasses the “how” of collecting data, and the processing thereof within the framework of the research process (Brynard & Hanekom, 2006:35). Quantitative research was used, since the content analysis of documents and the comparative analysis thereof, as well as the retrieval of statistical data, were undertaken.

Nealer (2008:2) explains that quantitative research is a form of conclusive research involving large representative samples and fairly structured data collection procedures. When planning quantitative research, one should describe not only the participants, the hypotheses and plans for collecting and interpreting data, but also the procedures whereby variance will be controlled, such as through randomisation, which tends to spread a variable evenly across groups studied (Mertler & Charles, 2008:100).

An in-depth literature study was carried out. Collection of data also included filling out a structured questionnaire and in some instances, personal observations of the researcher were taken into account. This research included an empirical investigation as part of the research approach. A questionnaire was used as a tool and instrument to obtain views from the respondents.

1.7.1 Research design

Two authors have commented that, “Research design is the plan according to which we obtain research participants (subjects) and collect information from them. In it we describe what we are going to do with participants, with a view of reaching conclusions about the research problem (a research hypothesis or a research question)” (Welman & Kruger, 2002:46). Consequently, the following data collection methods were used:

1.7.1.1 A literature review

A thorough study of the statutory and regulatory frameworks, such as government gazettes, policies, white papers and acts relevant to the study, was carried out. This was carried out in order to assist the researcher to understand the legal parameters that guide the skills development process of teachers, as well as the relevant strategies for the implementation of plans to improve their performance.

The researcher reviewed records to obtain statistical information or reports. Where applicable, articles were consulted to obtain and compare any relevant data from prior and similar studies. Other support material, such as newspaper articles, also assisted the researcher to gain a broader view of public opinion. Study guides and prescribed books offered the researcher further information pertaining to the research methodology. The internet was used to access news flashes, speeches and other relevant data that could assist the researcher.

1.7.1.2 The questionnaire

A structured questionnaire was used by the researcher as a source of evidence on the nature and extent of the research problem at school level. In total, one hundred and sixteen questionnaires were made available to 15 public secondary schools in the Matlosana AO's responsibility area. These were given to at least two teachers serving in the Staff Development Team, one Head of Department (HOD) and a principal or deputy principal of the focus schools to complete. Findings stemming from this questionnaire assisted the researcher to come up with logical conclusions, as well as appropriate recommendations and suggestions for amendments, where necessary.

1.8 THE RESEARCH SAMPLE

According to Nealer (2008:23), sampling is a procedure that uses a smaller number of units of a given population, as a basis for drawing conclusions about the whole population. Properly taken, samples lead to accurate portrayals of the whole situation.

Therefore, this study was only limited to secondary schools within the Matlosana Municipal area where the Matlosana AO is located. The researcher randomly selected research subjects (respondents) from a number of sampled schools and from various management levels of the education department within the Matlosana AO and Dr. Kenneth Kaunda District Municipality (See Annexure B for the map showing the location of the Matlosana AO.)

1.9 ETHICAL CONSIDERATIONS

As this study included questionnaires, which were to be filled out, the names of the respondents, information and/or documentation obtained from them for the purpose of this study were all treated confidentially, and the respondents thus remained anonymous. The researcher used every possible means to exercise gender, cultural, religious and racial sensitivity. Data obtained will be kept safe for at least five years after completion of the research.

The researcher, when using information from prior research, acknowledged all such data and the sources.

1.10 CHAPTER LAYOUT OF THE MINI-DISSERTATION

The following is a list of the chapters in a logical sequence with titles. Each contains a brief explanation of the proposed essence of the chapter in the mini-dissertation.

CHAPTER 1: ORIENTATION AND PROBLEM STATEMENT

This chapter furnishes a general orientation with regard to the locus and focus of the study. It provides a brief background and highlights the problem statement, summarising the research questions, objectives and the central theoretical statement. The chapter also elucidates the research methodology, design, sample and ethical considerations.

CHAPTER 2: THE LITERATURE REVIEW

This chapter is dedicated to the review of any relevant literature pertaining to the necessity of having in-service training aimed at capacitating school-based-teachers (particularly in secondary schools), the transformation of in-service training and the curriculum changes. The statutory and regulatory framework governing teacher in-service training is also explored and analysed.

CHAPTER 3: THE EMPIRICAL RESEARCH DESIGN

This chapter focuses on the design of the empirical research approach. The design, use and administration of the questionnaire will be explained. The researcher also sheds light on aspects, such as the quantitative research approach, the pilot study, validity and reliability, ethical considerations and statistical analysis.

CHAPTER 4: PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

Chapter 4 explores the current situation regarding the effectiveness of the strategies or approaches that are in place to develop teachers through in-service training within the Matlosana AO. Empirical research using questionnaires was conducted to gather data on the nature and extent of the teacher in-service training. The participation of the key role players concerning teacher in-service training was also investigated.

In this chapter, the researcher presents data collected in the form of frequency tables and histograms and analyses; and he also interprets the data collected and the tables in his empirical findings.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the preceding chapters together with the findings of the research, in accordance with the literature review, as well as the results of the empirical research. Based on the findings from the literature review and the empirical research, conclusions are made and recommendations are subsequently formulated.

1.11 CHAPTER SUMMARY

In this chapter, a general orientation of the research activity was outlined. An elucidation of the background, the problem statement, the research objectives, as well as the design has been presented. A provisional chapter layout is also briefly presented, giving an outline of the chapters.

The following chapter will comprise a review of the literature relevant to the skills development of school teachers.

CHAPTER 2

THE LITERATURE REVIEW

2.1 INTRODUCTION

Skills development and training refer to all activities designed to help employees gain knowledge, skill, attitudes or behaviour patterns, which would not only improve their performance in their current jobs, but would also unlock opportunities for employees to move from one level to a higher level, so that organisational objectives may be achieved, as outlined in the respective strategic plans and workplace skills plans (DoE, 2005:4).

In the light of the work that they do, teachers must necessarily be equipped with a wide range of skills to perform their duties satisfactorily in the transformed society and workplace. If there is to be effective transformation, and when the aim is to bring about change, teachers need to change their mode of teaching. In-service training must be used to assist teachers in effecting the changes. In this chapter, relevant literature pertaining to teacher in-service training will be unpacked and analysed.

2.2 THE NEED FOR TEACHER IN-SERVICE TRAINING

For an institution to achieve its mission, it is of paramount importance that its personnel be properly equipped with the necessary skills, which constitute a vehicle towards achieving the goals and objectives, as set out in the mission statement of that institution. Staff development is concerned with a range of staff training activities, irrespective of whether they are voluntary or mandatory, in-school or externally based, knowledge or skills-based, of personal or of school interest only, and finally whether they are related to curriculum-led staff development schemes or otherwise (O'Sullivan, Jones & Reid, 1990:4).

It is very important to have in-service training run by expert teachers in related fields. These are teachers who are referred to as Advanced Skills Teachers. Tailor and

Jennings (2004:6), as quoted by Forde *et al.* (2006:133), points out a number of ways in which Advanced Skills Teachers can be deployed. These include:

- Helping teachers with their planning.
- Demonstrating teaching.
- Helping teachers gain confidence and self-esteem.
- Working on curriculum development.
- Collaborating on curriculum projects.
- Helping to produce teaching materials.
- Supporting in-service provisions.
- Supporting trainees in their initial teacher training.
- Supporting newly qualified teachers.

These skills will help teachers to relate to any new curriculum developments in their classroom situation and to evaluate the impact of their learning (acquired during in-service training) on the learners.

On the other hand, one must bear in mind that, driven by curriculum reform, in-service training programmes have worked with teachers on new topics and new approaches to subject knowledge, as well as on new approaches to learning and teaching that knowledge. In emphasis, Adler and Reid (2002:5) point out that teachers are expected to deal supportively with learners whose lives are threatened by poor socio-economic conditions, who live with poverty, violence, and AIDS, in addition to social and political alienation.

At the same time as having to rise to these challenges of diversity and inequality, teachers are held accountable for their learners' performance on various kinds of testing. Producing good test results often distracts teachers from being able to care for the full range of interests, capabilities and learning tasks within a diverse classroom.

Nkwai Ramahlasela, President of the National Professional Teachers' Organisation of South Africa, as quoted in City Press (Botha, 11 January 2009), stated that with the necessary resources, teachers would be in a position to provide quality education to learners. He further stated that there are critical issues that need to be addressed by

the Department of Education (DoE). In some instances, there are still some shortcomings in teacher development and training.

Only when teacher skills are fully developed, will teachers be fully equipped. It is of vital importance that teachers should know precisely what is required of them when they stand in front of the classroom.

The National Policy Framework for Teacher Education and Development in South Africa (of 2006) stipulates that teachers are the essential drivers of good quality education (DoE, 2006:5). Strong Initial Professional Education of Teachers (IPET) programmes are important bases for developing teacher competence and professionalism. Furthermore, international evidence shows that Continuing Professional Educational Teacher Development (CPTD) succeeds best when teachers themselves are integrally involved; reflecting on their own practice, when there is a strong school-based component; when activities are well co-ordinated; and when employers' provide sustainable leadership and support.

Therefore, the success of in-service training of teachers, as well as the implementation of policies, will be judged by skills acquired, and by how well the skills acquired improve learners' performance and pass rates. As a member of the School's Staff Development Team, the researcher has discovered that the performance of teachers is judged according to the pass rate of learners. As a way of motivating teachers to perform better, teachers from under-performing schools have been sent to team building camps where motivational speakers like Dr. John Tibane motivated them. The researcher was part of these camps.

According to Bush and West-Burnham (1994:285-286), professional development embraces two related concepts, namely: expanding theory and the improvement practices. These they explain as follows:

- In the first place, professional development is seen as a process, spanning an individual's career, whereby the teacher continues to develop the knowledge and skills required for conducting an effective and professional practice.

- In the second place, it is the notion that knowledge acquisition and skills development should be more directly related, to a greater degree than in the past, to the substantive problems faced by teachers.

2.2.1 Challenges facing teacher in-service training

A number of challenges face teacher in-service training. Whilst programmes and policies are developed and/or being amended, the major challenge remains how to equip teachers with the necessary skills to correctly implement those policies and programmes, without making them feel left out. They should also be able to relate curriculum requirements to their classroom activities. Adler and Reid, (2002:3) feel that all teacher development programmes are required to manage the tension inherent in:

- *The nature of the knowledge selected by the programme:* - How to balance educational activities between subject and pedagogic knowledge, and between theoretical and practical knowledge.
- *The location and duration of the programme:* -where teacher education is best conducted, and for what length of time.

2.3 TRANSFORMING TEACHER IN-SERVICE TRAINING

In the recent past, many teacher education programmes have been criticised for being overly theoretical, having little connection to practice, offering fragmented and incoherent courses, and lacking in any clear, shared conception of teaching. Indeed, conceptual and structural fragmentation was considered necessary in studies of teacher education, especially those conducted throughout the 1980s (Darling-Hammond, Bransford, Le Page, Hammerness and Duffy, 2005:391). Fragmentation resulted in the existence on various Departments of Education which were based on racial orientation of both teachers and learners, offering inferior education to other sectors of the population. Due to the inequalities and inferior education experienced in South Africa in the past, a definite change in the regulatory framework that governs

in-service training and skills development in general, was, and still is of vital importance.

The White Paper on Transformation of the Public Service (RSA, 1995:58) states that under the previous dispensation, public sector training was largely facilitated by the Public Service Training Institute, later called the South African Management and Development Institute (SAMDI) and the responsible departments. SAMDI is now called Public Administration Leadership and Management Academy (PALAMA). Currently, training and skills development are mainly done through PALAMA, which was launched in August 2008. The academy shifted from being:

- A provider to a facilitator of training.
- A training competitor to a collaborator with training providers.
- A selective to a comprehensive-delivery organisation. (Botha, 1 February 2009).

New technology and better teaching aids have been introduced as better learner support materials. An example is the launching of 10 e-learning centres by Dimension Data in the KwaZulu-Natal, Gauteng, the Eastern Cape, the Western Cape and North West provinces. These e-learning centres have benefited more than 10 000 high school students. Dimension Data chairman, Andile Ngcaba, indicated that he has no doubt in his mind that this programme, (of Dimension Data's e-learning centre), will improve the matriculation pass rate and university entrance rates at the end of the year. He continued to point out that not only was the quality of education being improved, but the programmes also showed teachers and pupils how new technology worked (Maakana, 17 June 2010:2).

Political and curriculum changes in South Africa demand the vigorous retraining of teachers, and a new approach to the whole concept of teaching. Teachers have the right – and an obligation – to contribute to the process whereby national and local priorities are determined. Forde, McMahon, McPhee and Patrick,(2006:94) have stated that teachers should have the right to be fully involved in the development of the plan, and to be consulted on their contribution to the plan, as well as the responsibility for realising the school's development priorities.

They further argue that traditional in-service training courses have often been seen as unsatisfactory, with limited impact on classroom practice. Such courses were short day-courses, provided either in school, by the local education authority (LEA) or by external providers, such as external consultants or higher education institutions (HEIs), and these were often specifically related to curriculum content (Forde et al., 2006:127).

2.4 STATUTORY AND REGULATORY FRAMEWORK GOVERNING IN-SERVICE TRAINING AND SKILLS DEVELOPMENT

The Report of the Task team on Education Management (DoE, 1996:11) stated that since 1994, within the broad context of transformation, the National Department of Education has refocused the vision and direction of South Africa through a series of policy initiatives; which have now been formalised in legislation. The following sections highlight these policies:

2.4.1 National Education Policy Act (Act 27 of 1996).

The discriminatory effects of the previous apartheid education system, according to the White Paper on Transformation of Public Service, (RSA, 1995:5), coupled with the relative lack of opportunities for in-service education and training for disadvantaged groups within the public service, have led to a serious problem of capacity. To address this, teachers must continuously be capacitated through in-service training.

To emphasise this, The National Education Policy Act, no 27 (RSA, 1996:5), states that teacher education, including continuous professional development, has the vital role of equipping teachers to undertake the task of improving their skills.

Paragraph 1 of the scope and purpose of The National Education Policy Act states that this policy framework for teacher education and development in South Africa is designed to equip a teaching profession to meet the needs of a democratic South Africa in the 21st century. It brings clarity and coherence to the complex matrix of teacher education activities, from initial recruitment and preparation to self-motivated professional development.

Paragraph 48 of the Government Gazette (No 29832 of 26 April 2007) states that, as regards continuous professional teacher development (CPTD), all teachers need to enhance their skills, but not necessarily their qualifications, for the delivery of the new curriculum – the National Curriculum Statement (NCS). A large majority need to strengthen their subject knowledge-base, pedagogical content knowledge and teaching skills. All teachers need to acquire skills in recognising, identifying and addressing barriers to learning, and in creating inclusive and enabling teaching and learning environments for all learners, including those with disabilities and other special needs.

As regards the programmes to enhance the skills of teachers, paragraph 62 of the Government Gazette (No 29832 of 26 April 2007) states that the specifications of all programmes developed as a result of the National Education Policy, must emphasise the integrated development of learning areas or subject-content knowledge and pedagogical skills, together with a thorough understanding of the changing social character of schools and the skills required to manage learning in diverse schools.

2.4.2 The South African Schools Act (Act 84 of 1996).

The reality of the current situation is that many teachers face daily struggles in their schools as regards maintaining discipline. Corporal punishment has been outlawed by legislation. Some principals and teachers see the abolition of corporal punishment as one of the major reasons for their failure to be able to deal effectively with poor learner discipline in schools (Haasbroek, 1998:13).

The South African Schools Act (Act 84 of 1996) states that no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution. To emphasise this, the South African Schools Act (SASA) of 1996 states that: (1) No person may administer corporal punishment at a school to a learner; and (2) Any person who contravenes section 1 is guilty of an offence, and liable to a sentence, which could be imposed for assault (RSA, 1996:B8).

It is of paramount importance that public schools design codes of conduct to regulate discipline. With regard to the code of conduct, SASA directs that:

- Subject to any provincial law, a governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and teachers of the school.
- A code of conduct referred to in subsection (1) must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.
- Nothing contained in this Act exempts the learner from the obligation to comply with the code of conduct of the school attended by such learner (RSA, 1996:B7).

However, the National DoE has provided a practical guide for teachers, which offers alternatives to corporal punishment. This guide is aimed at developing and maintaining a culture of discipline, dignity and respect in the classroom. The guide also includes appropriate disciplinary measures and procedures, as indicated by the code of conduct. The guide clearly stresses that when a learner misbehaves or is guilty of misconduct disciplinary steps have to be taken (DoE, 2001:20).

2.4.3 The National Skills Development Act, 97 of 1998

The National Skills Development Act seeks to provide an institutional framework to devise and implement national, sector and workplace strategies, to develop the skills of the South African workforce. The Act also aims to integrate strategies within the National Qualifications Framework (NQF), contemplated in the South African Qualifications Framework (SAQA) Act of 1995; and to provide for learnerships that lead to recognised occupational qualifications. Provision for the financing of skills' development by means of a levy grant scheme and national skills fund is addressed by the National Skills Development Act (RSA, 1998).

The purpose of the Skills Development Act is to encourage employees:

- To use the workplace as an active learning environment.
- To provide employees with the opportunity to acquire new skills.

The National Skills Development Act, 97 of 1998, replaces the Man power Act and Career Guidance and Placement Act after the involvement of the South African Qualifications Authority (SAQA), and subsequent to discussions in the National economic Development and Labour Council (NEDLAC) (Rossouw, 2004:40).

2.4.4 The South African Council for Teachers (SACE) Act, (Act 33 of 2000)

The promulgation of the South African Council for Teachers Act, Act 33 of 2000, (RSA, 2000), ensures the continued existence of the SACE. It is “a professional body of teachers that regulates the teaching profession’s ethics” (Rossouw, 2004:32). Under the SACE code of professional ethics, it is stated that a teacher acknowledges that the exercising of his/her professional duties occurs within a context requiring co-operation with and the support of colleagues; and one, therefore, behaves in such a way as to enhance the dignity and status of the profession.

This means that as a teacher, one’s character, professional and private life:

- Must not bring disrepute to the teaching profession.
- Keeps abreast of educational trends and developments.
- Promotes the on-going development of teaching as a profession.
- Accepts that he/she has a professional obligation towards the education and induction into the profession of new members of the teaching profession. This implies that experienced teachers have to induct, orientate or impart skills to the novice teachers; thus, giving them a form of in-service training on practical or even theoretical expectations, which they did not learn at the teacher education college or university.

The SACE, according to the National Policy Framework for Teacher Education and Development (DoE, 2007:18), as the statutory body for professional teachers, has the overall responsibility for the implementation, management and quality assurance of the Continuing Professional Teacher Development (CPTD). The SACE will be provided with the necessary resources and support to undertake that role. The underlying principle of the framework is that teachers, individually and collectively, should accept a high degree of responsibility for their own professional development. Employers will

mandate some compulsory CPTD activities, including those related to the Integrated Quality Management System (IQMS) processes, but others will be self-selected. Teachers who succeed in upgrading their qualifications will earn Professional Development (PD) points. The 80 hours of professional development time for teachers required by the Education Labour Relations Council (ELRC) Resolution of 2000 should be used for CPTD.

2.4.5 National Policy on HIV/AIDS for Learners and Teachers in Public Schools, and Students and Teachers in Further Education and Training Institutions (1999)

In order for teachers to effect proper interventions as regards the stigma, ignorance, prejudice and discrimination surrounding HIV/AIDS, they need to be equipped with the necessary skills. This includes dealing with mortality, deeply rooted absenteeism due to chronic ill-health caused by HIV-related infections. Barry (2006:158) indicates that life skills and HIV/AIDS education should not be presented as isolated learning content, but should be integrated into the entire curriculum.

In order for teachers to move from the narrow HIV/AIDS education curriculum and prevention campaign towards a broader HIV/AIDS and education planning paradigm, public funds should be made available to ensure the application of the universal precautions and the supply of adequate information and education on HIV transmission. It is important that teachers, who are selected to offer this education, should be specifically trained and supported by the support responsible for life skills and HIV/AIDS education in the school and province (RSA, 1999:21).

It is also important that teachers involved in sports be given appropriate information and training on HIV transmission, the handling and use of First Aid kits, the application of the universal precautions for the spread of HIV/AIDS and the importance of adhering to them.

2.4.6 National Skills Development Policy Framework of 2005

The purpose of this policy is to develop a National Policy Framework for facilitating and co-ordinating skills development activities in all the departments of Education. It attempts to achieve the upgrading of skills through lifelong learning, and the promotion of equity through skills development (RSA, 2005:3).

Among others, the skills development objectives in the Education Sector are:

- To facilitate the identification of skills shortages in the Public Education Sector.
- To develop the skills of the DoE at all levels.
- To encourage employees in the public education system to participate in learnerships, internships, and training programmes.
- To encourage employees to use the workplace as an active learning environment.

The National Skills Development Policy Framework outlines the roles and functions of the National Department of Education (DoE). The DoE is expected to oversee, co-ordinate, monitor and report on the skills development activities in the public education sector. In collaboration with all the departments of Education, it needs to develop the following:

- To facilitate a planning process on skills development across the DoE.
- To support all departments of Education in overseeing the Work Place Skills Programmes (WSPs) and Annual Training Reports (ATRs).
- To facilitate general communications, information, the sharing of good practice principles and education, on the skills development legislation, in conjunction with Education Training and Development Sectoral Education and Training Authorities (ETD SETA).
- To assist all DoE (in the provinces) with nationally informed quarterly reports.
- To manage and monitor the achieving of the National Skills Development Strategy (NSDS) targets throughout the public education sector.

2.4.7 National Skills Development Policy Framework for employees in Public Education (2006)

In the foreword of this framework, the Director-General at the time, Duncan Hindle, pointed out that as a key player in supplying skills and competence to the country, the DoE is facing up to the challenge of responding to the Provincial Growth and Development strategies and to contribute to the Accelerated Shared Growth Initiative for South Africa (ASGISA).

The aim of the National Skills Development Framework (NSDF) is to facilitate, monitor and co-ordinate skills development within the DoE. In terms of this framework, skills development refers to education, training and development activities designed to help employees – and future employees – to gain knowledge, skills and attitudes that would improve their performance in the positions that they currently hold and improve their future prospects (RSA, 2006:7).

In the past, the DoE conducted training and skills development in the absence of any co-ordinated and coherent National Skills Development Framework. This resulted in a fragmented, un-coordinated, and haphazard approach to skills development interventions.

This National Skills Development Framework intends to address this problem. The Framework was developed in collaboration with the relevant stakeholders (RSA, 2006:7). As a mechanism to ensure that teachers are adequately skilled, the aforementioned Framework has, amongst others, the following purposes:

- To inculcate a spirit of lifelong learning amongst employees of the DoE.
- To ensure equitable access to and participation in properly structured education, training, and development interventions that would lead to the acquisition of competencies that should enable employees and future employees of the Department to enhance their job or work performance; thus, resulting in improved service delivery.
- To provide specific guidelines with respect to skills development programmes and initiatives that the Department will implement.
- To link strategic departmental education, training and development initiatives with national Skills Development Strategy outcomes (RSA, 2006:8).

2.4.8 White Paper on Public Service Training and Education (1998)

As alluded in WPPSTE (RSA, 1998:22), the principles and overall approach in this document will be deemed to be relevant and applicable to other sectors of the public sector where training and education fall under sectoral regulatory frameworks, ie. police, defence, education, health, parastatals and local government. This implies that programmes designed to capacitate public school teachers must not contradict the policy stipulations dictated by this White Paper.

The focus of that WPPSTE is to address in the first place, the qualitative and quantitative dimensions of the training and education programmes that are designed and delivered by institutions within and outside the public service. These programmes should build the knowledge, skills and attitudes required by both serving and prospective public servants if they are to become efficient and effective members of the type of public service envisaged by the WPPSTE (RSA, 1998:23).

Through the creation of the WPPSTE the mission of the Government will seek in particular, amongst others, to:

- To enable all public servants to develop their knowledge, skills and attitudes in ways which serve to maximise performance in their current roles.
- To provide opportunities for them to prepare themselves for changing roles, duties and responsibilities within the public service.
- To increase job satisfaction and facilitate career progression.
- To motivate and enable all public servants to contribute positively to the transformation and operation of the new public service in South Africa (RSA, 1998:34).

2.4.9 Norms and Standards for Teachers

The policy on Norms and Standards for Teachers presents a completely new way of designing and delivering education in South Africa. The cornerstone of the new policy is the seven roles for teachers and their associated implied competencies that should be integrated into the purpose and exit-level outcomes of the teaching qualification.

The institution has the freedom to design and deliver its learning programmes in a flexible manner that would lead to the attainment of the learning outcomes of teacher competencies (DoE, 2003: A-60).

The policy on Norms and Standards for Teachers describes the roles, their associated set of applied competencies (norms) and qualifications (standards) for the development of teachers. It also establishes key strategic objectives for the development of learning programmes, qualifications and standards for teachers. These norms and standards provide a basis for providers to develop programmes and qualifications that would be recognized by the DoE.

With regard to the transformation of the existing practice, outlining the standards for the design and delivery of educational development programmes, the policy states that the roles and competence (norms) for teachers and the provision of a qualification structure and specialist requirements (standards) are fundamental to the development of teachers. They provide a definition of competence within this field and a means of assessment of this competence. However, in themselves they will be unable to ensure the quality of the learning programmes and qualifications. It is necessary to establish key strategic objectives for the design and delivery of teacher development programmes and qualifications, which will provide guidance for the transformation of the existing practice (DoE, 2000:29).

This policy, on addressing extended professionalism, stipulates that providers need to develop programmes and an institutional ethos, which would develop teachers as extended professionals and lifelong learners.

2.5 IN-SERVICE TRAINING PROGRAMMES AND STRATEGIES THAT ARE IN PLACE TO DEVELOP TEACHERS

In consideration of the challenges experienced with regard to performance of teachers, and assisting them to adapt to changes in the education system, the National Government, as well as the DoE in particular, has put in place a number of programmes. In-service training is one of such programmes.

According to Middlewood and Cardino (2001:91), one of the strategic objectives identified for project 4 (Status and Quality of Teaching), which is one of seven projects subsumed in this programme, is “to develop a framework for teacher development that promotes and enhances the competence and professional skills of teachers” (DoE, 2000:16). While considerable work has already been completed on the development of norms and standards for initial teacher education, actions identified for this strategic objective include the development of a policy for teacher development and the implementation of the teacher appraisal system (DoE, 2000: 29-30).

It is no secret that teachers who have long been in the education system, have to be retrained. A definite change in their mind-set is required. Some are still clinging to rote teaching and to corporal punishment – as the only way of instilling discipline. The inability to cope with a large quantity of new policies and acts, as well as unattractive salaries, frustrates teachers and makes them resistant to change, or causes them to leave the profession. Lemmer and Badenhorst (1997:20) stated that it can be assumed that some teachers probably resigned as a result of this conflict, as the education departments enforced the integration laws through the courts and the Constitution of the Republic of South Africa.

Burgess *et al.* (1993:63) points out that training programmes have to encompass those with some years of experience in the area, as well as those who are new to it. Requirements to plan and to evaluate more consistently have meant that even experienced people might need to learn a few new skills. The mix of those with expertise, those whose expertise needs updating, and beginners, could make it difficult for those with very basic questions. The professional growth of teachers is an area that needs attention.

In the former DoE and Training, the quality of students' work, as shown in the school leaving examinations, was poor, and often desperately poor. Professional development is currently offered through in-service training of teachers. This includes workshops and courses offered for short periods (from a few hours) to longer periods (a year or more).

The following are some of the main programmes that are in place to develop the skills of teachers:

2.5.1 The North West Provincial Teacher Development Strategy, 2008 Version

The North West Provincial Teacher Development Strategy (Interim Strategy) (DoE, 2008(a):20) clearly indicates that in line with the SACE policy, the North West Province DoE, with the co-operation of all role-players and stakeholders, will endeavour to create an enabling environment for professional and personal development and the growth of individual teachers, as well as the teaching profession. This is, in particular, with reference to the CPTD, as this comprises the competence of SACE. The department will provide programmes to enhance the continuous development of teachers, as informed by various performance management systems; thereby, addressing the skills gap (DoE, 2008(a):19).

2.5.1.1 Teacher Development Methodology

To capacitate teachers, the following teacher development methodology will apply:

- Teacher development opportunities are afforded around the seven roles of teachers, where the teacher is: a learning mediator; a leader, an administrator and a manager; a scholar, researcher and a life-long learner; has a community, citizenship and a pastoral role; an assessor; an interpreter and a designer of learning programme material; learning area/subject/discipline/phase specialist.
- There should be avenues to enhance conceptual and subject (content) knowledge.
- Teaching skills and new techniques should be upgraded on a continuous basis;
- Pedagogical knowledge should also be updated.
- Mentoring and coaching should be two of the methods adopted for teacher development.
- Peer-teaching will be adopted as one of the methodologies of teacher development (DoE, 2008(b):21).

To ensure the success of the above-stated methodology and the achievement of the skills development goals, the following are some of the programmes in place to develop the skills of teachers in the North West Province.

2.5.1.2 NW-DoE Teacher Development Programmes

The former MEC for Education in the North West Province, Rev. O.J. Tselapedi, (DoE-NW, 29 May 2008) in his Provincial Budget Vote for 2008/09, indicated that the department implemented various skills programmes, learnerships and training initiatives for employees and unemployed youth in the province. Thirty employees were trained in the Occupationally Directed Education Training and Development Practice (OD-ETDP). The MEC also highlighted a number of programmes, such as the Advanced Certificate in Education (ACE), the National Professional Diploma in Education (NPDE) and various leadership programmes aimed at upgrading the qualifications of 100 teachers. Subject specialists will also be trained as assessors, facilitators, moderators and material developers.

Other programmes of in-service training, as indicated in the presentation of the former MEC (O.J. Tselapedi), for the NW Provincial Budget Vote for 2009/10 (DoE-NW, 15 July 2009), are the Sediba Mathematics and Science Projects 123, for which 46 teachers were enrolled at the University of the Free State for their second year in ACE, specialising in Mathematics, Science and Technology.

He further indicated that 2000 teachers have already completed their ACE in Curriculum and Professional Development, while 100 have upgraded their qualifications through NPDE. This in-service training programme should enhance the skills of teachers and enable them to perform their duties better and improve learner performance and the pass rate.

In order to improve the practicality and relevance of training to the job, more must be made of training methods that are delivered in-service, as a means of enhancing the practical relevance of training and the applicability of the training content. In other words, efforts should be made to improve the delivery of induction and re-orientation

programmes and strengthen the systems for learnerships, internships, mentoring and coaching, as well as job rotation.

Unfortunately, at times, many of the courses offered by service providers do not have adequate practical relevance in the workplace, thereby, resulting in minimised application of new knowledge and its potential impact on the workplace.

2.5.2 The Dr. Kenneth Kaunda District Strategic Plan of 2009/10 to 2013/14

Dr. Kenneth Kaunda District's goals and objectives are informed by the Provincial goals and objectives. Consequently, these must be part of the developmental goals of various AOs and schools in their areas of supervision. Amongst others, Goal5, which is mainly aimed at developing the professional quality of our teaching force, is intended:

- To equip teachers with the relevant knowledge, skills and attitudes needed to address any educational challenges; and
- to transform the workplace (the Department of Education) into a learning situation (DoE-NW, 2009:7).

Officials of the DoE have successfully tackled under-performance in some schools; thereby, restoring the confidence of the public in the public school system, as well as increasing the functionality and performance of these schools, (DoE-NW,2009:11). However, despite some successes achieved in 2008 in improving the pass rate in some schools still in a low-performance trap-zone, there are still some challenges facing teacher in-service development, and there are vast performance discrepancies in some AOs in the Dr. Kenneth Kaunda District of the North West Provincial DoE.

2.5.2.1 The SWOT analysis of the Dr. Kenneth Kaunda District of the NWDoE

The SWOT analysis of the Dr. Kenneth Kaunda District is based on a detailed situational analysis and inputs from various senior officials in the district.

The following are some of the weaknesses identified by the SWOT analysis:

- Lack of co-ordination of activities and year plan at the Regional and Provincial level.
- Serious problems with learner discipline.
- Poor communication systems.
- Teachers in farm schools are not qualified to teach in certain phases.
- Appointment of teachers to teach subjects in which they did not specialise.
- Managing more than 2 subjects, for example, Mathematics and Mathematical Literacy.
- Increasing the number of trapped schools (underperforming schools).
- Teachers' morale.
- Improving the generally poor communication flow from schools to and from circuits. (DoE-NW, 2009:15-16).

The following are some of the threats identified:

- The impact of the HIV/AIDS pandemic.
- The lack of funds.
- The inability of tertiary institutions to provide the necessary teachers, and the losing of qualified personnel to the private sector. (DoE-NW, 2009:17).

2.5.3 The Integrated Quality Management System (IQMS)

The North West Provincial Teacher Development Strategy (Interim Strategy) (DoE-NW, 2008:20) further emphasises that every Supervisor/Manager, has to ensure that the Staff Development Teams (SDTs) are in place to safeguard the personal and professional development initiatives of all the staff, according to resolution 8 of 2003 on Integrated Quality Management System (IQMS).

The Education Labour Relations Council (ELRC), established in terms of the Labour Relations Act (LRA) of 1995 as amended, provides for the development of teachers based at learning institutions. All concerned, especially in the development of teachers, should support this policy.

The IQMS should be strengthened to:

- Ensure the improvement of education standards; and
- facilitate and co-ordinate the evaluation of standards in education developments, the quality of teaching and labour relations.

The collective agreement on the IQMS integrates three other quality management systems, namely, Developmental Appraisal, Performance Measurement and Whole School Evaluation. The purpose of the agreement is to measure the performance of teachers – with a view to promoting their professional development.

To ensure the above, the roles and responsibilities of the Staff Development Teams, as outlined in the Collective Agreement 8 of 2003(ELRC, 2003:7), are:

- To ensure that training is done and to co-ordinate all activities;
- to prepare and manage the management plan;
- to link Developmental Appraisal (DA) to the School Improvement Plan (SIP);
- to ensure that all records and documentation on IQMs are collected and accurately and fairly submitted to SMT; and
- to liaise with the Whole School Evaluation team for external evaluation purposes (ELRC, 2003:11-13).

The roles and responsibilities of the Area Office (AOs), as outlined in the Collective Agreement 8, are:

- The overall responsibility on advocacy, training and implementation in schools;
- to arrange the in-service training programmes;
- to assist schools in developing SIPs;
- to develop their own improvement plan; and
- to monitor and moderate the process.

The school principal must ensure that all documentation is correct and sent timeously to the AO. With regard to the Implementation Framework of this strategy (DoE, 2008(b):25), the Department should be responsible for the co-ordinated implementation thereof. The Department, through the Chief Directorates: Quality Assurance and Human Resource and Development, will continually do the monitoring, reporting and evaluation of the strategy.

Regarding the impact assessment of the skills development strategies, the Department, through all the Chief Directorates, and with the assistance of the Functional Research and Development Unit, will conduct an impact assessment of the Implementation strategy. This will be done quarterly (formative) and annually (summative) (DoE, 2008(b):26).

2.6 THE PARTICIPATION OF KEY ROLE-PLAYERS AND OTHER PARTNERS IN TEACHER IN-SERVICE TRAINING

The DoE, the Unions, the SACE, the ELRC and the ETDP-SETA, all work together to achieve education transformation goals. According to the South African Government Information Systems on Education (DoE, 2008[a]), several partnerships have been consolidated, providing work models of educational transformation through public private partnerships. The Business Trust, a partnership between business and government, works in education through three NGOs, namely: the Read Education Trust, the Jet Education Services and the National Initiative Colleges Collaboration.

The DoE has made its intentions clear: to have a new teacher education system that can respond rapidly to the needs of the country, addressing issues of supply and demand, financial aid and subsidy for public institutions, through a national delivery system consisting of a network of public higher education institutions, private service providers, unions, the South African Council for Teachers (SACE), business, NGOs and community organizations. A Ministerial Committee was appointed at the beginning of 2003, to give strategic direction in teacher education and development.

The task of this committee is to harness the existing initiatives into a comprehensive and coherent whole, under the banner of a National Framework for Teacher Education and Development, drawing on the Resources of all the role-players within and outside the DoE (Lewin *et al.*, 2003: 40).

The South African Democratic Teachers Union (SADTU), in its document, Teacher development Round Table (07 April 2009), with regard to the way forward on teacher development, indicates that as teachers' unions, they should compile a document

detailing all the initiatives relating to training and development, and showing how they fit into the broader vision for the teaching career. This depends on the creative and dynamic partnerships between the public sector, civil society and international partners.

2.6.1 The National Skills Development Fund

According to Chapter 7 of the National Skills Development Act, 97 of 1998, which addresses the financing of the Skills Development Fund, the Fund must be credited with 20% of the skills development levies, as contemplated in the Skills Development Levies Act (RSA, 1998:30). The Act further stipulates that the money in the Fund may be used for the projects identified in The National Skills Development Strategy as national priorities, or for other such projects related to the achievement of the purpose of this Act, as the Director-General of the Skills Development Fund determines.

2.6.1.1 Control and administration of the Fund

Regarding the control and administration of the Fund, the Director-General is the accounting officer of the Fund, in terms of the Exchequer Act (Act no.66 of 1975) and must:

- a) Control the Fund.
- b) Keep proper records of all financial transactions, assets and liabilities of the Fund.
- c) As soon as possible after the end of each financial year, ending on the prescribed date, prepare accounts of the income and expenditure of the Fund for the year, and a balance sheet of its assets and liabilities, as at the end of that year.

Each public service employer in the national and provincial spheres of government:

- a) Must budget at least one percent of its payroll for the training and education of their employees with effect from 1 April 2000.

- b) May contribute funds to a SETA, as stated in the National Skills Development Act (RSA, 1998:30).

In support of this, the Public Service Sector Education and Training Authority (PSETA) in the North West Province, in its IPFA Road-show Presentation, points out that PSETA does not receive levy payments, as in the other 22 SETAs. Instead, PSETA receives a grant from the National Treasury; and this is only applicable for a further two-year period; and thereafter, PSETA needs to have a new funding model in place (Deschamps, 2006:16).

2.6.1.2 The Implementation framework of the Fund

The Implementation Framework (Chapter 9 of the White Paper on Public Service Training and Education [RSA, July 2007]) focuses on financial provisions. In Section 9.1, it is stipulated that the DPSA will liaise with the Departments of Finance and State Expenditure and with donors to ensure an adequate, sustainable and equitably distributed funding source for public training and education. Furthermore, Section 9.7 states that the DPSA will also liaise with the DoE, with a view to securing changes in the current subsidy formula to provide tertiary institutions involved in the training and education of public servants, and prospective public servants, with greater incentives than those offered at present to develop and expand their activities in the fields of public development management (RSA, July 2007).

Concerning the funding for CPTD, the National Policy Framework for Teacher Education and Development in South Africa highlights the fact that the provincial education departments, as well as the DoE, which will also mobilize resources to fund compulsory programmes, will need to provide funding for the CPTD system. Teachers will pay for their own self-selected programmes, like the National Professional Diploma in Education (NPDE) and leadership programmes. Provincial departments will manage bursary funds in support of teachers' professional development studies, for qualifications in priority fields (DoE, 2006[b]:25).

2.7. CHAPTER SUMMARY

The focus of Chapter 2 has been on the literature review with regard to current in-service training and the latest approaches to the skills development of teachers. The researcher has also looked into the transformation process, in regard to in-service skills development in the public service sector, and the education sector in particular, as well as how the statutory and regulatory framework is attempting to overcome the challenges that are currently facing teacher development.

Programmes and plans that are in place to develop teachers, ways of funding in-service training initiatives and the participation of other stakeholders and role-players (NGOs, teacher unions, and suchlike issues) have also been dealt with in this chapter.

In the next chapter of this study, attention will be paid to the empirical study pertaining to the nature of in-service skills development and the training of teachers in the Dr. Kenneth Kaunda District, with the particular focus on the Matlosana Area Office's (AO) area of responsibility. The empirical study will also be based on in-service training challenges experienced in the schools of the AO, plans and programmes that are in place, and their impact on the overall teacher performance.

CHAPTER 3

EMPIRICAL RESEARCH DESIGN

3.1 INTRODUCTION

The main focus of this chapter is the framework of the empirical research. In Chapter 1 the objectives of this research activity were stated and explained. The aim of the empirical research was to determine the nature, as well as the quality and extent of in-service training of school-based public secondary school teachers in the Matlosana area, based in the Dr. Kenneth Kaunda District of the North West DoE. Aspects like the research design, with regard to the research approach, methods, population sample, validity and reliability will be dealt in this chapter.

3.2. RESEARCH DESIGN

“A research design is the plan, according to which we obtain research participants (subjects) and collect information from them. In it, we describe what we are going to do with the participants, with a view to reaching conclusions about the research problem (research hypothesis or research question),” (Welman, Kruger & Mitchell, 2005:52).

3.2.1 The quantitative approach

In this research venture, a quantitative approach was used to collect data from the respondents. Amongst others, as indicated by Gall *et al.* (2003:25), quantitative research approaches:

- Study populations or samples that represent populations.
- Generate numerical data to represent the social environment.
- Use statistical methods to analyse the collected data.

- Use statistical inference procedures to generalise findings from a sample to a defined population.
- Prepare impersonal and objective reports on the research findings.

The rationale behind selecting the quantitative approach was because the researcher wanted to take an objective and detached stance towards research participants and their settings, not influencing the way respondents fill out the questionnaires; and ultimately, influence neither the results nor the findings.

3.2.2 Review of the literature

Before engaging in the collection of data, the researcher conducted a literature review, in order to gather background data regarding his perceived research problem. De Vos, Strydom, Fouche and Delport (2011:133) warn that it is important that a literature review be undertaken, as early as is appropriate in the research process, with the understanding that, as the research evolves and new issues emerge, additional reviews of literature will possibly be required.

Grinnell and Unrau (2005:47), as quoted by De Vos *et al.* (2011:135), reiterate that a thorough scrutiny of the literature would allow the researcher to learn more about the history, origin and scope of the research problem. A literature review, in fact, refers to a scrutiny of all the relevant sources of information.

3.3 THE QUESTIONNAIRE AS A RESEARCH TOOL

For the purpose of this research, the questionnaire was used as a research tool – because of its advantages. These supersede its disadvantages, and because of its element of confidentiality, which should allay any fears of victimisation in the respondents. Questionnaires are easy to administer and to analyse. Mahlangu (1987:14) describes this method as the one that defines exactly what it is. It involves the description, recording, analysis and interpretation of the present nature, composition, or process of the phenomena under investigation.

It further, to a certain extent, gives the meaning or significance of what it describes. Through the questionnaire, a wide range of coverage can be reached, thus making for greater validity in the results, by promoting the selection of a larger and more representative sample. The selection of this method lies also in the fact that it involves the collection of data – in order to test the hypothesis or answer questions concerning the research.

3.3.1 Advantages of using the questionnaire as a research tool

De Wet, Monteith, Venter and Steyn (1981:163-164) identified the following advantages of using a questionnaire:

- The data are easily collected and many respondents can be reached.
- Standardised instructions can be given, so that the respondents know exactly what is expected of them.
- A questionnaire is cheap and does not require educated personnel to fill it out; and therefore, it is relatively quick to administer.

Despite the above-mentioned advantages, the use of a questionnaire has some limitations and disadvantages. The biggest disadvantage of a questionnaire is that the researcher is not on hand to explain any uncertainties – which may consequently result in biased or distorted answers by the participants. When a large number of respondents have to be reached, in order to minimise the percentage of error in the results obtained, the use of questionnaires could also be quite costly (Brynard & Hanekom, 2006:46).

3.3.2 Questionnaire design

Designing a questionnaire needed considerable thought on the part of the researcher. The nature, form and order of the questions and/or statements are very important, if meaningful results are to be obtained. The researcher, therefore, kept in mind that completion of a questionnaire is a favour asked of persons; and hence, it was constructed in such a way that the required data could be obtained with the minimum

of the respondent's time, and as such not affect the quality of teaching and learning in the sampled schools.

The main objective of the questionnaire was to establish the basis of knowledge on a number of facts concerning the nature of in-service training of teachers in the Matlosana area, for the purpose of capacitating them. The questionnaire (See Annexure C), consisted of two sections, namely Section A to obtain biographic and demographic data from the respondents, and Section B containing general questions (in the form of statements); these were aimed at giving the researcher a clear picture regarding the nature of in-service training in the research locus.

A 5-point Likert-type scale was used to rate the level of agreement of the respondents to a statements; and later for the purpose of statistical analysis, in order to help the researcher to identify frequencies and norms; and ultimately, to come up with findings, logical conclusions and recommendations regarding the research. In the Likert-type scale, a set of statements was presented, to which the subject had to respond in terms of one of the following categories: Strongly Agree; Agree; Do Not Know/Undecided; Disagree; Strongly Disagree.

Each of the categories is allocated a weighting of 5; 4; 3; 2; 1 or vice versa respectively. The overall attitude of the population under investigation to a particular statement is measured by a scope. This is the mean sum of the weights given by the respondents (Technikon Pretoria, 1999:104).

In Section B of the questionnaire, respondents had to mark on the questionnaire to indicate their level of agreement with the statements. Respondents had to specify whether they:

1. Totally Agreed.
2. Agree.
3. Were uncertain.
4. Disagreed.
5. Totally Disagreed.

3.3.3 Administering the questionnaire

The researcher administered the questionnaire as follows:

3.3.3.1. The research population

The term population refers to the totality of persons, events, organisational units, case records or other sampling units with which a specific research problem is concerned (De Vos, Strydom, Fouche, Poggenpoel & Schurink, 1998:190). In the case of this research activity, the population referred to all the secondary school teachers in the Matlosana area who are school based.

This empirical study was limited to secondary schools in the Matlosana municipal area, within which the Matlosana AO is located. This AO is part of the Dr. Kenneth Kaunda District of the North-West Province DoE.

3.3.3.2 The research sample

The researcher used random sampling to select his target respondents. Random sampling is the only technique available that will ensure an optimal chance of drawing a sample that is representative of the population from which it was drawn (De Vos *et al.*, 1998:193).

To obtain a sample that is representative of all the target schools, the researcher put all the names on individual slips of paper, thoroughly mixed them up, and blindly drew out the number desired for the sample. To avoid a situation where only township schools or suburban schools (former model C schools) would be selected, two groups of selection were organized. A number of 28 secondary schools form part of the Matlosana AO. A total of 15 secondary schools were randomly selected for the purpose of this study, as already indicated in Chapter 1.

This AO is demarcated into four clusters, namely: J.C. Motaung, Meepong, Refentse and Cluster D, also known as Tswelelopele. Gay and Airasian (2003:104) emphasise that, in general, random sampling involves defining a population, identifying each member of the population, and selecting participants for a sample – on a completely

chance basis. One way to do this is to write individuals' names on a separate slip of paper, place all the slips in a container, shake the container, and select slips from the container – until the desired number of participants is selected.

3.3.3.3 Pilot study

Before the questionnaire was distributed to the sampled population, the researcher undertook a pilot study to ensure the reliability of the questionnaire, and to ensure that the respondents would clearly understand what was expected of them. As indicated by Mertler and Charles (2008:232), a pilot test is a trial run of the data collection process. Using a small group selected from the population of interest, the covering letter and the questionnaire are distributed, and completed. Upon completion, the researcher seeks feedback from the participants. This process gives the researcher an idea of how long it might take individuals to complete the questionnaire.

Pre-testing the questionnaire, according to Gay and Airasian (2000:287), provides information on the deficiencies, as well as any suggestions for improvement. Apart from testing the questionnaire on a small number of respondents from the sample group, the researcher sought professional guidance, by piloting the questionnaire on his study leader, and from the Statistical Analysis Division of the North-West University's Potchefstroom Campus. If the research participants were superintendents, then individuals critiquing the covering letter and the questionnaire should be superintendents (Gay & Airasian, 2000:287).

The pre-test group was requested to make comments and come up with suggestions on the survey directions, recording procedures, and other specific items. In emphasis of this, Gall *et al.* (2003:230) point out that the pilot test questionnaire should provide space for the respondents to make criticisms and recommendations for improving the questionnaire.

3.3.3.4 Permission and distribution of the questionnaire

Before the questionnaire was disseminated amongst the respondents, permission was sought from the District Executive Manager of the DoE in the Dr. Kenneth Kaunda District (see Annexure D). This was granted in the form of a permission letter (See Annexure E). The main objective of this research activity was explained to the respondents. The researcher personally distributed and collected the questionnaires from the respondents.

3.3.3.5 Validity and reliability

Validity and reliability are important in ensuring the trustworthiness of the research activity, and to check whether it was appropriately conducted.

- **Validity:** Validity is concerned with the appropriateness of the interpretations made from test scores (Gay & Airasian, 2003:135). In the quest to look into the nature of in-service training of teachers in the Matlosana area, the researcher administered a questionnaire to determine the opinions of the respondents regarding his research activity. To achieve validity, a pilot study was conducted to ensure that the respondents understand the questionnaire. Clear and easy-to-follow instructions were indicated on the questionnaire, and the vocabulary used was adapted to the respondents' level. To minimize cheating, each respondent was given only one questionnaire to fill out, and only the number given out was retrieved back from the respondents. Before reaching any conclusion on the perceived problem, a statistical analysis of the responses was made to validate and support the findings.
- **Reliability:** As pointed out by Gall, Gall and Borg (2003:223), the questionnaires often solicit respondents' opinions on particular topics and issues. If the researcher wishes to claim that these are the respondents' true opinions, he/she should collect evidence that the content of the items actually do represent these constructs. Once more, statistical analysis is important to make sure that the researcher uses data from the majority of the respondents

from his sample group to draw any conclusions. As indicated earlier, out of 28 secondary schools falling under the Matlosana AO, 15 were randomly sampled to represent the total population.

3.3.3.6 Ethical considerations

The researcher tried to adhere to the guiding principles of objectivity and integrity in his pursuit of the truth. Mertler and Charles (2008:10) point out that the ethics have to do with the moral aspects of research. The following principles, indicated by Mertler and Charles (2008:13), were adhered to:

- **Purpose of the study, beneficence and importance.** The researcher thoroughly elaborated his credentials, the title of his research study, as well as the purpose of the research. Furthermore, before giving out the questionnaire to the respondents, the researcher introduced himself to the respondents and verbally explained the purpose of the research. The purpose of the study was also indicated on the cover-page of the questionnaire.
- **Accurate disclosure.** Participants were informed that the research was only for the study purpose of the researcher. The researcher requested a timeous return of the questionnaires (at least within two days), and explained that it would only take 15-20 minutes of the respondents' time to fill it in. Nothing was promised to the respondents as an incentive for completing the forms.
- **Anonymity, confidentiality and honesty.** In order to ensure anonymity, the respondents were requested not to mention their names or those of their schools. This was also indicated on the covering letter attached to the questionnaire. No individual information was shared, only the results of the research would be reported. Participants were assured that their responses would be handled with the greatest confidentiality. Upon request, participants could ask for the results of the research, once they have been completed. A letter of consent from the DoE's Dr. Kenneth Kaunda District Executive Manager

was attached to the questionnaire – to allay the participants' possible fears of victimisation, and to assure them of the good intentions of the researcher.

- **Protection.** Participants were not forced or coerced into participating. Participants were given the latitude of taking the questionnaire home and filling it out at their own free time – without any influence whatsoever from the researcher. It was explained to the participants that by filling out the questionnaire they would be showing that they were giving their agreement to participate in the research project.

3.3.3.7 Statistical analysis

Statistics are numerical indices and procedures that describe the sample and help one to record any differences on the population (Mertler and Charles, 2008:155). During statistical analysis, the data are analysed mathematically. The following, according to Mertler & Charles, (2008:155), are the most common of the various ways that statistical procedures are applied to describe and treat the data:

- To summarise the data and to reveal what is typical within a group.
- To show the relative standing of individuals in a group. Statistics are frequently used to show where an individual stands on a given measurement in relation to all other individuals in the sample.
- To show the relationships among variables. In this research activity, the researcher wanted to find out whether the in-service training of teachers has, in any way, had an impact on teacher performance, and ultimately on learner performance.
- To show any similarities and differences among the groups.
- To identify errors that are inherent in the sample selection. Statistical procedures enable one to determine the amount of error associated with measurements, means, correlations and differences between means. In other words, the statistical results from the sample group must correctly reflect its representativity of the sample to the whole population.
- To test for significance of the findings. The researcher does statistical tests of significance to determine whether his/her findings might be due to the

researcher having, by chance, selected a sample that did not accurately reflect the population; or whether, in fact, they do represent real differences or relationships that exist in the population.

- To make other inferences about the population. When researchers determine a mean score of the sample, for instance, they may wish to say that the same mean score exists in the population as a whole.

When a computer is used, as explained by Welman and Kruger (2002:215), the following should be done:

- Preferably keep the research hypothesis in mind.
- Limit the statistical analysis:
 - firstly, to those (respondents) who are required for investigating these hypotheses; and
 - secondly, to those with whom the researcher is familiar.

3.4 CHAPTER SUMMARY

The chapter has outlined the research design with regard to the empirical research method. Aspects pertaining to the objectives of the research activity, the population and the sample group, the design and administration of the questionnaire, its validity and the reliability of the research tool used; how the pilot study was conducted, the statistical analysis and the ethical considerations.

The theoretical framework regarding the design of the questionnaires, as well as their advantages and disadvantages, were highlighted. This chapter has also indicated how the researcher sampled his population; and how he ensured the validity and reliability of the research.

The next chapter will focus on the statistical analysis and interpretation of the data collected during the empirical research. The researcher will also present the findings emanating from the statistical the analysis of his empirical research.

CHAPTER 4

THE PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1 INTRODUCTION

The main purpose of this chapter is to present, analyse and give an interpretation of the data collected in terms of the demographic and biographical data in Section A of the questionnaire, and the general questions (statements) regarding the nature of teacher in-service training in the Matlosana area in Section B of the questionnaire. Tables and histograms reflect the various question items, their frequencies and the percentages of the responses. Their interpretation will be used to present the data.

4.2 THE ANALYSIS OF THE QUESTIONNAIRES COLLECTED

The following statistical data analysis indicates how the respondents responded to the statements in the questionnaires. The data collected were processed and analysed by using Statistical Analysis System computer software. An interpretation, based on the calculation and the sequential (rank) arrangement pertaining to the frequencies of the responses, was done. Frequency in the tables refers to the total number of responses to the statement. "No of obs" on the Y-axis of the histogram refers to the number of observations or the total number of the participants' responses to the statements.

One hundred and sixteen (116) questionnaires were distributed, out of which 97 were retrieved. The respondents from the sampled secondary schools, who were given questionnaires to fill in comprised: cluster managers (circuit managers), school principals (or deputy principals, in the absence of the principal), an HOD (Head of Department), a member of the SDT (Staff Development Team) and one representative from each of the teacher unions at that particular sampled school.

4.2.1SECTION A: Demographic and biographical data of the respondents

The demographic and biographical data of the respondents are presented in Section A of the questionnaire. This section is divided into 10 items (A1-A10), which require respondents to furnish information regarding their District, AO, teaching experience, age, gender, subjects taught and subject specialization during their training as teachers. Respondents were also requested to indicate their level of qualification, the current post held at their school, as well as their designation, i.e. combined school, secondary school or office-based school.

4.2.1.1 Item A1 was aimed at finding out or indicating the geographic location of the respondent in terms of the demarcation of the DoE's districts.

All the respondents (100%) from the 15 sampled schools indicated that they are currently stationed in the Dr Kenneth Kaunda District of the NW's DoE.

4.2.1.2 ItemA2: was aimed at establishing whether the respondents are employed in the secondary schools within the Matlosana area.

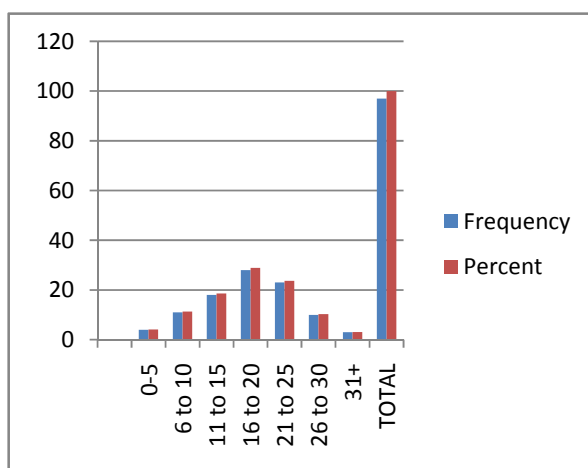
Hundred percent (100%) of the retrieved 97 questionnaires indicated that the respondents are employed in secondary schools under the Matlosane AO. The researcher wanted to ensure that no respondent is from other AOs of the Dr. Kenneth Kaunda District.

4.2.1.3 Item A3 was intended to find out the teaching experience of the respondents.

Table 4.1 and the graph in Figure 4.1 below show the responses to Item A3.

Table 4.1: Teaching experience of the respondents

Teaching Experience in years	Frequency	Percent
0-5	4	4
6-10	11	11
11-15	18	19
16-20	28	29
21-25	23	24
26-30	10	10
31+	3	3
TOTAL	97	100

**Figure 4.1: Teaching experience of the respondents**

Only 4% of the respondents have teaching experience of up to 5 years and 11% of up to 10 years. Forty-six percent (46%) have experience of between 11 to 20 years. This suggests that a large number of these teachers still need assistance in terms of in-service training, because of the changing curriculum needs. A total of 33% of the respondents have teaching experience of between 21 and 30 years, whilst only 3% have 31 years and more teaching experience. This might indicate a reason for the rebellious attitude to new practices, as experienced teachers may feel that their teaching skills have proved best throughout the years; and they could now quit teaching if they felt that they can no longer fit in -thereby taking with them skills that could help novice teachers.

The challenge of the brain-drain is also one of the threats identified in the SWOT analysis of the Dr. Kenneth Kaunda District Strategic Plan (see section 2.5.2 in Chapter 2). This finding supports the point mentioned in Chapter 1 from the National Policy Framework for Teacher Education and Development (NPFTED), indicating why young

people have lost interest in the teaching profession.

4.2.1.4 Item A4 was aimed at finding out the age groups of the respondents. The following are the responses to Item A4.

Table 4.2: Ages of the respondents

Age groups of the respondents	Frequency	Percent
20-25	0	0
26-29	1	1
30-39	26	27
40-49	51	53
50-59	16	17
60+	2	2
	97	100

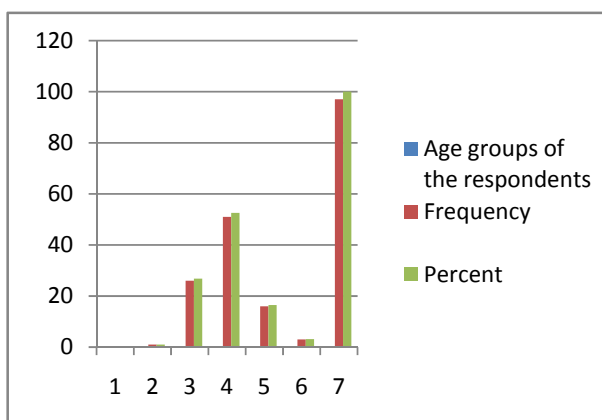


Figure 4.2: Ages of the respondents

Only 1% of the respondents were aged between 26 and 29 years. Twenty-seven percent (27%) of the respondents were between 30 and 39 years old. The age-group of 40 to 49 years accounted for 53% of the respondents, whilst a mere 17% were aged between 50 and 59 years old. Only 2% of the respondents were over 60 years. The implication of this finding is that there are few teachers who are fresh from teacher-training institutions, armed with knowledge of the new curriculum and current school subject groups for secondary schools. The fact that more than 70% of the teachers were above 40 years of age is an indication that there is a need for in-service training programmes to keep the majority of these teachers up to date with the latest teaching skills needed for the revised curricula in secondary schools. Another

disturbing factor is that most of these teachers would soon be leaving the profession due to retirement age.

This finding justifies the need for a paradigm shift in terms of training in the Matlosana AO, and it supplements the findings of Item A3.

4.2.1.5 Item A5: Gender of the respondents. The information was for statistical purpose only. The following are the responses to Item A5:

Table 4.3: Gender of the respondents

			Frequency	Percent
Valid	Males :1		56	58
	Females: 2		41	42
	Total		97	100.0

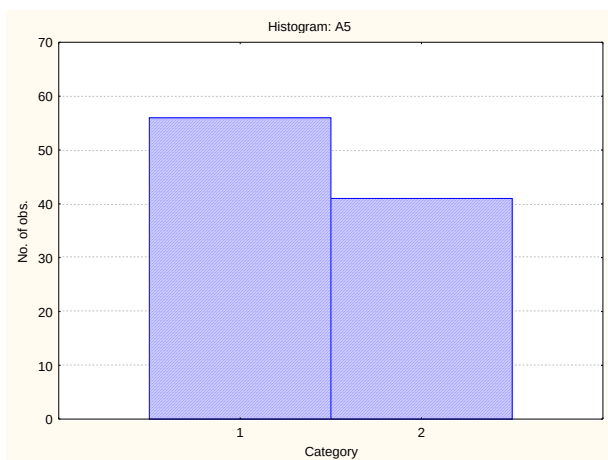


Figure 4.3: Gender of the respondents

Frequency Table 4.3 reflects the numbers of male and female respondents that account for 58% who were males and 42% who were females. This could suggest that female teachers did not return questionnaires given to them, or that they were not supplied with questionnaires to fill out.

4.2.1. 6 Items A6 and A7, which were aimed at finding out the subjects taught by the respondents and whether these were the subjects they had been trained to

teach during their training as teachers. The following responses regarding items A6 and A7 were recorded:

Table 4.4: Are the respondents teaching the subjects that they were trained to teach during their training as teachers?

		Frequency	Percent
Valid	1	45	46
	2	23	24
	3	0	0
	4	22	23
	5	7	7
	Total	97	100

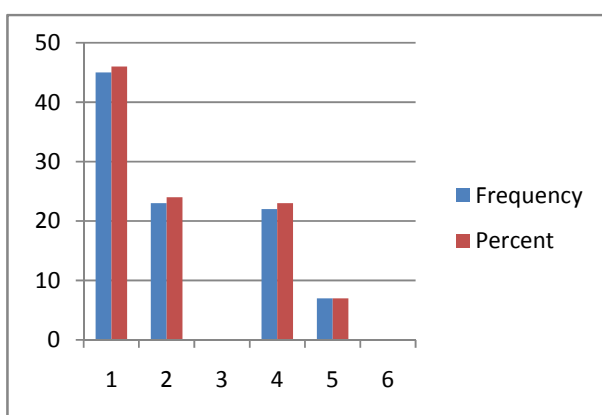


Figure 4.4: Are the respondents teaching the subjects that they were trained to teach during their training as teachers?

The findings were that 46% of the respondents were teaching only one subject from those in which they had majored during their training, whilst only 24% were teaching all their major subjects. Twenty-three percent (23%) of the respondents were teaching subjects which they had not been trained to teach. Seven percent (7%) of the respondents were confined to administration duties only; and offer no classroom teaching. This finding supports statements A3 and A4; and thus justifies the need for in-service training to capacitate teachers in the specific new subjects they are teaching or are expected to teach.

The finding also supports the point indicated in Chapter 1 regarding poor conceptual

and content knowledge of teachers. And this, in turn, contributes to the poor levels of learner achievement pointed out in the NPFTED. Above all, this finding is acknowledged and supported by the weaknesses and threats identified in the SWOT analysis of the Dr. Kenneth Kaunda District Strategic Plan (see section 2.5.2 in Chapter 2).

4.2.1.7 With regard to Item A8, based on the educational qualifications of the respondents, the statistical analysis was recorded as follows:

Table 4.5: Educational qualifications of the respondents

		Frequency	Percent
Valid	1	15	16
	2	13	13
	3	10	10
	4	10	10
	5	6	6
	6	13	13
	Total	67	69
Missing	System	30	31
Total		97	100.0

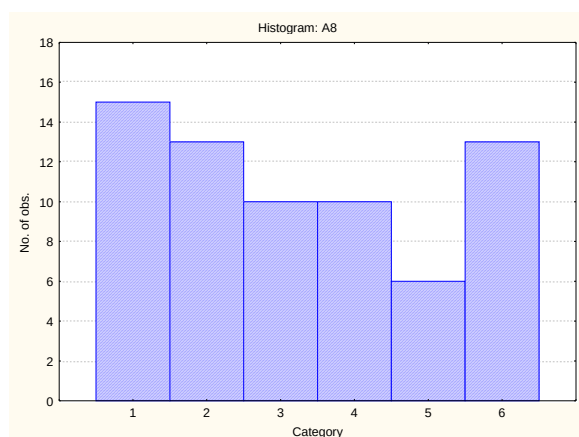


Figure 4.5: Educational qualifications of the respondents

Out of the total of 97 questionnaires issued, 16% of the respondents had a qualification no higher than a teacher's diploma, whilst 40% had qualifications higher or above a teacher's diploma, i.e., a Higher Education Diploma, a Bachelor's Degree in Education, and an Advanced Certificate in Education. Thirteen percent (13%) of the respondents had qualifications higher than an Honour's degree; and some of these qualifications were not related in any way to education.

Yet, from the statistical analysis, it is evident that most of the respondents are currently undergoing, or have already undergone, self-development by improving their qualifications from a diploma level to higher qualifications. Seeing that the majority of the respondents had met the minimum requirement to be appointed as teachers, the expectation is that this, coupled with in-service training in areas of need, would improve the performance of such teachers.

4.2.1.8 Item A9 was aimed at obtaining data with regard to the post occupied by the respondent in school.

This assisted the researcher in ensuring that the relevant individuals in the sampled group had filled out the questionnaire, namely: the principal, his/her deputy, an HOD, a representative from unions existing in the school, and a member of the Staff Development Team. The following responses were recorded:

Table 4.6: Post occupied by the respondent

		Frequency	Percent
Valid	1	51	53
	2	24	25
	3	11	11
	4	10	10
	5	1	1.0
	Total	97	100.0

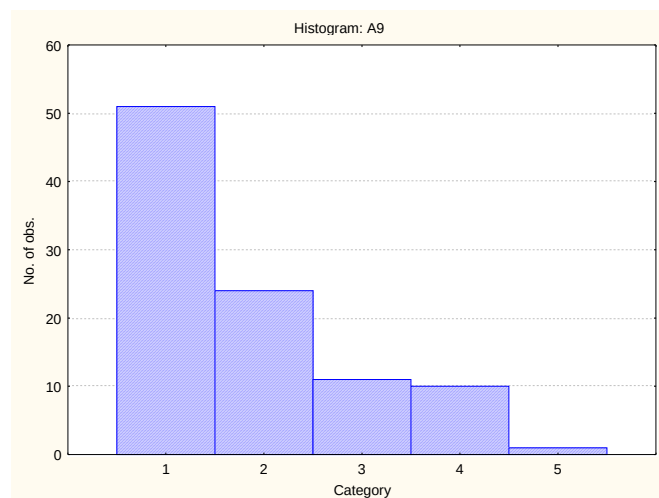


Figure 4.6 Post occupied by the respondent

A total of 53% of the respondents occupied a post-level 1 (PL1) at school, meaning that they were to a large extent directly involved with the processes of learning and teaching. Twenty-five percent (25%) of the respondents were PL2 teachers (Head of Departments) based at schools. PL2 teachers offer assistance in areas of need relating to certain subjects. They also suggest in-service training or developmental interventions if the teacher is not performing at the required standard. Eleven percent (11%) of the respondents were deputy principals.

Deputy Principals oversee the work of the HODs; and they are also expected to teach a certain percentage of the learners. A part of their managerial tasks include the development of their subordinates.

Ten percent (10%) of the respondents were principals. A part of the managerial tasks of the principals is to see to it that, amongst others, there is developmental appraisal by ensuring IQMS implementation; and that given the proper support, HODs send teachers for training workshops, and that HOD's get the necessary support from Subject Advisory Services of the DoE.

Only 1% of the respondents were given questionnaires to fill in at the AO level, and then filled in the questionnaire. The respondent is the cluster manager (formerly known as Circuit Managers). The managerial tasks of the respondent include the need to ensure policy implementation at schools under his supervision. These policies include teacher development and the IQMS.

The indication of the responses in A9 is that a desired representation of teaching personnel at different levels had, in fact, been reached, and that the views expressed by the respondents represented PL1 teachers and members of management equally.

4.2.1.9 Item A10 was aimed at determining the category of the respondent's institution in terms of designation—whether it is a secondary or a combined school, or whether the respondent is office-based or not. The following are the responses to Item A10:

Table 4.7: Category of the respondent's designation

		Frequency	Percent
Valid	1	81	84
	2	14	14
	3	1	1
	Total	96	99.0
Missing	System	1	1.0
Total		97	100.0

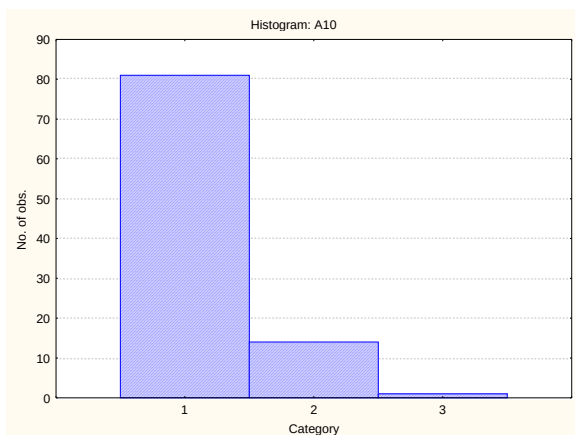


Figure 4.7: Category of the respondent's designation

Eighty-four percent (84%) of the respondents were in secondary schools, while only 14% were currently employed in combined schools; and 1% indicated “other”. Only one questionnaire was retrieved from the Matlosana AO. It may be concluded that the respondents were a correct representation of the sample – considering the fact that the researcher’s focus was secondary schools in the Matlosana area. Fourteen percent (14%) of the combined schools also have secondary levels, i.e. Grades 8 to 12. Therefore, the views expressed represent secondary school-based individuals and teachers.

4.2.2 Summary of the demographical data

From the information obtained in section A of the questionnaire (the demographic data), it may be stated that on the issue of gender representativity or equity, schools are still male-dominated, but they are showing signs of improvement. Most of the respondents were male (58%). This might also suggest that a majority of teachers are

still male – as PL1, HOD's, Principals, Deputy Principals, in teacher unions and are Staff Development Teams (SDTS). It may also be concluded that teachers in the Matlosana area are professionally qualified, and that they meet the minimum requirement of REQV 13 for appointment as a teacher. Most of the teachers have the teaching experience of 11years and above.

Majority of these teachers are on PL1, whilst a reasonable percentage are HODs. The response from Principals and their deputies from sampled schools were satisfactory. This helped the researcher to draw valid and reliable conclusions because a described representation of their teaching personnel on various levels was ensured. A disturbing factor, however, was the fact that some teachers had not specialised in some of the subjects –which they are currently teaching-during their teacher training at colleges or universities.

4.2.3 SECTION B: General questions regarding in-service training of teachers.

The following section is a statistical analysis of the responses of teachers with regard to the nature of in-service training, to capacitate secondary school teachers in the Matlosana area. One must note that the in-service training of teachers is crucial to keep them up to date with the current policy developments and other requirements pertaining to their work.

Section B contains 12 statements (B1-B12) to which the respondents had to indicate their level of agreement to the statements. In statement B13, respondents had to state their opinions regarding teacher in-service training in the Matlosana Area.

To respond to these statements, respondents were required to indicate their views using a 1-5 Likert scale, as follows: **1- Totally agree, 2- Agree, 3 – Do not know, 4- Disagree, 5 – Totally disagree.**

4.2.3.1 Statement B1: "The teachers in your school receive in-service training at least Once a quarter. "The following are the responses with regard to Statement B1:

Table 4.8: Frequency of in-service training in the Matlosana AO secondary schools

		Frequency	Percent
Valid	1	2	2
	2	35	37
	3	7	7
	4	40	41
	5	12	12
	Total	96	99
Missing	System	1	1
Total		97	100.0

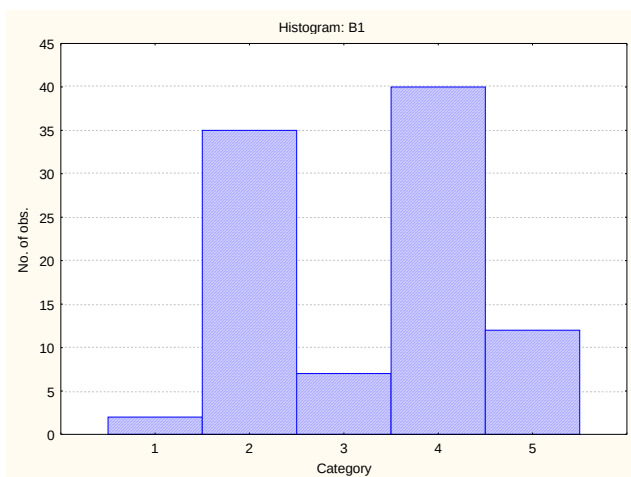


Figure 4.8: In-service training frequency in the Matlosana AO secondary schools

Responding to the statement B1, 39% of the respondents marked totally agree/agree to the fact that in-service training is offered at least once a quarter in their schools. The fact that 39% of the respondents support the statement could suggest that in some schools, teachers simply ignore invitations to attend training, or they do not get invitations in time or not at all.

A small percentage (7%) indicated that they did not know. By looking at the figures, 39% and 53% respectively, the researcher concluded that 7% of the respondents do not know about the in-service training being offered once a quarter in their schools, because they are not aware of such an activity taking place in their respective schools. If this type of in-service training existed, they would probably have indicated “totally agree” or “agree”. A majority, amounting to 53%, however, disagreed/totally disagreed with the statement.

If the majority of teachers are not adequately given in-service training, then it will mean that recent policy requirements or adjustments regarding their work expectations will not be implemented. Areas that need development, as identified during IQMS, are not dealt with timeously; thus, the teachers' performance will drop. The response percentage to the statement suggests that the frequency of in-service training is low.

4.2.3.2 Statement B2: "Teachers are knowledgeable about the Department of Education's in-service training programmes that are in place."

The following is an outline of the responses to Statement B2:

Table 4.9: Knowledge of teachers regarding in-service training programmes

		Frequency	Percent
Valid	1	2	2
	2	39	40
	3	8	8
	4	38	39
	5	10	11
	Total	97	100.0

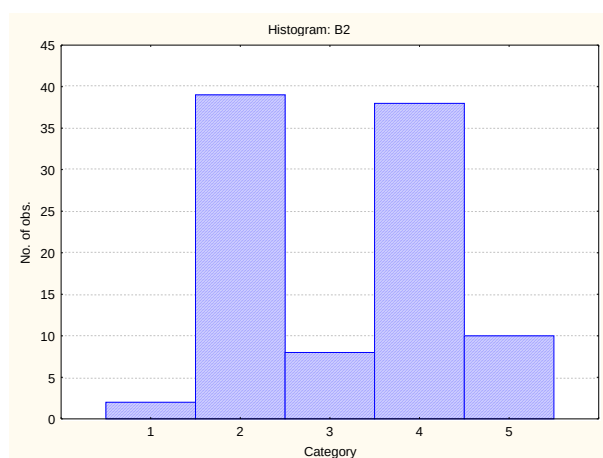


Figure 4.9: Knowledge of teachers regarding in-service training programmes

Forty-two percent (42%) of the respondents marked "totally agree/agreed". Fifty (50%) indicated "disagree/totally disagree". The DoE in the North West Province, in particular, has put in place a number of programmes to close the skills gap, as

indicated in Chapter 2, some of which are the Sediba Mathematics and Science Project 123, ACE in Curriculum and Professional Development, the NPDE, assessor, facilitator and moderator training.

As indicated in Chapter 2, some teachers were trained in Occupationally Directed Education, Training and Development Practice (OD- ETDP).

The researcher concluded that the implication of the responses for this statement is that this finding is not consistent with the literature review in Chapter 2 (Section 2.5.1.1), as stated above. The fact that 8% of the respondents indicated that they do not know suggests that if such programmes are in place, then some teachers are not aware of them. Also the fact that the majority of the respondents (50%) do not support the statement could mean that there is a communication breakdown or gap between the DoE's Human Resource Development Department, the Matlosana AO and some of the schools.

This is also indicated as one of the weaknesses in the SWOT analysis of the Dr. Kenneth Kaunda District Strategic Plan (see section 2.5.2 in Chapter 2). It could also mean that at school level, the SMTs do not provide such information to teachers. The researcher cannot rule out an element of ignorance on the side of the teachers, because teacher unions usually communicate such programmes to their members.

4.2.3.3 Statement B3: "In-service programmes helped teachers to understand the National Curriculum Statement, thus making it easy for them to relate it to real classroom situations. "With regard to Statement B3, the following responses were recorded:

Table 4.10: Understanding the NCS and relating it to the real classroom situation

		Frequency	Percent
Valid	1	8	8
	2	53	55
	3	8	8
	4	21	22
	5	7	7
	Total	97	100.0

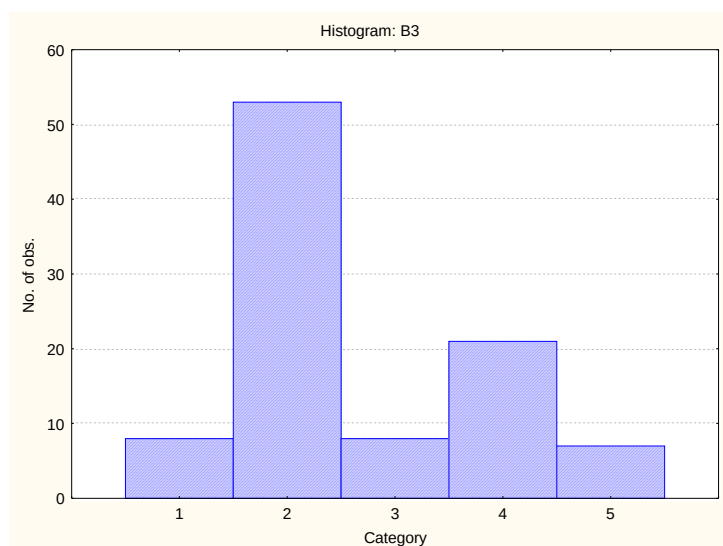


Figure 4.10: Understanding the NCS and relating it to the real classroom situation

Statement B3 showed that 63% of the respondents totally agree/agree with the statement. This is a positive finding on policy interpretation and implementation. The implication is that teachers can comprehend the NCS and know what is expected of them, thus applying it to the real classroom situation. The fact that 29% of the respondents disagree/totally disagree with the statement (dispute) – shows that certain schools remain in the “trap zone” of low achievement, as indicated in Chapter 1 and in the Dr. Kenneth Kaunda SWOT analysis (see section 2.5.2 in Chapter 2). Only a small percentage of the respondents (8%) indicated that they did not know. This could mean that they were not aware of any link between what they do in class in-service programmes to which they were exposed, together with the fact that 29%

dispute the statement, indicates that in some schools teachers cannot put into practice what they learnt during in-service training.

Factors like inadequate resources and support material could be the reason, or that they could not comprehend what is expected of them. At times, what they are taught during in-service training is not relevant to the situation in their schools. The fact that 63% of the respondents support the statement, as opposed to 29% who dispute it, highlights the fact that some teachers might be ignoring invitations to in-service training sessions; or else, they are not informed, which is a sign of a communication gap.

The finding indicates that there is a lack of co-ordination of activities or of a year plan, and that consultation rates need to be improved in order to provide relevant programmes (see section 2.5.2 in Chapter 2).

4.2.3.4 Statement B4: “The in-service training that teachers receive has a positive impact on the performance of the learners.” The following responses were recorded for Statement B4:

Table 4.11: Impact of teacher in-service training on the performance of learners

		Frequency	Percent
Valid	1	10	10
	2	52	54
	3	9	9
	4	23	24
	5	3	3
	Total	97	100.0

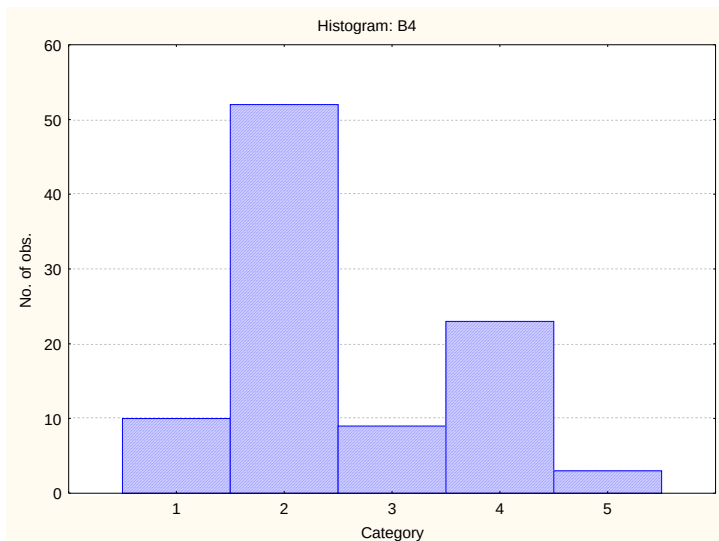


Figure 4.11: Impact of teacher in-service training on the performance of learners

A total of 64% of the respondents support the statement. This finding corroborates what the researcher indicated in the previous statement's findings, in which 63% of the respondents pointed out that they can relate to, and apply, NCS in their classroom situation. The finding also corroborates what the researcher indicated in Chapter 1 regarding a visible improvement in Grade 12 learner attainment in the Matlosana area. The reason could be the availability of the relevant resources and better interpretation of the NCS policy documents. An additional factor here might be that different teaching methods that the part-time respondents are learning, supplement what they learn during in-service training.

Nevertheless, it is a concern that 27% disagree/totally disagree with the statement. This means that they feel that the in-service training that they received does not have any impact on their learners' performance. The reason could be due to the irrelevance of the in-service training to their school situation, or that it is too abstract. Nine percent (9%) of the respondents marked that they did not know. In this regard, the researcher concludes that these respondents were not aware of such improvement in their schools, or were simply ignorant, since they were supposed to monitor the progress of the learners they teach.

4.2.3.5 Statement B5: “The in-service training programme (Workplace Skills Plan-WSP) addresses areas that need development, as identified during staff appraisal.” The following responses were recorded for Statement B5:

Table 4.12: Impact of the WSP on areas that need development

		Frequency	Percent
Valid	1	3	3
	2	43	44
	3	9	9
	4	37	38
	5	5	5
	Total	97	100.0

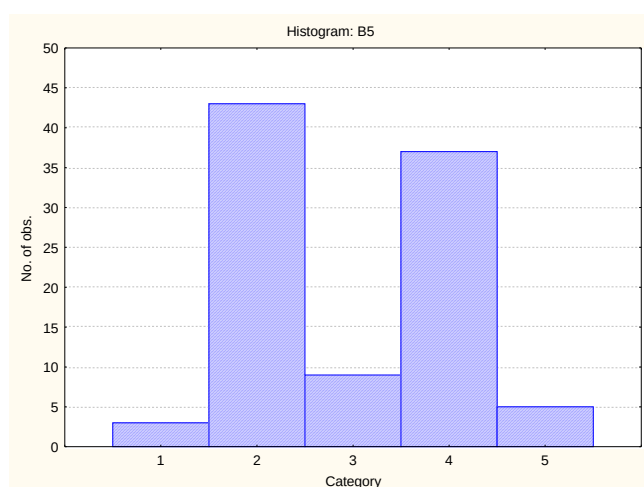


Figure 4.12: Impact of the WSP on areas that need development

It is positive to note that 47% of the respondents totally agree/agree with the statement. This means that problems identified during staff appraisal sessions were taken into cognisance and dealt with during in-service training, to bring about development. As indicated in Chapter 2 (sections 2.5.2 and 2.5.3), one of the purposes of the IQMS is to measure the performance of the teachers with a view to promoting their professional development.

This, in turn, improves the quality of their work and ultimately the academic performance of learners. Nine percent (9%) of the respondents indicated they did not know. This could imply that they could not relate the School Improvement Plan to the WSP, or that they do not perform appraisal programmes in their school. Forty-three

percent (43%) disagree/totally disagree with the statement. The indication is that during the implementation of IQMs/staff appraisals, problems are identified and highlighted during the drafting of the WSP, but they are not dealt with during the implementation of WSP.

This could also mean that the specific school does not have a proper Work Place Skills Plan or School Improvement Plan, in which in-service training forms part, in place.

4.2.3.6 Statement B6: “There is regular follow-up and monitoring by the subject specialist (Head of Department-HOD or the Subject Advisor) to ensure that teachers are trained or developed in areas of need”. The following were the responses to Statement B6:

Table 4.13: Follow-up and monitoring of in-service training

		Frequency	Percent
Valid	1	5	5
	2	36	37
	3	1	1
	4	46	47
	5	8	8
	Total	96	99
Missing	System	1	1
Total		97	100.0

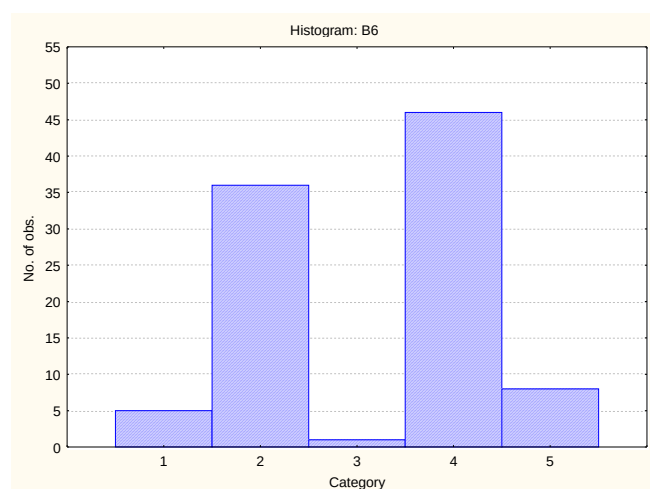


Figure 4.13: Follow-up and monitoring on in-service training

The implication of the above analysis is that 42% of the respondents deem the statement to be true, as opposed to the 55% who disagree/totally disagree with the statement. This is quite a disturbing finding, because if there is no regular monitoring to see to it that under-performing teachers are properly identified and trained, then they will continue to repeat the same mistakes, or simply relax, if there is no follow-up to check if they are implementing the advice given during in-service training.

Supporting the SWOT analysis of Dr. Kenneth Kaunda District Strategic Plan, this finding shows that there is a lack of co-ordination and planning, as well as poor communication. The fact that 42% responded positively shows consistency with statement B5's 47% positive response and the requirements for IQMS, as indicated in section 2.5.3 in Chapter 2. This consistency leads to the conclusion that some schools underperform, due to lack of seriousness or a sense of urgency regarding the importance of in-service training. Thus, teachers and learners' performance is negatively affected in some schools.

Only 1% of the respondents indicated that they did not know, whilst 1% was not marked.

4.2.3.7 Statement B7: "Teachers are usually certificated upon completion of in-service training." The following responses were recorded with regard to Statement B7:

Table 4.14: Certification upon completion of in-service training

		Frequency	Percent
Valid	1	2	2
	2	14	14
	3	9	9
	4	47	49
	5	25	26
	Total	97	100.0

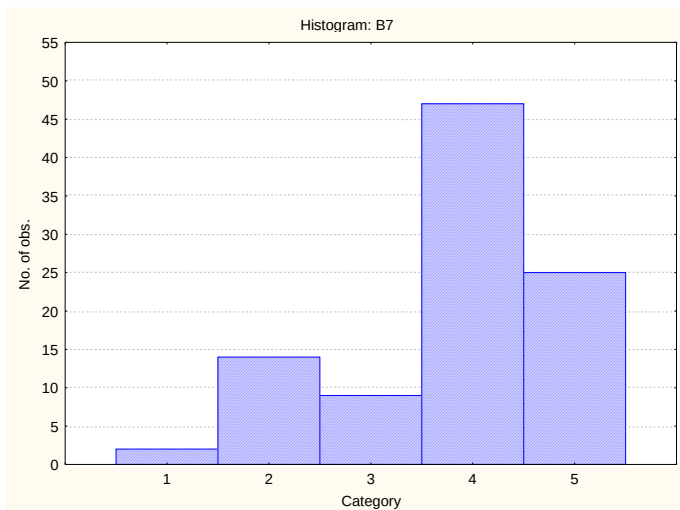


Figure 4.14: Certification upon completion of in-service training

Only 16% of the respondents totally agree/agree that upon completion of in-service training they are certificated. This is demotivating to teachers, because certificates would mean an addition to one's curriculum vitae – and a better chance to get a promotion post. Teachers end up developing a low morale and not attending in-service training sessions, as they feel that their efforts to self-empowerment are not being recognised. Nine percent (9%) of the respondents indicated that they did not know whether they are usually certificated.

It is a sign of ignorance for one to point out that he/she does not know whether he/she was offered a certificate after completing in-service training. The fact that an overwhelming 75% disagree/totally disagree with the statement indicates that concern is only based on negative aspects rather than on positive deeds. The indication is that a certification as a form of recognition for attending in-service training would stimulate and motivate respondents to participate and attend more in-service training, and improve their prospects of promotion, as they would then have documentary proof of further training.

4.2.3.8 Statement B8: “The in-service training capacitates teachers in dealing with the HIV/AIDS pandemic in school”. Regarding Statement B8, the following responses were recorded:

Table 4.15: Capacity to deal with HIV/AIDS in schools

		Frequency	Percent
Valid	1	1	1
	2	25	26
	3	12	12
	4	42	43
	5	17	18
	Total	97	100.0

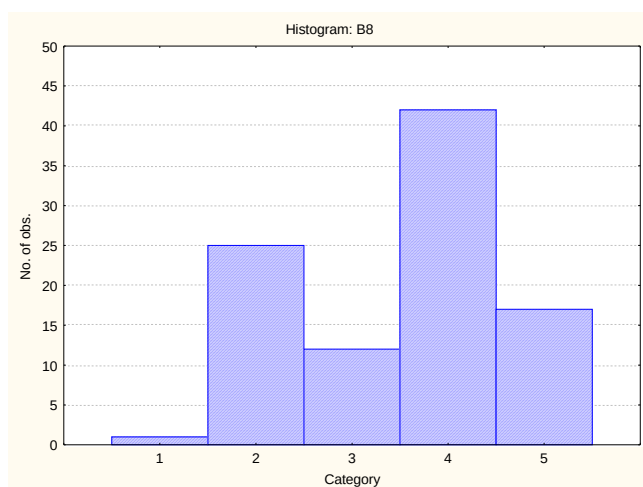


Figure 4.15: Capacity to deal with HIV/AIDS in schools

With the HIV/AIDS infections on the rise, it is disturbing to note that only 27% of the respondents indicated that they are capacitated to deal with the pandemic. With many children being affected by HIV/AIDS – both at school and at home, or within the community, it is discouraging to note that 61% of the respondents disagree/totally disagree that the in-service training they received capacitated them to better deal with HIV/AIDS in schools.

The effects of HIV/AIDS are negative on the learner's academic performance, social relationship and self-esteem. The pandemic not only affects learners, but also teachers, and the impact thereof is also acknowledged in the Dr Kenneth Kaunda District Strategic Plan, as being one of the threats in the district. Lewin *et al.* (2003:84) maintain that teachers must of necessity move from a narrow “HIV education” curriculum prevention campaign towards a broader “HIV and education planning paradigm (see Chapter 2, section 2.4.5). Twelve percent (12%) of the

respondents indicated that they did not know. The researcher's assumption is that they do not retain any knowledge of the training sessions aimed at capacitating them in the field of HIV/AIDS.

4.2.3.9 Statement B9: "in-service training that you received offered alternative measures to deal with the lack of discipline amongst learners". The following responses were recorded regarding Statement B9:

Table 4.16: Capacity to deal with lack of discipline amongst learners

		Frequency	Percent
Valid	1	3	3
	2	26	27
	3	2	2
	4	56	58
	5	9	9
	Total	96	99
Missing	System	1	1
Total		97	100.0

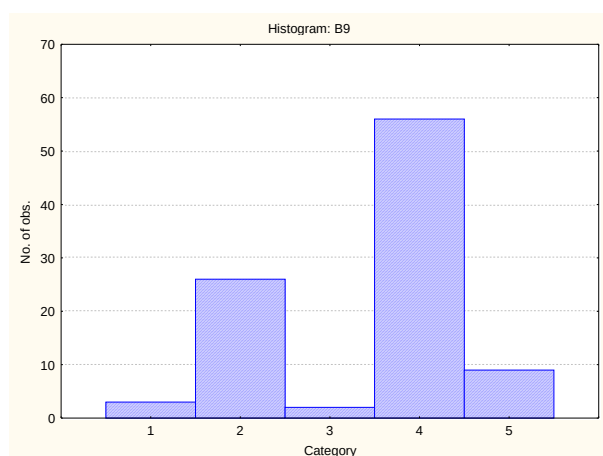


Figure 4.16: Capacity to deal with lack of discipline amongst learners

As shown in the statistical analysis above, 30% totally agree/agree that they have been equipped with alternative measures to deal with the declining discipline levels in schools. Yet the disturbing factor is that 68% of the respondents indicated that during in-service training they had not been offered any better ways, other than corporal punishment, to discipline learners. This can be regarded as one of the major reasons

for their failure to deal effectively with poor learner discipline in schools (see section 2.4.2 in Chapter 2). Many behavioral problems manifest themselves as a lack of discipline, and if teachers do not have the necessary skills to deal with such, the foundations of a good performing school are shaken, as teachers are demotivated, develop low morale and feel helpless.

A serious problem with learner discipline is seen as one of the weaknesses plaguing schools in the Dr Kenneth Kaunda District (see section 2.5.2 in Chapter 2). Two percent (2%) of the respondents indicated that they did not know. One percent (1%) did not mark their answer to the statement and were, therefore, recorded as missing.

4.2.3.10 Statement B10: "Other key role-players and stakeholders (e.g. Dept of Social Development, Dept of Arts, Sports and Recreation, International Council of Associations for Science Education-ICASE, etc) participate actively in teacher development. "The responses to Statement B10 were recorded as follows:

Table 4.17: Participation of key role-players and stakeholders in teacher development

		Frequency	Percent
Valid	1	3	3
	2	27	28
	3	4	4
	4	41	42
	5	21	22
	Total	96	99
Missing	System	1	1
Total		97	100.0

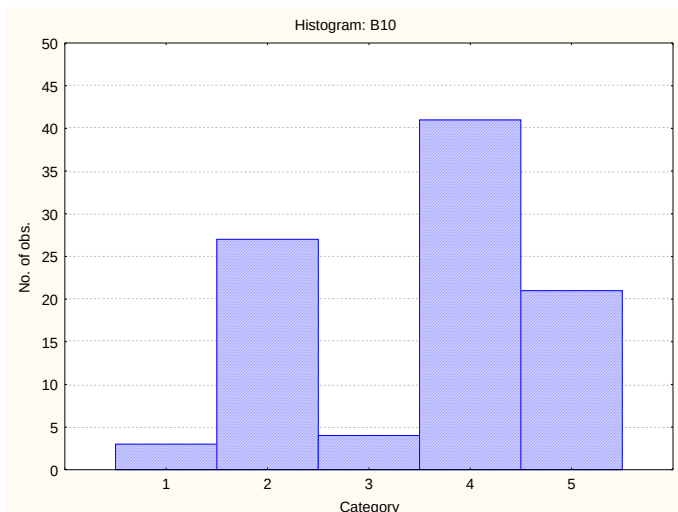


Figure 4.17: Participation of key role-players and stakeholders in teacher development

The statistical analysis shows that an overall percentage of 31% totally agree/agree that there is active participation of key role-players and stakeholders in teacher development. The researcher's personal observation is that this figure is from the former model-C schools in the suburbs that are still enjoying generous sponsorships in contrast to township schools. The response of 64% shows that there is no active participation by key role-players and stakeholders to develop teachers.

This finding is contrary to section 2.4.5 in Chapter 2, which states that the DoE, Unions, SACE, ELRC and the ETDP-SETA work together to achieve education transformation goals. Four percent (4%) of the respondents indicated that they did not know. This can be due to the fact that the contribution and support from outside the DoE is not disclosed to teachers, so even if such active participation by key role-players exists, some respondent would not be aware of it. The finding also confirms a communication gap between teachers and the DoE, and the shortage of funds as being one of the challenges facing schools and AOs in the Dr Kenneth Kaunda District (see section 2.5.2 in Chapter 2).

The researcher also concluded that this might be true for other AOs, apart from the Matlosana AO. One percent (1%) was recorded as missing, since the respondent did not indicate his/her stance.

4.2.3.11 Statement B11: “Teacher unions offer an on-going guidance and support to ensure efficient skills development at school level.” The following are the responses regarding Statement B11:

Table 4.18: Support from teacher unions in ensuring efficient skills development at school level

		Frequency	Percent
Valid	1	6	6
	2	25	26
	3	5	5
	4	45	46
	5	16	17
	Total	97	100.0

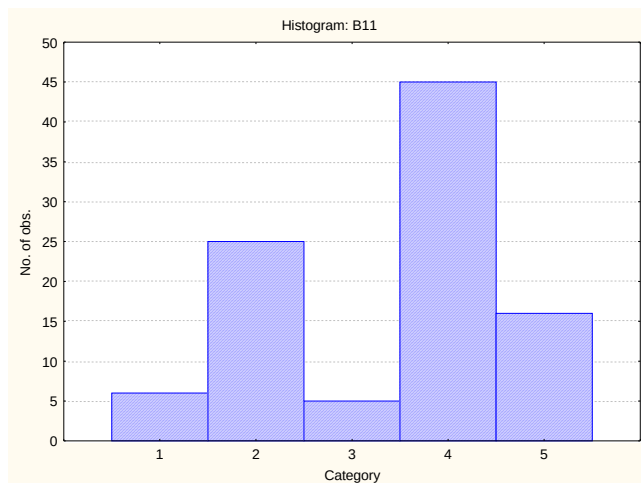


FIGURE 4.18: Support from teacher unions in ensuring efficient skills development at school level

Thirty-two percent (32%) of the respondents indicated totally agree/agree. The implication of the finding is that there is a low level of support from teacher unions on in-service training, since the majority of the respondents (63%) opposed this statement. This finding contradicts Chapter 2’s sections 2.6, which specifically indicate that teacher unions should compile a document detailing all the initiatives relating to training and development, and how these fit into the broader vision for the teaching career.

This finding is consistent with the findings in the latter statement B10, implying a lack of support from key role-players and stakeholders with regard to teacher in-service training in the Matlosana area. This is a negative indication because unions represent views of teachers; and their guidance and support would help with the selection of appropriate training for specific schools.

Five percent (5%) of the respondents indicated not knowing of the existence of such guidance or support. This might be those who are not affiliated to any unions, and are therefore not up to date with union activities.

4.2.3.12 Statement B12: “In-service training rendered skills to incorrectly placed teachers to put them on a par with the curriculum requirements of a secondary school”. The responses to Statement B12 were recorded as follows:

Table 4.19: Addressing incorrect placement of teachers in secondary schools through in-service training

		Frequency	Percent
Valid	1	3	3
	2	33	34
	3	13	13
	4	39	40
	5	8	8
	Total	96	99
Missing	System	1	1
Total		97	100.0

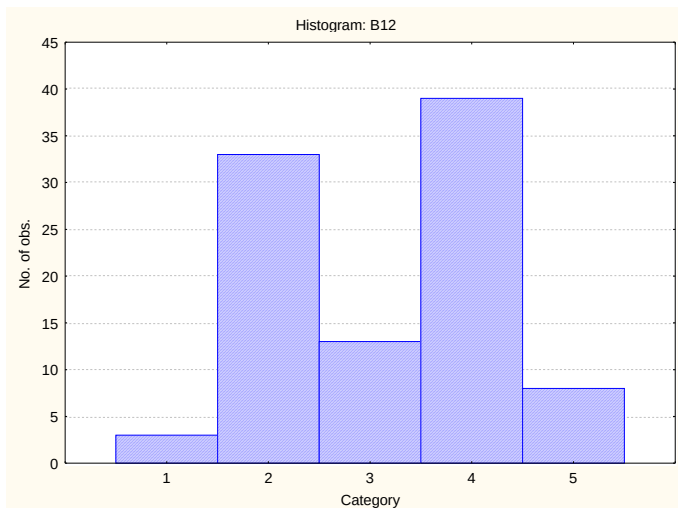


Figure 4.19: Addressing incorrect placement of teachers in secondary schools through in-service training

This analysis shows that 37% of the respondents totally agree/agree with the statement. This finding contradicts the findings in B3, which indicated a 63% confirmation of the NCS understanding and its application to classroom situations. However, 48% of the respondents disputed the statement (disagree/totally disagree). The implication of this finding is that even though the respondents can relate the NCS to real situations in the classroom, the curriculum requirements of a secondary school are still beyond their level.

In support of this finding is the SWOT analysis, as outlined in section 2.5.2 in Chapter 2, indicating that teachers in farm schools are not qualified to teach in certain phases; the appointment of teachers to teach subjects that they did not specialise in. Teachers also have to manage more than two subjects, such as Mathematics and Mathematical Literacy, as being some of the challenges plaguing some schools in the Dr Kenneth Kaunda District.

This is in line with the finding in Items A6 and A7, which shows that some teachers teach subjects they know little about. This contributes negatively to the academic achievements of the school.

Thirteen percent (13%) of the respondents indicated that they did not know. The implication might be that, as in the findings in Statement B3, they also cannot form a

link between NCS and classroom requirement, and as such they are not aware if they are on a par with the curriculum requirements in secondary school or not. This finding contradicts paragraph 2 in Section 2.4.4 of Chapter 2 of the mini-dissertation, which states that skills have to be imparted to novice teachers to give them a form of in-service training on practical or even theoretical expectations that they did not learn at a teacher education college or university.

4.2.3.12 Statement B13: "What are your opinions regarding the in-service training of teachers in your school or AO?" The opinions of the respondents regarding the nature of teacher in-service training in the Matlosana area's public secondary schools were as follows:

- Teachers are not given sufficient training regarding the new curriculum. In-service training must be conducted at least once per quarter, instead of having informal information-giving sessions with lots of documents that are not easy to comprehend.
- There is insufficient monitoring, mentoring, supervision and encouragement to help teachers in meeting new challenges pertaining to curriculum changes.
- Because not enough time is allocated to in-service training, teachers become less successful in implementing the new curriculum. Therefore, in-service training must be an on-going process in order to increase the knowledge of teachers, and also to put them on a par with recent technological developments.
- More subject specialists from school level must be promoted to subject advisory level, in order to reduce the workload of the current subject advisors. This will allow more time for capacity building and monitoring, thus detecting areas that need in-service training as early as possible during staff appraisals.
- In-service training must be conducted during school holidays.
- Information regarding in-service training sessions needs to be cascaded to schools in time.
- After completing in-service training, trainees must be presented with a certificated of attendance, in order to promote their chances of promotion, to

boost their morale and to encourage maximum attendance at in-service training.

- Some schools do not offer enough financial support to those who wish to attend training sessions. More funds must be budgeted for the purpose of capacitating teachers.
- Regular feedback is vital, in order to evaluate whether the training attended was successful or not, and to keep pace with any curriculum changes.
- Facilitators must be well informed and knowledgeable on issues in which they are going to capacitate teachers.
- SMTs and experienced teachers must be trained as peer trainers, in order to make them more supportive and skilled in training and developing their fellow colleagues. This would also improve teacher support from the level of the SMT.
- In-service training offered must be relevant to the actual developmental needs of the particular school, as identified during the IQMS process.
- More training is required in dealing with HIV/AIDS at school level.
- Considering the high levels of ill-discipline amongst learners, teachers must be trained on how best to use alternatives to corporal punishment.
- Teacher unions and SACE must come on board, and be encouraged to participate more in teacher development. Professionalism and the code of ethics need to be emphasised during in-service training sessions.

The following opinions are an indication that impediments and challenges facing the success of the in-service training programmes in schools serviced by the Matlosana AO, must not be entirely blamed on the DoE. Some respondents are of the opinion that:

- Teachers must also bear the blame for unsuccessful in-service training, because sometimes they deliberately decide not to attend in-service training.
- Some teachers simply decide not to implement what they were taught in workshops.

The above indicated opinions should enable the researcher to come up with logical and comprehensive recommendations, in order to improve the current approach to in-service training in the Matlosana AO secondary schools.

4.3 CHAPTER SUMMARY

This chapter has presented a detailed data analysis and interpretation. Biographical and demographic data, as outlined in Section A of the questionnaire, were presented, analysed and interpreted, followed by the analysis and interpretation of data obtained from Section B of the questionnaire – which was aimed at investigating the nature of in-service training to capacitate secondary school teachers in the Matlosana area. Data analysis was presented in the form of frequency tables and histograms, showing the mean score rankings to elucidate or to interpret the views and feelings of the respondents based on the Likert-type scale of their markings on the questionnaire.

Brief discussions followed each interpretation – to shed more light on the researcher's findings. The next chapter will present a brief summary of the preceding chapters, and the findings in relation to the research objectives, as outlined in Chapter 1. Subsequently, recommendations for the improvement of in-service training to secondary school teachers in the Matlosana area will be made. Each will be followed by a motivation.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the preceding chapters, and the findings of the research, in accordance with the literature review and the results of the empirical research, with regard to the stated research objectives. Based on the findings from the literature review and the empirical research, recommendations are subsequently formulated.

5.2 SUMMARY OF THE PRECEDING CHAPTERS

Chapter 1 offered an orientation with regard to the research activity, by painting a picture of the situation pertaining to the nature of in-service training in the public secondary schools serviced by the Matlosana AO; it also presented an overview of teacher performance and learner attainment. The Grade 12 pass rate percentage in the Matlosana area, which is a reflection of the teachers' performance over a period extending from 2008 to 2010, is also discussed here.

The fluctuations in the pass rate were seen to indicate the existence of skills and performance gaps. Coupled with the curriculum changes, aimed at transforming the approach to teacher development, transforming teacher in-service training is vital in redressing the inequalities created by the apartheid-based teacher education and training of the past dispensation in South Africa. This chapter briefly explained the dilemma caused by the incorrect placement of teachers; and how the low levels of subject knowledge and incorrect interpretation of the curriculum can affect teacher performance and learner achievements.

Based on the concerns raised in the orientation, the following questions came to the fore:

- Why is it necessary to conduct in-service training as a means to capacitate secondary school teachers?
- What does the statutory and regulatory framework of teacher in-service training entail, and what programmes are in place to ensure its proper and effective implementation?
- How intensive and effective is in-service training at secondary school level with regard to, amongst others, professional development, curriculum knowledge, monitoring in-service training, dealing with HIV/AIDS and learner discipline?(What is the extent (nature) of in-service training to capacitate secondary school teachers in the Matlosana AO?)
- To what extent do key role-players participate in developing the skills of teachers; and how best can they be mobilized to participate actively?

The following research objectives were raised, taking into account the above-mentioned research questions:

- To analyse the need (necessity) for teacher in-service training.
- To explore the statutory and regulatory framework that governs in-service training aimed at teacher development.
- To look into the nature of in-service training to develop skills of secondary school teachers in the Matlosana AO.
- To determine the key role-players who participate actively in the in-service training of teachers.
- To make recommendations, based on the conclusions arising from the research findings, regarding the current implementation of and approach to teacher development strategies, and in-service training in particular.

Chapter 2 dealt with the theoretical exposition of the concepts. A literature review regarding transformation and a change in the approach to teacher in-service training, aimed at moving from in-service training based on racial segregation, and changing the societal mind-set to accept change, was carried out. The researcher highlighted the importance of implementing in-service training for secondary school teachers. Amongst others, these reasons for conducting teacher in-service training include the

fact that teachers need particular skills to deal with transformation, curriculum changes, the HIV/AIDS scourge and the lack of discipline amongst learners.

Chapter 2 also focused on exploring and analysing the statutory and regulatory framework that governs teacher in-service training, as outlined in Governmental Acts and policy documents.

The focus of Chapter 3 was on the framework of the empirical research. The research design, which is a detailed plan for gathering data from the respondents, was explained. These included a quantitative approach, such as having a population sample that represents the population under investigation. To obtain a research sample that is representative of all the target schools, the researcher put all the names on individual slips of paper, thoroughly mixed them, and then blindly drew out the number desired for the sample.

The researcher gave an explanation of how the questionnaire would be administered. Before proceeding with the research activity, the researcher first obtained permission from the Dr. Kenneth Kaunda District Executive Manager in the North West DoE. A pilot study was conducted. By using a small group selected from the population of interest, the covering letter and the survey questionnaire were distributed and completed. Upon completion, the researcher sought feedback from the participants.

This process gave the researcher an idea of how long it might take individuals to complete the questionnaire, and what to rectify or amend. The validity and reliability are important in ensuring the trustworthiness of the research activity, and also that it was appropriately conducted. The advantages and disadvantages of using a questionnaire were elucidated.

The ethical considerations clarified how the researcher was going to adhere to the guiding principles of objectivity and integrity in his pursuit of the truth. Finally, a brief explanation was given on how the data analysis would be conducted – using statistical analysis.

Chapter 4 gave a presentation of the data collected in terms of the demographic and biographical data of the respondents in Section A; and the general questions (statements) in Section B, which required information regarding the nature of in-

service training of secondary school teachers in the Matlosana AO. The data analysis was presented in the form of frequency tables and histograms to reflect the questionnaire items, frequencies and percentages of the responses. This mathematical analysis was followed by an interpretation of the data presented, giving a presentation of the findings obtained from the empirical research.

5.3. THE RESEARCH FINDINGS

In this section, a summary of the major findings of the research, in accordance with the research objectives, as outlined in Chapter 1, will be presented. These findings were deduced from the literature review and the empirical research conducted.

5.3.1 Findings with regard to research objective 1: To determine the need for in-service training of teachers

The following findings regarding research objective 1 are based on the literature review and the empirical research, which focused on the need to have in-service training in schools.

- The literature review of the secondary sources shed more light on the uniqueness of the current post-apartheid situation in schools, which aims to redress the injustices of the past, as compared with teacher in-service training during the apartheid era, which was based on the laws of racial segregation. To redress the past ills of apartheid, to emancipate the South African societies from mental slavery, and to create an education system equitable to all South Africans, there have been several changes in the curriculum. Teachers must, therefore, be trained and re-skilled in order to put them on a par with the new curriculum requirements.
- Teachers who have long been in the education system also need retraining.
- The approach to teacher in-service training during the past apartheid dispensation, coupled with the lack of in-service training opportunities for the disadvantaged groups, has led to serious problems of capacity (see Chapter 2, section 2.4.1.).

- Faced with the challenge of curriculum changes, teachers need to enhance their skills, not necessarily their qualifications, for the delivery of the NCS. A large majority of them need to strengthen their subject knowledge-base, pedagogical content knowledge-base, and teaching skills (see Chapter 2, section 2.4.1. and 2.4.3.)
- Transformation is a dynamic, focused and relatively short-term process, designed to fundamentally reshape the public service for its appointed role in the new dispensation in South Africa since 1994 (see Section 1.1 in Chapter 1 and Section 2.2 in Chapter 2).
- Despite the fact that the current approach to in-service training has helped the majority of teachers in the Matlosana AO to relate NCS to the real classroom situation, thus positively impacting on their learners' performance, a small fraction of teachers still need assistance with the NCS application, and to help them improve their learners' performance (see Tables 4.9 and 4.10 in Chapter 4).
- The impact of HIV/AIDS is one of the threats facing schools in the Matlosana AO's area of responsibility; and therefore, teachers need to be given proper skills in dealing with the HIV/AIDS scourge in schools (see Sections 2.4.5 and 2.5.2 in Chapter 2 and Table 4.15 in Chapter 4).

5.3.2 Findings with regard to objective 2: To explore the statutory and regulatory framework that governs in-service training of teachers

- Teacher in-service training is enshrined in the statutory and regulatory framework in the broad context of transformation of the National DoE and in the goals of the Dr. Kenneth Kaunda District Strategic Plan. (See Sections 2.4.6 and 2.5.2 in Chapter 2).
- The aim of the statutory framework is to provide an institutional framework to devise and implement national, sector and workplace strategies, to develop the skills of the South African workforce, and to encourage employees to use the workplace as an active learning environment, and to provide them with the opportunity to acquire new skills (see Sections 2.4.3. and 2.5.2 in Chapter 2).
- For provision of relevant or necessary skills, and to ensure that teachers are always up to date with changes, it is important that skills shortages be identified (i.e. skills

audit). It is important to attempt to achieve the upgrading of skills through lifelong learning (see Section 2.4.6 in Chapter 2).

- Institutions need to have WSPs (Workplace Skills Programme) in place and Annual Training Reports (see Section 2.4.6. in Chapter 2).
- In-service training must enable teachers in dealing with the discriminatory effects of the previous apartheid education system, and equip the teaching profession to meet the needs of a democratic South Africa in the 21st century. Integrated subject knowledge and pedagogical skills, together with a thorough understanding of the changing social character of schools, and the skills required to manage learning in diverse schools, are consequently emphasized (see Section 2.4.1. in Chapter 2).
- A proper policy framework must address the problem of a fragmented, un-coordinated, and haphazard approach to skills development interventions through proper facilitation, monitoring and coordination. This would mean that there should be a provision of specific guidelines with respect to skills development programmes and initiatives that the DoE will implement (see Sections 2.4.7. and 2.5.2 in Chapter 2).
- It is not the responsibility of the DoE alone to impart skills to teachers. Teachers too, have a professional obligation towards their education and induction into the profession of new members of the teaching profession. Experienced teachers have to induct, orientate and impart skills to novice teachers (see Section 2.4.4. in Chapter 2). SACE has the overall responsibility for the implementation, management, and the quality assurance for CPTD (see Section 2.4.4. in Chapter 2).
- The policy on Norms (set of applied competencies) and Standards (qualifications and specialist requirements) for teachers establishes key strategic objectives for the development of learning programmes, qualifications and standards for teachers (see Sections 2.4.9 and 2.5.2 in Chapter 2). In-service training providers need to develop programmes and an institutional ethos, which will develop teachers as extended professionals and lifelong learners.
- Teachers, as providers of tuition, are constantly faced with the challenges of HIV/AIDS in their workplace, as well as ignorance, prejudice, stigma, and discrimination, which affect proper interventions. Public funds need to be made available to ensure the application of the universal precautions and the supply of adequate information and education regarding HIV transmission. HIV/AIDS

education must form part of the curriculum; and therefore, selected teachers must be specifically trained and supported (see Sections 2.4.5 and 2.5.2 in Chapter 2).

- There is the ever-increasing problem of dealing with the lack of discipline amongst learners (see Sections 2.4.2 and 2.5.2 in Chapter 2). To address this challenge, teachers have the option to use alternatives to corporal punishment, as outlined in the Practical Guide for teachers. Corporal punishment is prohibited by law; and any teacher who inflicts it on learners will be found guilty of an offence equal to assault, and will be sentenced.

5.3.3 Findings regarding research objective 3: To investigate the nature of in-service training to capacitate secondary school teachers in the Matlosana area

- The population in the area of investigation is suitably qualified; they are thus, in possession of REQV 13 and above. This is a primary requirement to be employed as a teacher. Despite this, the majority of teachers teach subjects that they did not specialize in during their training as teachers. This may explain why some schools in the Matlosana AO are still under-performing (see Sections 1.2 and 1.3 in Chapter 1, Section 2.5.2 in Chapter 2 and Tables 4.4 and 4.5 in Chapter 4).
- The majority of teachers in the data collection sample under investigation are aged between 30 years and 49 years, whilst some are above 49 years of age. The implication is that most of their training did not cover the recent and current curriculum changes and developments. Those who are fresh from teacher training institutions, armed with knowledge of the present curriculum and new subject groupings comprise merely a handful (see Section 2.4.1 in Chapter 2 and Table 4.2 in Chapter 4).
- The researcher, having served in the School's Staff Development Team, the School Governing Body and the teacher union, have realised that a substantial number of teachers are well experienced, but getting old. Some of these teachers may soon leave the teaching profession, due to pension age or to seek greener pastures; taking away with them skills that could help novice teachers (see Section 2.5 in Chapter 2). The researcher, based on the information obtained from the teacher unions, also discovered that some teachers are even furthering their studies in

other fields, rather than in education. The situation is aggravated by pressure on old teachers to cope with a large quantity of new policies and Acts, as well as the frequent changes in the curriculum, which make their existing knowledge, seem null and void, forcing them to obtain knowledge on newly introduced subjects (see Section 2.4 in Chapter 2 and Tables 4.1 and 4.19 in Chapter 4).

- Absence of a proper WSP inhibits the timely identification of training needs and a speedy attention to the needs identified during staff appraisals. Absence of the WSP also inhibits the frequent holding of in-service training (see Section 2.4.3, 2.4.6, 2.5.3 in Chapter 2; Tables 4.8 and 4.12 in Chapter 4).
- The DoE has in place a number of long-term programmes to upgrade the teachers' qualifications. A disturbing fact is that some respondents from the sampled secondary schools claim not to know about the DoE's in-service training programmes that are in place, which amongst others, include skills programmes, learnerships, training initiatives for employees and the unemployed youth, as well as leadership development programmes. This could also be due to a communication gap between schools, the AO, and the District Office (see Sections 2.5.1 and 2.5.2 in Chapter 2 and Table 4.9 in Chapter 4).
- This research discovered that the frequency of having in-service training is low, resulting in skills gaps being detected after a long time and not being acted upon on in time.
- To ensure that the WSP is adhered to, and to achieve its goals, there should be a monitoring tool in place to deal with any irregularities and to remedy the shortcomings. Monitoring ensures that policy stipulations are not contravened. If training needs arise, there should be prompt follow-ups. A challenge that impedes the smooth running of IQMS is a lack of co-ordinated activities/plans; regular follow-up initiatives and irregular monitoring from the side of the AOs and internally at school level (see Sections 2.5.2 and 2.5.3 in Chapter 2 and Table 4.13 in Chapter 4).
- The fact that teachers seldom get certificates after completion of most of their in-service training can be seen as one of the reasons why others are not eager to attend in-service training. Incentives or rewards to recognise in-service training attendance are motivational in nature, and they increase the prospects of

promotion and the willingness to attend more in-service training (see Table 4.14 in Chapter 4).

- The current pass-rate percentage of Grade 12 learners indicates that the majority of teachers in the sampled schools can relate NCS to the real classroom situation; hence, it impacts positively on their learners' performance. Despite this, the disturbing fact is that some teachers are still not on a par with the requirements of secondary schools. They are incorrectly placed because they teach Grades 10, 11 and 12, but are only in possession of primary school qualifications, and vice-versa (see Sections 1.2 and 1.3 in Chapter 1; 2.4.3, 2.4.1, 2.4.7 and 2.5.2 in Chapter 2 and Tables 4.10, 4.11 and 4.19 in Chapter 4).

5.3.4 Findings with regard to research objective 4: To determine key role-players in the in-service training to develop teachers

- Achievement of transformation goals is not only the responsibility of the DoE alone, but is supposed to be a joint venture that includes Labour Unions, SACE, ELRC, ETDP-SETA, NGOs, as well as the business community. Amongst the transformation goals is CPTD (see Sections 2.6 and 2.6.1 in Chapter 2).
- The National Skills Development Act regulates the control and administration of skills development funds. The State, through the DPSA's liaison with the Department of Finance and State Expenditure, and with donors, ensures an adequate, sustainable and equitable distribution of funds for training and education (see Section 2.6.1 in Chapter 2).
- Lack of funds is one of the challenges facing some of the schools falling under the Matlosana AO. Training workshops (in-service training) at school level do not enjoy funding and support from the local businesses and sponsors. Schools have to fund or sponsor their own school-based training from school funds, such as coaching sessions for the Representative Council for Learners and workshops arranged by the School Safety Teams. This unavailability of sponsors makes it difficult to book venues away from school for end-of-year summative reports and planning, because teachers will have to pay out of their own pockets (see Section 2.5.2 in Chapter 2 and Tables 4.17 and 4.18 in Chapter 4).

5.4 CONCLUSIONS

Based on the findings from both the literature study and the empirical research conducted, the following conclusions were reached by the researcher:

5.4.1 Conclusion on determining the need for in-service training of teachers

- Despite the fact that the current approach to teacher in-service training has helped the majority of teachers in the Matlosana area to relate NCS to the real situation with which they are faced in the classroom, there are teachers who are still faced with the challenge of implementing curriculum changes. These teachers have to enhance their skills for the delivery of the curriculum. A large majority of teachers, including long-serving teachers, must strengthen their subject-knowledge base, pedagogical content-knowledge base and teaching base.
- Due to the increase in the HIV/AIDS scourge, there is an urgency to capacitate teachers with proper skills, to assist them in dealing with HIV/AIDS scourge in secondary schools.

5.4.2 Conclusion on exploring the statutory and regulatory framework that governs the in-service training of teachers

- The workplace is an ideal environment to acquire experience. Therefore, as guided by the WSP and the SIP, teachers must use their workplace as an active learning environment that will provide them with the opportunities to acquire new skills.
- Inadequate monitoring, follow-up and a communication gap between teachers and the LEA imply a poor and un-coordinated approach to teacher in-service training. Teacher Development Policy implementation must address the problem of fragmented, un-coordinated, and a haphazard approach to skills development interventions – through proper facilitation, monitoring and co-ordination.
- The issue of HIV/AIDS is not catered for adequately in the curriculum; and adequate funds are not directed to train specifically identified teachers in HIV/AIDS education.

- Teachers have the option of using alternatives to corporal punishment, as outlined in the Practical Guide for Teachers. Faced with the real situation of unruliness and ill-discipline amongst learners, teachers need more than an information booklet to tackle the problem of discipline.

5.4.3 Conclusion on investigating the nature of in-service training in the Matlosana area

- Some schools in the Matlosana area are still performing below the required standard. This might be due to the fact that the majority of teachers teach subjects that for which they were not trained. Others qualify to teach in primary schools; yet, they teach in secondary schools, and vice-versa.
- Because some teachers still lack conceptual knowledge in the newly introduced subjects, it is difficult for them to engage learners in the optimum conceptual learning, as required by the NCS.
- Most of the teachers are well experienced, and some may soon leave the profession of teaching (due to retirement age or to look for greener pastures), thus resulting in a brain-drain within the DoE. The situation is aggravated by the pressure on these teachers to adapt to frequent changes in policies and in the curriculum.
- There is a need for a proper WSP in schools, to allow for the identification of skills gaps and training needs in advance. If the AO is fully involved in assisting schools to draft their SIPs, it would be much easier to monitor its implementation and come up with contingency plans where necessary (see Section 2.5.3 in Chapter 2).
- Some teachers deliberately turn a blind eye to a number of long-term programmes, which are designed by the DoE, and are aimed at assisting them to upgrade their qualifications.
- The challenges that impede the smooth running of IQMS are due to a lack of regular follow-up initiatives and the poor monitoring of teacher development programmes. Keeping records would help with future referencing, and act as a strong monitoring tool to trace the level of attendance and the frequency of in-service training at schools, and ascertaining whether the WSP is being adhered to.
- The fact that teachers are not always offered certificates upon completion of in-service training activities can be deemed as one of the reasons why some are

reluctant or not eager to attend. Certificates are a form of incentive, a reward and a token of appreciation for attending particular forms of training.

- Time kept aside at schools for teacher in-service training is not utilised to the full. Instead of holding school-based training, teachers have to wait for subject advisors or subject specialists to hold 1-day workshops (sometimes a few hours long). At times, information that should take five working days to cascade to teachers is instead compressed into two-day workshops.

5.4.4 Conclusion on determining the key role-players in the in-service training of teachers

- Even though the National Skills Development Act regulates the control and administration of skills development funds by ensuring the equitable, adequate and sustainable distribution thereof, teachers do not make full use of the money to develop and capacitate them.
- Key role-players are reluctant to participate actively and to sponsor the in-service training of teachers at school level. This makes it more difficult for the DoE to reach its transformation goals in a conclusive manner.
- There is poor participation and lack of sponsorship in farm schools, with bad socio-economic backgrounds. Teachers employed in these areas find it difficult to attend in-service training sessions due to financial constraints. As a result, these teachers are not always kept abreast, or they lag behind on changes and developments that occur in their work sphere.
- At the level of schools, teacher unions are not taking an active part in the capacity-building initiatives of their members.

5.5 RECOMMENDATIONS

In order to address the skills gap in the teaching fraternity, a unique teacher-development methodology has to be applied. The following recommendations were compiled, based on the literature review and the empirical research, and by taking into cognisance research objective 5, which is to make recommendations based on the conclusions arising from the research findings of the literature review and the

empirical investigation on the nature of in-service training in the secondary schools in Matlosana area.

Recommendation 1

In order to reach a broader number of secondary schools during in-service training, particularly the previously disadvantaged and schools in rural areas, programmes such as mentoring, coaching, assessing, moderating and Skills Development Facilitation (SDF) should be extended to HODs, subject heads and even long-serving or well-experienced teachers. This would improve their peer coaching, mentoring and training skills. Knowledge of the principles of coaching and mentoring (especially andragogy) could encourage them to participate more willingly, and with more trust in themselves, in the in-service training activities designed to improve the teaching strategies of their fellow colleagues.

This would encourage schools to organise their own in-service training, based on what they see as an area that needs attention, and not to wait for the in-service training arranged by the AO, which is sometimes irrelevant to their training needs. Older and more-experienced teachers would be given an opportunity to put their experience to use, thus making them more resourceful. This could be one of the ways to reduce the exodus of teachers to other departments, and would improve their prospects for promotion, or to be training providers should the need arise. The other reason is that this would also reduce excuses from other teachers not to attend in-service training—hiding behind the lack of funds or transport, since training would then reach even the most rural schools with less financial implications.

Recommendation 2

In-service training has to be conducted as frequently as possible, in order to enable the SDT to address areas that need development, when identified during staff appraisals, as timeously as possible. If this is not done, performance inadequacies will pile up and will end up not being attended to.

Recommendation 3

As recommended in the first recommendation, with regard to skilling the HODs, subject heads and experienced teachers, these teachers can be seconded or requested to be the ones who serve in the SDT. Being in possession of an assessor, moderator and SDF skills, HODs, subject heads and experienced mentors would then be in a better position to handle staff appraisals and to assess the performance of teachers, and to coach and mentor them accordingly.

Recommendation 4

The AO should continue to emphasise the adherence to IQMS policy requirements and their importance. The AO and the SDTs must stick to their roles and responsibilities, as outlined in the Collective Agreement 8 of 2003 on IQMS. Regular visits and monitoring must be extended – even to the most rural schools.

If the AO's IQMS coordinators were fully involved in guiding schools to draft their SIPs, it would be much easier to monitor their implementation and to come up with contingency plans where necessary (see Section 2.5.3 in Chapter 2). The impact assessment of the implementation strategy of IQMS, if done quarterly (formative) and annually (summative), would shed more light on the department – regarding monitoring, reporting and evaluation of the strategy (see Section 2.5.3 in Chapter 2).

Recommendation 5

The statistics of the Grade 12 pass rate results, as indicated in Chapter 1, support the findings that the in-service training received by the respondents from sampled secondary schools in the Matlosana AO has assisted them to relate NCS to their classroom situation; and consequently, it has impacted positively on the performance of their learners. Even though this is the case, a number of secondary schools in the Matlosana AO's area of responsibility remain in the trap-zone of low performance. Therefore, it is recommended that in-service training be made accessible to all secondary schools in the AO, including farm schools.

Making in-service training available to even the most rural and less-resourced secondary schools would help to bridge the skills gap between urban, township and farm schools.

Recommendation 6

Proper record-keeping must be enforced – to ensure maximum monitoring. Upon giving feedback from in-service training, the principal or the HOD must write a fully detailed report. If the workshop has been conducted at school, attendants must regularly sign the attendance register. These records must be kept in a special file by the principal, the relevant HOD and the SDT. The AO must also make available these report-backs to the principals.

Keeping records would help with future referencing, and act as a strong monitoring tool, to trace the level of attendance and the frequency of in-service training at schools, and find out whether the WSP is adhered to (see Section 2.5.3 in Chapter 2). This practice would also inculcate the trend of regularly reporting back after attending in-service training. If the AO gives school principals feedback on in-service training conducted, teachers who usually dodge in-service training sessions could be traced, and the relevant disciplinary procedures could be taken. Principals must also send such reports to the AO (see Section 2.5.3 in Chapter 2). Records of attending in-service training can add to the teachers' points during staff appraisals.

Recommendation 7

Upon completion of in-service training, especially if the training was for a period of three days or more, attendants should be given a certificate of attendance as a token of appreciation and proof of their attendance.

Certificates motivate teachers to attend more in-service trainings, and as such, to improve their chances of promotion, or even to use them to apply for other posts, which are not classroom-based.

Recommendation 8

Schools must have a portion of the budget set aside for school-based in-service training. A mechanism must be devised to motivate local businesses, NGOs, local government and even farm owners (in the case of farm schools) to invest some resources in teacher development.

This would help schools to decide on areas that need urgent attention; and therefore, to arrange in-service training relevant to the training needs of their individual schools. Co-operation between schools and other State departments, service providers and other key role-players would improve and foster a mutual relationship. In this way, teachers would also have an input into the kind of training they require. The burden of funding in-service training on the shoulders of the DoE would also be reduced.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

The following are some recommendations for those areas that need further research:

- Analysing the nature and extent of in-service training in public farm schools.
- Assessing the participation of NGOs, local government and farm owners in in-service training of teachers at public farm schools.
- Effectiveness of IQMS in assessing the work of teachers in public schools.
- Effectiveness of IQMS in assessing the work of principals in public schools.
- Effective and efficient utilisation of experienced teachers in peer-coaching and mentoring.
- Strategies to retain expert teachers in the education system.

5.7 CHAPTER SUMMARY

Chapter 5 has presented an overview of the preceding chapters, as well as a description of the most important findings in relation to the research objectives. This research has revealed that - despite the positive impact that the in-service training has had in the secondary schools within Matlosana AO's area of responsibility - the DoE

still has a number of skills gaps to fill in, especially since some schools are still performing below the satisfactory level. Teachers still encounter problems with the NCS, learner discipline and how to deal with HIV/AIDS in the workplace.

A proper and very effective monitoring tool must be set up to ensure that the WSP is a part of and in line with the SIP. Finally, recommendations and motivations were outlined. The chapter ended with some recommendations for further research.

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ANNEXURES:

ANNEXURE A:

LIST OF INSTITUTIONS SERVED BY THE MATLOSANA AREA OFFICE

ANNEXURE B:

MAP SHOWING SCHOOLS WITHIN THE DR KENNETH KAUNDA DISTRICT

ANNEXURE C:

RESEARCH QUESTIONNAIRE

ANNEXURE D:

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

ANNEXURE E:

PERMISSION TO CONDUCT RESEARCH

ANNEXURE F:

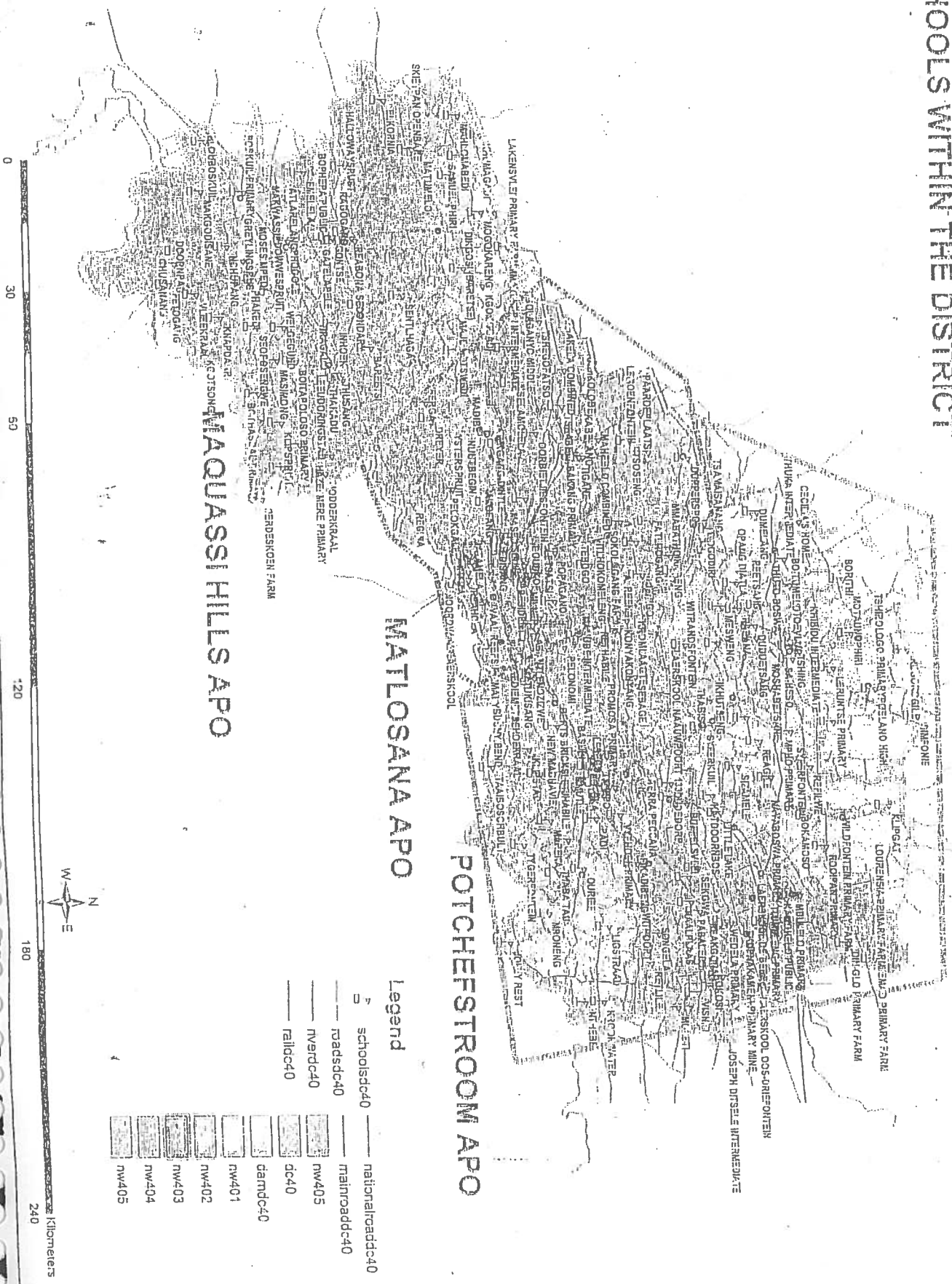
LANGUAGE EDITING CERTIFICATE

ANNEXURE A:

Institutions served by the Matlosana Area Office												
Name of Cluster	Number of ordinary public schools							Includes both teachers funded by the government and the SGB	Total numbers of ECDs	Total number of ABET	Total number of Independent Schools	Total number of EDSCs
	Total Number of Public Schools (includes special schools)	Total Number of Primary Schools	Total Number of Secondary Schools	Total Number of Intermediate Schools	Total Number of Combined Schools	Total Number of Special Schools	Total numbers of learners					
J.C. Motaung	30	17	10	01	02	00	28672	963	01	00	03	01
Mespong	26	15	06	03	02	00	15888	560	00	00	02	00
Refentse	28	10	07	04	07	00	19446	677	01	00	02	00
Cluster D	24	10	05	02	03	02	15042	520	02	00	01	01
TOTAL: 04	108	52	28	10	14	02	79048	2720	04	00	08	02

DR KENNETH KAUNDA DISTRICT COUNCIL SCHOOLS WITHIN THE DISTRICT

ANNEXURE B:



ANNEXURE C:

RESEARCH QUESTIONNAIRE

Aim of this **research activity** is to investigate **THE NATURE OF IN-SERVICE TRAINING TO CAPACITATE PUBLIC SECONDARY SCHOOL TEACHERS IN THE MATLOSANA AREA.**

The main objective of the questionnaire is to obtain evidence, statistical data and opinions regarding the nature of in-service training in public secondary schools in the Matlosana AO. Analysis of this data will assist the researcher to draw up logical conclusions and to make appropriate recommendations and suggestions for amendments or improvements where necessary pertaining to his research topic.

INSTRUCTIONS

1. Please **do not** indicate your name or that of your school in the questionnaire. The information is required only for research purpose.
2. Kindly respond to **all questions**.
3. Please take note that there are **no wrong or correct answers**.
4. Your honest response will be of great value to both the research project and for future INSET programmes.
5. Please hand in the completed questionnaire as soon as possible to the person who handed it to you.

YOUR CO-OPERATION IN THIS REGARD WILL BE HIGHLY APPRECIATED. THANK YOU IN ADVANCE.

PLEASE TURN TO THE NEXT PAGE

PLEASE TICK OR MAKE A CROSS IN THE APPROPRIATE BOX AND
COMPLETE BLANK SPACES WHERE NECESSARY

SECTION A: DEMOGRAPHIC DATA

A1. Your school's District is: _____

A2. Your school's AO is : _____

A3. Teaching experience : _____ years

A4. Your age : _____ years

A5. Your gender:

M	F
---	---

A6. Learning area(s) that you teach: _____

A7. Learning area(s) you majored / specialised in during your training as a teacher:

A8. What are your qualifications?

1	2	3	4	5	6
PTC/STC/S PTD /STD	HED/FDE	BA. ED	B.ED	ACE	OTHER (Please specify)

A9. Indicate your current post at school

1	2	3	4	5
PLI Educator	Head of Department	Deputy Principal	Principal	Other (Please Specify)

A10. Indicate the category or type of your designation

1	2	3
Secondary School	Combined School	Other (Please Specify)

SECTION B: GENERAL QUESTIONS REGARDING INSET (IN-SERVICE TRAINING) OF EDUCATORS.

In-service training of teachers is crucial to keep them up to date with current policy developments and other requirements pertaining to their work.

B1. Educators in your school receive in-service training (INSET) at least once a quarter.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B2. Educators are knowledgeable about Department of Education's INSET programmes that are in place.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B3. In-service programmes helped educators to understand the National Curriculum Statement, thus making it easy for them to relate it to real classroom situation.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B4. The in-service training that educators receive has a positive impact on the performance of learners.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B5. The in-service training programme (Workplace Skills Plan-WSP) addresses areas that need development as identified during staff appraisal.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B6. There is regular follow up and monitoring by the subject specialist (Head of Department-HOD or Subject Advisor) to ensure that educators are trained or developed in areas of need.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B7. Educators are usually certificated upon completion of in-service training.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B8. The INSET capacitates educators in dealing with the HIV/AIDS pandemic in school.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B9. In-service training that you received offered alternative measures to deal with lack of discipline amongst learners.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B10. Other key role-players and stakeholders (eg, Dept of Social Development, Dept of Arts; Sports & Recreation, International Council of Associations for Science Education-ICASE, etc) participate **actively** in teacher development.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B11. Teacher unions offer on-going guidance and support to ensure efficient skills development at school level.

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B12. In-service training rendered skills to incorrectly placed educators to put them in par with the curriculum requirements of a secondary school

1	2	3	4	5
Totally Agree	Agree	I do not know	Disagree	Totally Disagree

B13. What are your **OPINIONS** regarding in-service training of teachers in your school or AO?

ANNEXURE D:

P. O. Box 625
HARTBEEFONTEIN
2600
19 July 2010

The District Executive Manager- Dr. S. H. Mvula
Department of Education-North West Province
Dr. Kenneth Kaunda District
POTCHEFSTROOM
2520

Dear Sir / Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I hereby request permission to conduct research in a number of secondary schools in the Matlosana AO. The purpose of the study is to look into THE NATURE OF IN-SERVICE TRAINING TO CAPACITATE PUBLIC SECONDARY SCHOOL TEACHERS (The Case of the Matlosana AO). This activity forms part of the requirements to fulfill my Masters Degree in Development and Management (Public Management and Governance), at the North West University- Potchefstroom Campus.

The case study will involve filling in of questionnaires by educators at school level and conducting interviews with some senior officials of the Department of Education in the Dr. Kenneth Kaunda District and the Matlosana AO. These research activities will not interfere with the work obligations of the respondents.

Hoping that you will find this in order and thanking you in advance

Yours sincerely

K. B. Mahloane

Student No: 10813640. Cell No: 0731565715

E-mail: mahloanekb@yahoo.com



education

Lefapha la Thuto
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DR KENNETH KAUNDA DISTRICT

DIRECTOR: PROFESSIONAL SERVICES

03 August 2010

K B Mahloane
Student Number 10813640
North West University
Potchefstroom Campus

PERMISSION TO CONDUCT RESEARCH INTO THE NATURE OF IN-SERVICE TRAINING AS A SKILLS DEVELOPMENT STRATEGY TO CAPACITATE SECONDARY SCHOOL TEACHERS

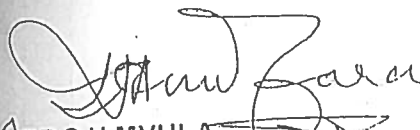
The above matter refers.

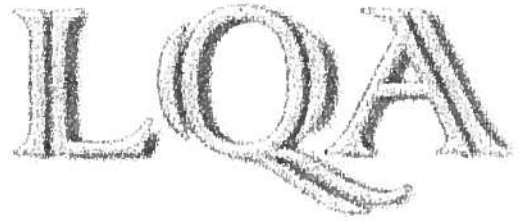
Permission is hereby granted to you to conduct research in the Dr Kenneth Kaunda District and Matlosana Area Office under the following provisions:

- the activities you undertake at school should not tamper with the normal process of learning and teaching;
- you inform the principals of your identified schools of your impending visit and activity;
- you provide my office with a report in respect of your findings from the research; and
- you obtain prior permission from this office before availing your findings for public or media consumption.

Wishing you well in your endeavour.

Thanking you


DR S H MVULA
DISTRICT EXECUTIVE MANAGER
DR KENNETH KAUNDA DISTRICT



Language Quality Assurance Practitioners

Mrs KA Goldstone

Dr PJS Goldstone

14 Erasmus Drive
Summerstrand
Port Elizabeth
6001
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Tel/ Fax: +27 41 583 2882

Cell: +27 73 006 6559

Email: kate@pemail.co.za
pat@pemail.co.za

22 October 2011

TO WHOM IT MAY CONCERN

We hereby certify that we have language-edited the mini-dissertation prepared by Mr Kabelo Ben Mahloane, entitled: THE NATURE OF IN-SERVICE TRAINING TO CAPACITATE PUBLIC SECONDARY SCHOOL TEACHERS IN THE MATLOSANA AREA, and that we are satisfied that, provided the changes we have made are effected to the text, the language is of an acceptable standard, and is fit for publication.

A handwritten signature in black ink that reads 'KA Goldstone'.

Kate Goldstone

BA (Rhodes)

SATI No: 1000168

UPE Language Practitioner (1975-2004)

NMMU Language Practitioner (2005)

A handwritten signature in black ink that reads 'PJS Goldstone'.

Patrick Goldstone

BSc (Stell)

DEd (UPE)