

**AN ASSESSMENT OF THE PRESENT TEACHER
UPGRADING PROGRAMME IN RAMAANO
MBULAHENI TRAINING CENTRE**

by

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DECLARATION

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I declare that “AN ASSESSMENT OF THE PRESENT TEACHER UPGRADING PROGRAMME AT RAMAANO MBULAHENI TRAINING CENTRE” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.


.....
.....

SIGNATURE

(MRS AN RAVHUDZULO)

26-11-97
.....

DATE

DEDICATION

This study is dedicated to:

- My sons, **Hangwani, Hulisani, Thendo** and **Ndamulelo**.
- **Maduka Phineas Mavhunga** my late father, my mother **Thidziambi Esther** for raising us to be original, special and unique and in this way inspiring us to develop our individuality and love for knowledge.
- My late parents-in-law **Mbulaheni Piet Ravhudzulo** and **Mavhungu Martha** who instilled the value of education and gave everything of their best for my husband to be what he is today.
- My beloved husband **Aaron** for his encouragement and moral support throughout this study.



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ABSTRACT

The aim of this study was to assess the primary teacher upgrading programme at Ramaano Mbulaheni Training Centre (RMTC).

The literature review in this work includes a selection of related studies and articles in developing countries such as South Africa, Nigeria, Kenya and Zimbabwe and in developed countries like Japan, Britain and United States of America. These together formed the theoretical base of the research.

A survey was carried out in the Malamulele, Mutale, Sekgosesa, Soutpansberg, Thohoyandou and Vuwani areas in the Northern Province Region 3, to find out whether the RMTC teacher upgrading programme is serving the purpose of upgrading underqualified primary teachers.

An attempt was made to give the necessity of teacher upgrading in South Africa and an assessment was made of the Ramaano Mbulaheni Training Centre upgrading programme.

KEY TERMS

Upgrading programmes; Primary teachers; Qualified and underqualified teachers; Teacher training; PRESET and INSET; Empowerment; Learner-centred approach; Teaching strategies and approaches; Distance education.

TABLE OF CONTENTS

	PAGE
DECLARATION.....	(i)
DEDICATION.....	(ii)
ACKNOWLEDGEMENTS.....	(iii)
ABSTRACT.....	(v)
TABLE OF CONTENTS.....	(vi)
LIST OF APPENDICES.....	(xviii)
LIST OF FIGURES AND TABLES.....	(xix)

CONTENTS

CHAPTER 1

GENERAL ORIENTATION

1.1	INTRODUCTION	1
1.2	THE PROBLEM	11
1.3	AIMS AND OBJECTIVES OF THIS STUDY	13
1.3.1	Aims	13
1.3.2	Objectives	14
1.4	RESEARCH METHOD	14
1.5	CLARIFICATION OF CONCEPTS	15
1.5.1	Underqualified teachers	15
1.5.2	Professional upgrading	15
1.5.3	Empowerment	15
1.5.4	Inservice training (INSET)	16
1.5.5	Upgrading programmes	17
1.6	SCOPE OF THE STUDY	17

CHAPTER 2

LITERATURE SURVEY OF UPGRADING PROGRAMMES IN DEVELOPING AND DEVELOPED COUNTRIES

2.1	INTRODUCTION	19
2.2	TEACHER EDUCATION IN SOUTH AFRICA	21
2.2.1	Introduction	21
2.2.2	Preservice training of teachers	23
2.2.3	Inservice training of teachers	26
2.3	TEACHER UPGRADING PROGRAMMES IN DEVELOPING COUNTRIES	29
2.3.1	Nigeria	30
2.3.2	Kenya	33
2.3.3	Zimbabwe	35
2.3.4	Conclusion about upgrading programmes in developing countries	40
2.4	TEACHER UPGRADING PROGRAMMES IN DEVELOPED COUNTRIES	40
2.4.1	Introduction	40
2.4.2	Japan	41
2.4.3	Britain	44
2.4.4	United States of America	46
2.4.5	Conclusion	48

2.5	TEACHER UPGRADING PROGRAMMES IN SOUTH AFRICA	48
2.5.1	Introduction	48
2.5.2	Necessity of teacher upgrading in South Africa	49
2.5.3	Teacher education upgrading programmes offered at a distance in South Africa	51
2.5.3.1	The University of Cape Town - primary education project	52
2.5.3.2	Promat College of Education	53
2.5.3.3	English Language Teaching Information Centre (ELTIC)	53
2.5.3.4	Natal College of Education	54
2.5.3.5	Ramaano Mbulaheni Training Centre	54
2.5.3.6	Vista University	55
2.5.3.7	University of South Africa (UNISA)	57
2.6	CONCLUSION	58
 CHAPTER 3		
 UPGRADING PROGRAMME FOR PRIMARY EDUCATION TEACHERS		
3.1	INTRODUCTION	59
3.2	NEED FOR UPGRADING QUALIFICATIONS OF PRIMARY EDUCATION TEACHERS	60
3.3	AIMS OF UPGRADING UNDERQUALIFIED PRIMARY EDUCATION TEACHERS	61

3.4	TEACHER UPGRADING PROGRAMME AT RAMAANO MBULAHENI TRAINING CENTRE	63
3.4.1	The problem to be addressed by the upgrading programme at RMTC	63
3.4.2	Current programmes offered at RMTC	65
3.4.3	The aims and objectives of the RMTC upgrading course	74
3.4.3.1	Aims	74
3.4.3.2	Objectives	75
3.4.4	The structure of the programme	75
3.4.4.1	Arrangement of the course	76
3.4.4.2	Target group and selection criteria	79
3.4.4.3	Duration of the programme	79
3.4.4.4	Assessment of student skills and competencies	79
3.5	TEACHING APPROACHES USED IN THE UPGRADING PROGRAMME AT RMTC	82
3.5.1	Integrative approach	84
3.5.2	Child-centred approach	85
3.5.3	Mediative teaching style	88
3.5.3.1	Questioning	90
3.5.3.2	Bridging	91
3.5.3.3	Metacognition	92
3.5.3.4	Cooperative learning	93
3.6	CONCLUSION	95

CHAPTER 4

RESEARCH METHODOLOGY AND PROCEDURES

4.1	INTRODUCTION	97
4.2	RESEARCH DESIGN EMPLOYED	97
4.2.1	Sampling	97
4.2.1.1	Localization of respondents and gathering of data	99
4.2.1.2	Selection of populations, samples and respondents	102
4.3	INSTRUMENTS USED	104
4.3.1	The questionnaire	104
4.3.1.1	Construction of the questionnaires	106
4.3.1.2	Piloting the questionnaire	108
4.3.1.3	Administering the questionnaires	110
4.3.2	The interview schedule	114
4.3.2.1	Introduction	114
4.3.2.2	Construction of the interview schedule	115
4.3.2.3	Piloting the interview schedule	116
4.3.2.4	Administering the interview schedule	116
4.4	PROBLEMS ENCOUNTERED DURING INVESTIGATIONS	117
4.4.1	Problems encountered with the questionnaires	117
4.4.2	Problems encountered when administering the questionnaire	118

4.4.3	Problems encountered during the interviews	118
4.5	CONCLUSION	119
 CHAPTER 5		
 PRESENTATION, ANALYSIS AND DISCUSSION OF RESPONSES		
5.1	INTRODUCTION	120
5.2	ANALYSIS OF RESPONSES TO QUESTIONNAIRES BY TEACHERS, HEADS OF DEPARTMENTS AND PRINCIPALS	121
5.3	BIOGRAPHICAL DATA OF THE RESPONDENTS	122
5.3.1	Gender of teachers, heads of departments and principals	122
5.3.2	Age distribution of teachers, heads of departments and principals	123
5.3.3	Marital status of teachers, heads of departments and principals	124
5.3.4	Teaching experience of teachers, heads of departments and principals	125
5.3.5	Professional training of teachers, heads of departments and principals	127
5.3.6	Professional qualifications of teachers, heads of departments and principals	128
5.3.7	Academic training of teachers, heads of departments and principals	129

5.3.8	Posts presently held by teachers, heads of departments and principals	130
5.3.9	Possible reasons why teachers upgrade their qualifications	131
5.3.10	Upgrading courses taken by teachers, heads of departments and principals who are presently engaged in upgrading their qualifications	133
5.4	OPINIONS OF TEACHERS, HEADS OF DEPARTMENTS AND PRINCIPALS AS REGARD UPGRADING COURSES IN GENERAL	134
5.4.1	The opinions of the respondents as regard the relevance of courses to teachers' needs	134
5.4.2	The opinions of the respondents as regard the relevance of courses to pupils' needs	135
5.4.3	The extent to which the content of upgrading courses covers new work	136
5.4.4	Introduction of the knowledge received from upgrading programmes at schools	138
5.4.5	Responses of colleagues to the introduction of innovations by teachers, heads of departments and principals	139
5.4.6	The extent to which upgrading programmes increased teachers' skills	140
5.4.7	The extent to which upgrading programmes increased teachers' knowledge of subject matter	141
5.5	ASSESSMENT OF TEACHERS, HEADS OF DEPARTMENTS AND PRINCIPALS TAKING UPGRADING COURSES	142

5.5.1 Assessment of the RMTC upgrading programme	142
5.5.1.1 Administration	142
5.5.1.2 Study material	145
5.5.1.3 Assignments	148
5.5.1.4 Contact sessions	149
5.5.1.5 Examination and results	152
5.5.1.6 Open question on the strengths and weaknesses of the upgrading programme offered at RMTC	154
5.5.1.7 Major findings	155
5.5.2 Assessment of the CTU upgrading programmes	157
5.5.2.1 The extent to which teachers, heads of departments and principals benefit from upgrading courses	157
5.5.2.2 Issues related to upgrading programmes at CTU	158
5.5.2.3 Open question about the positive and the negative aspects of the upgrading programmes at CTU	160
5.5.2.4 Major findings	160
5.6 ASSESSMENT OF TEACHERS, HEADS OF DEPARTMENTS AND PRINCIPALS WHO ARE NOT TAKING UPGRADING COURSES	161
5.6.1 Issues related to upgrading programmes	161
5.6.1.1 Responses on for whom the upgrading of qualifications absolutely necessary	164
5.6.1.2 Respondents' knowledge about teaching approaches and skills such as integrated approach and mediative style	165
5.6.1.3 Teaching the topic "TIME" using the integrated approach	165
5.6.1.4 Respondents' response as to the necessity of acquiring knowledge about skills and new approaches to teaching	166

5.6.1.5 Open question about the positive and the negative aspects of the upgrading programmes	167
5.7 ANALYSIS OF RESPONSES TO THE INTERVIEW SCHEDULE	167
5.7.1 Major findings	174
5.8 CONCLUSION	175
 CHAPTER 6	
 SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS	
6.1 INTRODUCTION	176
6.2 SUMMARY OF THE RESEARCH	177
6.2.1 Summary of issues relating to problems investigated according to the literature review	178
6.2.2 Summary of research procedure	179
6.3 SUMMARY OF DATA COLLECTED THROUGH QUESTIONNAIRES AND INTERVIEW STRATEGIES	180
6.3.1 Findings from the biographical details	181
6.3.1.1 Gender of respondents	181
6.3.1.2 Age distribution of respondents	181
6.3.1.3 Marital status of teachers, heads of departments and principals	182

6.3.1.4 Teaching experience of teachers, heads of departments and principals	182
6.3.1.5 Professional training of teachers, heads of departments and principals	183
6.3.1.6 Professional qualifications of teachers, heads of departments and principals	183
6.3.1.7 Academic training of teachers, heads of departments and principals	183
6.3.1.8 Posts presently held by teachers, heads of departments and principals	184
6.3.1.9 Possible reasons why teachers upgrade their qualifications	184
6.3.1.10 Upgrading courses taken by teachers, heads of departments principals who are presently engaged in upgrading their qualifications	184
6.4 SUMMARY OF THE OPINIONS OF RESPONDENTS AS REGARDS UPGRADING COURSES	185
6.4.1 General matters related to upgrading programmes	185
6.4.1.1 Findings from the opinions of the respondents as regards the relevance of the courses to teachers' needs	185
6.4.1.2 The opinions of the respondents as regards the relevance of the courses to the pupils' needs	185
6.4.1.3 The extent to which the content of upgrading courses covers new work	186
6.4.1.4 Introduction of the knowledge received from upgrading programmes at schools	186
6.4.1.5 Responses of colleagues to the introduction of innovations by teachers, heads of departments and principals	186
6.4.1.6 The extent to which upgrading programmes increased teachers' skills	187

6.4.1.7 The extent to which the upgrading programme increased teachers' knowledge of subject matter	187
6.4.2 Summary of the findings pertaining to the teacher upgrading programme at RMTC	187
6.4.2.1 Administration	187
6.4.2.2 Study material	188
6.4.2.3 Assignments	189
6.4.2.4 Contact sessions	189
6.4.2.5 Examinations and results	189
6.4.2.6 Findings pertaining to open question on the strengths and weaknesses of the upgrading programme offered at RMTC	190
6.4.3 Summary of the findings pertaining to issues related to upgrading at CTU	191
6.4.4 Summary of the findings pertaining to teachers, heads of departments and principals not taking upgrading courses	192
6.4.4.1 Summary of the findings pertaining to issues related to upgrading programmes	192
6.4.4.2 Findings pertaining to open questions about the positive and the negative aspects of the upgrading programmes	192
6.4.5 Summary of the findings pertaining to the interview schedule	193
6.5 RECOMMENDATIONS	194
6.5.1 General recommendations	194
6.5.2 Recommendations as far as RMTC is concerned	195

6.6	RECOMMENDATIONS FOR FURTHER STUDY	196
6.7	CONCLUDING REMARKS	197
	BIBLIOGRAPHY	199
LIST OF APPENDICES		
A	Questionnaire to teachers, heads of departments and principals who are presently taking upgrading courses at RMTC	211
B	Questionnaire to teachers, heads of departments and principals who are presently taking upgrading courses at CTU	220
C	Questionnaire to teachers, heads of departments and principals who are not taking upgrading courses	226
D	The interview schedule	231
E	A copy of letter to the regional Director requesting permission to conduct research involving teachers	233
F	The letter from the Education Department granting permission to conduct research	234
G	The letter to the area managers in Region 3 requesting permission to conduct research in their schools	235
H	The letter to principals of six primary schools to use their schools for pilot study	236
I	The letter to the principals of selected schools involved in research	237

LIST OF FIGURES

Figure 1.1:	Qualifications of teachers in South Africa - 1994	5
Figure 1.2:	African teacher qualifications - Northern Province	7
Figure 3.2:	Diploma in Primary Education Teacher upgrading Model	71

LIST OF TABLES

Table 2.1:	PRESET enrolment - 1994	24
Table 2.2:	Teacher education provision - 1994	25
Table 2.3:	INSET for higher qualifications	28
Table 3.1:	Mbilwi Senior Secondary School Mathematics and Science results 1995 and 1996	69
Table 4.1:	The areas, number of schools and the population involved in the research	103
Table 4.2:	The distribution of questionnaires in the six areas of Region 3	110
Table 4.3:	The breakdown of the returns of the questionnaires personally delivered to the respondents	111
Table 4.4:	The breakdown of the returns of the questionnaires mailed to the respondents	113
Table 4.5:	The breakdown of the returns	114
Table 5.1:	Gender of respondents	122
Table 5.2:	Age distribution of respondents	123
Table 5.3:	Marital status of respondents	124
Table 5.4:	Teaching experience of respondents	126
Table 5.5:	Initial training of respondents	127

Table 5.6:	Qualifications of respondents	128
Table 5.7:	Highest academic training of respondents	130
Table 5.8:	Posts held by respondents	131
Table 5.9:	Reasons for upgrading their qualifications	132
Table 5.10:	Courses taken by respondents who are presently enrolled at RMTTC and CTU	133
Table 5.11:	The relevance of the courses to the needs of teachers	134
Table 5.12:	The relevance of the courses to the pupils' needs	136
Table 5.13:	The extent to which the content of upgrading courses covers the new work	137
Table 5.14:	Introduction of the knowledge received from the upgrading programmes at schools	138
Table 5.15:	Responses of colleagues to the introduction of innovations by teachers, heads of departments and principals	139
Table 5.16:	The extent to which upgrading programmes increased teachers' skills	140
Table 5.17:	The extent to which upgrading programmes increased teachers' knowledge of subject matter	141
Table 5.18:	Size of the study guides	145
Table 5.19:	Respondents' opinion on whether the study guides communicate the subject matter effectively or not	146
Table 5.20:	The extent to which the content covers new ground	146
Table 5.21:	Issues related to study material	147
Table 5.22:	Issues related to assignments	148
Table 5.23:	Attendance of contact sessions	151
Table 5.24:	Issues related to examination time-table and results	153
Table 5.25:	Responses to the upgrading programmes	159
Table 5.26:	Responses relating the upgrading programme	162

Table 5.27: Responses on for whom the upgrading of qualifications is absolutely necessary	164
Table 5.28: Respondents' response on the necessity of knowledge about new teaching approaches and skills	166
Table 5.29: Details regarding the people interviewed	168

CHAPTER ONE

GENERAL ORIENTATION

1.1 INTRODUCTION

Piek (1990:17-18) maintains that teaching is a labour of love, whose main reward is the development of the child as a whole. Teaching is a responsible profession which sets very high standards that are a challenge to every teacher in service. In the teaching-learning situation, the teacher has an important role to play in opening up the child's mind and also in shaping the child's opinions and attitudes. The teacher gives direction to the teaching-learning situation as a facilitator and initiator of classroom teaching. This view is supported because the teacher moves away from the teacher-dominated product to task-orientated learning. The teacher changes the classroom into a stimulating, rich environment for pupils. The teacher also helps pupils build a positive self-image, to be independent, self reliant and to learn to share and be considerate towards others. Teaching is independent on teachers who are fully prepared so as to produce good results.

Farrant (1984:129) views teachers as agents of change and generators of information and knowledge and they should therefore be equipped with new teaching approaches, skills and processes that will promote change in teaching. Therefore, if teachers lack any of these abilities, they should undergo intensive upgrading programmes. A profession such as teaching, requires continued inservice development, because the specialized knowledge and skills required of practitioners should be developed continuously (Kruger & Muller, 1988:279).

The National Reconstruction and Development Programme (RDP) as published by the Department of Education (1995:25) stipulates that the unemployed population should be massively upgraded. The situation in schools throughout South Africa today demands that Black teachers have the competencies and skills required to meet the need of preparing their pupils adequately for the fullest education possible, that is to help them ultimately to achieve success at school, an optimum career potential and an adequate preparation for life.

For teachers to become autonomous, flexible, creative and responsible agents of change in response to the challenges of the day, they must be empowered (Committee On Teacher Education Policy [COTEP]:1996:13). Teachers must have the authority to teach, lead and to guide the child. The teacher must know his or her subject matter and the ways and means of teaching it. The teacher's role in the teaching-learning situation today is however, more than that of a mere provider of knowledge. Dreckmeyr (1994:35) states that in teaching, a teacher has to select ways and means of allowing socialisation of the pupils in the classroom to work towards common objectives in groups. The advantage of this socialisation activity is that they will influence each other and will learn from each other.

The change in teaching is inevitable. According to Dzvimbo (1994:2) it is in the classrooms and lecture theatres that the new paradigm of education will have to be reworked to incorporate the new political and economic situation that now exists in South Africa. Teachers (as facilitators of the teaching and learning process) will have to help pupils to engage the content of the curriculum so as to conceptualise and interpret it in ways that are meaningful to them as active participants in the teaching-learning situation. This implies that a good teacher will employ several teaching strategies for effective pupil learning. This

brings variety in pupil-learning and avoids monotony in the lesson. Judicious selection of methods to suit the learning situation will influence the success of teaching.

Harbison (1963:28) views teachers as the "seed-corn" of educational change so they should acquire careful professional training. It is apparent that it is necessary for teachers not only to change and adapt to content material, but also to change in approach and performance. Dachs (1996:97-101) advocates that the primary level of schooling be targeted in Inservice training as primary schools are perceived as the most neglected and yet they are considered to be 'normal' in the didactic situation. Teachers should be prepared to encourage pupils to be actively involved in education by arousing their curiosity. Pupils should become critical thinkers and be able to ask questions and not be passive recipients of knowledge given by their teachers as authority figures.

Teachers will also have to be empowered to establish and maintain a culture of teaching and learning. Teaching and learning becomes a collaborative activity between pupils and teachers. In such a didactic situation, teaching facilitates learning while pupils make sense of the curriculum and its content. Teacher education should therefore enable teachers to exercise critical thinking skills in all spheres of professional development in life-long learning. Consequently teachers should be equipped with different methods and approaches to teaching so that they can produce critical thinkers. According to Nicholls (1996:42-46) teachers must have commitment to self-improvement so that continuous growth can take place. The hallmark of the teaching profession is keeping up to date by developing knowledge, skills and attitudes. These can be attained through inservice training of teachers.

Inservice training can also be utilized to improve the qualifications of teachers. At present an officially qualified teacher is one who is in possession of an approved teaching qualification of at least Matriculation plus three years training (M+3) or Category C. In terms of this definition 45% of the teachers in South Africa are under/unqualified (COTEP, 1996:3-4). The problem of unqualified as well as under-qualified, Black teachers, has been in existence ever since the coming into existence of mission schools in the Republic of South Africa through the agency of the various church denominations and later the Bantu Education Act No 57 of 1953, when the Central Government took over the responsibility for Black education. According to Niewenhuis and Mamabolo (1995:16-17), approximately 11,5% of the total teaching corps in 1992 were not professionally qualified and a further 10% were under-qualified.

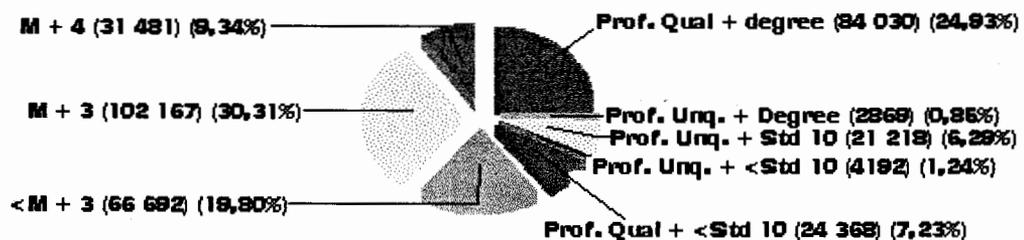
Although no exact figures could be obtained, it was claimed that many secondary school teachers were responsible for the teaching of subjects for which they were not adequately trained and that there was an overall shortage of teachers trained in Mathematics and the Sciences. These factors point to the need for inservice training and teacher upgrading. Qualifications held by teachers vary greatly. In recent years a minimum of a standard 10 plus three years teacher training was required by the former Department of Education and Training, Lebowa, Gazankulu and Venda. In other departments the minimum required was a standard 10 plus four years teacher training. It is important that a minimum norm for all teachers be determined.

In 1994, more than a third (36%) of all teachers were upgrading their qualifications. Within five years, if no further unqualified and underqualified teachers are employed, all teachers should have reached the official norm of M+3. However, the quality of their qualifications remains a problem. Hofmeyr and Hall (1995:33) maintain that it is clear

from their research that there is considerable misutilization of teachers in South Africa because of the rapid expansion of secondary schooling during the last two decades. Many teachers who were trained for the primary level have been moved to secondary schools. In 1994, 36% of Black teachers teaching Mathematics were under/unqualified in the subject. The majority (66%) of Black secondary school teachers teaching Mathematics had five years or less experience. The proportion of all Black secondary school teachers who are teaching Mathematics is quite uniform across provinces and constitutes 16,4%.

According to Strauss, Plekker, Strauss and Van der Linde (1994:8) a professionally qualified teacher is someone who apart from subject teaching, is also trained on how to teach. It is possible, according to this definition, to have a teacher more than adequately qualified as far as subject knowledge is concerned, but who has no training in teaching theory and skills. It is also possible to have a teacher who is considered professionally qualified but who has a level of subject knowledge equal to or less than Standard 10.

FIGURE 1.1 Qualifications of teachers in South Africa - 1994



(Strauss, Plekker, Strauss & Van der Linde, 1994:8)

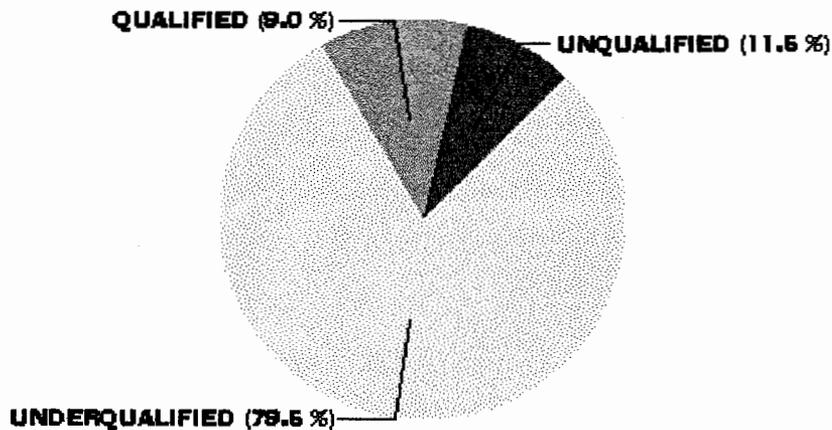
The various sizes of the piegraph indicate that most of the teachers (30,31%) have M+3 followed by those with a professional qualification and a degree (24,93 %). Those teachers who have less than M+3

(19,80%) and those who are professionally qualified but without standard 10 (6,23%) are underqualified and need to upgrade their qualifications and should attend staff development programmes as part of their professional renewal and growth (Strauss, Plekker, Strauss & Van der Linde, 1994:8).

Just over a third (34,50%) of the total teaching staff is un/underqualified and includes teachers who are professionally qualified, but with less than standard 10, those who do not have matriculation but have three years training, as well as the entire range of professionally unqualified teachers. The figure does not include the small number of teachers who have degrees without teaching qualifications (0.85%) and who are currently employed at Category C. Most un/underqualified teachers are Black (60%) and are at primary school level. In total, 22% of Black secondary school teachers are unqualified and underqualified (Hofmeyr & Hall, 1995:31). This substantiates the need for special inservice and upgrading programmes.

Not only the number of teachers is an important component of any education system but also the quality of the teachers which can be judged in part by their qualifications. According to the Education Foundation (1995:vii) teacher qualifications in the Northern Province are poor with 79,5% underqualified and 11,5% unqualified Black teachers in 1991. The Northern Province has the greatest number of underqualified primary and secondary school teachers in the country.

FIGURE 1.2: Africa teacher qualifications : Norther Province



Education Foundation (1995:54)

Figure 1.2 indicates that of the 43 216 Black teachers in service in the Northern Province in 1991, 9% are qualified. Of the balance, 11,5% are underqualified and 79,5% are unqualified.

As regards underqualification, the situation in Venda is much the same. The Commission of Inquiry into the Department of Education in Venda had the following to report (Smith, 1982:152):

The most important and at the same time, most obvious problem is that of unqualified and underqualified teachers. Of 869 secondary teachers in service in 1981, 196 were unqualified ... and a large number of qualified teachers might have been teaching beyond their training.

This situation has changed from what Smith (1982:152) reported because in 1991, a decade later, of the 2988 active secondary school teachers, only 108 (3,6%) were unqualified, "a remarkable improvement", but

underqualification is still a problem. In total 65% of the current teaching force in Venda is underqualified (White, 1992:8). This situation calls for a comprehensive programme for inservice training with the aim of meeting the following objectives:

- Training in, and teaching of, English;
- Professional upgrading in subject matter; and
- Reorientation in methodologies of teaching.

The need for an inservice training centre was entrenched by the recommendations and findings of the *Commission of Inquiry into the system of Education in operation in Venda* published in July 1982 (Smith, 1982:151). The report emphasises that teachers are the largest and most expensive group of government employees and the education system must effectively invest in them (Smith, 1982:46).

The upgrading of teachers enables teachers to acquire knowledge and skills essential for good professional practice at each stage or level of a teaching career. Research into the problem of upgrading the abnormally high percentage of underqualified Black teachers has been limited and sporadic. The upgrading programmes help teachers to acquire more ways and means of improving their teaching. The new dispensation in South Africa has indeed ushered in a new era in which education is supposed to play a central role in redressing real, imagined and perceived imbalances of the Bantu Education era (Hofmeyr & Hall, 1995:19-20). There is therefore a need to upgrade the qualifications of teachers, especially of Blacks, but there is a greater need to create a culture of teaching and learning. Thus both practising and newly appointed teachers need to be sensitised to issues of restructuring the schooling pattern and the teachers' degree of accountability. Education should take place in a democratic classroom. Teachers should evaluate

their pupils as they teach, to determine whether learning has taken place with understanding and to ensure that the subject content is meaningful to the pupils. The classroom should be a pleasant place for everyone.

This is only possible in a relaxed but disciplined situation. How could this be achieved? There are several accepted ways of improving instruction and presentation of the subject matter in all subjects (Dreckmeyr, 1994:124). Some of them are the following:

- Use different methods of teaching.
- Use various teaching aids while teaching.
- Motivate and involve pupils in the learning situation.
- Make learning meaningful to real life.
- Provide training (both preservice and inservice) to teachers in content and methodology of teaching.
- Afford opportunities for teachers to upgrade their qualifications.
- Train teachers to teach using an integrated approach to all subjects.

These suggestions can improve teaching in the Thohoyandou area too. If inservice education is offered to all teachers as an ongoing process, it should be able to help in the long term. Apparently there are no suitable resources for this to be accomplished or carried out (Hofmeyr & Hall, 1995:19). Massive financial investment is therefore essential to upgrade underqualified primary teachers. Capital outlay for such action will probably not be possible within the near future. However, the need for the improvement in teaching approaches and methods in education is real and is necessary and has to happen as soon as possible. The quality of teaching approaches has to improve the quality of teaching. This will certainly bring immediate benefit to the overall teaching situation in the Thohoyandou in future.

The professional development of inservice primary school teachers in particular is an important element in any programme that is designed to improve education because the foundation of an educational system is built on the quality of its professional staff. Over the years teachers have been interested in improving their qualifications through further studies. In South Africa the University of South Africa and Vista University have been involved in the academic and professional upgrading of teachers through distance education. In 1984 for instance, Vista University upgraded about 4700 secondary school teachers (Vos & Brits, 1990:107). Vista University offers upgrading courses for teachers with professional qualifications of Matriculation plus two years training (M+2) to bring them to the minimum requirement of Matriculation plus three years training (M+3). A number of teaching diplomas are, for instance, offered to practising teachers to enable them to specialise in certain fields

Besides the universities mentioned above, quite a number of colleges are also involved in teacher upgrading programmes in South Africa. For instance Promat College, which aims to assist Black teachers who want to obtain matric, and improve teaching quality; the Teachers' Academic Upgrading Programme (TAUP) in the former Bophuthatswana homeland which aims to improve teachers' qualifications and competency; Hewat College of Education (Crawford) which aims to upgrade underqualified teachers and the Roggebaai College of Education for further training in the Cape, which is training and upgrading the needs of the coloured community in South Africa. The Natal College of Education (previously known as the Natal Training College) also provides inservice training (INSET) and upgrading programmes for Coloured and Black teachers. The college was open to Coloured teachers in 1981 and for Blacks in 1989.

Ramaano Mbulaheni Training Centre (RMTC), which is situated in the far north of the Northern Province in the village of Tshakhuma, 50 km from Louis Trichardt, introduced a distance learning programme for primary school teachers of Mathematics, Environmental Science and English. Most teachers can do this programme without being removed from their daily duties. There is a face-to-face contact session during which teachers contribute through their own practical experiences. Their contributions are merged with the theory to facilitate implementation in the teaching-learning situation. The main focus of the Ramaano Mbulaheni upgrading programme therefore is to upgrade underqualified primary school teachers, but more specifically to make teachers aware of the learner-centred approach, integrated approach and the mediative teaching style.

The mission statement of the RMTC stipulates that teaching for reproduction has undergone a paradigm shift to teaching for meaning and creativity. The learner can therefore set his/her own objectives and achieve them using no resources or processes set by another person. The learner becomes the source of information who can generate knowledge and contribute towards the storage of information and finally solve his/her problems. The learner has an influence at least equal to the teacher in determining goals, resources and evaluation decisions (RMTC,1995a:18).

1.2 THE PROBLEM

The method of training underqualified primary school teachers in the Thohoyandou District (which is a subregion of the Northern Province) as in the rest of South Africa, is outdated. Emphasis has been on what to teach and not how to teach. There is no recognition of the need for an integrated approach to education and training. On the whole the

emphasis is on quantity rather than quality (Mhlongo, Mukhavhuli & Strydom, 1995:2; Hofmeyr & Hall, 1995:63). Examination statistics have ranked high in the order of priorities and not the worth of the "products" of the system. The teacher's professional growth, let alone competence, has been left out to chance. Teaching was for survival and not teaching for meaning.

In a traditional class the teacher dominates the class and few opportunities are given to pupils to talk, except for "chorsing". No group work is encouraged. The emphasis is on a mass chanting and memorization, copying and correctness (Department of Education and Culture [Venda], 1992:42). The transference of information could not occur in different ways, depending on the method employed by the teacher in the classroom situation. One such method which is often used by teachers, usually as the only method of teaching, is the narrative method. Pupils are told facts making up the content of the subject matter. Teachers are trained to be sources of information (Piek, 1990:92-93). It is hoped that by giving suitable inservice and preservice training to teachers to enable them to present and implement new teaching approaches, such as child-centred, integration and mediation style, teaching could be changed.

The teacher training institutions in the Thohoyandou District such as Makhado College of Education, Ramaano Mbulaheni Training Centre, Tshisimani College of Education and Venda College of Education are dominated by a teacher-centred approach to teaching, rather than a child-centred approach. COTEP (1996:18) emphasises that the teacher education programmes should ensure that the teachers are able to facilitate learner-centred classroom practice by employing a range of teaching strategies appropriate to the subject or topic and, on the basis of careful assessment, to the pupils or classes.

THE PROBLEM STATEMENT

**What upgrading opportunities exist for teachers in South Africa?
Do the existing upgrading programmes of Ramaano Mbulaheni
Training Centre successfully contribute to the improvement of
teaching? What problems, if any, exist?**

Much has been said and written about teacher upgrading in South Africa in general, but in the opinion of the researcher, there has been no authoritative work on the planning and organisation of the teacher upgrading programme at RMTC in Venda.

1.3 AIMS AND OBJECTIVES OF THIS STUDY

1.3.1 Aims

This study endeavours to:

- (a) provide an account of the teacher upgrading programmes in developing countries such as South Africa, as well as in developed countries;
- (b) investigate the planning and organisation of the Ramaano Mbulaheni Training Centre upgrading programme in Thohoyandou district, which is a subregion in the Northern Province;
- (c) assess the upgrading programme for Primary Education Teachers at RMTC in the Northern Province (Thohoyandou) and to offer possible solutions to the problems revealed by the research.

1.3.2 Objectives

The main objectives of the study are:

- (a) to determine whether teachers, heads of departments and principals are implementing the knowledge they are gaining from the teacher upgrading programme;
- (b) to ascertain whether the courses studied are relevant to the pupils' needs;
- (c) to identify the strengths and weaknesses of the upgrading programme for primary education teachers; and
- (d) to formulate recommendations regarding improvements, the quality and standard of the teacher upgrading programme.

1.4 RESEARCH METHOD

In this study, relevant published and unpublished materials, books, education journals and reports containing information on teacher upgrading programmes, were consulted. The sources of information were supplemented by empirical research which involved questionnaires and interviews, as well as visits to different schools, to evaluate the specific teacher upgrading situation in Venda.

Three different questionnaires were compiled, namely a questionnaire for teachers who are presently doing upgrading courses at RMTC, a questionnaire for teachers who are presently doing upgrading courses at Colleges, Technikons and Universities and a questionnaire for teachers who are not doing upgrading courses. An interview schedule

for all people involved in the investigation was also compiled. A combination of closed and open questions were used in the questionnaires. A pilot study was used to determine flaws and to improve the design of the questionnaires.

1.5 CLARIFICATION OF CONCEPTS

1.5.1 Underqualified teachers

Professionally underqualified teachers are those in service teachers with a minimum academic education of Standard 10 and a professional qualification of less than three years training *ie* those falling below the matriculation plus three years training category. Their qualifications vary from senior certificate plus Primary Teachers' Certificate (PTC) or Lower Primary Teachers' Certificate (LPTC) (M+1) or Category A.

1.5.2 Professional upgrading

Professional upgrading refers to those inservice training (INSET) activities that lead to the improvement of teacher competence and upgrading of formal professional qualifications. For the purpose of this study the professional upgrading of teachers refers to the improvement of practice and involves the continuous improvement of the knowledge and skills of the teacher. This implies that professional upgrading includes improvement of status and improvement of practice, both of which are important to Black teachers.

1.5.3 Empowerment

To empower is to give power or authority. Empowerment refers to the power relations in terms of patterns of negative and positive power.

Positive power is the authority to teach, lead, guide and support the child towards responsible adulthood. The change is away from power under the authority or power over learners, to power with learners and power for developing cognitive and interpersonal abilities. Empowerment includes cognitive, personal empowerment to empower educators and teaching empowerment to empower learners. In this way, empowerment is viewed as contributing to the democratisation of society (Centre for Cognitive Development [CCD], 1992:6-7).

1.5.4 Inservice training (INSET)

Hartshorne (1992:258) adopts the work of Thompson (1982) by focussing on South Africa and defines INSET as:

The whole range of activities by which serving teachers and other categories of educationists...may extend and develop their personal education, professional competence and general understanding of the role they and the school are expected to play in their changing societies. INSET further includes the means whereby a teacher's personal needs and aspirations may be met.

For the purpose of this study, INSET will be regarded as the function of all structures that have been established within different educational systems to constantly address the changing professional and personal needs of inservice teachers with the view to improve their effectiveness and therefore the quality of learning pupils.

1.5.5 Upgrading programmes

"Upgrading programmes" refers to continuing education which is specific and aims to increase competence and knowledge. Upgrading programmes endeavour to improve teacher qualifications of those teachers who are inservice and to upgrade teaching skills so that teachers are able to, *inter alia*, review and modify teaching methods and also understand and implement the curriculum effectively.

An example of such an upgrading programme is the Higher Diploma in Education (HDE) which the Ramaano Mbulaheni Training Centre implemented in cooperation with the University of Venda, between 1986 and 1990 (Ramaano Mbulaheni Training Centre, 1988:41).

1.6 SCOPE OF THE STUDY

In **Chapter One** an outline of the problem, aims and objectives of investigation, method of study, clarification of main concepts and scope of study, are given.

Chapter Two is devoted to a literature review of the current teacher education programmes in developed and underdeveloped countries, as well as in South Africa.

Chapter Three presents a brief review of the upgrading programme for primary education teachers in the Ramaano Mbulaheni Training Centre.

Chapter Four deals with research methodology, in other words construction of the questionnaires and interview schedule; sampling procedures employed; selection of subjects; the pilot study and the administration of instruments.

Chapter Five contains the responses to the questionnaires, results and the discussion of the results.

Chapter Six presents a summary of findings of this study and offers conclusions and recommendations.

CHAPTER TWO

LITERATURE SURVEY OF UPGRADING PROGRAMMES IN DEVELOPING AND DEVELOPED COUNTRIES

2.1 INTRODUCTION

A review of literature reveals that the terms "continuing education", "further training", "staff development", "in-service training", "professional development", "teacher development", and "teacher upgrading" are often used interchangeably for all the activities that contribute to the continuing education of professional staff in the field of education (Cane, 1969:62; Eraut, 1972:1; Bolam, 1980:86). There are, however, some differences between some of these terms.

"Professional upgrading" refers to those in-service training activities that lead to the improvement of teacher education and the upgrading of formal professional qualifications. "Professional development" of teachers refers to the improvement of standards up to the expected norm; "in-service training" includes all forms of continuing education for serving teachers, whether they are formal or informal activities, and whether they constitute personal or professional education. Accordingly when qualified teachers in schools are provided with professional training, it is regarded as INSET; "further training" refers to improving the qualifications of qualified teachers who already have an M+3 (Hofmeyr & Hall, 1995: Appendix B).

Lenyai (1995:11) argues that the improvement of teacher education in South Africa requires, amongst others, a distance education component. Distance education embraces programmes in which some face-to-face

education is combined with work at a distance. It has been widely used in neighbouring African countries to widen access to education; to raise the quality of training and by bringing resources into the classrooms; and to bring new methods and approaches into the schools. Poor quality of primary education is a serious matter. The quality of primary education plays a prominent role in determining the quality of higher levels of education. There is, therefore, a strong case for giving the highest priority to primary school education, because improvement at the primary level is dependent on the quality of teachers.

Ramusi, Fourie and Nel (1992: 54) emphasize that Black teachers must be re-trained in order to survive in the highly competitive environment envisaged in the new educational dispensation. Instructional skills cannot be practised by Black teachers unless they have mastered them. Invariably, emphasis should be placed on content and concerted attempts ought to be aimed at developing teachers' training and professional courses on how to teach these skills. Fortunately, this matter is receiving attention from a variety of sources. A number of private sector institutions are involved in teacher upgrading programmes. In order to meet the challenges of the New South Africa, we need to have a disciplined hardworking and managerially competent labour force in all sectors of life. What one has achieved through the years should not only prepare and qualify one for a profession for personal advancement in life; it should also make one a more useful member of society.

International experience indicates that education plays a crucial role in improving both the creativity and productivity of human resources. Experience in developed countries shows that high quality basic education, which teaches the skills of primary education, basic literacy and numeracy, the ability to think adaptively and the importance of time-based discipline, is a prerequisite for success in a modern development

programme (Johansen, Collins & Johnson, 1990: 28-29). The education of teachers is an enormous task. It should be related to everyday life and the ongoing societal changes. It should encourage adaptation, open-mindedness and autonomy on the part of teachers. Teacher education should develop the necessary instructional skills, habits and attitudes.

Relevant and proper inservice teacher training in all focus areas should be a high priority in developing an effective inservice education programme. For a long time teacher training in Black education has not been on par with the different learning theories of international standards. The Black teacher has never been taught to identify different learning and teaching strategies, to vary methods and teaching styles, and to instruct learners to think critically (Davidoff & Van den Berg, 1990:103). The entire instructional pattern tends to be authoritative, displaying rote-learning or following rules without thinking independently. All knowledge is vested in the teacher who is regarded as the sole source of information.

2.2 TEACHER EDUCATION IN SOUTH AFRICA

2.2.1 Introduction

Hofmeyr and Hall (1995:65) maintain that there is an inadequate understanding in South Africa that the central purpose of teacher education is to develop teachers' qualities, knowledge and skills to meet the needs as expressed in the RDP. Too often in South Africa, teacher education is seen as an end in itself. There is an awareness of the problem of the theory-practice divide, and some institutions are attempting to overcome it. The link between theory and practice is weak in most institutions, and there is a limited contact with schools.

Davidoff and Van den Berg (1990:103) assert that teaching in South African schools is characterised by the harsh discipline, reliance on the authority of the textbooks, memorisation of factual information and teacher-centred pedagogy. Thus, most of the teaching at schools and at tertiary level does not emphasize practice except in those courses where experiments and practicals are of paramount importance.

As a result of the oversupply of teachers especially in the Northern Province of South Africa, many of the colleges of education have been rationalized and others reduced to eduparks and youth centres. According to Nieuwenhuis and Mamabolo (1995:250) previous studies conducted in the region as well as meetings held on teachers in the Northern province generally agreed that there was an overproduction of teachers in the province. In line with this, there was a general acceptance that the number of teacher training colleges should be reduced so that preservice training (PRESET) is also reduced, and that underqualified teachers in schools be provided with inservice training (INSET).

PRESET and INSET for teachers has to be transformed to enhance the propagation of change in education. It is important that in future, the educators should try to establish a link between PRESET and INSET. There is presently no integration between PRESET and INSET. What happens in most PRESET (colleges of education) is a repetition of the syllabus covered at secondary school level instead of a syllabus that is more challenging to help teach student teachers to be innovative.

Teacher education in South Africa is offered as both PRESET and INSET level. The PRESET is offered at both colleges of education and universities to student teachers, whilst the INSET centres are designed specifically for teachers in the teaching field in order to improve their skills, and to help them keep abreast with teaching and learning

developments.

Presently, the Department of Education, Arts, Culture and Sport has shifted its focus by emphasising the attendance of INSET as the best way to upgrade teachers, by focussing on the skills needed in the classroom in those subjects with acute teacher shortages and to improve the qualifications of those un/underqualified teachers with less than M+3. Mutshekwane (1995:155-159) however is of the opinion that teachers despise "top down inset plans". Instead teachers prefer to be involved in the planning and organisation of INSET. Teachers do not want changes to be imposed on them, but also want to be involved.

A study of the development of teacher education and training in developing and developed countries suggests that two forms of education exists, namely PRESET and INSET. These are described in order that a clear understanding of teacher education and training could be arrived at.

2.2.2 Preservice training of teachers

Nicholls (1996:42) states that the quality of teachers, more than any other factor, determines the quality of education. Teachers are the front troops of change, and progress depends on their own education, motivation and freedom to innovate. The pre-service stage develops in the teacher a basic insight into the profession and some key skills are required in various teaching learning tasks and situations. This stage may well be termed as preparation for the life-long journey into the teaching profession. In achieving the specific need for equality, relevance and quality in education, the teacher should be the facilitator of the teaching and learning. Hofmeyr and Hall (1995:59) stipulate that, during the apartheid years the State provided all pre-service training, either through

colleges of education or universities. During the 1990's the PRESET field has become more diversified and more institutions have begun to experiment with distance education. In total there are nearly 117 000 students enrolled in PRESET courses in South Africa. The number of PRESET students are at various institutions is set out in Table 2.1 (Hofmeyr & Hall,1995:59).

TABLE 2.1: PRESET enrolment 1994

PROVIDERS	PRESET STUDENTS
State Colleges (contact)	70 731
Private Colleges (contact)	11 000a
State Colleges (distance)	11 664b
Universities (distance)	950
Universities (contact)	20 734
Technikons (contact)	1 717
TOTAL	116 796

- (a) These colleges were not part of the National Teachers Audit therefore comprehensive figures are not available.
- (b) CESA total enrolment expected to qualify between 1997-1999.

Most PRESET students are trained in the contact institutions, but the fastest growing sector is distance education of correspondence type. This is the most traditional form and perhaps the cheapest form of distance education. A correspondence model without student support allows low cost provision. Consequently many institutions are adopting distance education to improve their financial viability. Numerous institutions do provide student support by using a tutor system. There are group discussions and face-to-face contact sessions during school

holidays offered by institutions such as Ramaano Mbulaheni Training Centre.

TABLE 2.2: Teacher education provision 1994

Providers	No of Institutions	Total Enrolment	1994 Newly Qualified Teachers
State colleges (contact)	93	70 731	17 655
Private colleges (contact)	5	11 000	700
State colleges (distance)	8	44 117	
Private colleges (distance)	3	24 532	
Universities (distance)	3	60 038	225
NGO's	3		763
Technikons (contact)	4	846	316
Technikons (distance)	1	164	
Universities (contact)	20	28 954	7 240
Departmental INSET	41	122 290	
NGO's	99	115 882	
TOTAL	280	480 317	26 136

There are 101 state colleges of education engaged in teacher training. Of these, 93 initial teacher training programmes (contact) while the remainder are essentially involved in the upgrading of teacher qualifications. The college sector trains almost all the primary school teachers and, in the rural areas, almost all of the primary and secondary school teachers.

According to Hall (1996:53) there are some 280 different institutions providing teacher education in South Africa. In 1994 at least 480, 000 students/teachers were receiving some form of teacher education upgrading: the figure for newly qualified teachers was in excess of

26,000. Table 2.2 illustrates the State colleges (contact and distance), private colleges (contact and distance), universities (contact and distance), technikons (contact and distance) and NGO's (contact and distance) institutions offering preservice training.

In conclusion, the National Teacher Audit indicates that most PRESET students are receiving their training through contact institutions, but studying through correspondence is growing at a tremendous rate. Various institutions and the NGO's are providing teacher education in the form of upgrading programmes and INSET through distance education.

2.2.3 Inservice training of teachers

Siddiqui (1991:4) views inservice education and training (INSET) of teachers as all education and training which is received by teachers and other related personnel, after joining an educational institution. The further training develops teachers' knowledge and understanding of their own and allied disciplines, enables them to play various roles effectively and meets their changing needs and aspirations and the demands of the system. INSET, therefore also includes activities that intend to develop the personal education of the working teachers and the general understanding of the role which they and the school are expected to play in their changing societies.

The prime purpose of inservice teacher education is to promote the continuous growth of teachers (Song, 1990:193). A portion of the effort is also aimed at the elimination of inadequate training offered during pre-service training, thus improving the performance of teachers. Improvement can only occur if teachers can change, and this presupposes change in teacher education and teacher educators. Inservice training aims at upgrading inservice teachers professionally and

through regular courses at inservice training centres. The competence of serving teachers is renewed, permitting them to keep up with the development of the profession and changing needs of pupils.

Hofmeyr and Hall (1995:62-63) state that by the 1990's the extent of INSET provision by both the State and Non-Governmental Organisations (NGO's) was considerable. Recently a new type of provider, private for profit colleges, has entered the field, with most of them using distance education.

Table 2.3 emphasises that many teachers are busy with INSET through distance education institutions. The extent of INSET provision by both the State and NGO's is considerable. The fact that 124 317 teachers, a third of the teaching corps, are improving their qualifications has serious implications for the upward trend in the teacher salary bill while there is a link between qualifications and salaries. Of this number 32 453 teachers have enrolled with the State colleges, 23,666 at private colleges, 59 088 at distance universities, 608 NGO's, 129 at contact technikons, 164 at distance technikons and 8 209 at contact universities. The largest enrolment is at universities followed by State colleges, private colleges, NGO's and technikons.

TABLE 2.3 : INSET for higher qualifications

PROVIDER	INSET PARTICIPANTS
State College (distance)	32 453
Private College (distance)	23 666
Universities (distance)	59 088
NGO's (distance)	608
Technikons (contact)	129
Technikons (distance)	164
Universities (contact)	8 209
TOTAL	124 317

The majority of teachers involved in inservice training are underqualified or unqualified, and are upgrading their qualifications to an M+2 or M+3. However, the most rapidly growing group are qualified teachers who are furthering their qualifications to M+4 or M+5. Those who have completed matric usually have matric plus one year training.

INSET education is designed to increase the competencies needed by teachers. It is often recognised as the major resource for professional development. The majority of teachers involved in INSET are in primary schools and are trying to upgrade their qualifications from certificate to diploma level. By acquiring new knowledge, teachers as adult learners, attempt to improve their professionalism.

There is sufficient evidence to suggest that INSET has been relied upon to supplement PRESET. The remainder of this chapter, while in no way attempting a comprehensive review, delineates some common areas of emphasis in developing and developed countries as regards upgrading and development programmes.

2.3 TEACHER UPGRADING PROGRAMMES IN DEVELOPING COUNTRIES

Most of the schools in developing countries are staffed with either untrained teachers or underqualified teachers. In order to improve the standard of work at the schools in these countries, it has become imperative that the teachers' low qualifications be upgraded in one way or another. Teachers should embark on a life-long process of learning to ensure relevance/ improvement of classroom practice. According to Marsh (1992:45) teachers are empowered when they are given opportunities to try out new approaches, to solve problems, to acquire and to create meaning in their respective schools. Upgrading of teacher qualifications is very important because teachers need to update their methods. Those teachers who teach defensively and control knowledge in order to control pupils are disempowered.

As teacher educators, therefore we cannot afford to stand on the sidelines and wait for the winds of change to blow us in any direction they please, but we need to be actively involved in shaping the nature and direction of the change that affect us.

In advocating the use of inservice training of teachers' qualifications in developing countries, Vaizey (1975:18) says the following :

It is this process of inservice training, the upgrading of teachers, which is perhaps the most challenging in the whole developing world, and it is very difficult to see how the upgrading of teachers, their adequate payment and the organization of the education system in relation to local needs can be achieved without a mass administrative effort requiring a great deal of social discipline.

Developing countries such as South Africa, Nigeria, Kenya and Zimbabwe share something in common. They all have the problem of underqualified and unqualified teachers. All these developing countries have more or less the same aim of empowering their teaching corps by introducing teacher upgrading programmes.

In every sphere of life people talk about changes. In some situations change may be viewed as a threat, as a result, people may try to ignore it whilst others will accept it in good faith. People are striving to the development of critically oriented, compassionate, and impassioned, reflective and socially engaged practitioners who can aid the process of educational improvement and social change.

2.3.1 Nigeria

Like many developing countries, Nigeria needs urgent action in the field of teacher training; especially meeting its manpower and societal needs. Nigeria has a problem of lack of sufficient qualified teacher trainers especially at the primary teachers' colleges. Akpe (1987:277) stressed that in order to improve the quality of teacher education in Nigeria both Federal and State Governments had to set up Colleges of Education following the recommendation of Ashy Commission Report in 1960. These colleges should provide three year programmes leading to the National Certificate in Education (NCE).

Dove (1986:119) and Gardner (1979:6) mention that Nigeria introduced Universal Primary Education (UPE) in 1976. The poor levels of primary teacher qualifications at that stage created serious problems. It was estimated that an additional 70 000 to 80 000 teachers per year for six years was needed if all six year olds were to be enrolled in the schools. Only 12 000 new teachers per year were graduating from training

colleges. Many qualified and underqualified teachers were therefore recruited. In 1976 even primary school-leavers were being recruited as primary school teachers as a result of expansion of primary education. The route to a Grade Two teaching qualification comprised three years of lower secondary schooling and three years of college training (Dove, 1986: 214).

The National Teachers' Institute for distance education of Nigeria was brought into existence by a government decree in April 1978, as a parastatal body under the Ministry of education (Young, Perraton, Jenkins & Dodds, 1980:205). The National Teachers' Institute aims at assisting with the training of teachers in line with that country's commitment to universal primary education. The courses offered lead to a teaching qualification.

Inservice education for teachers in Nigeria is designed to serve many purposes. The emphasis, however, is on the improvement of instruction as well as the encouragement for teachers' professional advancement (Esu, 1991:192-193). There are three main approaches to inservice education programmes for teachers in Cross River and Akwa Ibom states of Nigeria. These are (1) *the central office approach*; (2) *the long vacation (sandwich) programme*; and (3) *the Associateship Certificate in Education (ACE) part time evening programme (distance learning approach)*. The Central Office Approach is mainly adopted via the Ministry of Education and National Teachers' Institute. It is described as the 'Central Office Approach' because it relies a great deal on outside experts, usually university professors/lecturers. Moreover, the content of such inservice is to correct the curriculum inherited from the old colonial system of education.

The idea of upgrading programmes such as sandwich courses and the ACE programme is seen as a solution to the problem (Esu,1991:189). The long vacation (sandwich) programme is developed by the universities and it takes place during the long 8 week vacation each year. As a result of changes in the school calendar year in Nigeria, some universities have now thought it necessary to split the programme into two, 4 week periods. The ACE evening programme (distance learning) was developed in the Cross River state by the Institute of Education, University of Calabar in 1987. Instruction is carried out in the evenings and weekends at different locations throughout the two states (Cross River and Akwa Ibom). A plan is under way to have more centres in each local government area so that more primary school teachers in the rural areas can participate in the programme. The entry qualification of the participants is Teachers' Grade Two Certificate.

The current government policy stipulates that no teacher with less than a Grade Two Certificate was to be allowed in the school system in 1995 (Akinkugbe, 1994:45-46). The National Primary Education Commission (NPEC) survey shows that in 1991 about 84,25% of teachers in the primary school system had a Grade Two Certificate or higher. The training of professionals should be in relation to the nation's manpower needs, culture and aspirations. Teacher upgrading is the only way that professionals can be prepared to respond creatively to the challenges ahead. Professionalisation of teaching is one of the fundamental requirements of good quality teachers and teaching in the school system.

According to the Nomos Verlagsgesellschaft (1983:24) several upgrading programmes in Nigeria are in part or in whole self-financing, for example the Teacher Inservice Education Programme (TISEP) Correspondence Course leading to the Grade Two Certificate and the Nigeria Certificate in Education by correspondence (NCE-CC). Analysis of the content of the

upgrading courses shows an emphasis on academic subject matter at the expense of professional components. Teachers being upgraded are striving for parity with student-teachers who are acquiring the same qualification on a pre-service basis, and since the latter are entering their course with a higher level of formal academic education, it is inevitable that teachers who are in service would view the academic component of the upgrading course as their main concern.

2.3.2 Kenya

Like other African countries, Kenya has also experienced a serious shortage of teachers in its schools as far back as 1970. Kenya achieved its independence in 1963. One of the most urgent tasks confronting the new Republic of Kenya following independence was the provision of adequate facilities for primary and secondary education. This in turn, resulted in a corresponding increase in the demands for facilities for the training or upgrading of teachers. Kenya inherited an education system with an underdeveloped teaching profession. It lacked both quality and quantity because the qualification of teachers was below average and the number of teachers upgraded was limited. Generally there were few teachers and the majority of them were untrained (Eshiwani, 1993:196). In 1964, there were 25 000 primary school teachers. Out of this total about thirty four percent were untrained teachers and 12 000 had received eight years primary education only, with additional two years of teacher training.

The situation facing planners during the early years of independence was not unique to Kenya, but followed patterns found in many developing countries. The shortage of teachers in Kenya was caused by an increase in school enrolment as a result of growing public demands for education (Mackenzie, Postgate & Scupham, 1975:254). The country consequently

experienced a shortage of qualified and experienced teachers, teacher educates and administrators. The Ministry of Education of the country had unavoidably employed considerable numbers of underqualified teachers in order to redress the shortage. It also experienced an increase in the enrolment of the primary teacher training colleges, to such an extent that total enrolment at the colleges rose from 4 579 in 1963, to 6 743 in 1970. Unfortunately the total output of the training colleges could not match the rising demand for qualified teachers or even replace the existing unqualified staff in the schools. The Ministry of Education therefore mounted inservice teacher training and upgrading programmes as the only way of providing more qualified teachers. These programmes were quickly accepted because they permitted teachers to obtain additional qualifications while working.

The Kenya Government realized that an appropriate teacher education programme to improve the quality of education had to be designed and implemented. In 1967, the Government declared that future expansion of primary teacher education was to be concentrated in sixteen colleges, which were each to have a student population of 500 students. By 1971, the small primary teacher training colleges had been amalgamated into seventeen large better equipped colleges. This enabled the Government to begin revising the trend of using untrained teachers by enrolling more primary teacher trainees in the expanded colleges (Otiende, Wamahiu & Karugu, 1992: 98-101).

Kenya's distance study teacher upgrading strategy, provides an example of a serious attempt to find an alternative means to provide teachers in the field with the necessary training to meet the demands of an expanding school system (Dove, 1986:218). A correspondence course was introduced for this purpose at the University College of Nairobi in 1967. The certificate of teachers is in three levels : P1; P2 and P3.

The P1 is offered to secondary school teachers (Otiende *et al*, 1992:100-101). The main focus of the programme was the upgrading of teachers' academic qualifications, particularly the upgrading of primary teachers (P3) to secondary teachers for practical subjects (P2) for example, Woodwork, Metalwork, Home Economics, Agriculture and Building by means of the Kenya Junior Secondary Examination (KJSE). These P3 teachers were allowed to take two subjects a year.

The academic education level of primary teacher training since independence, has been improving. Only three colleges, (Mosoriot, Shanzu and Egoli) offer training for secondary teachers for practical subjects (P2) after 2 years of secondary education; and training for primary teachers (P3) who have seven or eight years of primary education. It was planned that by 1973, all secondary teachers for practical subjects would undergo inservice training. A 3 year teacher upgrading has been introduced to reduce the number of untrained teachers in primary schools. By 1974 nearly 8 500 teacher had participated in the course. It was then phased out because at that stage only a few teachers still wished to gain P3 status. The consolidation of the upgrading training process for teachers in the country has improved the qualifications and the quality of primary teachers.

2.3.3 Zimbabwe

Zimbabwe gained its independence on April 18, 1980, after 90 years of colonial rule (Dzvimbo, 1988:87). The Zimbabwe education system experienced a massive expansion at primary and secondary levels unparalleled in the history of the country. The number of primary schools increased from 2 401 in 1979 to 3 873 in 1983. At the secondary level, the number increased from 177 during the same period to 789. This massive expansion also affected teacher education programmes.

Teacher training institutions existed before independence but the number had increased to fourteen by 1983.

Mutare college of education in Zimbabwe was designated to upgrade all the underqualified teachers. At the time of Zimbabwe's independence, almost all the African countries were faced with a critical shortage of trained and qualified manpower to staff the affairs of their states. This was mainly due to the fact that formal education in the colonial era served a colonial development structure and was never geared to prepare the Africans for their eventual independence. Although the upgrading of teacher qualifications is costly in terms of the time spent out of the classroom while undergoing training, also in terms of inflationary pressures on the salary bill, it does improve teacher effectiveness (Dove, 1986:217).

Until the end of 1981 Gweru Teachers' College of Education in Zimbabwe offered a one-year inservice course in academic and technical subjects such as woodwork, metalwork, home economics, agriculture and building certificates. The course upgraded the professional and academic performance of these teachers. After successful completion, the teachers were recognised as 3-year trained and those of them who did exceptionally well gained entry to the B.Ed. degree offered by the University of Zimbabwe (Nomos Verlagsgesellschaft, 1983:51-52).

Like other African countries, the Zimbabwean Government embarked on a programme of massive educational expansion after independence in 1980. The Zimbabwean authorities found themselves faced with the following problems (Bray, Clarke & Stephens, 1986;163) :

- the opening of schools that had been closed because of the war and the construction of new ones;

- providing for the educational needs of about 300 000 children who returned to Zimbabwe after the independence; and
- finding teachers to staff the expanded schools.

Against this background, the Government was forced to recruit many untrained people into their schools. The number of untrained teachers increased from 6 000 in 1980 to 14 000 in 1981 and 27 000 in 1983 (Bray *et al*, 1986:164). It was not possible to provide the number of teachers necessary to meet the needs of the system through conventional means. New approaches were therefore essential. The Zimbabwe Integrated National Teacher Education Course (ZINTEC) strategy was devised to overcome the existing teacher shortage, particularly in rural areas.

The ZINTEC upgrading programme is part of the National Teacher Education Scheme. The training method used in ZINTEC differs substantially from those used in the Conventional System. ZINTEC is a four year training programme. It combines face-to-face contact with distance teaching. It consists of three phases: Phase one is a four-month, college based residential programme and is intended to provide trainees with basic training in classroom skills. Phase two is school based. At this stage trainees are placed in schools in rural areas with full teaching responsibilities. They attend two-week vacation courses and also receive four correspondence modules. In addition to these they attend Saturday seminars. Phase three on the other hand comprises a consolidation of the programme in college based residential courses and a final examination which leads to certification by the University of Zimbabwe (Dove, 1986:228).

An evaluation report of the ZINTEC programme recommended that the time students spend in residence should be increased in the first and the

fourth year (Siyakwazi, 1996, *pers. comm*). The rationale was to relieve the pressure on students and give them additional time to internalize what they were studying. The recommendation was accepted and implemented. The performance of later intakes seemed to have improved.

The ZINTEC model combined residential and distance learning in an attempt to provide a teacher training system that was both rapid and effective. Five ZINTEC colleges were established in each of the country's main regions. Initially, four centres were opened and a fifth one opened in 1982. Each of these centres enrolled about 200 students for a period of 16 weeks at a time, three times a year. This meant that each centre offered a 16 week residential course to about 600 students. These students were certificated after 4 years (Nomos Verlagsgesellschaft, 1983:52). The ZINTEC model did, however, encounter problems (Bray, Clarke & Stephens, 1986:165). These were:

- a high drop-out rate, especially in the urban centres.
- the recruitment of staff with relevant primary experience.
- learning material said to be inappropriate to teacher's needs.
- organisational and administrative problems, for example the vacation courses and weekend seminar collapsed.

Due to the high annual output of approximately 6 000 teachers from the four ZINTEC Colleges (Gwanda, Morgan, Andrew Louw and Marymount), the 12 conventional Teachers Colleges and the two Universities, the number of ZINTEC Colleges was reduced from four to two.

The two Colleges that still offer ZINTEC programmes are Morgan ZINTEC College and Gwanda ZINTEC College. These Colleges aim at upgrading teachers professionally. Teachers attend face-to-face contact sessions for two weeks every school holiday.

The ZINTEC upgrading programme has made great achievements in solving the shortage of trained teachers since its inception in 1981 and thousands of qualified teachers have graduated from the ZINTEC Colleges. They are making a major contribution to the teaching profession either as classroom teachers or headmasters. Some of them have pursued university studies by doing B. Ed. or M. Ed. degrees.

A unique feature of the ZINTEC College is that the students had an opportunity to integrate both theory with practice. The long period of teaching practice improved the confidence of some students but not of others. A further important feature of the ZINTEC Programmes was the establishment of a National Centre for distance education which distributes modules to students in the field.

The writer interviewed Mrs Peggy Siyakwazi, who is a lecturer at the University of Zimbabwe in the Department of Education. The telephonic interview took place on the 11 June 1996 and it concerned teacher upgrading programmes in Zimbabwe. The following were the findings:

- There is an inservice upgrading programme in Zimbabwe designed for upgrading primary teachers offered by the University of Zimbabwe. This programme is aimed at upgrading underqualified primary teachers. The duration of the programme is two years part-time (combining distance education and face-to-face contact).
- Another upgrading programme is done by the University of Zimbabwe to upgrade teachers academically in order to get the Bachelor's Degree at university level.

2.3.4 Conclusion about upgrading programmes in developing countries

Conclusions as regards upgrading programmes in developing countries such as Nigeria, Kenya and Zimbabwe are the following:

- All developing countries experienced serious problems of underqualification.
- Primary teacher qualification levels are poor.
- The strategy to upgrade teachers is mainly through distance education.
- Independence resulted in the employment of underqualified teachers. As more pupils went back to school, more teachers were needed. Underqualified teachers were employed to redress the shortage.
- Face-to-face contact sessions and seminars, are also used for upgrading.
- Upgrading programmes combined residential and distance education in an attempt to provide professional upgrading.

2.4 TEACHER UPGRADING PROGRAMMES IN DEVELOPED COUNTRIES

2.4.1 Introduction

In developed countries like Japan, Britain and the United States of America teachers have knowledge of the subject matter, instructional skills, teaching strategies and approaches because they all receive teacher training, however, as curricula and teaching strategies change, teachers have to be brought up to date, so they attend inservice training courses. Contrary to this, developing countries like Nigeria, Kenya and

Zimbabwe, have underqualified teachers, so their courses are aimed at improving knowledge of subject matter, instructional skills, teaching strategies and approaches and they are termed upgrading courses.

This section, while in no way attempting a comprehensive review, delineates some of the common areas of emphasis in Japan, Britain and the United States of America with particular reference to the role of teacher upgrading programmes.

2.4.2 Japan

The Japanese society placed, and still places, a high value on education to the extent that the majority of children and parents wholeheartedly support any educational endeavour, both for its own sake and as the single most important gateway to desirable social status and careers (Collins, 1989: 217-218). Teacher education programmes for secondary school teachers were introduced at institutions attached to some universities and professional colleges. In addition Japanese teachers often form study groups within their schools in order to have life-long learning for the improvement of classroom practice. So, for instance, the teacher of a particular grade will form a study group not for the purpose of planning, but to consider aspects of inservice training under the leadership of the head of the grade or standard.

Since 1950 several educational research institutes and centres for teaching Science had been established with a view of raising the standard of the teaching profession in Japan (Pretorius, 1989:264). A variety of inservice training courses are offered. The Ministry of Education revises the content of these courses from time to time. Intensive conferences are organised to introduce teachers to the contents of new curricula and to plan teaching material and lessons. Teachers

can also follow further courses at universities and colleges to upgrade their certificates. The majority of colleges and universities in Japan are not engaged in teacher education as such, but the Ministry of Education allowed graduates from these institutions to teach in secondary and primary schools.

According to Nobuo (1991:270), there are five types of inservice programmes in Japan. The first programme is conducted at the educational centre; the second, is the in-house workshop *Konai Kensu* conducted under the guidance of *shido shuji*, an instructional supervisor appointed by the superintendent of schools; the third programme is given to administrators by the Ministry of Education at a National Training Centre, such as *Tsukuba*; the fourth is an informal inservice workshop promoted by the teachers themselves to improve their abilities, the fifth one is composed of seminars or refresher courses to keep teachers on track.

The Japanese Ministry of Education requires first year teachers to receive inservice education for a minimum of twenty days. They undergo training for three days and then participate in a three-day, intensive retreat elsewhere. There is also a programme for administrators, including department chairpersons and assistant principals, but the emphasis is on first-year principals. Administrators are expected to participate in inservice workshops for four to eight days a year. A typical training session consists of lectures, discussions and case studies (Tisher & Wideen, 1990: 36). This inservice programme is conducted in order to empower all the professionals with knowledge and skills of their profession.

Six month programmes are offered for six selected teachers, who work full time on special projects of their choice. A three month programme is

also offered for twenty-two additional teachers. These teachers are granted release time from their respective schools to work on their inservice programmes. Presenters are mainly *shido shuji*, experienced teachers and principals as well as some university professors. The Department of Education urge teachers to use their inservice enrichment programmes to comprehend fully and to master the holistic role of a teacher, so that they may develop a sense of mission, or *shimeikan* (Nobuo, 1991:272).

Tisher and Wideen (1990:136) stipulate that the inservice education programme at education centres and individual schools are actively promoted, and they are producing successful results. Upgrading programmes are offered mainly at the education centre, which promotes, besides inservice education, educational research and counselling and guidance service. Each of the forty seven prefectures (districts under the government of prefects) and ten municipalities has an education centre which offers inservice workshops, at various stages of a teacher's career throughout the year.

Collins (1989:227) is of the opinion that in Japan the inservice programmes should be attended by all the beginner teachers within one year of their appointment. This training should include both actual teaching as well as the other duties of teachers. The courses give teachers the opportunity to investigate and discover other teaching and learning methods.

Education in Japan is regarded as an important tool which will help one to acquire a profession. Teachers organised themselves into groups wherein they shared ideas, knowledge and teaching skills to improve their teaching. This shows that teachers realised the necessity of inservice training. By attending inservice training, these teachers

practice planned activities both within and outside school primarily to develop the professional knowledge, skills attitudes and performance of professional staff in order to influence student performance. In Japan various teacher inservice courses are offered in order to update their profession. The inservice training help the teachers to gain insight into teaching approaches and problem solving skills which will enable them to improve their daily teaching activities.

2.4.3 Britain

According to Vos and Brits (1990:148-149) the Department of Education and Science (DES) in Britain is responsible for determining policy and exercising control over teacher training. Teachers in all publicly maintained schools must be qualified with the ultimate aim of achieving a wholly graduate profession. Colleges and polytechnic departments of education offer three-year integrated courses leading to a B.Ed. degree, with the opportunity of a fourth year of study leading to an honours degree. Inservice training enables teachers to prepare for new responsibilities or to keep abreast with new developments in their subjects, in teaching techniques, or in the pattern of school organisation. Most teacher training institutions provide further training for serving teachers and provision is also made by local authorities through teachers' centres and their advisory services and by subject and teacher associations.

Many practising teachers had completed their initial training before the B.Ed. degree was established. In order to upgrade such teachers, arrangements were made for them to take the degree later in their careers. Inservice courses were introduced for this purpose in 1970. In selecting trainees for this course, authorities gave preference to applicants who had five or more years' experience as qualified teachers

in the subject of their choice. A number of teacher-training institutions also offered part-time B.Ed. courses (Vos & Brits, 1990:148-149).

During the 1970's, the quality of effectiveness of much traditional inservice training began to emerge. Inservice training in Britain took the form of taught courses. The inservice training is of a wide range of formats namely: full time and part time; residential and non-residential; in vacation and term time and spread over periods ranging from a few sessions to a year or more - most courses set out to give teachers information, often through the medium of lectures (Ashton, Hinderson, Merrit & Mortines, 1983:14).

The 1972 James Committee in Britain was very concerned with the inservice training of teachers. It suggested that at any given time at least 3% of all teachers should be released for further study and training. The British Government found ways of funding specific inservice training directly instead of relying wholly upon local education authorities to provide this kind of training. It introduced a number of innovations such as the establishment of a centre for collecting and disseminating information on training of heads and senior staff. These moves, however did not bring the standard of inservice training to the level advocated by the James report. During the latter part of the 1970's there was not a significant increase in the number of students undertaking advanced work in education (Hopkins, 1985:245).

The failure of inservice training was ascribed to course content which was often perceived to be distant from the reality of the classroom and lacked practicality. Course organisers also failed to analyse the needs of teachers, and therefore the inservice training was inappropriate. Some teachers also failed to identify their own problems and selected courses unsystematically. Effective implementation of ideas from the courses in

schools was rare. Teachers had difficulties in bringing ideas from outside into the school (Goodey, 1989:145-146).

In conclusion, the inservice training in Britain was ineffective because it did not meet the needs of teachers that is, information, knowledge, skills and teaching approaches which they needed in their daily teaching activities in the teaching learning situation.

2.4.4 United States of America

Theron and Van Staden (1989:406-408) maintained that the standards and methods of teacher training differs from state to state in the United States of America. Teachers are trained at local and state normal colleges, colleges of education, and departments of education at universities and colleges. The normal teacher education programme in the USA is of four or five years' duration. It comprises a combination of academic subjects and professional courses such as methods of teaching and education psychology (Vos & Brits 1990:164). The explosion of knowledge has caused educationists to realise that teacher training is never complete. The teacher constantly has to undergo inservice training in general educational matters and in their subjects in particular. Apart from inservice training programmes, centres of education and auxiliary services also contribute to ensure that teachers stay in touch with new developments. These services are regarded as a way of stimulating professional development. Teaching experience is obtained by attending inservice training courses.

Inservice education and training of teachers has long been a feature of American higher education. About half the states made a practice of insisting on it. Many school districts have required teachers to spend part of the school vacation time in the schools or other centres, updating their

teaching programmes or their skills. American districts involve teachers in planning and utilize teacher evaluation as a source for selecting inservice topics. Inservice sessions are conducted by teachers with necessary competences. There is a great belief in the USA that inservice training has improved teacher instructional skills. Teachers are provided with materials and guidelines during inservice sessions. They are expected to implement the instructional skills they have learnt in their daily classroom activities (Cooley & Thompson 1990:55).

American teachers are great believers in self-improvement (Lomax, 1973:317). This is confirmed by a survey of the National Education Association. The survey shows that 73% of teachers participate in workshops sponsored by their school or community in an effort to improve education, 31% work on curriculum committees within the school districts, 32% work in activities sponsored by their teacher organisations during the school year, and 21% enroll in college courses during the school year. Another 15% participate in summer workshops sponsored by their school districts (Johansen *et al*, 1990:79).

The teachers accept inservice training as a natural part of professional life and their teaching profits from it. They link course attendance with financial benefits as well as promotion. Universities are experimenting with both full and part time modular courses, which may be combined for a degree. It is common practice to upgrade teachers' salaries in recognition of success in their academic or professional courses. Teachers usually pay for such courses for themselves.

Inservice training in the USA therefore plays an important role in providing teachers with teaching experience. After the inservice session, teachers are expected to practice what they have learned in their teaching learning situation. Teachers are motivated to attend inservice

training courses because after attending they receive incentives such as promotion and salary increments. The incentives encourage teachers to improve their professional performance.

2.4.5 Conclusion

In developed countries, where good initial training is provided, inservice training programmes are also offered. These are however intended to keep teachers informed of the latest developments in teaching. Contrary to this, developing countries offer upgrading programmes that will primarily remedy poor initial training rather than familiarise teachers with new trends of knowledge, skills and teaching.

2.5 TEACHER UPGRADING PROGRAMMES IN SOUTH AFRICA

2.5.1 Introduction

The upgrading of teachers is receiving more attention in South Africa. The Human Sciences Research Council (HSRC,1990) report, *An investigation into the training of teachers* which investigated the different strategies in teacher training, recommended that distance teaching be adopted as one strategy improving the quality of teachers in South Africa. As mentioned earlier, African countries have adopted different models of teacher upgrading, some of which have proved to be very useful. Most African countries are faced with the dual problem of having many untrained and underqualified teachers in their school systems.

In January 1981, the then Department of Education and Training introduced part-time two year courses for further training of teachers to enable teachers in junior and secondary classes to improve their qualifications. These courses were aimed particularly at teachers who

were initially trained at a prematriculation level and have subsequently obtained a senior certificate. These courses were offered through part-time study at selected centres where teachers received study aid for one hour per subject per week. This was part of the Department's effort to raise the qualification of teachers to at least category C to ensure parity salaries.

2.5.2 Necessity of teacher upgrading in South Africa

Ramusi *et al*, (1992:54-55) are of the opinion that as Southern Africa continues to transform education, and simultaneously the demand for skilled labour increases, many people will pursue further education and training. Other changes such as the need for job retention, the impact of new technologies and provision of employment in non-traditional areas, will also play a role. Teachers will continue to require further education opportunities. Considerable efforts on the part of the providers of inservice education to accommodate this essential service will have to be made in Black education, particularly as limited ground has been covered to meet teacher training needs.

There can be no meaningful transformation in an education system without the teacher education system being geared to take in the demands and challenges envisaged. Since the publication of the COTEP document on *Norms and Standards of Teacher Education* in February 1996, the education fraternity and the public in general have focussed discussions on the ways in which teachers are selected, prepared, supported and assessed at various points in their teaching careers.

The variable quality of teacher training, the high percentage of un- and underqualified teachers, and, in many instances, the collapse of the culture of teaching and learning, indicate the need for massive upgrading

programmes. These should not only be aimed at teachers but also at teacher educators and education administrators. Moreover, the whole education sector will require teacher upgrading for re-orientation towards the goals and values of the new South African society and the major international changes that lie ahead.

In 1994, 61% of the teachers taught at primary school level, while 39% taught at secondary level. Just over a third of all teachers are underqualified, and of these 60 percent are African and teach in primary schools.

The emergence of a new democratic South Africa has made the challenge of reconstructing South African education urgent. Teacher development is arguably the most vital strategy for education reconstruction because competent teachers are the key to quality education and, unless they support change, most efforts at reconstruction will be ineffective.

In conclusion, teacher upgrading is necessary in South Africa because it keeps teachers on track of the ever changing curricula, content of subject matter, skills, teaching strategies and approaches. After upgrading, teachers will implement their acquired knowledge in their daily classroom activities. Teachers will therefore improve the standard of education in South Africa. Teacher upgrading is the only way that professionals can be prepared to respond creatively to the challenges ahead. Professionalisation of teaching is one of the fundamental requirements of good quality teachers and teaching in the school system.

2.5.3 Teacher education upgrading programmes offered at a distance in South Africa

According to Hall (1996:56-57) more than a third of South Africa's total teaching stock was involved in some form of distance education in 1995. With some 130 000 students, distance education is the largest teacher education sector. There was a 23% increase in new enrolments in 1995. The following can be highlighted:

- Distance education providers range from very large state-funded colleges (such as the College of Education of South Africa) to small privately funded institutions.
- Institutions are mainly dedicated correspondence institutions, but recently a number of smaller institutions have begun to provide distance education which includes 'contact' sessions or tutorials.
- Most students are primary school teachers upgrading their qualifications from an M+2 to an M+3 qualification.
- As many as 63 015 un-/under qualified teachers are upgrading their qualifications.
- The number of teachers participating in NGO's distance education upgrading programmes varies considerably. Some programmes have up to 11000 teachers per annum, others have fewer than 10 teachers per annum.
- Almost 116 000 teachers were reached by 1991 programmes presented by NGO's in 1994.

The Teacher Education Audit found that 99 NGO's are involved in teacher development. The Joint Education Trust (JET) funds 69 of these. The 99 organisations offer a total of 191 programmes. At present the vast majority of these are non-accredited upgrading distance education courses. Six programmes are offered at colleges of education, 19 are accredited by higher education institutions towards diplomas or degrees which are recognised by the State for salary increments and 15 are certificated by tertiary or professional institutions but not recognised for salary purpose (JET, 1995:4-5).

The following subsections are teacher education upgrading programmes offered at a distance in South Africa. Generally, these upgrading programmes are aimed at upgrading both academic and professional qualifications of teachers.

2.5.3.1 The University of Cape Town - primary Education project

The University of Cape Town Primary Education Project (PREP) programme is for the upgrading of Junior Primary Teachers to a Diploma in Education (M+3). The programme consists of six courses, thus fulfilling the necessary criteria of the Committee on Teacher Education Policy document (COTEP). Four multi-media courses, namely Language and Learning, Junior Primary Studies, Education and Mathematics, were designed by the PREP. Each of the four courses requires the teacher to complete activities and assignments which encourage them to reflect on their practice, to critique teaching styles and approaches presented on video, to present lessons to their facilitators for comment, and to listen to other teachers debating and discussing classroom issues on audio. The four courses are interrelated and provide a holistic approach to Junior Primary Education. The remaining two courses have been designed by

the institutions responsible for implementing the pilot programme (Flanagan, 1996, *Pers. comm*).

2.5.3.2 Promat College of Education

According to the South African Institute for distance education (1995: 211) Promat, which stands for "Project Matriculation", was started in 1983. Promat is a non-governmental organisation which offers both full-time contact programmes for students and part-time, distance education programmes. One of the aims of promat is to make teachers more aware of the fact that they are facilitators, they should be concerned with the child. In addition, teaching methods are improved. Promat's focus is on upgrading teachers from an M+1 qualification to an M+3 qualification. Promat's upgrading courses prepare students for either a certificate in Education : Senior Primary (from M+1 to M+2) or a Diploma in Education. Senior Primary (from M+2 to M+ 3) which is underwritten and externally moderated by the University of the Witwatersrand (Esterhuysen & Madileng, 1996 *Pers. comm*).

2.5.3.3 English Language Teaching Information Centre (ELTIC)

The English Language Teaching Information Centre (ELTIC) was started in 1973 to provide support services to teachers (South African Institute for distance education, 1995:181). ELTIC is offered through distance education and is a non-governmental organisation which has developed and piloted an eight module course in multilingual learning entitled **Diteme Tsa Thuto**. It is a non-accredited, distance education programme aimed at unqualified, underqualified, or qualified teachers. The course was developed in response to the requirement of the interim constitution that previously disadvantaged languages should be empowered in education. It was also developed to assist teachers to find

innovative ways to deal with multilingual learning contexts and to articulate and formulate theory about learning and language in such contexts. In terms of the six fields identified for teacher education in the COTEP document, the course is relevant to the field of professional studies as well as field of communication (Randell & Welch, 1996, *Pers. comm*).

2.5.3.4 Natal College of Education

The Natal College of Education is involved in distance education giving further training to teachers including those with an M+2 level. The College's main programmes are Junior Primary Diploma, a Senior Primary Diploma, a Junior Primary Higher Diploma in Education, and a Senior Primary Higher Diploma in Education. The College also offers various Further Diplomas in Education. The languages of instruction are English and, in a few courses, Afrikaans (South African Institute for Distance Education, 1995:192).

2.5.3.5 Ramaano Mbulaheni Training Centre

During 1986, in the former Republic of Venda, it was decided to upgrade teachers who had a two or three year Certificate by introducing upgrading programmes at RMTTC. These programmes are the Higher Diploma in Education (HDE) for Pre-Primary, Primary and Secondary school teachers, offered in association with the University of Venda (RMTTC, 1988:41).

The RMTTC upgrades qualifications of teachers in the teaching profession providing them with knowledge, skills, attitudes, values and dispositions towards teaching and education through distance education as well as face-to-face contact sessions and seminars. In 1994, the Primary

Teachers Upgrading programme was introduced to upgrade and instill confidence in the underqualified teachers and assist teachers in relevant communication proficiency (RMTC, 1995a:18).

The Primary Teachers Upgrading programme is offered to teachers who are in possession of a Senior Certificate, have a Primary Teachers Certificate Course (M+1) or Category A, and are posted in the primary school. The upgrading programme was developed to improve the professional qualifications of practising teachers who have a qualification which only entitles to category rating of M+1 but who have many years of experience. The duration of the programme is four years. Teachers attend a face-to face contact session for a week every school holiday.

2.5.3.6 Vista University

At Vista University, professional qualifications may also be improved by means of distance teaching through correspondence. One of the aims of Vista University is to improve the academic and professional training of teachers. In addition, efforts are made to make teachers conscious of what makes a good teacher; to update them with regard to development in audiovisual aids and techniques, and to make them better quality teachers.

In 1981, the Department of Education and Training introduced an upgrading programme for those who were in possession of a two year teacher's certificate, falling under category B (M+2). The Junior Secondary specialization course was discontinued in 1982 when Vista University took over the responsibility of upgrading qualifications of Black teachers (The South African Institute for distance education, 1995:278). The Vista University Campus for Further Training has since 1983, been involved with further education for Black teachers through their distance

education programmes.

Further training for teachers by correspondence caters for:

- (i) The Secondary Education Certificate (SEC) with specialization in subjects from standards six to eight. This course is offered to teachers who have a Senior Certificate. On successful completion of this course the teacher is remunerated on scale of M+2 that is, Category B.
- (ii) The Secondary Education Diploma (SED) with specialization in subjects taught in standards nine and ten. This course is meant for teachers who are in possession of the Junior Secondary Teachers' Certificate (JSTC) or the Secondary Education Certificate (SEC). On successful completion of this course, a teacher is remunerated on the scale M+3, that is category C.
- (iii) The Secondary Education Diploma (SED) with specialization in Home Economics. This course caters for teachers - mostly females who are in possession of a Senior Certificate and Home Craft Teachers' Certificate or its equivalent. These teachers are trained and qualified to teach all post primary school classes (Vista University, 1997:3).

In 1990 Vista University started the Primary Education Certificate (standard 2-3) (PEC) course for eligible primary teachers. The two year part-time course is intended for those teachers who are in possession of a Senior Certificate and a two-year Primary Teachers' Certificate. On the successful completion of this course the Primary Education Certificate (Std 2-3) is awarded.

2.5.3.7 University of South Africa (UNISA)

The writer interviewed Mrs M.J. van Zijl, a lecturer in the Faculty of Education at the University of South Africa on the 17 March 1997. The interview was about the Bachelor of Primary Education (B.Prim Ed.) degree which is offered by Unisa to teachers in need of upgrading. B. Sec Ed. degree will be introduced in 1998 for the secondary school teachers. Further Diplomas in Education were also introduced in 1996.

The course caters for teachers in Early Childhood (Preprimary) and Primary education and teachers with a:

- Primary Teacher's Certificate
- Primary Teacher's Diploma or
- Higher Diploma in Education (undergraduate) wishing to upgrade their qualification through inservice education and training (INSET), may register.

The objectives of the course are the following:

- To provide teachers in the field with the knowledge, skills, attitudes, values and dispositions towards teaching and education.
- To upgrade teacher qualifications.

The purpose of the information given so far shows that while qualifications are not necessarily synonymous with quality, academic and professional competence is the key factor in successful classroom teaching. It is now accepted that M+3 is the basic qualification for both primary and secondary teachers in South Africa. Teachers must always be the key to quality in any education system as their professional attitudes and morale will determine their pupils' educational experience.

2.6 CONCLUSION

This chapter has reviewed some of the recent literature on current teacher education programmes, teacher upgrading programmes in developing and developed countries and teacher upgrading in South Africa. The literature shows that the need for upgrading in the developed and developing countries is being addressed in various ways.

The description of the different teacher upgrading programmes shows how serious and concerned different departments of education in different countries are about teacher education. The education authorities are faced with an ever increasing problem of shortage of suitably qualified teachers to staff their schools. The main problem in developing countries is that of finding a way to upgrade underqualified and unqualified teachers with new teaching approaches in order to cope with the changes. Examples were drawn from both developing and developed countries as an attempt to assess the global impact of teacher upgrading programmes in the preparation and maintenance of teachers. An attempt was made to describe the necessity of teacher upgrading programmes in South Africa, as well as the variety of teacher education upgrading programmes offered at a distance in South Africa.

Having reviewed literature on the upgrading of teachers, it is appropriate to present the need for upgrading qualifications of primary education teachers with special reference to Ramaano Mbulaheni Training Centre.

CHAPTER THREE

UPGRADING PROGRAMME FOR PRIMARY EDUCATION TEACHERS

3.1 INTRODUCTION

Upgrading of teachers should be considered an integral part of the professional development of the serving teachers. The need for upgrading activities cannot be questioned because social, economic, demographic and political changes are putting existing education systems under pressure. In many countries education must change the nature and function of schools in order to most effectively meet the needs of their changing societies. A suitable model for upgrading is therefore imperative to meet the deficiencies caused by change (Heystek, 1996:115).

According to Heystek (1996:115) the change in society in general and in education in particular, requires a change in the approach to the training of students and teachers. The skills that were being applied in the past may not be applied in the current situation in the same format. If we are sure where we want to go, then we can and should be in charge of the future, especially in a time of change (Van Vuuren, 1991:47). Teacher upgrading may enable us to deal with transformation effectively. The greatest force of change in South Africa at this stage is the transformation of education from a racist to a non-racist system. This change includes new national and provincial education departments, no discriminative education, new curricula and new methods for evaluation (Department of Education, 1995:19).

The literature review has shown that in most of the developing countries, schools are staffed by underqualified teachers. In order to develop and improve the standard of school work in these countries, it has become imperative that the teachers' low qualifications should be upgraded in one way or another. This upgrading may be part of the solution for these teachers (Heystek, 1996:124).

According to Dr Aaron Motswaledi (1997, 12 January), underqualified teachers are poisoning the Education Department of the Northern Province and that the Province is an education disaster area as 97% of the teachers in the Northern Province are still underqualified. More upgrading programmes should be organised to improve the effectiveness of the teachers.

3.2 NEED FOR UPGRADING QUALIFICATIONS OF PRIMARY EDUCATION TEACHERS

One of the most common endeavours in teacher education in developing countries is aimed at producing a corps of well-qualified teachers. Such a force of qualified and dedicated teachers has eluded this country for too long. South African teachers have been "educationally disempowered and politically marginalized" to a very great extent (Jansen, 1990:33). Yet these teachers have to empower children for social transformation. Most teachers find the challenges associated with the transformation of our society very difficult. They are unable to find practical solutions at schools and in the community, because they themselves are victims of a sociopolitically and an economically imbalanced society. Upgrading is therefore essential.

The current changes in education contribute further to this need. It is a matter of urgency that teachers receive competency-based inservice

training to equip them for the new and ever changing situation (Dlepu, 1991:156-158). The world wide trend towards more practical training for education students should also be considered. In the *Sunday Times*, 23 March 1997 p 2, Govender reiterated the fact that 360 000 teachers will have to be retrained before they could start teaching the new learning programmes. The previous dispensation, also greatly affected the education that Blacks received and consequently Blacks considered the Colleges of Education an ideological arm for the State. With the hope of equal education, programmes should be developed.

According to Hofmeyr, De Wee and McLennan (1994:40) there were 60 000 underqualified teachers without a standard 10 Certificate in South Africa in 1991. This suggests that there is a particular need for upgrading programmes. Black teachers are aware of their professional shortcomings and wish to improve their skills and knowledge to remain relevant to the profession. This is substantiated by the fact that in 1994 there were 117 000 inservice students (students who are practising teachers), 63 015 of the figure above are un/underqualified teachers upgrading (Hofmeyr & Hall, 1995:53).

3.3 AIMS OF UPGRADING UNDERQUALIFIED PRIMARY EDUCATION TEACHERS

The aims of upgrading underqualified teachers should be in line with what the Committee on Teacher Education Policy (COTEP) emphasises regarding teacher education programmes. According to the COTEP document (1996:19-21), teacher education programmes should ensure that the teacher is able to:

- facilitate learner-centred classroom practice by employing a range of teaching strategies appropriate to the subject or topic and, on

the basis of careful assessment, to the pupils in his or her class, for example, by using cross-curricular concerns within subject related teaching;

- create learning situations in which there is a paradigm shift in emphasis from teacher initiated and determined activities to ones which the learners are encouraged to reflect and to make their own critical choices;
- employ methods which deliberately use different thinking skills and make those skills explicit so that pupils become aware of their own metacognition;
- employ methods which encourage the pupils to engage in creative and innovative activities;
- employ methods which develop skills in problem-solving;
- employ methods which cultivate independence in learning;
- employ methods which demand on-going growth in reading competence.

The subject matter should therefore be centred on the child and not on the teacher. In his/her presentation, the teacher should use various teaching and assessment methods in the class that will encourage pupils to learn effectively. The teacher should allow learners to be creative and to take an active part in the lesson activities. He/she should use various motivational skills to encourage the children. Teachers should move from the position of being the source of information to that of a facilitator.

Different teaching methods and simple language should be used to arouse and maintain the interest of the pupils. Learners should be engaged in projects, such as Expo, where they are encouraged to be creative and form models relevant to the subject matter.

Teachers should avoid solving every problem. Some of the problems should be directed at the learners. In Science and Mathematics, for example, children should be encouraged to solve problems themselves. Learners should follow up lessons through by self-study, searching for information in the library and through teacher consultation, and the teacher should encourage the development of life-long learning.

Teacher upgrading programmes should therefore empower teachers to employ different strategies, approaches and methods in the teaching learning situation, encourage the learners to be creative, encourage problem-solving and employ methods which cultivate independence in learning.

3.4 TEACHER UPGRADING PROGRAMME AT RAMAANO MBULAHENI TRAINING CENTRE (RMTC)

3.4.1 The problems to be addressed by the upgrading programme at RMTC

In view of the RMTC's Proposal for affiliation with the University of Venda and for the Validation of the Diploma in Primary Education [Distance Education], (RMTC, 1995a:2) investigation into the previous education system and its problems, it was found that the following characteristics were evident:

- Emphasis was placed on content rather than on process and skills.
- There was a lack of consideration towards learner experience: learner experience was not taken into consideration, developed or built upon.
- The learning content was examination-orientated: teaching was planned according to the requirements of the examination and anything beyond the scope was often neglected.
- The curriculum was irrelevant to the needs of society.

The teacher upgrading programme of RMTTC shifts away from the traditional view of classroom activity, which assigns the pupils the role of passive recipients of facts, and the teacher that of presenter of factual knowledge. Teachers are updated to employ a participative approach to the teaching-learning relationship between teachers and learners. In participative teaching-learning situation teachers often present their lessons in a discursive manner which allows pupils to make their own contributions.

The RMTTC teacher upgrading programme aims at empowering teachers with skills to use learner-centred approaches. The programme considers learner experience. Teaching is planned in such a way that there is active participation on the part of the pupils and the acquisition of skills such as problem-solving. The following aspects need to be emphasised:

Basic knowledge, skills and attitudes implying *inter alia*,

- the ability to be a facilitator and not an instructor, thus to encourage learning and not the transfer of knowledge;
- the ability to recognise and understand the learner's needs and the

- process of learning;
- the empowerment of teachers to collaborate or to be teaching partners;
- the empowerment of teachers to act as counsellors;
- the handling of intra and inter-human relations.

In the next section background information is given on the format and development of courses at RMTTC.

3.4.2 Current programmes offered at RMTTC

Since 1987, the former Venda Department of Education overhauled primary education by introducing what is called the Primary Education Upgrading Programme (PEUP). The number of schools involved in this programme reached a hundred, i.e. ten in each circuit. In this programme the Department was assisted by the Molteno Project and teachers were sent for further training at the University of Leeds and Ealing College of Education in the United Kingdom. The first two teachers were nominated in 1987 and subsequently, one in 1988, two in 1989 and one in 1990 (Department of Education and Culture [Venda], 1992 : 40). Two teachers went on pension in 1992 and were replaced by two others. In the period between 1992 and 1996 there were five organisers of the PEUP. The number has since been increased to twenty-two. The PEUP is now called the Early Childhood Development Programme, and the organisers are referred to as Early Childhood Development Specialists (Rambau, 1997 *Pers. comm*).

Courses for upgrading teachers with low qualifications are not considered as initial training. These courses upgrade the abilities of teachers who have become outdated due to the recent introduction of higher standards. Many of the existing number of teachers are underqualified. Of the

professionally unqualified teachers in education 86% are Black and the majority (70%). In rural communities half of the teachers have less than the stipulated qualification requirements (Arnott & Chabane, 1995:20). These underqualified or unqualified teachers are often both experienced and committed to their work, but unfortunately they cannot claim the salary, status or promotion available to less experienced, but more highly qualified teachers.

Ramaano Mbulaheni Training Centre (RMTC) presents a working model of teacher upgrading which attempts to solve most of the problems in Thohoyandou:

- It addresses the day-to-day classroom problems.
- It enables the teachers to enrich themselves with knowledge.
- It emphasises the effective teaching of English, Mathematics and Science.

Like most developing areas, Venda is in great need of further inservice training of teachers in order to upgrade their qualifications. Staff development of inservice teachers is an urgent necessity which requires the undivided attention of the Education Department.

RMTC was initially established to address secondary school teachers' problems as regards classroom practice. The main focus was on improving matriculation results of pupils through inservice training of teachers. In the process of development, RMTC started preservice (PRESET) courses, in the so-called scarce subjects, for the Secondary Teachers Diploma (STD). This resulted in a deviation from the intended inservice training. The Smith Commission of Enquiry (1982:46) as well

as the Don White Report (1992:8), strongly recommended the phasing out of all preservice courses at RMTC, and transferring them to other colleges of education, namely: Makhado, Tshisimani and Venda College. By phasing out some of the preservice courses at RMTC, it became possible for the lecturers to concentrate on INSET and on the primary teacher upgrading programme.

RMTC is in line with all INSET programmes throughout the world by concentrating on the following:

- Professional competence of teachers.
- Upgrading of underqualified teachers.
- Inset for new roles such as programmes for new appointed principals.

RMTC attempts to address the needs of all teachers in the Northern Province who were disadvantaged by apartheid education and who do not have the necessary skills and competencies. Teaching for reproduction has now undergone a paradigm shift to teaching for meaning and creative analysis (RMTC, 1995b:3-4).

At present RMTC, runs the following three professional programmes namely: preservice courses, inservice training programmes and upgrading programmes.

- The preservice course is a Full time Secondary Teacher's Diploma in technical subjects. It is a three year course, and includes Mathematics, Electrical and Civil Engineering and Technical Drawing.

After going through the COTEP and Teacher Audit documents, RMTC realised that the Diploma had some shortcomings. It did not entirely answer the demands of the day. RMTC then, in association with the Technical College of Pretoria, improved the present curriculum of Science Technology, Engineering and Mathematics. The new proposed programme will be known as Technical Teacher's Diploma (T.T.D.) and will be a four year course.

- The INSET for teachers in primary and secondary schools is the second programme and serves all the schools in Region 3 of the Northern Province. Through the initiative of the RMTC staff, each and every subject has a committee to facilitate staff development in various areas. Even though the standard ten failure rate in the Province is generally high, the failure rate in areas served by RMTC is low, especially in Mathematics and Science. Such an improvement is made possible through school based courses. The above statement, is supported by the 1995 and 1996 Mathematics and Science results of Mbilwi Senior Secondary School.

Explanation of the examination symbols is as follows: **A: 80% and over; B: 70%-79%; C: 60%-69%; D: 50%-59%; E: 45%-49%; EE: 40%-44%; F: 34%-39%; G: 25%-33%; H: 20%-24%; HS: 0%-19%.**

TABLE 3.1: Mbilwi Senior Secondary School Mathematics and Science Results 1995 and 1996

YEAR 1995

YEAR	SUBJECT	SYMBOLS								% PASS
		A	B	C	D	E	F	G	H	
1995	MATHEMATICS	4	6	6	18	27	17	8	4	87%
	SCIENCE	1	5	8	22	46	8	-	-	100%
1996	MATHEMATICS	6	4	8	14	32	11	4	-	96%
	SCIENCE	4	3	14	30	22	5	-	-	100%

The symbol distribution shows that in 1995, only four pupils had the symbol "H" in Mathematics and the pass percentage was 87%. In 1996 four got "G's" and the pass percentage was 96%. In Science, eight students got "F's" in 1995 and five in 1996. The pass percentage was 100% for both years (Ramugondo, 1996, *pers. comm*).

- The Upgrading Programme for Underqualified Primary School Teachers is offered through Distance Education. RMTTC focuses on upgrading the skills of teachers who have the old post matriculation (PTC). The primary teacher upgrading programme was launched by the Ministry of Education in the Northern Province, on the 4th of July 1994 but was implemented in June 1994. In his address (1994, 4th July) the then Minister of Education, Dr. Aaron Motswaledi, mentioned the need for upgrading the qualifications of teachers and teacher empowerment. He indicated that this teacher upgrading programme was the first of its kind in the Northern Province.

- In 1989, the school curriculum needs of teachers were analysed and learning objectives were developed by the RMTC and the University of Venda. The RMTC reorganised the content and methodology in order to empower underqualified teachers to apply teaching and learning strategies and approaches which centre around the child.

- The lecturers organise and develop the study manuals and study guides. During orientation the lecturers introduce the programme to the students. Students then form study groups and on occasion, consult the lecturers. There are face-to-face contact sessions and regional meetings during school holidays. Externally moderated examinations are written at the end of the academic year to determine whether the objectives have been achieved or not.

FIGURE 3.2: Diploma in primary education teacher upgrading Model

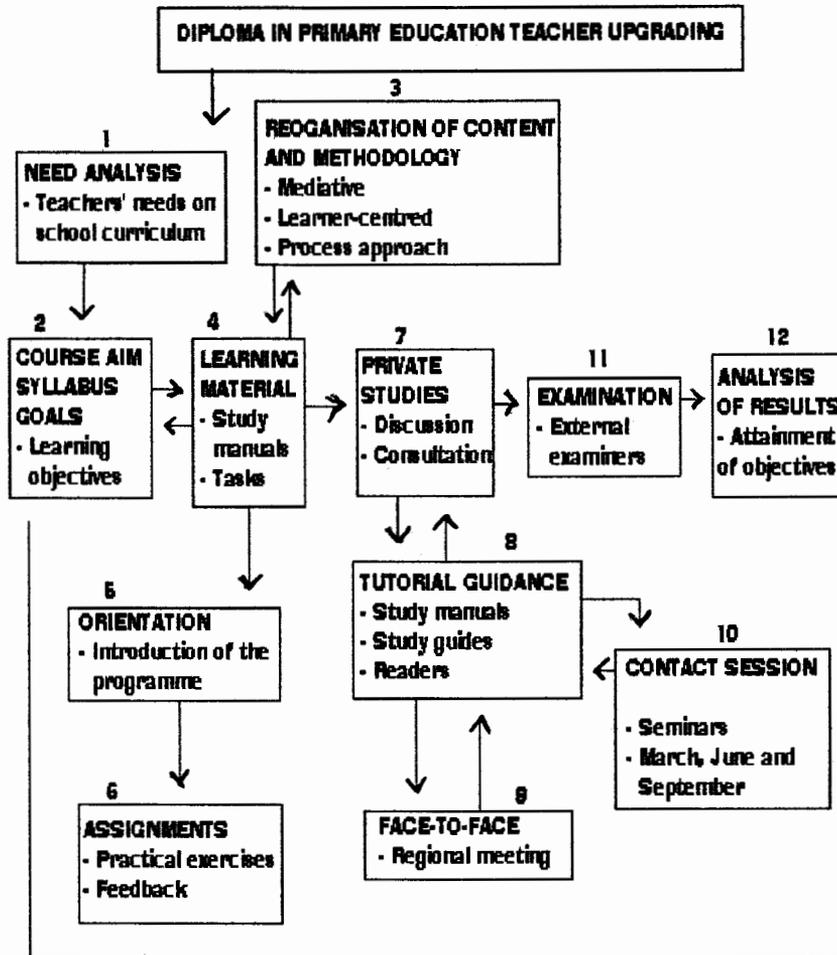


Figure 3.2 illustrates the format of the Diploma in Primary Education Teacher Upgrading Model-Distance Education. It was compiled by the RMTc. The following is an explanation of this model.

The school curriculum needs of teachers were determined by the Don White Report through interviews with inspectors, principals and teachers. The investigation concentrated on the examination results and the poor teaching methods used by underqualified teachers. The needs of teachers related to the school curriculum, were analysed and it was realized that teachers should be empowered to use child centred

approaches in the school curriculum.

The course aim, syllabus goals and learning objectives were then formulated. These are based on the needs analysis performed in the previous step. The course aim determines the selection of learning material which is provided as tutorial letters, study manuals and study guides. The learning material has to contribute to achieving the course aim. Each lecturer compiles and develops learning materials for his/her course and tasks are given to students to complete. By working through the learning materials students should be able to attain the learning objectives and goals of the course.

Content and Methodology are then reorganised. The content and methodology are integrated illustrating the relationship between content and method. This is intended to improve the quality of teaching-learning situation in the classroom. The methods used in schools should be updated. It was decided to use the mediative, learner-centred and process approaches because these allow teachers to be innovative and creative when designing programmes. Teachers should be empowered to use these approaches and to focus on the child by facilitating the teaching-learning situation.

These approaches aim not only to increase the knowledge of the learners, but also to develop their skills, critical thinking, attitudes and understanding. The emphasis is on groupware and developing the ability of pupils to think critically and research and analyse things for themselves. Reorganisation of content and methodology must be contained in learning materials and the tasks to be completed by the students.

Once the programme has been developed it is introduced to the new students (teachers) who have enrolled for the course. These students are given information on the duration of the course, the course package, contact sessions and examinations.

The students are given practical exercises and assignments, for example, to observe children who are experiencing learning problems in the teaching- learning situation. The students should come up with solutions on how to help these pupils with learning problems and what remedial teaching could be done.

The teachers (students) then study on their own and are given time for discussion and face-to-face consultation where they discuss specific topics or topics on which they experience problems during their private studies.

Tutorial guidance is then provided. Students receive study guidance from the lecturers on how to use and study the tutorial letters, study manuals and study guides. Lecturers visit established centres where the students meet and they then address the problems students may have encountered during their contact sessions.

Tutorial guidance is offered at the college where a small group of students who experience study problems receive individual attention, clarification on how to write assignments, plan study programmes as well as how to approach the examination.

There are face-to-face contact sessions which are held with large groups within the areas and the students get further support and guidance from the lecturers. The students doing the upgrading courses attend contact sessions at RMTTC three times a year, that is, in March, June and

September. Regional meetings are held at established centres. More information on how to approach the examination is given.

During the March, June and September holidays, the students attend seminars and group discussions for a week. Lecturers identify problem areas and give guidance where necessary. In order to be successful in private studies, teachers must have tutorial guidance, regional meetings as well as contact sessions at RMTTC.

At the end of each academic year the teachers write examinations moderated by the external examiners who monitor the standard of the examination paper.

The results are analysed in order to determine whether the objectives have been attained. Field assessment is done by the lecturing staff by visiting the teachers (students) at their respective schools to ascertain whether the teachers are implementing what they have learnt.

The primary teachers' upgrading course at RMTTC has been offered since May 1994 and there was some assessment through questionnaires, student interviews, examination results which enabled lecturers to update their study manuals and study guides. The study manuals and study guides are adjusted. New study areas are introduced.

3.4.3. The aims and objectives of the RMTTC upgrading course

3.4.3.1 Aims

The course, through its curriculum, especially aims at:

- Improving the professional qualifications of practising teachers who have a qualification which only entitles them to a category rating of M+1 but who have many years of valuable teaching experience.
- Providing education that caters for active participation, learner-centeredness and encourages creativity.
- Upgrading knowledge and skills in English, Mathematics, Science and Environmental Studies.
- Improving the quality of teaching and learning in primary school.

3.4.3.2 Objectives

On completion of this course, participants should be able to :

- comprehend and interpret the material of the course.
- apply scientific skills to solve new problems.
- evaluate and take corrective measures to improve material used in class.

3.4.4 The structure of programme

The course consists of five fields of study, namely :

- Education
- Professional studies
- Major subjects
- Communication
- Teaching practice

3.4.4.1 Arrangement of the course

The structure of the Primary Teacher Upgrading Programme below gives a good idea of the subjects presented during the four years until the diploma is completed.

YEAR 1

EDUCATION

- General orientation
- Child development
- The teaching-learning situation

ENGLISH

- Communicative skills
- Language structure and use
- Language teaching methods
- Literature

GENERAL MATHEMATICS

- The number system
- Measurement
- Geometry

ENVIRONMENTAL SCIENCE

- Environmental studies
- Lesson planning and integration
- The child and his environment

YEAR 2

EDUCATION

- Lesson planning and presentation
- Teaching strategies, forms and principles
- Media science
- Measurement and evaluation

ENGLISH

- Communicative skills
- Language structure and use
- Language teaching methodology
- Literature

GENERAL MATHEMATICS

- Geometry
- Fractions
- Ratio, rate and proportion
- Information handling

PRIMARY SCIENCE

- General science
- Air and water
- Basic electricity
- Measurement and water
- Sources
- Acids and bases

PROFESSIONAL STUDIES

- Classroom management
- Primary teaching approaches
- Primary teaching skills

- School readiness
- Remedial teaching
- Appropriate technology
- First aid

YEAR 3 AND 4

In their second year two students enrol for the two compulsory subjects in group A, and then choose one from group B and one from group C. In year four students continue with the subjects they chose in year three as majors. After completing the Diploma they will be expected to have 5 first year degree courses.

GROUP A

Compulsory subjects

- Professional studies
- Academic English

GROUP B

Students have to choose ONE of the following combinations :

- Mathematics and Geography
- Mathematics and Biology
- Mathematics and Physical Science

GROUP C

Students have to choose ONE of the following subjects:

- Education
- African Languages
- History
- Geography
- Biology
- Physical Science

On completion of year 3 and 4, the candidate gets a Diploma Certificate equivalent to M+3 or Category C.

3.4.4.2 Target group and selection criteria

The course is open to all qualified primary teachers who:

- Have a senior certificate
- Presently have a PTC or LPTC (M+1 or Category A)
- Are posted in the primary schools

3.4.4.3 Duration of the programme

The Distance Education Diploma Course runs over a period of 4 years. A candidate who completes the course successfully gets 5 university credits validated by the University of Venda. Subjects completed after the 4th year are placed on par with the first year of university study. Credits for these subjects are the prerogative of the University i.e. the University decides if students are to be given credits or not. The RMTC lecturers concerned with third and fourth year subjects meet regularly with the University lecturers. This is to ensure that the RMTC will meet the requirements in view of :

- validation of the diploma after the completion of the 4th year and
- granting of university credits.

3.4.4.4 Assessment of student skills and competencies

At present, the Distance Education Course is assessed as follows:

- Course work assignments - a minimum of three written assignments are completed in each subject per year. A minimum of 50% must be attained in each assignment; a student must

obtain a minimum year mark of 40% in each subject to be able to write the examination. The examination paper is calculated out of 100%. To pass each examination paper, a student should obtain 50%.

- Examinations are written over a period of two weeks in February for the first, second and third years, and in May for the fourth year because their academic year starts in July of the preceding year.
- A combined supplementary and aegrotat examination is written in March or July.
- For a student to qualify for a supplementary and aegrotat examination, he/she should satisfy either of the following :
 - Proof of medical certificate / police documentation.
 - Have written and failed the examination, but obtained a subminimum of 40%.
- A failure in 3 subjects requires that the year be repeated, however a subject passed will be credited.
- A failure in 2 subjects allows for the "carrying" of these subjects ie the student may continue to the second year while repeating these subject(s).
- Second year students who still do first year subjects will write the examination for these subjects with the first year students at the end of their first academic year. Students repeating subjects do not need a year mark to qualify for examination entrance.

In order to progress to the third year however, all subjects from the first and second years must be successfully completed.

- The implementation of field assessment based on the application of course work, is conducted during the second and third year of study.
- Students are expected to prepare four different lessons on which they will be evaluated.

Marks are allocated as follows:

- Personal appearance - the teacher must be presentable in order to be a role model.
- Presentation of the lesson:
 - Introduction
 - Exposition of new subject matter
 - Mastery of subject matter
 - Teaching strategies
 - Pupil involvement
- Conclusion and application - the lesson should be concluded by revising the main aspects and the application should be in the form of questioning in order to find out whether the objectives have been achieved.
- Class control - the teacher must be able to manage the class.
- Time allocation - time must be managed in the correct way. The teacher should be able to present the lesson within the stipulated

time, ie 30 minutes in primary school.

- Didactic flexibility - the teacher should apply different approaches and styles in the teaching-learning situation.

Without field assessment marks, the student cannot qualify for the diploma.

3.5 TEACHING APPROACHES USED IN THE UPGRADING PROGRAMME AT RAMAANO MBULAHENI TRAINING CENTRE

Louisel and Descamps (1992:62) contend that for anything one might teach, there is a variety of ways to go about teaching it. These ways of going about teaching are called "techniques" and "methods" or "approaches". An approach is more general whereas a method is a specific way of doing something. Trained teachers are expected to demonstrate these techniques or methods and approaches when they teach. Teaching techniques may be applied to many different teaching and learning situations and are not restricted to particular subjects.

According to Taylor (1995:8) there is a widespread perception that many of the ills of our schooling system are due to "rote" classroom methods: teachers lecture and children chant answers to ritual questions without understanding what they are saying. The solution generally prescribed to this problem is to make learning more meaningful through the adoption of 'child-centred' problem-focussed learning. The teacher should not be seen as the source of knowledge and it is not his/her duty to try and fill the pupils' minds with a lot of factual information. The teacher's role is rather to arouse the pupils' interest and to help them to develop skills which will enable them to appreciate and understand the world in which they live. Modern methods stress child-centred approaches. These

approaches differ greatly from the "teacher talk - children listen" approaches to education.

Research shows that learning only takes place through active involvement with learning material (Catton, 1995:28). Activity based learning implies that children should be provided with activities which will give them the opportunity to explore, experiment and make their own discoveries. She goes on emphasising that terms such as discovery approach, active learning and the process approach, all refer to the kind of learning situation in which pupils are encouraged to think and find out for themselves with guidance from the teacher.

This however does not mean that pupils should simply run around outside "discovering" at random. Not much will be achieved in this way. The teacher should have a planned programme and a good idea of what he/she wishes his/her pupils to "discover" through the planned activities. At the same time the teacher should be flexible enough to allow for, and to encourage, informal learning situations.

In the views of Wedekind and Ndlovu (1996:69) this type of education demands a high level of thoughtful preparation by the teacher - far more than a textbook or a chalkboard-based approach. The results are worthwhile. Children become involved and excited about their discoveries and take responsibilities for their own learning. They learn to think, solve problems and develop life skills as well as gaining knowledge.

The traditional methods of teaching which are mostly theoretical and encourage memorization and reproduction of facts, have to change. Current changes in the presentation of learning materials have ushered in learner-centred approaches, which require teachers to encourage thinking on the part of children. The major goals of teachers are to equip

pupils with the skills, knowledge, attitudes and dispositions that will enable them to effectively carry out their roles in society and be productive and responsible citizens.

The integrative approach, the child-centred approach and the mediative teaching style have been chosen in the teacher upgrading programme for primary education teachers because of the following reasons : These teaching approaches enable the teacher to change from the traditional ways of teaching where the teacher is the transmitter of knowledge, to that of facilitator. These teaching approaches involve learners as active participators. These approaches are interwoven and function interchangeably. No method or approach can be applied in isolation. The teachers are also empowered with knowledge and skills of presenting the subject matter in the teaching-learning situation.

3.5.1 Integrative approach

Integration means to combine into a whole *ie* in the Junior Primary Phase all subject components are combined into one so that it forms a subject such as Environmental Studies. The Human Awareness Programme (1990:32) argues that the integrative approaches try to let pupils think critically - to interpret and analyse information rather than just memorise facts. These approaches also make education enjoyable by giving pupils the opportunity to participate in classes. The approaches include the use of videos, slides, pictures, debates, role-playing, practical exercises and experiments to make learning "fun".

Farrant (1984:43-45) maintains that the integrative approach is an attempt to avoid fragmentation of knowledge that results from teaching separate subjects in school. The integrative approach attempts to look at knowledge as a whole in terms of its relevance to the pupil.

Fragmented knowledge makes it difficult for the pupil to see the relevance of what he/she learns in one subject to solve a problem in another subject. The integrative approach is commonly used thematically in primary schools with the themes such as food, travel and exploration, crossing subject barriers.

According to Mathews, Moodley, Rheeder and Wilkinson (1992:81-87) there is no hard line that divides History from Geography or Mathematics from Science; each of them frequently invades the territory of the other and any pursuit of learning that tries to restrict such interaction soon becomes sterile and dead. Children, in their natural learning, do not divide knowledge into subject or categories. For them any dividing line simply separates what they know from what they do not know. New experiences often cause them to modify what they have previously learned.

In practical terms, integrated learning in schools can be achieved in various ways. One way is the integrated day, in which formal time-tables are abandoned and the children work individually or in groups on those things that interest them. This is not to say that the pupils are left to their own devices. The integrated day is not a solution to all learning problems, but it does allow a measure of flexibility that is impossible when working according to a time-table.

3.5.2 Child-centred approach

A good teacher will employ several strategies to cause effective pupil learning. This brings in variety in teaching and so motivates learning and avoids monotony in the lessons. But motivation is not sufficient to ensure that learning takes place. It is important for the pupils to actively take part in the learning process. If they are not active while learning, the lesson

may turn out to be teacher-centred, instead of it being pupil-centred. To encourage this, pupils must be allowed to ask questions, conduct experiments, make observation, draw conclusions and solve problems on their own (Dreckmeyr, 1994:33).

According to Farrant (1984:129) when the child-centred approach is practised, the classrooms have a lot of toys, and children a good deal of choice over what they do at any particular time. Teachers respect their pupils' individuality and try to enable each one to fulfill his/her potential. For their part, the pupils feel that what they are doing is important and worthwhile and they gain a sense of satisfaction from all they do in school. There is a lot of work in some classrooms, but in others there is a buzz of activity. Most of the children usually enjoy themselves as they work on their own or in groups. No one is bored. The child-centred approach can promote learning in the following ways (Catton, 1995:22).

- There is active participation.
- There is a pleasure and satisfaction from individual work.
- Activities make the subject matter alive and interesting.
- Active participation promotes discipline.
- Class activities promote moral values.
- It helps pupils feel that they are a vital part of the lesson.
- It promotes independent working habits.
- It promotes cooperation and group work.

- It promotes problem-solving skills.
- It helps to develop language skills.

The children are encouraged to think for themselves and express themselves in various ways. Some tell others about something they just discovered or explain some difficulty that cropped up in the assignment set by the teacher. Some write about things they have seen, while others paint pictures or make models. Others learn about ways of communicating, such as how to express through their bodies, what they have on their minds (Farrant, 1984:12).

The following is an example of how a child's interest can lead to learning: Hobbies such as making beads: The child learns about size; shape, length; position, direction and number; at the same time the child develops hand-eye coordination and finer muscle control. The child can be encouraged to bring the finished article to school where it can be discussed and the craft can be taught to fellow classmates.

Basic skills are learned in contexts that are meaningful to the children (Farrant, 1984:128). Instead of learning the rules of numbers by memorisation, they do so perhaps by running a market stall in the classroom where goods are displayed with written notices, quantities are weighed, volume and length are measured, costs are calculated, money is paid and change is given. Children learn how they control their emotions, how to act as leaders and make decisions. The atmosphere is relaxed and friendly. A changing variety of things is always on display to stimulate their natural curiosity.

The child-centred approach allows each pupil to pursue his/her own learning in his/her own way and at his/her own speed. In certain cases the child is also allowed to choose what he/she wants to study. The advantages are that each child can progress at the pace best suited to him or her and get individual help from the teacher when he or she needs it. This allows the bright child to go ahead and prevents the slow learner from being pushed too fast. It also helps the child with special difficulties, whether physical, psychological, emotional or cultural (Department of Education and Culture [Venda], 1992:41).

Finally, in the child-centred approach children are actively involved by searching for information on their own or seeking help from the teacher and analysing the subject matter. The child-centred approach is based on the assumptions that significant learning occurs when :

- each individual learner is given an opportunity to express what he or she makes of learning content presented to him or her;
- expression of one's view does not meet with destructive criticism from teacher or peers;
- learning by enquiry forms the backbone of participative learning and balances reception learning.

Teachers should therefore encourage pupils to express what they think and to explain why they think as they do.

3.5.3 Mediative teaching style

Mediation is the process through which we make knowledge meaningful to the learner. During mediation, the teacher switches from telling most of the time, to facilitating by asking questions whenever possible. In the mediative teaching style the construction of knowledge by the learner is not left to chance. The teacher guides and helps during this process.

The teacher facilitates the construction of knowledge experientially, in other words helps the learner to learn the subject matter with understanding.

Interaction is the basis on which successful mediation is based. It involves a two way process in which both the teacher and learner are free to comment, create ideas and discuss. Teachers should inform pupils of their intentions as well as their expectations. Pupils need to know why they have to perform or learn in a particular way. This makes it easier for them to understand.

The pupils should be taught to share responsibility through the division of labour and supportive behaviour is encouraged. When teachers express understanding and tolerance of pupils' views, they are 'by example' inculcating supportive behaviour. In order to empower the pupils through discussions, the teacher has to take the pupil's existing knowledge into consideration, and always try to link the new information with this. Pupils feel free to assert themselves and to express their growing knowledge with their peers (Jacobs & Gawe, 1996:17-18).

Thinking is developed explicitly in a mediative teaching style, where learners are encouraged to take increasing responsibility for their own learning and are more actively involved in the learning process. The mediative teaching style makes use of the following techniques which support this kind of interaction, namely questioning, bridging, metacognition and cooperative learning (Centre for Cognitive Development, 1992:9).

3.5.3.1 Questioning

The questioning technique is central to mediation. It encourages interaction and active involvement and prevents the teacher from telling. The responsibility for the learning is passed on to the learner. The skilled use of structured open questions provides learners with the opportunity to express their own thinking and to explore more than one alternative response. Teachers' responses to learners' answers are used to clarify thinking, generate further thinking, and develop self-esteem.

The purpose of the questioning is to

- focus the learner on the appropriate concepts;
- guide the construction of meaning;
- facilitate the use of language development and construction of knowledge;
- build feelings of acceptance, self-esteem and self-confidence in the learner.

It is therefore important that the teacher listens carefully to the learners' answers in order to frame the appropriate responses. The secret of good mediation lies in the teacher's responses.

The teacher's responses intend to:

- build self-esteem;
- invite discussion (Tell me more...);
- ask for an explanation for the answer (What do you mean? Why do you say that?)
- inquire into the thinking behind the answer (How did you get that?);
- facilitate the transfer to other areas of knowledge (Where else have you seen this? Where else can you use this? What is the

same ?).

In conclusion, questioning is the key technique in most teaching-learning situations. The teacher may use questioning to link previous knowledge to new information. This facilitates active participation and spontaneous learning by the learners.

3.5.3.2 Bridging

Bridging is the transfer of knowledge from one situation to another similar situation. The Centre for Cognitive Development (1992:9) mentions that it extends thinking beyond the content of the lesson. The purpose is to move into the learner's frame of reference, deepen the learner's understanding and to show the relevance of what is being learnt. The aim is to build the learners' vocabulary and strengthen their language. This in itself forms the basis for further, more abstract bridging. It enables the learner to transfer general principles to other situations. Teaching pupils the technique of bridging will give them the tool to make connections between knowledge and events and use previous knowledge and experiences to solve and understand present ones. It involves three steps:

- Where else have I seen or done this?
- What makes it or the situation the same?
- Where else can I use it?

Further, reasons for bridging make the concept relevant; it helps with understanding; forces the teacher to use the learner's frame of reference and teaches the learner the skill of how to make links so that the learner can cope with novel and different situations.

3.5.3.3 Metacognition

Since the term "metacognition" first appeared in research literature in the mid 1970's the concept has become quite popular if judged by the amount of research it has generated. Although earlier research on metacognition seemed to focus on the nuances implied by the concept itself, lately, however, there has been more emphasis on instructional interventions based on metacognition (Mngadi,1996:36).

Metacognition refers to the individual's knowledge and control of activities. These two aspects of metacognition are interrelated and act upon each other. The child's understanding of the cognitive abilities of others, and of the task situation, will influence the strategies used in overseeing and monitoring learning. In turn, the child's experience and ability to act as an executive in planning, monitoring, checking, and modifying strategies, will contribute to the child's knowledge about cognition and what contributes to success or failure on intellectual tasks (Hetherington & Parke, 1993:364-368).

The Centre for Cognitive Development (1992:9) indicates that if the pupils can learn to monitor their own thinking, they will become less impulsive and more effective learners. Strategies are used to develop metacognitive skills which help learners to reflect on, and be aware of their own thinking before, during and after tasks. It involves encouraging learners to :

- Think before (What do I have to do and How ?)
- Think during (How am I doing?)
- Think after (How successful was I and Why ?)

Metacognitive questions are used to explore, clarify and improve learners' thinking.

3.5.3.4 Cooperative learning

Cooperation implies willingness to work and be involved in an activity. As part of the metateaching approach, cooperative learning is implemented as a tool to facilitate the learning process. In participative teaching, where pupils are encouraged to develop their own creative skills, cooperative learning can be very useful. The teacher does not prescribe to the group how they can go about teaching one another as that remains the task of the group members. The pupils must use their imagination and creativity to teach their sections of the work successfully.

According to Centre for Cognitive Development (1992:9) cooperative learning provides learners with the opportunity to develop language and communication skills, including the effective processing of written texts. It provides the structure for learners to construct meaning and understanding. The pupils learn in groups that do not compete with one another. The pupils are empowered to develop to their fullest potential through the support and confidence they gain. They are further helped to be responsible, disciplined and caring citizens. Cooperative learning is a way in which learners work together to ensure that all members in their group have learnt and assimilated the same content.

A variety of methods may be used, but the social nature of a class in which cooperative learning strategies are used will differ from that in which pupils work on independent tasks. Cooperation should first begin with the teachers if it is to be transmitted to the pupils. The pupils will accept it as a normal way of learning if teachers in other classes practice it too.

Cooperative learning involves contributing ideas, asking questions, expressing feelings, actively listening and expressing support and

acceptance of ideas (Louisel & Descamps,1992:98). For cooperative learning to be effective, group goals should be set and pupil should be accountable for what they are learning. Thus children study together and work together in the test situation, but then each pupil submits an individual assignment or test response for individual evaluation. In addition to what Louisel and Descamps stated, the Centre for Cognitive Development (1992:9) maintains that structured and well directed group work provides an effective social context for the active involvement of learners with the teacher and the material in the learning process.

Cooperative learning is important for the following reasons (Southwood, 1996:3):

- It encourages individual development and offers all students opportunities for success and challenge.
- It encourages the sharing, discussion and evaluation of a range of methods and approaches.
- It forces a high level of pupils' interest and enjoyment in all subject matter.
- It encourages a more relaxed informal classroom atmosphere, more conducive to learning and understanding of subject matter.
- It encourages greater independence and confidence.

In conclusion, questioning, bridging and metacognition are all mediation techniques. Mediative teaching entails, among other factors, focus on pupil learning rather than on teaching, pupils' self awareness as learners, active pupil interaction with the teacher and an integration of material

learnt in other contexts.

3.6 CONCLUSION

Though teaching is often considered an art, using good teaching strategies helps in developing the skills of learning. Teaching requires the knowledge of the content or the subject matter, teaching approaches, use of teaching aids and the techniques of teaching. All these will make teaching an interesting and effective activity.

The purpose of upgrading should be to aim at quality education, efficiency and effectiveness. Teachers should be exposed to the practical implications of learner-centred strategies. Thus, teachers should be taught how to go about organising certain strategies, their pro's and con's and how to implement them. If teachers use the learner-centred approach, search for relevance and have a positive attitude, the problems that we are encountering now in the 1990's will be a thing of the past.

An attempt has been made in this chapter to describe the structure of the teacher upgrading programme at RMTTC. Attention was given to the problems that have to be addressed by upgrading programmes and the aims of such programmes. Specific attention was given to the Diploma in Primary Education (Distance Education) and the teaching approaches used in the upgrading programme for primary education teachers.

When teachers are "empowered" they are given opportunities to try out new approaches, to solve problems and to create a more relaxed and active classroom atmosphere which is more conducive to learning. Empowerment can be a shared process between teachers and pupils. Pupils can be given opportunities to contribute to and modify curricula, so that they will have a real investment both in the learning process and the

outcomes.

Chapter Four will present the Methodology used in investigating the Teacher Upgrading Programme at Ramaano Mbulaheni Training Centre.

CHAPTER FOUR

RESEARCH METHODOLOGY AND PROCEDURES

4.1 INTRODUCTION

In the light of the literature survey relevant to teacher upgrading programmes (chapter 2), there is sufficient evidence to support the fact that teacher upgrading programmes have been relied upon by education systems to upgrade the professional qualifications of serving teachers in both developing and developed countries. It was considered important by the researcher to assess the programmes at Ramaano Mbulaheni Training Centre to determine whether upgrading programmes there meet the needs of the region. This chapter is mainly concerned with the procedures adopted in constructing instruments, administering them and collecting data to evaluate the current upgrading programme. The data is required to address the problem statements or answer questions concerning the current status of the professional and academic upgrading of Black primary school teachers in the Thohoyandou District (which is a subregion of the Northern Province). Data is collected through questionnaires and interviews. This chapter describes the empirical methods used to collect data as well as the problems encountered with collection and analysis of data.

4.2 RESEARCH DESIGN EMPLOYED

4.2.1 Sampling

Sampling refers to the process by which a sample (subjects of population elements) is drawn from the population (Stoker, 1989:100). In such

cases, the researcher will take a smaller group from the population and execute his/her research with them (the sample).

One main aim of research is to discover principles that have universal application. However, to study a whole population in order to arrive at generalizations is often impossible or unpractical. The process of sampling therefore, makes it possible to draw valid generalizations from the population on the basis of careful observation and analysis. A population is any group of individuals - that have one or more characteristics in common that are of interest to the researcher. In this study it comprises of teachers, heads of departments and principals of primary schools in the Northern Province.

Mulder (1982:58) stipulates that " to ensure that the sample will be representative of a population ... the population can be divided up into subgroups". The literature states that the larger the sample, the greater the validity of the findings. But size without representativeness is not enough. The first step towards representativeness is achieved by random sampling. Random sampling is the method of drawing a sample so that each member of the population has an equal chance of being selected (Tuckman, 1978:226-228; Behr, 1983:13; Kerlinger, 1986: 110-113).

The aim of sampling is to reach conclusions concerning the population as a whole, at a lower cost, and in a shorter time. From the following sampling techniques, simple random sampling, systematic sampling, stratified sampling, and cluster sampling, stratified random sampling was selected because it allowed schools to be subdivided into strata (areas, primary or secondary levels) and was fairly easy to apply.

From the data collected through stratified random sampling, it was possible to make reliable inferences about the population from which the sample was drawn. One cannot deny the fact that even if the sample is drawn randomly, it is never a completely accurate reflection of the population participants. Researchers often have to work within this limitation. Further factors like finance, time, facilities and amount of assistance for collecting and analysing the data are also critical in deciding the sample size of the study.

In the present study the researcher had to obtain samples large enough to represent the characteristics of the population spread over Venda, parts of Malamulele and Sekgosese which constitute Region 3 of the Northern Province.

4.2.1.1 Localization of respondents and gathering of data

Region 3 of the Northern Province covers a vast area with 683 historically Black schools and 7 623 Black teachers. Six inspection areas in the Province were used as geographical clusters for sampling the Region 3 population of educators. The three groups of respondents in this study were easily accessible since they are all in Region 3. This facilitated circulation of questionnaires. The questionnaires were delivered to schools by the researcher and handed to principals who distributed them among teachers and requested them to complete the questionnaires.

Application for permission to conduct this research in the respective schools and to involve teachers, heads of departments and principals was made to the Regional Director of the Department of Education, Arts, Culture and Sport in the Northern Province, on 20 February 1996. The reply granting permission for the use of primary school teachers, heads

of department and principals for this research was received in a letter dated 4 March 1996.

Preliminary enquiries had revealed that the number of teachers participating in upgrading programmes varied considerably from school to school and from area to area. In some schools approximately 80% of the teachers were participating in upgrading programmes while in others only 20% were involved. The average number of teachers involved appeared to be four or five per school.

Because of the large numbers of teachers involved and the desire on the part of the researcher to cover all six inspection areas, a decision was made to sample teachers in every area. In order to ensure a representative sample of the population, a sampling design that involved school size, was selected. The distribution and collection of questionnaires involving all teachers would be difficult, so sampling was done in certain schools. 80% of teachers from 120 schools of the total of 683, were involved.

The Area Manager of each of the six areas in Region 3 were contacted and informed:

- of the nature and importance of the research;
- that permission had been granted by the Regional Director of Region 3 of the Education Department Arts, Culture and Sports in the Northern Province, to conduct the research.

The Area Managers of the Department of Education in Region 3 assisted in informing the principals of the 120 sampled schools about the research.

A letter was written to the principals of the 120 selected schools informing them:

- that permission had been granted by the Regional Director of Region 3 of the Department of Education, Arts, Culture and Sport in the Northern Province to conduct the research.
- that permission was required from the principals to allow members of staff to participate in the study.
- that should he/she allow his/her school to participate an indication should be given as to the number of teachers and heads of department who:
 - were involved in upgrading courses at RMTC,
 - those who are not taking upgrading programmes or courses, and
 - were involved in upgrading courses at colleges, technikons and universities.

All of the principals replied and provided details of the numbers of teachers, head of departments and principals who were involved in upgrading programme at RMTC, those who are not taking upgrading courses and those who are involved in upgrading programmes at colleges, technikons and universities.

The provisional sub-samples, therefore were:

- two hundred and ninety three teachers and heads of department and principals engaged in upgrading;
- two hundred and ninety-two teachers, heads of departments and principals who are not doing upgrading programmes;
- two hundred teachers, heads of department and principals who are engaged in upgrading at colleges, technikons and universities.

In addition, there was a fourth group of educationists comprising of rectors of colleges of education, the dean of the School of Education of the University of Venda, lecturers from colleges and the School of Education, secondary school principals, and representatives from the NGO's.

4.2.1.2 Selection of population, sample and respondents

(a) Selection of population

A list of the various schools in the six areas was obtained from the office of Co-ordination and Provisioning of the Department of Education, Mr G.N. Mahlale, the Senior Deputy Chief Education Specialist in Region 3 of the Northern Province. A random selection was made from the number of schools within the given area to arrive at the sample size.

The following are areas, number of schools and the population involved in the research.

TABLE 4.1: Areas, number of schools and the population involved in the research

PRIMARY SCHOOLS			TOTAL SAMPLE			
AREAS	NUMBER OF SCHOOLS ACCORDING TO AREAS		NUMBER OF TEACHERS ACCORDING TO AREAS			
	TOTAL	SAMPLE	%	TOTAL	SAMPLE	%
1.Malamulele	121	7	5,8	1397	113	8.1
2. Mutale	105	11	10.5	810	100	12.3
3. Sekgosese	82	5	6.1	1058	139	13.1
4.Soutpansberg	170	49	28.8	1963	161	8.2
5.Thohoyandou	114	35	30.7	1226	172	14.0
6. Vuwani	91	13	14.3	1169	100	8.5
TOTAL	683	120	17.6	7623	785	10,3

(b) Selecting the schools

The following procedure was followed to select the schools : All the names of the schools in a given area were written down, each on a separate piece of paper. They were then put into a jar and shuffled. A predetermined number that constituted 50% of the number in the jar was randomly selected from the jar. The procedure produced the required number of schools. The 120 schools were selected using random sampling.

(c) Selection of the respondents

A total sample of 785 teachers, heads of departments and principals was selected and deemed sufficient for the investigation, working on the basis of five teachers/ heads of departments/ principals per school.

Three groups of respondents were identified namely, 293 teachers, heads of departments and principals currently engaged in upgrading courses at RMTTC; 292 teachers, heads of departments and principals who are not doing upgrading courses and 200 teachers, heads of departments and principals who are doing upgrading courses at colleges, technikons and universities *ie* teachers from the sampled schools. The next stage called for the random selection of the respondents. The procedure followed above was also used in this case. It is to these teachers, heads of departments and principals that the questionnaires were sent. The relatively high response rate was facilitated by the cooperation received from the Area Managers who showed interest in this study.

4.3 INSTRUMENTS USED

Common techniques for data collection include questionnaires, checklist observation techniques and the study of documents. In this study questionnaires were used as the prime research tool. An interview schedule was also used and interviews were recorded.

4.3.1 The questionnaire

There are many reasons for choosing questionnaires for the study:

- Questionnaires facilitate the obtaining of facts about current conditions and practices and the making of enquiries concerning

attitudes and opinions.

- Because interviews are time consuming, questionnaires are extremely effective for gathering information from a large number of people.
- Questionnaires are relatively cheap and information can be collected in a relatively short time by a single person (Tuckman, 1978:196-197; Behr, 1983:149-152; Mahlangu, 1987:25).
- Questionnaires are an appropriate tool for collecting data from samples spread over a large geographical area like Venda, Malamulele and Sekgosese.
- The questionnaires provide anonymity to the respondents. As a result respondents are expected to respond more willingly, openly and honestly to the questions.
- The questionnaire technique ensures to some extent, a good measure of objectivity in soliciting and coding the responses of the sample in a study.

Tuckman (1978:196) maintains that questionnaires like interviews, are a way of getting data about people by asking them rather than watching their behaviour. The self-report approach incorporated in questionnaires, presents certain limitations. Sometimes these techniques measure not what people believe; not what they like but what they say they like. However, Behr (1983:50) counters this by saying the following about the questionnaire; "If properly administered, it nevertheless continues to be the best available instrument for obtaining information from widely spread sources".

Consequently it was decided to use questionnaires to gather the data in this research.

4.3.1.1 Construction of the questionnaires

In constructing the questionnaires for teachers, heads of departments and principals, three different questionnaires were compiled namely, a questionnaire for teachers who are currently involved in upgrading courses at RMTC, a questionnaire for teachers who are not taking upgrading courses and teachers who are involved in upgrading courses at colleges of education, technikons and universities.

Part One of the questionnaires for the three subgroups of the respondents, asked for personal details such as gender, age, marital status, teaching experience, professional training, professional qualifications, school qualifications, years of experience and present post held.

Part Two of the questionnaire for those who are currently involved in upgrading courses at RMTC, colleges, technikons and universities, comprised of questions structured with the aim of determining the respondents' opinion about the upgrading programmes *ie* their assessment. The questions asked amongst other things, what motivated teachers to upgrade their qualifications, what upgrading courses they were doing that what the duration of the courses were, whether the courses were relevant to teachers' and pupils' needs, to what extent the courses covered new ground, responses of colleagues to innovations introduced, to what extent has the upgrading programme increased teaching skills and to what extent the upgrading increased knowledge of subject matter.

Part Two of the questionnaire applicable to those who are not taking upgrading courses comprised of questions structured with the aim of determining the respondents' opinion about why they were not involved

in upgrading. The questions enquired about the need to upgrade qualifications, what motivated teachers to upgrade their qualifications, should upgrading be made compulsory, for whom the upgrading of qualifications is absolutely necessary, knowledge about teaching approaches and skills. The last question was an open one giving every teacher the opportunity to comment on teacher upgrading programmes. A combination of closed and open questions were therefore used.

Part Three of the questionnaire, applicable to teachers, heads of departments and principals who are involved in the teacher upgrading programme at RMTC asked questions regarding the following:

- (a) Administration
- (b) Study material
- (c) Assignments
- (d) Contact sessions
- (e) Examination and results.

Part Three of the questionnaire applicable to teachers, heads of departments and principals who are involved in teacher upgrading programmes at colleges, technikons and universities asked teachers how they benefit from the upgrading, whether they need some guidance in choosing courses and whether there is a need to increase the number of institutions.

The last question of part three in both questionnaires was an open one, giving the respondents the opportunity to comment on the strength and weaknesses of the entire teacher upgrading programme. The questionnaire included ratings, and checklists. The rating type required an evaluative word, whereas the checklist required that a cross be made next to several alternative answers.

4.3.1.2 Piloting the questionnaire

Prior to the main survey a pilot survey was done. All data gathering instruments should be tried out on a group similar to the one that will form the population of the study. The pilot study, sometimes referred to as pilot testing, is a preliminary or "trial run" investigation that precedes the carrying out of any investigation or project (Mahlangu, 1987:82).

The basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and identify flaws in the instruments to be used. The number of participants in the pilot study or group is normally smaller than the number scheduled to take part in the subsequent study.

Borg and Gall (1979:70) give the following purpose of the pilot study:

- It permits a preliminary testing of the hypotheses that leads to testing more precise hypotheses in the main study.
- It often provides the research worker with ideas, approaches and clues not foreseen prior to the pilot study.
- It may save the research worker major expenditures of time and money on a research project that will yield less than expected.
- It greatly reduces the number of treatment errors because unforeseen problems revealed in the pilot study may be overcome in redesigning the main study.
- In many pilot studies it is possible to get feedback from research and other persons involved that leads to important improvements in the main study.
- In the pilot study, the research worker may try out a number of alternative measures and then select those that produce the best results for the main study.

A pilot study was performed to test questions for *inter alia*, vagueness and ambiguity, to ascertain whether questions were correctly structured or not, and to identify questions of a sensitive nature. Space was provided at the end of the pilot questionnaire for the respondents to make the required comments.

Four primary schools in the Thohoyandou District were used in the pilot study. Teachers, heads of departments and principals completed the questionnaires and made comments where they felt necessary. Some questions that proved redundant or irrelevant, were excluded e.g. the items that related to financing of the programme and that teachers staying far from the centres that provide teacher upgrading programmes, should have their travel costs refunded.

Their constructive responses were of considerable assistance in refining the questionnaire. Instructions to respondents to rank certain responses according to preference or importance were not adhered to and these were further refined. Included in the target group of the pilot survey were high school teachers, heads of departments and principals. In this way weaknesses were eliminated, and strengths capitalised and extended. The purpose of the pilot survey was to try and validate the practicability involved in administering a questionnaire.

At this stage it was decided to exclude high school teachers and heads of departments from the main survey. This step was necessitated by the fact that the pilot study confirmed the fact that the problem of underqualified teachers was not as critical at high school level as it is at primary school level.

4.3.1.3 Administrating the questionnaires

The researcher used two ways of distributing the questionnaires to the respondents namely:

- Personally delivered questionnaires and
- Postal questionnaires

The following table shows the distribution of questionnaires in the six Areas of Region 3.

TABLE 4.2: The distribution of questionnaires in the six areas of region 3

SAMPLE	NUMBER OF QUESTIONNAIRES DISPATCHED	NUMBER OF RETURNS	PERCENTAGE RETURNS %
(a) Teachers, heads of departments and principals who are presently engaged in upgrading programme at RMTc.	293	227	77,5
(b) Teachers, heads of departments and principals who are not taking upgrading programme.	292	247	84.6
(c) Teachers, heads of departments and principals who are engaged in upgrading programmes with colleges, technikons and universities.	200	193	96.5
TOTALS	785	667	85.0

(a) Questionnaires personally delivered

The researcher personally delivered 503 questionnaires and collected the completed ones. This facilitated the process and enhanced the response rate. It also enabled the researcher to expand on the purpose and significance of the study, clarify points, answer questions and motivate respondents to answer questions carefully and truthfully. Teachers had difficulties in understanding some of the educational concepts used in the questionnaire, for example, "upgrading", "underqualified", "resources" and "innovations". The language problem is mainly influenced by mother-tongue instruction in primary schools. Upgrading in English as a second language needs to be given special attention.

The following is the breakdown of the returns of the questionnaires personally delivered to the respondents:

TABLE 4.3: The breaking down of the returns of the questionnaires personally delivered to the respondents

AREAS	Number of questionnaires delivered	Number of Returns	Percentage of Returns
1. MALAMULELE	54	47	87.0
2. MUTALE	45	37	82.2
3. SEKGOSESE	52	43	82.7
4. SOUTPANSBERG	145	131	90.3
5. THOHOYANDOU	113	100	88.5
6. VUWANI	94	86	91.5
TOTALS	503	444	88.3

(b) Mailed questionnaires

According to Cohen and Manion (1986:107) " the postal questionnaire is the best form of survey in carrying out an educational enquiry". Wiersma (1985:146) concurs with Cohen and Manion but goes further to level, among others, the following criticisms against the use of postal questionnaires:

- high non-response rate
- unreliable responses from respondents.

Despite some of the criticisms raised above, questionnaires have been found to be useful for the following reason:

- If adequate care is taken in item construction, the questionnaire is capable of producing the necessary data (Wiersma, 1985:147).

The researcher posted a total of 282 questionnaires to the principals of each of the schools selected and the following were included:

- The teachers', heads of departments' and principals' questionnaires (the number of each type of questionnaire was based on the information initially given by the principal in response to the researcher's first enquiry).
- Covering letters for the teachers, heads of departments and principals to explain the main aims of the questionnaires and the way in which they were to be completed.
- Reply envelopes for teachers, heads of departments and principals.
- One large, stamped, addressed envelope for the principal to dispatch the sealed reply envelopes to the researcher.

The following is the breakdown of the returns of the questionnaires mailed to the respondents:

TABLE 4.4: The breaking down of the returns of the questionnaires mailed to the respondents

AREAS	Number of Questionnaires Dispatched	Number of Returns	Percentage of Returns %
1. MALAMULELE	55	48	87.3
2. MUTALE	41	30	73.2
3. SEKGOSESE	50	45	90.0
4 SOUTPANSBERG	76	58	76.3
5. THOHOYANDOU	49	35	71.4
6. VUWANI	11	7	63.6
TOTALS	282	223	79.1

The researcher made use of a record chart to control the process and information such as dates on which the letters and questionnaires were posted and dates on which they were returned was noted. This procedure made it easy to locate non-returns and send out reminders.

Questionnaires were mailed to respondents in widely scattered areas of Malamulele, Mutale, Sekgosese, Soutpansberg, Thohoyandou and Vuwani. The responses were encouraging with about 80% of the mailed questionnaires being returned within the requested period. Reminders and stamped self-addressed envelopes were posted to principals of schools who had not returned completed questionnaires. The letters re-emphasized the importance of the study and value of the person's contribution to the present study.

The returns were scrutinized upon receipt and the information transferred in code to master sheets. Of the 785 questionnaires that were dispatched, 667 were returned, all of which were found to be suitable for the purpose of analysis. The high response rate of 85% contributes to the validity of the generalization derived from the study. The breakdown of the returns was as follows:

TABLE 4.5: The breakdown of the returns

AREAS	Teachers taking upgrading at RMTC	Teachers not taking upgrading	Teachers taking upgrading at colleges of education, technikons and universities
1. MALAMULELE	6	20	39
2. MUTALE	34	27	13
3. SEKGOSESE	1	47	42
4. SOUTPANSBERG	95	63	52
5. THOHOYANDOU	63	59	30
6. VUWANI	28	31	17
TOTALS	227	247	193

4.3.2 The interview schedule

4.3.2.1 Introduction

The interview is an oral questionnaire. The interviewee gives the needed information verbally in a face-to-face relationship rather than writing the response. Behr (1983:144-145) defines an interview as : "A direct method of obtaining information in a face-to-face situation".

The interview method of collecting data is flexible and can be easily adapted to a variety of situations. Through the interview technique, the researcher may stimulate the respondent to greater insight into his or her own experiences and

thereby explore important areas not anticipated originally by the interviewer (Mahlangu, 1987:87).

The main reason for the flexibility of this method is the presence of the interviewer who can explore responses with interviewee, ask further questions for the clarification of certain points and control the interview to elicit responses wanted. Borg and Gall (1979:25) support this view when they point out that interviews are valuable measurement tools for gathering information in areas where a deep understanding is needed and where probing might be required.

4.3.2.2 Construction of the interview schedule

A structured but open-ended interview schedule was required so as not to place too much restriction on the responses given. The flexible approach permitted the interviewer to pursue certain responses as far as was necessary, to follow important clues or to obtain additional information. The researcher constructed an interview schedule which consisted of a set of questions that the interviewer asked each respondent. In this study, the interview schedule was intended for the senior educationists. The interview schedule comprised of ten questions for the fourth group of the respondents. The respondents were interviewed in their offices and at the schools. Interviews were at least 30 minutes long.

4.3.2.3 Piloting the interview schedule

A pilot test of the interview schedule was done on a group of persons similar to the respondents of the main study. The main reasons for using the interview schedule were to:

- correctly identify the errors and weaknesses in the interview schedule;
- provide vital training for the researcher as an interviewer;
- improve the questions' potential for eliciting relevant information by taking heed of constructive comments of colleagues in the field.

Factors such as race, age, religion, vocabulary, accent, ethnic background and social class of the interviewer had little influence on the reliability and validity of the responses because the interviewer and most of the interviewees were of similar background.

4.3.2.4 Administering the interview schedule

Interviews demand a lot of time, so only three rectors, one dean, six heads of university departments, fifteen lecturers, ten primary school principals, five heads of departments and twenty primary school teachers were interviewed. These interviews were used to collect data, which was in turn used in a qualitative manner to yield findings reported later in this study.

Recording and note taking are the usual methods for preserving the information collected in the interview. Tape recordings provide the most accurate method of collecting information. Both techniques were employed concurrently in this study. There was no respondent who objected to the use of a tape recorder. The use of a tape recorder has

several advantages when recording interviewed data in research, namely:

- Recording interviews on tape is convenient and inexpensive.
- It obviates the necessity for writing during the interview, which may be a distracting influence, both to the interviewer and the subject.
- It reduces the tendency of the interviewer to make an unconscious selection of data favouring biases.
- Interviews recorded on tape may be replayed as often as necessary for complete and objective analysis at a later time.
- It is possible with tape-recorded data for a person other than the interviewer to evaluate and classify the responses (Borg & Gall, 1979:445).

The tape-recorded responses give a permanent record of what was actually said instead of what the interviewer thought was said. Interviews were recorded and coded at a later stage.

As a precautionary measure responses during interviews were also written down. Notes of responses and tape-recordings were made of the interviews with the intention of double checking them. A written record of each interview was made afterwards.

4.4 PROBLEMS ENCOUNTERED DURING INVESTIGATIONS

4.4.1 Problem encountered with the questionnaire

Some teachers, heads of departments and principals expressed concern at the length of the questionnaire.

4.4.2 Problems encountered when administering the questionnaire

- Some of the principals were not prepared to allow their staff members to be involved in the research because when the researcher arrived at their schools to collect the questionnaires, attempts were made to avoid the researcher.
- In one of the schools, in the Thohoyandou area, teachers refused to complete the questionnaires because the teacher who was asked to distribute the questionnaires is involved in the upgrading programme at RMTC and mentioned that this exercise would help him pass the course.
- In some instances teachers, heads of department and principals thought that completing the questionnaire would subject them to victimization and consequently they were not always willing to give the true information.
- Some teachers, heads of departments and principals displayed an element of distrust, but this was alleviated when they were assured that the survey was being conducted in order to help in the planning and organisation of the upgrading programme.

Despite the problems encountered in this research, it is the researcher's conviction that the methodology is sound, and yielded data which is valid.

4.4.3 Problems encountered during interviews

- It was difficult to interview lecturers who felt that their positions were being threatened by the questions.

- Some respondents expected the researcher to answer some of the questions for them.
- Others did not want to be interviewed, but wanted the researcher to give them the interview schedule so that they could fill it in themselves.
- Telecommunication problems were also experienced. Most of the six education areas in Region 3 areas are served by manual telephone systems and it was difficult to arrange interviews. This difficulty was overcome by travelling to the area, at great cost in terms of time and expense.

4.5 CONCLUSION

This chapter discussed the methodology used to collect data for this research. Questionnaires, and interview schedules were used for this purpose.

A stratified random sampling frame was selected, because it ensured the widest coverage of the research area. The respondents were stratified according to their level of responsibility, namely, rectors of colleges of education, the dean of the School of Education of University of Venda, primary school principals, colleges and university lecturers, heads of departments, teachers and representatives of NGO's.

The population was restricted to Black primary school educators. Despite the problems encountered regarding the questionnaires, administering the questionnaires and interviews, the researcher is of the opinion that the results are valid. The presentation and analysis of the responses are set out in chapter Five.

CHAPTER FIVE

PRESENTATION, ANALYSIS AND DISCUSSION OF RESPONSES

5.1 INTRODUCTION

In this chapter the responses to the three questionnaires that were administered are examined. One questionnaire was sent to teachers, heads of departments and principals who are currently involved in the upgrading programme at RMTTC; the second was sent to teachers, heads of departments and principals who are currently involved in upgrading programmes at Colleges of Education, Technikons and Universities (CTU) and the last one was sent to teachers, heads of departments and principals who are not involved in upgrading courses at present.

The execution of this research produced a mass of raw data resulting from the administration of the three questionnaires and an interview schedule. The data had to be accurately collected and systematically organized to facilitate analysis. The analysis of responses from some of the questions in the questionnaires and interviews were more complex because open-ended items had been included. After the responses had been categorised, the results were transferred to summary data sheets. Recording of the data in a systematic manner facilitated examination of the data as well as analysis.

As the majority of the items in the three questionnaires were identical, the responses to these questionnaires were analysed under a single heading. The responses are divided into three parts:

Part One of each of the three questionnaires deals with the biographical information of the respondents.

Part Two of the questionnaires for teachers, heads of departments and principals who are presently involved in upgrading programmes at RMTC and CTU, deals with the assessment of the teacher upgrading programmes. Part Two of the questionnaire to teachers, heads of departments and principals not taking upgrading courses deals with their views on the upgrading of qualifications.

Part Three of the questionnaire to those who are doing upgrading courses at RMTC, addresses issues related to the problems teachers have encountered concerning administration, study materials, assignments, contact sessions and examinations and the structure, format, weaknesses and strengths of the teacher upgrading programmes. Part Three of the questionnaire to those doing upgrading courses at CTU addresses the issue of the need for increasing the number of upgrading institutions and the guidance needed in choosing the courses. The information obtained from the three parts are set out below with the aid of tables.

5.2 ANALYSIS OF RESPONSES TO QUESTIONNAIRES BY TEACHERS, HEADS OF DEPARTMENT AND PRINCIPALS

As mentioned in the introduction, three questionnaires were used in this investigation. The respondents were either doing upgrading courses at RMTC or at CTU, or were not involved in any upgrading courses at the time of the investigation.

The total number of questionnaires distributed were 785 and 667 were returned. The percentage response was 85,0%, contributing to the

reliability of the data obtained .

Those involved in the survey and who are presently doing upgrading courses at RMTC totalled 227 whereas 193 were involved in upgrading at CTU. The total of 420 is in excess of the 247 who are not taking upgrading courses.

5.3 BIOGRAPHICAL DATA OF THE RESPONDENTS

5.3.1 Gender of teachers, heads of departments and principals

Table 5.1 shows the gender of teachers, heads of departments and principals who participated in this study (Appendices A, B and C, question 1.1).

TABLE 5.1: Gender of respondents

	MALE		FEMALE		TOTAL
	(n)	%	(n)	%	
Those doing upgrading at RMTC	88	38,8	139	61,2	227
Those doing upgrading at CTU	67	34,7	126	65,3	193
Those not involved in upgrading	98	39,7	149	60,3	247
TOTAL	253	37,9	414	62,1	667

The data shown in Table 5.1 indicates that a majority (62,1%) of the participants were females and 37,9% were males. Due to the random selection of respondents, it can be concluded that more females than males are teaching at primary schools. Similar proportions occur as far

as upgrading of qualifications are concerned, as well as those not doing upgrading.

5.3.2 Age distribution of teachers, heads of departments and principals

The number of teachers, heads of departments and principals in various age groups are set out below (Appendices A, B and C, question 1.2).

TABLE 5.2 : Age distribution of respondents

	under 30 years		30-39 years		40-49 years		50 and older		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	9	4,0	129	56,8	85	37,4	4	1,8	227
Those doing upgrading at CTU	36	18,6	85	44,0	63	32,6	9	4,7	193
Those not involved in upgrading	45	18,2	113	45,8	64	25,9	25	10,1	247
TOTAL	90	13,5	327	49,0	212	31,8	38	5,7	667

The question aimed at obtaining information relating to the age of the respondents to determine their trainability and justification for such a training. Maturity is considered a vital factor in determining suitable methods, choice of material and teaching objectives for the target group (Baath, 1988:274).

The majority of respondents (56,8% of those doing upgrading at RMTC; 44,0% of those doing upgrading at CTU and 45,8% of those who are not involved in upgrading) are in the 30 - 39 year age group. The results show that in the three groups, 90 participants were less than 30 years old while 250 were older than 39. The results suggest that the upgrading of serving teachers is vital since the majority of these teachers would still be in service for at least 25 years.

5.3.3 Marital status of teachers, heads of departments and principals

In the present study the position with regard to marital status of teachers, heads of departments and principals (Appendices A, B and C, question 1.3) is as follows:

TABLE 5.3 : Marital status of respondents

	Single		Married		Divorced		Widowed		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	24	10,6	177	78,0	11	4,8	15	6,6	227
Those doing upgrading at CTU	25	13,0	152	78,8	12	6,2	4	2,0	193
Those not involved in upgrading	54	21,9	179	72,5	7	2,8	7	2,8	247
TOTAL	103	15,4	508	76,2	30	4,5	26	3,9	667

The results in table 5.3 suggest a similarity between the three groups as far as marital status is concerned, because 78,0% of those doing upgrading at RMTC, 78,8% of doing upgrading at CTU and 72,5% of those not involved in upgrading, are married. In total, married participants (508) exceeded the rest (159) by a large margin.

5.3.4 Teaching experience of teachers, heads of departments and principals

In this instance the question (Appendices A, B and C, question 1.4) was aimed at establishing the teaching experience of the respondents in order to determine the relationship between their teaching experience and their age. The information would further assist in determining the structure and the format of the upgrading programme. This can be done by developing upgrading programmes which differ in the duration of the upgrading courses according to the teaching experience of teachers. The years of teaching experience of teachers, heads of departments and principals participating in this study are set out in the table below.

TABLE 5.4 : Teaching experience of respondents

	Less than 10 years		11-15 years		16-20 years		21-25 years		More than 26 years		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	21	9,3	88	38,7	94	41,4	21	9,3	3	1,3	227
Those doing upgrading at CTU	79	40,9	40	20,8	43	22,3	18	9,3	13	6,7	193
Those not involved in upgrading	78	31,6	62	25,1	63	25,5	21	8,5	23	9,3	247
TOTAL	178	26,7	190	28,5	200	30,0	60	9,0	39	5,8	667

More than a quarter of the respondents (26,7%) have a teaching experience of less than 10 years. This suggests that a good number of teachers are fairly inexperienced. The respondents doing upgrading at CTU who have less than 10 years teaching experience are more (40,9%) than those doing upgrading at RMTC by far (9,3%). A large percentage of teachers (58,5%) have between 11 and 20 years of teaching experience.

Respondents fall mainly in the 16-20 year range of experience (30,0%). This implies that the majority of teachers used in this study have numerous years of teaching experience.

The percentage respondents with 21 to 25 years experience that are involved in upgrading at CTU and RMTC is the same (9,3%) and 8,5% are not involved in upgrading.

Only thirty-nine teachers however, had over 26 years of teaching experience. The percentage respondents with more than 26 years teaching experience are those not involved in upgrading (9,3%) followed by those doing upgrading at CTU (6,7%) and lastly those doing upgrading at RMTC (1,3%).

5.3.5 Professional training of teachers, heads of departments and principals

The following table shows the types of institutions where teachers, heads of departments and principals obtained their initial training for teaching (Appendices A, B and C, question 1.5).

TABLE 5.5 : Initial training of respondents

	College of Education		University		Technikons		Other		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	210	92,5	8	3,5	0	0	9	4,0	227
Those doing upgrading at CTU	180	93,2	0	0	4	2,1	9	4,7	193
Those not involved in upgrading	230	93,1	10	4,1	3	1,2	4	1,6	247
TOTAL	620	93,0	18	2,7	7	1,0	22	3,3	667

The results show that most teachers (92,5% of those upgrading at RMTC, 93,2% of those at CTU and 93,1% of those not involved in upgrading

courses) did their initial training at colleges of education. Only a limited number of participants in all the categories received their initial training at a university (2,7%), or at technikons (1,0%).

Most respondents are therefore probably doing upgrading courses because their initial entrance qualifications are inadequate. Teachers were allowed to enter training with Junior Certificate (Std 8). This resulted in underqualification.

5.3.6 Professional qualification of teachers, heads of departments and principals

This question aimed at establishing the qualifications held by respondents to determine whether there is a need to upgrade their qualifications (Appendices A, B and C, question 1.6. The following table sets out the different types of qualifications held by teachers, heads of departments and principals .

TABLE 5.6 : Qualifications of respondents

	PTC or less		Pre-Primary		PTD		Other		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	204	89,9	6	2,6	17	7,5	0	0	227
Those doing upgrading at CTU	90	46,6	25	13,0	54	28,0	24	12,4	193
Those not involved in upgrading	136	55,1	11	4,5	75	30,3	25	10,1	247
TOTAL	430	64,5	42	6,3	146	21,9	49	7,3	667

The results in the above table suggest that Black teachers need to upgrade their qualifications because most of them are underqualified. The highest percentage, namely 64,5% have a PTC or less. The second highest percentage (21,9%) have a PTD which implies that these teachers have three years of secondary schooling and two years of teacher training.

This high incidence of underqualification is detrimental to education. According to the results in the above table, only 49 of 667 teachers in the present study are qualified to teach in a secondary school. The remaining 618 are under-equipped for their task and teach beyond the level for which they had been prepared. If the quality of education is to be improved, teachers should be given further training.

Almost (90%) of the respondents doing upgrading at RMTC have a PTC or less, whereas 46,6% in the same category are doing upgrading courses at CTU. This is almost half of that at RMTC. It is disturbing that 55,1% in the same category are not involved in any upgrading programme.

5.3.7 Academic training of teachers, heads of departments and principals

This question aimed at establishing the academic training of the respondents to determine whether there is a need to upgrade their academic training (Appendices A, B and C, question 1.7). The following table sets out the different types of highest academic training of teachers, heads of departments and principals.

TABLE 5.7 : Highest academic training of respondents

	JC and Lower		Matriculation		Under-graduate courses		Degrees		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	0	0	198	87,2	3	1,3	26	11,5	227
Those doing upgrading at CTU	8	4,2	151	78,2	12	6,2	22	11,4	193
Those not involved in upgrading	42	17,0	183	74,1	12	4,9	10	4,0	247
TOTAL	50	7,5	532	79,8	27	4,0	58	8,7	667

The results of table 5.7 indicate that few respondents have JC and lower (7,5%) as their highest academic training qualification. The majority of the respondents (79,8%) have a matriculation certificate. Only 4,0% had completed undergraduate degree courses and a mere 8,7% have completed their degrees.

None of those with a JC or less are doing upgrading at RMTC since this upgrading programme caters for teachers with matriculation certificates and Primary Teachers' Certificate. Some of the teachers with JC or less (4,2%) are involved in courses at CTU, but 17,0% are not involved in any upgrading.

5.3.8 Posts presently held by teachers, heads of departments and principals

Respondents involved in this study were asked to indicate the details of the posts they held (Appendices A, B and C, question 1.8). The details

of the type of posts held by teachers, heads of departments and principals presently engaged in upgrading programmes and those who are not engaged in upgrading programmes, are shown in the table 5.8.

TABLE 5.8 : Posts held by respondents

	Teacher		Head of Department		Principal		Deputy principals		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	163	71,8	34	15,0	30	13,2	0	0	227
Those doing upgrading atCTU	149	77,2	24	12,4	18	9,3	2	1,0	193
Those not involved in upgrading	186	75,3	34	13,8	27	10,9	0	0	247
TOTAL	498	74,7	92	13,8	75	11,2	2	0,3	667

The results in table 5.8 indicate that 71,8% of the respondents doing upgrading courses at RMTC, 77,2% doing upgrading courses at CTU and 75,3% not involved in any upgrading are teachers. The overall picture shows that the majority of the participants (74,7%) are teachers while 13,8% are heads of departments, 11,2% are principals and 0,3% are deputy principals.

5.3.9 Possible reasons why teachers upgrade their qualifications

Teachers, heads of departments and principals were asked to arrange possible reasons why qualifications are upgraded, in order of priority (Appendices A and B, question 2.1 and Appendix C, question 2.3). Their first priorities are set out below.

TABLE 5.9 : Reasons for upgrading their qualifications

	Salary purposes		Promotion		Professional development		Academic development		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	54	23,8	39	17,2	86	37,9	48	21,1	227
Those doing upgrading at CTU	46	23,8	45	23,3	48	24,9	54	28,0	193
Those not involved in upgrading	44	17,8	60	24,3	75	30,4	68	27,5	247
TOTAL	144	21,6	144	21,6	209	31,3	170	25,5	667

The results in table 5.9 show that most of the respondents doing upgrading at RMTC (37,9%) and most of those not involved in upgrading (30,4%) indicated that they considered professional development as the main reason for upgrading, whereas most of those doing upgrading at CTU (28,0%) consider academic development as the main reason for upgrading qualifications. The results further show that of those doing upgrading courses at RMTC 23,8% consider salary purposes as main reason for upgrading whereas almost a quarter (24,9%) of those doing upgrading at CTU consider professional development as the main reason.

The overall results suggest that although approximately a third (31,3%) of the respondents indicated their incentive for upgrading to be professional development, 25,5% considered academic development the most important reason for upgrading their qualifications whereas salary purposes (21,6%) and promotion (21,6%) were rated equally important.

5.3.10 Upgrading courses taken by teachers, heads of departments and principals who are presently engaged in upgrading their qualifications

Teachers, heads of departments and principals were asked to indicate which courses they were doing and the duration of these courses (Appendices A and B, question 2.2). The results appear in table 5.10.

TABLE 5.10 : Courses taken by respondents who are presently enrolled at RMTTC and CTU

Name of courses/ Degree	Duration in years	(n)	Percentage
1. DE 11	4	227	54,0
2. DIPLOMA	2	45	10,7
3. SEC	3	42	10,0
4. BA	5	59	14,0
5. UED	2	13	3,1
6. HED	3	22	5,2
7. BA Hons	3	7	1,7
8. B Ed	3	4	1,0
9. PhD / D.Ed.	5	1	0,2
TOTAL		420	100

The results presented in table 5.10 show that most teachers (54,0%) are doing DE 11 (which is a distance education diploma offered at RMTTC to teachers with a Senior Certificate and a Primary Teachers Certificate). This is followed by B A (14,1%), diplomas (10,7%), such as Remedial Education, Educational Management and Library Science, SEC (10,0%) which is offered is at Vista University to teachers with a Senior Certificate and a Primary Teachers' Certificate and post-graduate teachers' diplomas

such as the UED offered by the University of the North, University of Venda, University of Zululand and the University of Fort Hare and the HED offered by other universities (8,3%). The majority of the respondents (83,1%) are doing professional upgrading.

5.4 OPINIONS OF TEACHERS, HEADS OF DEPARTMENTS AND PRINCIPALS AS REGARDS UPGRADING COURSES IN GENERAL

5.4.1 The opinions of the respondents as regards the relevance of the courses to teachers' needs

The information about the relevance of the course in accordance with the needs of teachers, heads of departments and principals was obtained (Appendices A and B, question 2.3). The opinions of respondents as far as course relevance is concerned, is set out in table 5.11.

TABLE 5.11 : The relevance of the courses to the needs of teachers

	Highly relevant		Moderately relevant		Little relevance		Irrelevant		Cannot decide		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	141	62,1	63	27,8	15	6,6	0	0	8	3,5	227
Those doing upgrading at CTU	144	74,6	42	21,8	2	1,0	0	0	5	2,6	193
TOTAL	285	67,8	105	25,0	17	4,1	0	0	13	3,1	420

The majority of the respondents (67,8%) consider the courses they are doing to upgrade their qualifications as highly relevant to their needs. The results further indicate that most of the respondents who are doing upgrading at RMTC (62,1%) and most of those doing courses at CTU (74,6%) are of the opinion that the courses are highly relevant to their needs. More respondents doing upgrading courses at CTU are satisfied with the relevancy of their courses than those doing upgrading courses at RMTC.

A similar trend appears as far as “moderate relevance” or “little relevance” is concerned because 27,8% of respondents doing upgrading courses at RMTC and 21, 8% of those doing upgrading courses at CTU consider the courses as moderately relevant and 6,6% of those at RMTC and 1,0% of those at CTU indicated that the courses are of little relevance. None of the respondents considered the courses as irrelevant to the their needs.

5.4.2 The opinions of the respondents as regards the relevance of the courses to the pupils' needs

The respondents were requested to give their opinion as regards the relevance of the upgrading courses to the pupils' needs (Appendices A and B, question 2.5).

TABLE 5.12 : The relevance of the courses to the pupils' needs

	Highly relevant		Moderately relevant		Little relevance		Irrelevant		Cannot decide		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	138	60,7	63	27,8	14	6,2	0	0	12	5,3	227
Those doing upgrading at CTU	123	63,7	54	28,0	11	5,7	0	0	5	2,6	193
TOTAL	261	62,1	117	27,9	25	5,9	0	0	17	4,1	420

The results show that the majority (62,1%) of the respondents were of the opinion that the courses they are doing to upgrade their qualifications are highly relevant to their pupils' needs. This results further indicate that there is a degree of similarity since the respondents doing upgrading at RMTC (60,7%) and those doing upgrading at CTU (63,7%) are of the opinion that their courses are highly relevant to their pupils' needs. Only 5,3% of the respondents doing upgrading at RMTC and 2,6% of those doing upgrading at CTU cannot decide on the relevance of the courses they are doing to their pupils' needs. None considered the courses as irrelevant to the pupils' needs.

5.4.3 The extent to which the content of upgrading courses covers new work

Teachers were asked to indicate the extent to which the content of upgrading courses covered work with which they were not familiar (Appendices A and B, question 2.7). The intention was to determine

whether there was any duplication of content. The details are set out below.

TABLE 5.13 : The extent to which the content of upgrading courses covers new work

	Very high		High		Moderate		Low		Very low		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	90	39,6	62	27,3	70	30,8	3	1,3	2	0,9	227
Those doing upgrading at CTU	47	24,4	78	40,4	60	31,0	5	2,6	3	1,6	193
TOTAL	137	32,6	140	33,3	130	30,9	8	1,9	5	1,2	420

The overall picture revealed by the above results is that the content of upgrading courses certainly covered considerable new work as 32,6% of the respondents indicated that the courses covered new work to a very high extent and 33,3% to a high extent. There was apparently little repetition of the content. Table 5.13 shows that the respondents doing upgrading at RMTC as well as those at CTU are of the opinion that the extent to which the content of upgrading courses covers new work is high to very high.

The majority of the respondents doing upgrading at RMTC are of the opinion that the extent to which the content of upgrading courses covers new work is very high (39,6%) to moderate (30,8%) and then lastly high (27,3%), whereas those doing upgrading at CTU are of the opinion that

the extent to which the content of upgrading courses covers new work is high (40,4%) to moderate (31,0%) and then very high (24,4%). The results further suggest that there is a degree of similarity since 30,8% of the respondents doing upgrading at RMTC and 31,0% of those doing upgrading courses at CTU indicated the extent to which the content of upgrading courses covers new work as moderate.

5.4.4 Introduction of the knowledge received from upgrading programmes at schools

Teachers were asked whether they had tried to introduce what they were learning, or had gained from programmes or from upgrading courses, at the schools where they teach (Appendices A and B, question 2.8). The results are shown in the table below.

TABLE 5.14: Introduction of the knowledge received from upgrading programmes at schools

	YES		NO		TOTAL
	(n)	%	(n)	%	
Those doing upgrading at RMTC	177	78,0	50	22,0	227
Those doing upgrading at CTU	152	78,8	41	21,2	193
TOTAL	329	78,3	91	21,7	420

The results suggest that almost all the teachers (78,3%) implemented the knowledge they gained from the upgrading programmes. The results indicate that the respondents doing upgrading at RMTC (78,0%) and those at CTU (78,8%) are implementing innovations they obtained from upgrading courses.

5.4.5 Responses of colleagues to the introduction of innovations by teachers, heads of departments and principals

The details in the table below show the reactions of colleagues of respondents to the introduction of innovations by those who were doing upgrading courses (Appendices A and B, question 2.9).

TABLE 5.15: Responses of colleagues to the introduction of innovations by teachers, heads of departments and principals

	Positive reaction		Negative reaction		No reaction		TOTAL
	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	181	79,8	11	4,8	35	15,4	227
Those doing upgrading at CTU	161	83,4	0	0	32	16,6	193
TOTAL	342	81,4	11	2,6	67	16,0	420

It was established earlier that teachers introduced innovations resulting from upgrading programmes in their respective schools. The results in the table 5.15 suggest that the overall reaction of colleagues was positive (81,4%). This suggests that colleagues support the attempt to introduce innovations at their schools. Any implementation of innovations assumes that there will be changes in approaches to teaching techniques. The respondents doing their upgrading courses at CTU experienced no negative reaction, whereas some doing the upgrading courses at RMTC (4,8%) experienced some negative reaction.

5.4.6 The extent to which upgrading programmes increased teachers' skills

Teachers were asked to indicate the extent to which upgrading courses had increased their teaching skills (Appendices A and B, question 2.10).

TABLE 5.16: The extent to which upgrading programmes increased teachers' skills

	Very great		Great		Moderate		Low		Very low		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	96	42,3	85	37,4	46	20,3	0	0	0	0	227
Those doing upgrading at CTU	69	35,8	104	53,9	20	10,3	0	0	0	0	193
TOTAL	165	39,3	189	45,0	66	15,7	0	0	0	0	420

The respondents indicated that they drew considerable benefit from the upgrading programmes as far as increasing their skills is concerned. Of the respondents doing upgrading courses at CTU, a total of 89,7% indicated that they have benefited to a "very great" and a "great" extent and a total of 79,7% of those doing upgrading at RMTC similarly increased their skills to a "very great" and "great" extent. Generally, the results suggest that the majority of the respondents (84,3%) have improved in their teaching skills by a "very great" or "great" extent. None of the respondents indicated that the courses did not improve their teaching skills at all.

5.4.7 The extent to which upgrading programmes increased teachers' knowledge of subject matter

The respondents were asked to indicate the extent to which upgrading courses had increased their knowledge of subject matter (Appendices A and B, question 2.7). The results are shown in table 5.17 .

TABLE 5.17: The extent to which upgrading programme increased teachers' knowledge of subject matter

	Very great		Great		Moderate		Low		Very low		TOTAL
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	
Those doing upgrading at RMTC	12	53,3	59	26,0	47	20,7	0	0	0	0	227
Those doing upgrading at CTU	78	40,4	74	38,3	36	18,7	2	1,0	3	1,6	193
TOTAL	199	47,3	133	31,7	83	19,8	2	0,5	3	0,7	420

The results show that the majority of the participants (47,3%) used in this study were of the opinion that the upgrading programmes increased their knowledge of subject matter to a very great extent and 31,7% indicated that their knowledge was increased to a great extent. The responses of respondents suggest that upgrading programmes increased their knowledge of subject matter.

5.5 ASSESSMENT OF TEACHERS, HEADS OF DEPARTMENTS AND PRINCIPALS TAKING UPGRADING PROGRAMMES

5.5.1 Assessment of the RMTC upgrading programme

Part Three of the questionnaire for teachers, heads of departments and principals who are involved in the teacher upgrading programme at RMTC raised questions about the following:

- 5.5.1.1 Administration
- 5.5.1.2 Study material
- 5.5.1.3 Assignments
- 5.5.1.4 Contact sessions
- 5.5.1.5 Examination and results.

5.5.1.1 Administration

This section addresses problems encountered by teachers, heads of departments and principals regarding administration at RMTC, (Appendix A, question 3.1). Details of each aspect is provided. This question is an open question where the subjects were asked to give their opinions on the administration of the College under selected aspects.

(a) Administrative staff

The following are the original comments given by the respondents on the administrative staff:

- "There is nobody at the college who assists us when we wish to register or offers guidance to what to do".
- "The administrative staff do not have adequate knowledge about administering the distance education programme".

These comments or ones similar to these were given by all the respondents (100%). Some respondents added that this resulted in confusion.

(b) Registration procedures

The following are some of the original comments given by the respondents on the problems that are encountered during registration:

- "The college informs us about the closing dates for registration by means of radio broadcasts, this is a problem as radio signals are not picked up in remote areas".
- "Receipts are not issued and, on occasion, nothing is received".

The majority of the respondents (92,7%) indicated that they are not satisfied with the registration procedures, and yet 7,3% are of the opinion that they are satisfied (as long as they are registered as RMTC students).

(c) Receiving of study guides

The following comments were given by the respondents on the receipt of study guides:

- "We are informed that the study guides are still in the printing process".
- "Some courses do not provide complete study guides".
- "There is no order when it comes to how many study guides must be collected per course"
- "We receive study guides long after we registered for the academic year".

The majority of the respondents (98%) revealed that they receive some of the study guides a month before they write their examinations and they are concerned about this, while only 2% never commented on that.

(d) Submission of assignments.

The following original comments were given by the respondents on submission of assignments:

- "There are no due dates for the submission of assignments".
- "There are no assignment boxes to submit assignments and some get lost".
- "Time is wasted by wandering asking people where to collect or to submit the assignments".

All the respondents (100%) indicated that there is no order in the submission of assignments and they end up giving the assignments to the workers at the College.

(e) Communication with the College

The following comments were given by the respondents on communication with the College:

- "The administration of the college is not organized at all and communication between the students and the college is inadequate".
- "Students have to commute to the college in order to get their assignments or tutorial letters".

All the respondents (100%) indicated that communication from the College is very poor because the college uses Radio Thohoyandou and Radio Phalaphala FM, and not all people listen to those radio stations. The respondents made numerous suggestions to improve the administrative problems namely:

- "It is better to collect the study guides during the first contact session".
- "Computers should be used in recording all matters".
- "All the information and study materials from the college should be posted to the students like Unisa does".

- “More staff should be employed to help in administrative work”.
- “Administration staff should receive appropriate training and development”.
- “Registration dates should be available in advance”.
- “Lecturers must organise the year plan before the academic year starts”.

5.5.1.2 Study material

- (a) The respondents were requested to give their opinion on the amount of content they had to cover by indicating their opinions as to the size of the study guides (Appendix A, question 3.2).

TABLE 5.18: Size of the study guides

	Very large	Large	Normal	Small	Very small	TOTAL
(n)	87	39	101	0	0	227
%	38,3	17,2	44,5	0	0	100

None of the respondents considered the volume of the study guides as too small. Of the respondents, 44,5% were of the opinion that the volume is normal whereas 55,5% were of the opinion that there is too much content and that study guides are either large or very large. The majority of the students is of the opinion that the guides contain too much content.

- (b) Respondents were further requested to give their opinion on whether the study guides communicate the matter effectively or not (Appendix A, question 4).

TABLE 5.19: Respondents' opinion on whether the study guides communicate the matter effectively or not

	Very communicative	Communicative	Fair	Not communicative
(n)	79	111	31	6
%	34,8	48,9	13,7	2,6

These results revealed that 48,9% of the respondents indicated that the study guides are communicative, whereas 34,8% consider them as very communicative. In total 13,7% of the respondents indicated that the study guides are fair and only 2,6% are of the opinion that the study guides are not communicative. It can be deduced from the results that the study guides were considered to be communicative or very communicative.

- (c) The respondents were requested to give their opinion on the extent to which the content covers new ground (Appendix A, question 5).

TABLE 5.20: The extent in which the content covers new ground

	Very great	Great extent	Moderate	Lesser extent	Much lesser extent
(n)	82	57	80	7	1
%	36,1	25,1	35,2	3,1	0,4

The overall picture revealed by the results in table 5.20 is that 36,1% of the respondents are of the opinion that the content covers new ground to a very great extent and 25,1% are of the opinion that the content covers

new ground to a great extent. Of the respondents 35,2% are of the opinion that the content covers new content to a moderate extent and only 3,1% and 0,4% of the respondents indicated that it covered new ground to a lesser extent or much lesser extent. It can be deduced from the results that as the majority (61,2%) of the respondents is of the opinion that the content covers new ground to a “very great” or “great” extent, that they are covering new information in the course.

(d) Issues related to study material

Because most of the questions applicable (Appendix A, questions 6, 7, 8,) are closely related, they are grouped together.

TABLE 5.21: Issues related to study material

Question number	Questions	Responses				TOTAL
		YES	%	NO	%	
6	Was the content organised in the most useful manner?	168	74,0	59	26,0	227
7	Were the objectives clearly stated?	173	76,2	54	23,8	227
8	Was the learning material manageable to you?	88	38,8	139	61,2	227

An overwhelming majority of the respondents (74,0%) indicated that the content was well organised and only 26,0% suggested the opposite. Only 23,8% indicated that the objectives are not clearly stated, whereas 76,2% of the respondents were of the opinion that the objectives are clearly

stated. The majority of the respondents (61,2%) were of the opinion that the learning material was not manageable. It can thus be deduced that the learning material was not manageable, suggesting that the course content should be re-evaluated.

5.5.1.3 Assignments

The respondents were requested to give their opinion regarding the assessment of the assignments and to substantiate their opinions for their responses to the question on whether they benefited from the assignments or not (Appendix A, question 9 and 12).

TABLE 5.22: Issues related to assignments

Question number	Questions	Responses				TOTAL
		YES	%	NO	%	
9	Were you given enough time to work on your assignments?	81	35,7	146	64,3	227
12	Did you benefit from the assignments?	165	72,7	62	27,3	227

The majority of the respondents (64,3%) indicated that they were not given enough time to work on their assignments whereas 35,7% indicated that they were given enough time to work on their assignments. The results further suggest that the respondents were not given enough time to work on the assignments and this should be considered when compiling the work programme for the students. The results show that most of the respondents (72,7%) are of the opinion that they benefited from the assignments and some gave the following reasons:

that it will be far better if the lectures commence at 9:00 and end at 14:00.

(c) Session concluding time ("time to knock off")

The majority of the respondents (62,6%) indicated that they attended too many periods that finish late leaving them exhausted, 37,4% were of the opinion that they have no problem concerning the periods ending late. A further concern of the majority of the respondents was the availability of transport when sessions end later than the stipulated time.

(d) Duration of the lecturing period

The majority of the respondents (92,3%) considered the length of the period as satisfactory, but they wish to meet the lecturers more often for feedback and follow-ups. Only 7,7% indicated that the length of the period is not satisfactory.

(e) Lecturing staff

The majority of the respondents (76,3%) complained that there are too many lecturers per module, each responsible for a different aspect. The respondents suggested that to avoid confusion, there should be a maximum of two or three lecturers per course.

(f) Attendance of contact sessions

The question was meant to find out whether the respondents attended the contact session, and to give reasons for their answers.

TABLE 5. 23: Attendance of contact sessions

Question number	Question	Responses				TOTAL
		YES	%	NO	%	
16	Did you attend the contact session held in March, June or September?	145	63,9	82	36,1	227

The results show that the majority of the respondents (63,9%) attended the contact session held in March, June or September while 36,1% did not. Those who did not attend the contact sessions indicated the reason as a communication breakdown. Dates and venues were announced on Radio Thohoyandou which cannot be picked up in the Malamulele and Sekgosese areas.

(g) Value of classes

The respondents were asked to indicate whether they found the classes useful. The majority of the respondents (68,3%) indicated that it was important to attend classes and that they received appropriate guidance. They were also given the opportunity to discuss any problems they experienced. Those against the idea of attending classes (31,7%) responded by saying that they see no use of attending the contact sessions since they have all the study material. They further indicated that what they come across during examination time is not what they were dealing with at the contact session.

(h) Student support

A question was asked to determine whether lecturers set any follow-up assignments or provide students with any support after their initial contact session. The majority (54,9%) of the respondents indicated that some of

the lecturers are not willing to assist them for further contact tuition. Lecturers insist that students make appointments; 45,1% of the respondents are of the opinion that lecturers feel threatened by the questions students ask.

(i) Suggestions for improvement

The respondents were asked for suggestions and recommendations to improve the planning and organisation of contact sessions. The following suggestions were provided:-

- "More centres should be established to minimise the cost of transport".
- "Study materials should be ready before the contact session commences and should be posted to the students on the same basis as Unisa does".
- "The number of lecturers per course should be reduced to a maximum of two or three".
- "The college should ensure that lecturers do their lecturing work properly and that they are well prepared".

5.5.1.5 Examination and results

5.5.1.5.1 Examination time-table and results

The respondents were requested to give their opinions regarding the examination time-table and results. The questions aimed at obtaining information relating to the examination time-table, results and the release of the results and whether there was a need for these to be reconsidered and improved (Appendix A, question 21 and 22).

TABLE 5.24: Issues related to examination time-table and results

Question number	Questions	Responses				TOTAL
		YES	%	NO	%	
21	Does the examination time-table provide enough time to prepare for each subject?	125	55,1	102	44,9	227
22	Were the examination results fair?	188	82,8	39	17,1	227

Just over half of the respondents (55,1%) are of the opinion that the examination time-table provides enough time to prepare for each subject. Although the time-table gives students time to prepare for each subject, this need to be reconsidered to ensure that enough time is allocated for examination preparation.

The majority of the respondents (82,8%) indicated that the examination results were fair and yet 17,1% indicated that they were unfair. They further indicated that the examination question papers are of a high standard and some failed a few of their first year courses. All the respondents (100%) mentioned that they received their examination results very late. The question papers were considered too long by 85,1% and could not finish writing within the stipulated time, while 14,9% never commented. All the students appeared to be dissatisfied with the release of the examination results.

The respondents further indicated that the marks in the final reports were not the same as those in the interim reports. The respondents indicated that during their third year of study there was an improvement regarding the examination and the release of the results but 58,3% of the respondents are dissatisfied with the release of the supplementary examination results.

5.5.1.6 Open question on the strengths and weaknesses of the upgrading programme offered at RMTC

Subjects involved in this study were requested to comment on the strength and weaknesses of the entire upgrading programme offered at RMTC (Appendix A, question 23).

Positive aspects regarding the upgrading programme:

- The programme contributes to the upgrading of underqualified teachers
- Teachers who upgrade their qualifications teach with more confidence and enjoy their work, producing better results.
- The programme assists teachers to cater for the social welfare as well as the academic needs of the learners, and develops an awareness of learners' needs and educational experience.
- Upgrading develops in staff a positive attitude to change; it broadens experience and prepares for new and changing roles both inside and outside the institution; the upgrading programme involves additional and increased responsibilities from teachers, thus enhancing career development.

Negative aspects regarding the upgrading programme:

- There are too few properly qualified and experienced lecturing staff in distance education.
- Study materials are dispatched very late due to a lack of enough manpower to type, print and bind tutorial matter.
- There is a lack of infrastructure such as lecture halls, a library, laboratory and an examination hall.
- There is a lack of communication between students and the College.
- There appears to be poor planning and organisation.

5.5.1.7 Major findings

The following is a summary of the major findings as far as the assessment of the RMTC programme is concerned:

- All the respondents (100%) indicated that the administrative staff do not have adequate knowledge about administering the distance education programme.
- The majority of the respondents (92,7%) indicated that they are not satisfied with the registration procedures.
- The majority of the respondents (98%) indicated that they receive some of the study guides a month before they write their examinations and they are concerned about this while only 2% never commented.
- All the respondents (100%) indicated that there is no order during

submission of assignments and they end up by giving the assignments to the workers at the College.

- All the respondents (100%) indicated that communication from the college is very poor because the college uses Radio Thohoyandou and Radio Phalaphala FM and not all people listen to those radio stations.
- The majority of students (55,5%) are of the opinion that the guides contains too much content.
- The majority of the respondents (83,7%) indicated that the study guide were considered to be communicative.
- The majority of the respondents (61,2%) were of the opinion that the content covers new ground to a very great to great extent.
- Most of the respondents (64,3%) are of the opinion that they were not given enough time to work on their assignments and this should be considered when compiling the work programme of the students.
- The majority of the respondents (55,1%) indicated that although the time-table gives students time to prepare for each subject, this needs to be reconsidered to ensure that enough time is allocated for examination preparations.
- The majority of the respondents (61,2%) indicated that the learning material was not manageable, suggesting that the course content should be re-evaluated.
- Most of the respondents (88,4%) indicated that there is no information available about the venue before the contact sessions, whereas 11,6% did not give any comments.
- The majority of the respondents (73,3%) maintained that the lectures start too early as most of them travel long distances.
- The respondents indicated that they finish too late and then have transport problems.
- Most of the respondents (62,6%) indicated that they attended too

many periods that finish late leaving them exhausted, 37,4% indicate that they are satisfied.

- The majority of the respondents (76,3%) complained that there are too many lecturers per module, each responsible for a different aspect.
- The respondents identified that the first study guides were very big and not well organised.
- The respondents indicated that they failed to attend contact session because dates were announced on Radio Thohoyandou which cannot be picked up in the Malamulele and Sekgosese areas.
- They raised a concern that some lecturers are not willing to assist them.
- All the students appeared to be dissatisfied with the release of the examination results. They indicated that the marks in the final reports were not the same as those in the interim reports.

5.5.2 Assessment of the CTU upgrading programmes

The opinions of teachers, departments and principals who are involved in teacher upgrading programme at colleges, technikons and universities were gathered and subjects were asked to indicate how they benefited from the upgrading, whether they needed guidance in choosing courses and whether there is a need to increase the number of institutions offering upgrading programmes.

5.5.2.1 The extent to which teachers, heads of departments and principals benefit from upgrading courses

The respondents were asked an open question (Appendix B, question 3.1) in which they had to indicate how they benefit from the courses they

are doing at CTU.

The majority of the respondents (86,3%) indicated that they benefited from the upgrading courses they were doing. The following are some of the responses that were obtained from those who benefited:

- "The upgrading equips teachers with teaching skills".
- "Teachers gain new teaching methods from upgrading programmes".
- "Teachers gain knowledge on subject matter which improves their teaching confidence".

The minority (28,7%) who indicated that they did not benefit gave the following reasons.

- "It is a waste of time and energy because we are not paid for what we have passed".
- "Children who are being taught by teachers who are not upgrading, still pass at the end of the year".

The majority of the respondents however, indicated that they benefit from the courses they are doing.

5.5.2.2 Issues related to upgrading programmes at CTU

The respondents were requested to give their views on upgrading at CTU. Responses relating to the upgrading programmes appear in table 5.25 (Appendix B, questions 3.2, 3.4, 3.6).

TABLE 5.25: Responses to the upgrading programme

QUESTION NUMBER	QUESTIONS	RESPONSES				TOTAL
		YES	%	NO	%	
3.2	Do teachers need some guidance in choosing upgrading courses?	167	86,5	26	13,5	193
3.4	Do you think there is a need to increase the number of upgrading institutions?	147	76,2	46	23,8	193
3.6	Do you think it is necessary to acquire knowledge, skills and new approaches?	160	82,9	33	17,1	193

Respondents indicated that guidance should be given to teachers when they choose upgrading courses. This comment was supported by 86,5% of the participants whereas 13,5% are of the opinion that no guidance is required. It is therefore important that student affairs at CTU are geared to offer guidance to prospective students.

The data also indicated that the majority (76,2%) of the participants are of the opinion that the number of upgrading institutions be increased. Less than a quarter of the respondents (23,8%) were of the opinion that there are enough upgrading institutions. An overwhelming majority of the respondents (82,9%) indicated that it is necessary to acquire knowledge, skills and new approaches. Only 17,1% were of the opinion that it was not necessary to acquire knowledge, skills and new teaching approaches. Consequently, from the above it can be concluded that guidance should

be given to teachers when they choose upgrading courses and that the number of institutions be increased.

5.5.2.3 Open question about the positive and the negative aspects of the upgrading programmes at CTU

Subjects in this study were requested to comment on the strength and weaknesses of the entire upgrading programmes offered at CTU (Appendix B, question 4.1). The following responses emerged when teachers, heads of departments and principals were asked to give additional comments regarding the upgrading programmes:

- "Teachers need some guidance when choosing upgrading courses. This would prevent some teachers from choosing non-teaching subjects".
- "Upgrading of teachers should not be done at the expense of the pupils. Some teachers concentrated on their studies and neglected their teaching task".
- "Some respondents pointed out that Black teachers needed some motivation in order to take upgrading courses".

5.5.2.4 Major findings

The following is a summary of the major findings as far as the assessment of the CTU programme is concerned:

- The majority of the respondents (86,3%) indicated that they benefited from the upgrading courses they were doing.
- Most of the respondents (86,5%) indicated that guidance should be given to teachers when they choose upgrading courses.
- The majority (76,2%) of the participants are of the opinion that the

number of upgrading institutions be increased.

- An overwhelming majority of the respondents (82,9%) indicated that it is necessary to acquire knowledge, skills and new approaches.

5.6 ASSESSMENT OF TEACHERS, HEADS OF DEPARTMENTS AND PRINCIPALS WHO ARE NOT TAKING UPGRADING COURSES

5.6.1 Issues related to upgrading programmes

Because of the nature of most of the questions, those that are closely related are grouped together. In so doing, a clearer picture emerges and the responses are handled more coherently than would otherwise have been the case. Responses relating to the upgrading programmes (Appendix C, questions 2.1; 2,4; 2.6; 2.7; 2.10 and 2.12) appear in table 5.26.

TABLE 5.26: Responses relating to the upgrading programme

Question	Item	Responses				
		YES	%	NO	%	TOTAL
2.1	Do you think there is a need to upgrade your teacher qualifications?	177	71,7	70	28,3	247
2.4	Should the upgrading be made compulsory?	155	62,8	92	37,2	247
2.6	Have you ever registered with a correspondence institution?	143	57,9	104	42,1	247
2.7	Would you consider improving your qualification through correspondence?	189	76,5	58	23,5	247
2.10	Are you knowledgeable about teaching approaches and skills such as the integrated approach and mediative style?	49	19,8	198	80,2	247
2.12	Do you think it is necessary to acquire knowledge, skills and new approaches to teaching.	215	87,0	32	13,0	247

Only 28,3% of the respondents indicated that there is no need for them to upgrade their qualifications whereas 71,7% considered the upgrading as necessary. In total 37,2% of the respondents are of the opinion that upgrading should not be compulsory because teachers who are taking upgrading courses choose non-teaching subjects which are irrelevant to school curricula, and yet those who were of the opinion that the upgrading should be compulsory (62,8%), gave the following reasons for their answer (Appendix C, question 2.4):

- To produce the best teachers for the year 2 000.
- There is a lack of qualified teachers in Region 3.
- To make sure that all the teachers are equally equipped.
- To serve as an incentive for the teachers.
- To improve results.
- To enhance uniformity.

The results further show that 57,9% have previously registered with correspondence institutions while 42,1% have never registered with any correspondence institutions. The majority of the respondents (76,5%) gave the following reasons for their answer to consider improving qualifications through correspondence (Appendix C, question 2.8):

- To uplift my professional qualification.
- To be competent in teaching.
- To upgrade content knowledge of the teachers.
- To improve the teachers' level of subject competency professional skills, and knowledge of new syllabi content.

Among those respondents who indicated that they would not consider studying through correspondence (23,5%), the following reasons were advanced (Appendix C, question 2.7):

- I wanted to be exposed to the entire tuition
- I prefer to study full-time with full pay

- I want to complete the course in record time
- It will not be up to standard.

Some of these comments are quite revealing. The first and the last statements, for instance, raise a question about the quality of education offered through correspondence.

The results indicated that only 19% of the respondents are knowledgeable about new teaching approaches while the majority (80,2%) are not. A large percentage (87,0%) are of the opinion that it is necessary to acquire skills and new approaches to teaching.

These results suggest that there is a need to upgrade teacher qualifications. The majority of the respondents indicated that the upgrading should be made compulsory. The respondents further indicated that upgrading courses are important in changing the acquired knowledge or skills of the pupils. Only a few stated that while teachers were attending upgrading courses pupils were neglected.

5.6.1.1 Responses on for whom the upgrading of qualifications is absolutely necessary

The question aimed at establishing for whom the respondents considered the upgrading of qualifications as absolutely necessary (Appendix C, question 2.9).

TABLE 5.27: Responses on for whom the upgrading of qualifications absolutely necessary

Unqualified teachers		Underqualified teachers		Both unqualified and underqualified		TOTAL
(n)	%	(n)	%	(n)	%	
46	18,6	68	27,5	133	53,9	247

The majority of the respondents (53,9%) indicated that the upgrading of qualifications is applicable to both unqualified and underqualified teachers. This is followed by underqualified teachers (27,5%) and lastly unqualified teachers (18,6%). It can be deduced that both underqualified and unqualified teachers should participate in upgrading programmes.

5.6.1.2 Respondents' knowledge about teaching approaches and skills such as integrated approach and mediative style

The respondents were asked to indicate whether they know about different possible teaching approaches and skills (Appendix C, question 2.10).

Only 19,8% of the respondents indicated that they could teach the concept "time" using the integrated approach to teaching while overwhelming majority (80,2%) do not have knowledge to do so.

5.6.1.3 Teaching the topic "time" using the integrated approach

The respondents were asked to indicate if they are able to apply the integrated approach and to do so by using an example. This question aimed at establishing whether the respondents have knowledge about these child-centred approaches to teaching (Appendix C, question 2.11).

The following are examples given by the respondents indicating that they could teach the concept time using the integrated approach to teaching:

- Time may start from an ordinary watch and extend to days, weeks, months and years
- I will let them know that time is divided
- I will let them draw a watch and compare it with the real one
- By letting the pupils discuss a digital time analogue watch and a

calendar

5.6.1.4 Respondents' response as to the necessity of acquiring knowledge about skills and new approaches to teaching

The subjects were asked to indicate whether it is necessary to acquire knowledge about skills and new approaches to teaching (Appendix C, question 2.12). The results are set out in table 5.28.

TABLE 5.28: Respondents' response on the necessity of knowledge about new teaching approaches and skills

YES		NO		TOTAL
(n)	%	(n)	%	
174	70,4	73	29,6	247

The majority (87,0%) of the respondents are of the opinion that it is necessary to acquire knowledge about skills and new approaches to teaching and gave the following reasons:

- It is the only way pupils can be helped using different approaches.
- To be effective teachers.
- To have new knowledge on teaching methods and approaches in order to fit in the new curriculum.
- It makes one a better teacher.

5.6.1.5 Open question about the positive and the negative aspects of the upgrading programmes

The respondents were asked to give their opinions on the upgrading programmes. This open question was asked in order to give the respondents the opportunity to give their own unstructured opinions. The following comments on upgrading programmes and institutions were given by teachers, heads of departments and principals who are not doing upgrading courses:

- Upgrading programmes need to be varied, according to the teachers' needs, pupils' needs, community needs and departmental needs.
- Upgrading institutions have to be increased and decentralised *ie* established in many more areas / places in the Northern Province.
- In addition to existing universities and colleges of education, adult centres and selected schools should also be used for upgrading qualifications of Black teachers.
- Bursaries and study loans should be made available to the teachers who wanted to upgrade their qualifications.

These comments suggest that the majority of the respondents are of the opinion that it is necessary to acquire knowledge about skills and new approaches to teaching. The upgrading of qualifications is absolutely necessary for both unqualified and underqualified teachers. There is a need to increase and decentralise upgrading institutions in Thohoyandou, which is a subregion of the Northern Province.

5.7 ANALYSIS OF RESPONSES TO THE INTERVIEW SCHEDULE

It was stated in Chapter Four that the present research included

interviews with a group of educationists such as rectors of colleges of education, the dean of the School of Education at the University of Venda, primary school principals, college and university lecturers, heads of departments, teachers and representatives from NGO's. The main issues raised in response to the questions in the interview schedule (Appendix D) are discussed. The table below gives the details regarding institutions, people interviewed and their posts.

TABLE 5.29: Details regarding the people interviewed

INSTITUTIONS	INTERVIEWEES	POST HELD
1. Ramaano Mbulaheni Training Centre	1	Acting Rector
	4	Lecturers
	1	Acting Rector
2. Promat College	1	Lecturer
3. University of Venda	1	Dean of School of Education
	2	Professors
	3	Lecturers
4. University of South Africa	1	Lecturer
5. University of Zimbabwe	1	Lecturer
6. Primary schools	7	Principals
	5	Heads of Department
	10	Teachers
7. South African Communication Services	1	Director of Communication
8. NGO's	2	Instructors

A total number of 40 people were interviewed comprising of 2 rectors of colleges of education, 1 dean and 2 professors of the school of education at the University of Venda, 1 director of South African Communication Services, 7 primary school principals, 5 college and 5 university lecturers, 5 heads of departments, 10 teachers and 2 representatives from NGO's.

1. "What are your views on the value of upgrading courses?"

All 40 of the respondents were unanimous that the upgrading of teachers was a crucial issue in Black education for a number of reasons, such as the following:

- "Upgrading enables teachers to review and modify teaching methods and curricula effectively".
- "It is important that teachers continue with their academic and professional education".
- "The rapid extensive and fundamental nature of present-day changes namely technical, political, social, economic, cultural, and so on, make it imperative for teachers in particular to upgrade themselves"

Only three primary school principals mentioned that upgrading courses should be organised and run at selected schools in order to keep teachers abreast with the changing curriculum.

2. "To what extent do teachers, in your opinion benefit from upgrading courses?"

The majority (87,9%) of the interviewees indicated that upgrading provides updated teaching guidelines and improved techniques as well as further education for underqualified teachers with a view to upgrading

their teaching qualifications. Their responses substantiated the opinions of those interviewees doing upgrading courses at RMTTC. The minority (12,1%) indicated that teachers do not benefit from upgrading courses and gave the following reasons :

- "Teachers concentrated on their studies and neglect pupils".
- "Pupils are left alone and to some extent, are released to stay away from school two or three days while teachers are attending upgrading courses".

3. "Is the curriculum of the teacher upgrading programme at Ramaano Mbulaheni Training Centre relevant to the school curriculum?"

Most of the people interviewed (52%) in this study stated that, by and large, the curriculum of the upgrading programme was relevant to the school curriculum. The 48% who considered the curriculum irrelevant indicated that the teachers are studying content which is not found in primary schools.

4. "What do you think are the main factors motivating teachers to upgrade their qualifications?"

In total 60% of the people interviewed indicated that in their opinion financial reward was the main factor motivating teachers to upgrade their qualifications. Academic development (32%) was regarded as the second main factor. The results suggest that the emphasis was more on financial reward rather than on professional (8%) or academic development. They substantiated this by mentioning that the majority registered for upgrading courses when they were still paid for their courses, but after teachers realised that the Department of Education Arts, Sports and Culture is no longer paying them for further studies, they suspended their studies.

5. "Should more teachers attend upgrading programmes?"

This question aimed at finding out from the interviewees to indicate whether more teachers should attend upgrading programmes. The majority (72%) of the people interviewed indicated that more teachers should follow upgrading programmes. The respondents substantiated their responses with the following reasons:

- "Upgrading and further training of underqualified teachers will help to change the traditional methods of teaching".
- "To improve the teachers' level of subject competency, professional skills and their knowledge of new curriculum content".
- "To introduce new methods and approaches in teaching".

Those who opposed an increase in the number of teachers attending upgrading programmes were of the opinion that the upgrading of qualifications is a waste of time because salaries are no longer increased accordingly and they therefore they see no purpose in upgrading. They argued that when teachers were away from schools, pupils were left untaught.

6. "Is there a difference in the approach used (in the presentation of the subject matter) by teachers who are upgrading themselves and those who are not upgrading themselves?"

The majority (72%) of the people interviewed indicated that more teachers should follow upgrading programmes. They substantiated their opinions by stating that teachers who are doing upgrading programmes tend to use child-centred approaches to teaching and enjoy their teaching. Only 10% of the people interviewed are of the opinion that

teaching approaches remain unchanged.

7. "What do you think are the main obstacles for teachers who are not doing upgrading courses?"

The respondents who were interviewed mentioned the following as the main obstacles facing the upgrading of teachers:

- "There are too few upgrading institutions compared to the many teachers who need upgrading".
- "Some teachers receive little motivation and encouragement from their families, friends and colleagues. Many are discouraged".
- "Some teachers encountered financial problems and experience difficulties with transport".
- "Personal problems such as lack of time to spend with family, uncertainty about the future and health reasons".
- "It is difficult to study with teaching commitments".

Possible solutions suggested by those interviewed included motivation and assistance from the educational authorities. These should feature more prominently. In addition to existing universities and colleges of education, adult centres at selected schools should also be used for the upgrading of Black teachers. Bursaries and study loans should be made available to those teachers who want to upgrade their qualifications.

8. "Do you think there is a need to increase the variety of upgrading programmes and institutions which could offer upgrading programmes?"

The majority (79%) of the interviewees indicated that there was an urgent need to increase the number and variety of available upgrading programmes. Upgrading programmes need to be varied according to the

teacher's needs, pupil's needs, community needs and departmental needs. These interviewees suggested that the establishment of more institutions would alleviate problems such as transport and finance that are encountered by the teachers who wanted to upgrade their qualifications. However, some interviewees (21%) claimed that establishing more institutions would be unjustified expenditure of state money.

9. "Has the training of teachers changed the acquired knowledge or skills of the pupils?"

All the interviewees are of the opinion that teachers who are upgrading their qualifications are facilitating intensive learning by giving pupils sufficient classwork, homework, tests and examinations. Instructions are pupil-centred instead of teacher-centred. The classrooms are a workshop where problems are hammered out and solutions found through fruitful discussions between the teacher and the pupil.

10. "Give suggestions and recommendations for the improvement of the planning and organisation of an effective teacher upgrading programme".

The following responses emerged when interviewees were asked to give suggestions and make recommendations for the improvement of the planning and organisation of an effective teacher upgrading programme:

- For upgrading programmes to be successful, lecturers, advisers, consultants, specialists and rectors of colleges of education must have a high degree of practical experience and should be drawn from the ranks of the profession itself.
- Teacher centres could be established in each area so that teachers could get guidance and support but reduce travelling costs.

- The majority (72%) of the people interviewed indicated that more teachers should follow upgrading programmes.

5.7.1 Major findings

The majority of the interviewees agreed that:

- teachers benefited from upgrading courses because these courses provide updated teaching guidelines.
- more teachers should continue with their academic and professional education.
- upgrading enables teachers to review and modify teaching methods and curricula effectively.
- the number of institutions offering upgrading courses should be increased.
- most of the people interviewed (52%) in this study stated that, by and large, the curriculum of the upgrading programme was relevant to the school curriculum.
- Sixty percent of the people interviewed indicated that in their opinion financial reward was the main factor motivating teachers to upgrade their qualifications.
- The majority (72%) of the people interviewed indicated that more teachers should follow upgrading programmes.
- The interviewees indicated that some teachers encountered financial problems and experience difficulties with transport.
- The majority (79%) of the interviewees indicated that there was an urgent need to increase the number and variety of available upgrading programmes.

The data obtained from the questionnaires and information gathered through the interview schedule coincide except as far as reasons for undertaking upgrading programmes is concerned. The majority of the

interviewees indicated that salary and promotion are the most important factors motivating teachers to upgrade their qualifications whereas results from the questionnaires indicated that professional and academic development are more important than salary and promotion. This may be due to the fact that the interviewees are giving their objective opinions as evaluators of the whole situation.

5.8 CONCLUSION

This chapter presented the data on upgrading of teachers from respondents who included primary school teachers, lecturers, heads of department, principals, rectors, dean and professors in the Faculty of Education (Venda University) and representatives from the NGO's. The data collected was presented, analysed and interpreted. An analysis of open questions about the upgrading programmes, is also presented.

The next chapter will present an overview of the study, summary and major findings, conclusions and recommendations.

CHAPTER SIX

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

It was stated earlier in Chapter One that numerous public addresses, press reports and conferences have, in recent years highlighted the acute shortage of qualified teachers, especially in subjects such as Mathematics and Science in secondary schools and the very large numbers of underqualified teachers in primary schools. These comprised some of the major shortcomings in Black education. The upgrading of teachers is therefore a crucial issue.

According to the Education Foundation (1995: viii) teacher qualifications in the Northern Province are poor with 79,5% underqualified and 11,5% unqualified Black teachers in 1991. The Northern Province has the greatest number of unqualified primary and secondary teachers in the country.

Teacher education in South Africa is currently being shaped by the so-called COTEP document that was developed and negotiated at the National Education and Training Forum. The challenge that we face in the democratic South Africa is to create an education and training system that will ensure that the human resources and potential in our society are developed to the full.

To achieve this we need to develop a competent, confident, critical, creative and committed corps of teachers. We also need to redesign the

existing teacher education programmes and curricula and develop ones that will include appropriate theories of learning, critical thinking, problem solving skills, assessment and evaluation skills, subject knowledge and methodology.

It is much easier to change the teaching approach of a preservice teacher from that of a teacher-centred to a child-centred philosophy, than to alter the ingrained methods, habits and views of the experienced teacher. The upgrading of inservice teachers however, cannot be neglected. The upgrading of teachers is an absolute necessity for the improvement of the quality of those teachers in the system. For teacher upgrading to be effective, it has to be an on-going process with suitable follow up activities to monitor the effective implementation of the expected change.

This final chapter provides a summary of the investigation, the findings, and conclusions, as well as the implications of the findings. Based on these, recommendations are made.

6.2 SUMMARY OF THE RESEARCH

The findings of the literature review and, the research will be discussed separately. The literature survey and the research aimed at determining the suitability of the primary teacher upgrading programme at RMTC. Relevant literature on the topic was reviewed and throughout the literature study, it became apparent that teacher upgrading has become indispensable. A summary of the findings from the literature review is given below.

6.2.1 Summary of issues relating to problems investigated according to the literature review

To get more information about the upgrading programmes, a literature survey was performed on the teacher upgrading programmes in selected developing countries such as Kenya, Nigeria, Zimbabwe and South Africa. The literature survey also analysed the concept and purposes of the upgrading of teachers and examined developments in and provisions of the INSET in developed countries such as Japan, Britain and the United States of America.

The literature survey showed that the above-mentioned developing countries share something in common because they all have the problem of underqualified and unqualified teachers. All these developing countries aim at empowering their teaching corps by introducing teacher upgrading programmes.

The strategy to upgrade teachers is mainly through distance education. In developing countries such as Kenya, Nigeria and Zimbabwe independence resulted in the employment of underqualified teachers to redress the shortage. Upgrading programmes combined residential and distance education in an attempt to provide professional upgrading.

In developed countries such as Japan, Britain and United States of America teachers attend inservice training courses to keep up to date with teaching developments. Contrary to this, in developing countries such as Kenya, Nigeria, Zimbabwe and South Africa, teachers attend upgrading courses aimed at improving knowledge of subject matter, instructional skills, teaching strategies and approaches.

The literature survey revealed that South Africa has a poor record with regard to an important aspect of teacher empowerment which lies in the education, training and development of teachers as professionals. Underqualified and unqualified teachers should be given a chance, via theoretical and practical studies, to extend their effectiveness as practising teachers. Teacher upgrading is the only way to prepare professionals to respond actively to the challenges ahead.

The literature shows that more than a third of South Africa's total teaching stock was involved in some form of distance education in 1995 (Hall, 1996:56-57). The description of the different teacher upgrading programmes shows how serious and concerned different departments of education in different countries are about teacher education. An attempt was made to give the necessity of teacher upgrading in South Africa, as well as the variety of teacher upgrading programmes offered at a distance in South Africa.

6.2.2 Summary of research procedure

The study used research procedures based on questionnaires and interviews to obtain the necessary data. The researcher used three different questionnaires: questionnaires to teachers, heads of departments and principals currently engaged in upgrading programmes at RMTC, questionnaires to teachers, heads of departments and principals who are not engaged in upgrading programmes and questionnaires to teachers, heads of departments and principals currently engaged in upgrading programmes at colleges, technikons and universities. In addition, the researcher conducted interviews with selected educationists namely, rectors of colleges of education, lecturers at colleges and universities and school principals (Chapter 5 par. 5.1).

identify what level of teachers
The main aim of the study was not only to assess the progress and success of the upgrading programme for the Primary Education Teachers at RMTC in the Northern Province (Thohoyandou), *a model for PD of teachers in EC* but also to offer possible solutions to the problems revealed by the investigation. From the results of the literature review and empirical study done, the findings of this investigation are summarised.

6.3 SUMMARY OF DATA COLLECTED THROUGH QUESTIONNAIRES AND INTERVIEW STRATEGIES

The majority of the items in the three questionnaires were identical and the responses were analysed under a single heading. Part One of each of the three questionnaires deals with the biographical information of the respondents. Part Two of the questionnaires for teachers, heads of departments and principals who are presently involved in upgrading programmes at RMTC and CTU, deals with the assessment of the teacher upgrading programmes. Part Two of the questionnaire to teachers, heads of departments and principals not taking upgrading courses deals with their views on the upgrading of qualifications.

Part Three of the questionnaire to those who are doing upgrading courses at RMTC, addresses issues related to the problems teachers have encountered as regards the administration, study materials, assignments, contact sessions and examinations and the structure, format, weaknesses and strengths of the teacher upgrading programmes at RMTC. Part Three of the questionnaire to those doing upgrading courses at CTU addresses the issue of the need for increasing the number of upgrading institutions and the guidance needed in choosing the courses.

On the basis of the analyses of responses to the questionnaires and interviews, the following findings were made:

6.3.1 Findings from the biographical details (Chapter 5 par. 5.3)

Analysis of the randomly selected samples revealed that the number of females participants in upgrading programmes was significantly greater than that of the males. Black teachers are relatively young as 49,0% of the participants were in the age range from 30 to 39 years. It was also noted that a very large percentage of the participants (76,2%) were married.

The study also revealed that most teachers (64,5%) possessed a PTC and lower qualification. Only 11,2 percent of the principals in the sample were professionally suitably qualified. Academically the majority of the teachers (79,8%) had a matriculation or Senior Certificate, 7,5% had Junior Certificate or lower and only 8,7 percent had degrees.

6.3.1.1 Gender of respondents (Chapter 5 par. 5.3.1)

The results indicate that the majority of the participants (62,1%) are female and 37,9% are male. Due to the random selection of respondents, it can be concluded that more females than males are teaching at primary schools. Similar proportions occur as far as upgrading of qualifications are concerned, as well as those not doing upgrading.

6.3.1.2 Age distribution of respondents (Chapter 5 par. 5.3.2)

The results show that in the three groups, 4,0% of those doing upgrading at RMTTC, 6% of those doing upgrading at CTU and 18,2% of those not

involved in upgrading were less than 30 years old while 39,2% of those doing upgrading at RMTC, 47,3% of those doing upgrading at CTU and 36,0% of those not involved in upgrading were older than 39. The results suggest that the upgrading of serving teachers is vital since the majority of these teachers would still be in service for at least 25 years.

6.3.1.3 Marital status of teachers, heads of departments and principals (Chapter 5 par. 5.3.3)

The results suggest a similarity between the three groups as far as marital status is concerned, because 78,0% of those doing upgrading at RMTC, 78,8% of those doing upgrading at CTU and 72,5% of those not involved in upgrading, are married. In total, married participants (508) exceeded the rest (159) by a large margin.

6.3.1.4 Teaching experience of teachers, heads of departments and principals (Chapter 5 par. 5.3.4)

More than a quarter of the respondents (26,7%) have a teaching experience of less than 10 years. The respondents doing upgrading at CTU who have less than 10 years teaching experience are more (40,9%) than those doing upgrading at RMTC (9,3%).

A large percentage of teachers (58,5%) have between 11 and 20 years of teaching experience. Respondents fall mainly in the 16 to 20 year range of experience (30,0%).

The percentage respondents with 21 to 25 years' experience that are involved in upgrading at CTU and RMTC is the same (9,3%) and in this range of experience 8,5% are not involved in upgrading.

As regards the percentage respondents with more than 26 years' teaching experience, 9,3% are not involved in upgrading, 6,7% are doing upgrading at CTU and 1,3% are doing upgrading at RMTC.

6.3.1.5 Professional training of teachers, heads of departments and principals (Chapter 5 par. 5.3.5)

The results show that most of those doing upgrading at RMTC (92,5%), those at CTU (93,2%) and those not involved in upgrading courses (93,1%) did their initial training at colleges of education. Only a limited number of participants in all the categories received their initial training at universities (2,7%) or at technikons (1,0%).

6.3.1.6 Professional qualifications of teachers, heads of departments and principals (Chapter 5 par. 5.3.6).

Almost ninety percent (89,9%) of the respondents who are doing upgrading courses at RMTC and 46,6% of those doing upgrading courses at CTU, have a PTC or less. It is however disturbing that 55,1% of the respondents with PTC or less are not involved in any upgrading programme.

6.3.1.7 Academic training of teachers, heads of departments and principals (Chapter 5 par. 5.3.7)

None of those with a JC or less are doing upgrading at RMTC since this upgrading programme caters for teachers with matriculation certificates and a Primary Teachers' Certificate. Some of the teachers with a JC or less (4,2%) are involved in courses at CTU, but 17,0% are not involved in any upgrading.

6.3.1.8 Posts presently held by teachers, heads of departments and principals (Chapter 5 par. 5.3.8)

The results indicate that 71,8% of the respondents doing upgrading courses at RMTTC, 77,2% doing upgrading courses at CTU and 75,3% not involved in any upgrading, are teachers. The overall picture shows that the majority of the participants (74,7%) are teachers while 13,8% are heads of departments, 11,2% are principals and 0,3% are deputy principals.

6.3.1.9 Possible reasons why teachers upgrade their qualifications (Chapter 5 par. 5.3.9)

The overall results suggest that although approximately a third (31,3%) of the respondents indicated their incentive for upgrading to be professional development, 25,5% considered academic development the most important reason for upgrading their qualifications. Salary purposes (21,6%) and promotion (21,6%) were rated equally important.

6.3.1.10 Upgrading courses taken by teachers, heads of departments and principals who are presently engaged in upgrading their qualifications (Chapter 5 par. 5.3.10)

The results show that most teachers (54,0%) are doing the DE 11 course. This is followed by degree courses, (14,1%), diplomas (10,7%), SEC (10,0%) and post-graduate teachers' diplomas such as the UED and the HED (8,3%). The majority of the respondents (83,1%) are doing professional upgrading.

6.4 SUMMARY OF THE OPINIONS OF RESPONDENTS AS REGARDS UPGRADING COURSES

6.4.1 General matters related to upgrading programmes

6.4.1.1 Findings from the opinions of the respondent as regards the relevance of the courses to teachers' needs (Chapter 5 par. 5.4.1)

The majority of the respondents (67,8%) consider the courses they are doing to upgrade their qualifications as highly relevant to their needs. More respondents (74,6%) doing upgrading courses at CTU are satisfied with the relevancy of their courses than those doing upgrading courses at RMTC (62,1%). None of the respondents considered the courses as irrelevant to the their needs.

6.4.1.2 The opinions of the respondents as regards the relevance of the courses to the pupils' needs (Chapter 5 par. 5.4.2)

The results show that the majority (62,1%) of the respondents were of the opinion that the courses they are doing to upgrade their qualifications are highly relevant to their pupils' needs. These results further indicate that there is a degree of similarity since the respondents doing upgrading at RMTC (60,7%) and those doing upgrading at CTU (63,7%) are of the opinion that their courses are highly relevant to their pupils' needs. None considered the courses as irrelevant to the pupils' needs.

6.4.1.3 The extent to which the content of upgrading courses covers new work (Chapter 5 par. 5.4.3)

The results show that the respondents doing upgrading at RMTC as well as those at CTU are of the opinion that the extent to which the content of upgrading courses covers new work is high (33,3%) to very high (32,6%). The results further suggest that there is a degree of similarity since 30,8% of the respondents doing upgrading at RMTC and 31,0% of those doing upgrading courses at CTU indicated the extent to which the content of upgrading courses covers new work as moderate.

6.4.1.4 Introduction of the knowledge received from upgrading programmes at schools (Chapter 5 par. 5.4.4)

The results suggest that almost all the teachers (78,3%) implemented the knowledge they gained from the upgrading programmes. The results further indicate that most of the respondents doing upgrading at RMTC (78,0%) and those at CTU (78,8%) are implementing innovations they obtained from upgrading courses.

6.4.1.5 Responses of colleagues to the introduction of innovations by teachers, heads of departments and principals (Chapter 5 par. 5.4.5)

It was established earlier that teachers introduced innovations resulting from upgrading programmes in their respective schools. The results suggest that the overall reaction of colleagues was positive (81,4%). This suggests that colleagues support the attempt to introduce innovations at their schools. Any implementation of innovations assumes that there will be changes in approaches to teaching techniques. The respondents doing their upgrading courses at CTU experienced no negative reaction,

whereas some doing the upgrading courses at RMTTC (4,8%) experienced some negative reaction.

6.4.1.6 The extent to which upgrading programmes increased teachers' skills (Chapter 5 par. 5.4.6)

The respondents indicated that they drew considerable benefit from the upgrading programmes as far as increasing their skills development is concerned. Of the respondents doing upgrading courses at CTU, a total of 89,7% indicated that they have benefited to a "great" and a "very great" extent and a total of 79,7% of those doing upgrading at RMTTC similarly increased their skills to a "great" and "very great" extent.

6.4.1.7 The extent to which the upgrading programme increased teachers' knowledge of subject matter (Chapter 5 par. 5.4.7)

The results in both groups involved in upgrading, show that the majority of the participants (47,3%) are of the opinion that the upgrading programmes increased their knowledge of subject matter to a "very great extent" and 31,7% indicated that their knowledge was increased to a "great extent". The responses of respondents suggest that upgrading programmes increased their knowledge of subject matter.

6.4.2 Summary of the findings pertaining to the teacher upgrading programme at RMTTC (Chapter 5 par. 5.5.1)

6.4.2.1 Administration (see par. 5.5.1.1)

According to the results of the survey the administrative staff do not have adequate knowledge about administering the distance education

programme. The majority of the respondents (98%) also indicated that they are usually informed that the study guides are still in the printing process. Some courses do not provide complete study guides and there is no information about the number of study guides per course. Study guides are often received long after students have registered for the academic year. All the respondents (100%) indicated that there are no set guidelines as regards submission of assignments. They end up giving the assignments to the workers at the College. All the respondents (100%) indicated that communication from the College is very poor.

The majority of the respondents (97,7%) further raised a concern that the college informs them about the closing dates for registration by means of radio broadcasts. This is a stumbling block as radio signals are not picked up in remote areas.

6.4.2.2 Study material (par. 5.5.1.2)

None of the respondents considered the volume of the study guides as too small. The majority of the students are of the opinion that the guides contain too much content. The majority of the respondents (61,2%) indicated that learning material was not manageable. However, they also indicated that the study guides were considered to be communicative or very communicative. The majority of the respondents (61,2%) are of the opinion that the content covers new ground to a "great" or "very great" extent and that new information is covered in the course. An overwhelming majority of the respondents (74,0%) indicated that the content was well organised and that the objectives are clearly stated.

6.4.2.3 Assignments (par. 5.5.1.3)

The results indicated that the respondents were not given enough time to work on the assignments and this should be considered when compiling the work programme for the students. The results show that most of the respondents (72,7%) are of the opinion that they benefited from the assignments but that too many assignments have to be completed.

6.4.2.4 Contact sessions (see par. 5.5.1.4)

The major problems encountered by the respondents regarding attendance of lectures, are reiterated.

Most of the respondents (88,4%) indicated that no information is made available about the venue prior to the commencement of the sessions. The majority of the respondents (73,3%) maintained that lectures start too early and end too late (62,6%). Most of the respondents (92,3%) considered the length of the periods as satisfactory, but wished to meet the lecturers more often for feedback and follow-ups. There are also too many lecturers per module (76,3%). The majority (54,9%) of the respondents also indicated that some of the lecturers are not willing to assist them with further contact tuition. The respondents (68,3%) indicated that it was important to attend contact sessions and that appropriate guidance was received.

6.4.2.5 Examinations and results (par. 5.5.1.5)

The results of the survey indicated that although the examination timetable gives students some time to prepare for each subject, it should be kept in mind that enough time should be allocated for examination preparation. All the respondents (100%) mentioned that they received

their examination results very late.

Problems were identified with examination results. Some students received two sets of results with different information and some students passed without writing the examination. The respondents further indicated that the marks in the final reports were not the same as those in the interim reports. They also indicated that they are dissatisfied with the release of the supplementary examination results.

6.4.2.6 Findings pertaining to open question on the strengths and weaknesses of the upgrading programme offered at RMTTC (par. 5.5.1.6)

Positive aspects regarding the upgrading programme:

The respondents indicated that the programme contributes to the upgrading of underqualified teachers. Teachers who upgrade their qualifications teach with more confidence and enjoy their work, producing better results. The programme assists teachers to cater for the social welfare as well as the academic needs of the learners, and develop an awareness of learners' needs and educational experience. Upgrading develops in staff a positive attitude to change; it broadens experience and prepares for new and changing roles both inside and outside the institution; the upgrading programme involves additional and increased responsibilities from teachers, thus enhancing career development.

Negative aspects regarding the upgrading programme:

The respondents indicated that there are too few properly qualified and experienced lecturing staff in distance education. Study materials are dispatched very late due to a lack of enough manpower to type, print and bind tutorial matter. There is a lack of infrastructure such as lecture halls, a library, laboratory and an examination hall. There is a lack of communication between students and the college. There appears to be poor planning and organisation.

6.4.3 Summary of the findings pertaining to issues related to upgrading at CTU (Chapter 5 par. 5.5.2)

The majority of the respondents indicated that guidance should be given to teachers when they choose upgrading courses at colleges, technikons and universities. It is therefore important that student affairs at CTU are geared to offer guidance to prospective students.

The data also indicated that the majority (76,2%) of the participants are of the opinion that the number of upgrading institutions should be increased. An overwhelming majority of the respondents (82,9%) indicated that it is necessary to acquire knowledge, skills and new approaches. Consequently, from the above it can be concluded that guidance should be given to teachers when they choose upgrading courses and that the number of institutions be increased.

6.4.4 Summary of the findings pertaining to teachers, heads of departments and principals not taking upgrading courses (Chapter 5 par. 5.6)

6.4.4.1 Summary of the findings pertaining to issues related to upgrading programmes

The majority of the respondents (71,7%) considered the upgrading as necessary. Some of the respondents (37,2%) are of the opinion that upgrading should not be compulsory because teachers who are taking upgrading courses choose non-teaching subjects which are irrelevant to school curricula. However, the majority of the respondents (76,5%) consider improving qualifications through correspondence important.

The results indicated that only 19% of the respondents are knowledgeable about new teaching approaches while the majority (80,2%) are not. A large percentage (87,0%) are of the opinion that it is necessary to acquire skills and new approaches to teaching and that the upgrading of qualifications is applicable to both unqualified and underqualified teachers (53,9%).

6.4.4.2 Findings pertaining to open questions about the positive and the negative aspects of the upgrading programmes

The following comments on upgrading programmes and institutions were given by teachers, heads of departments and principals who are not doing upgrading courses: Upgrading programmes need to be varied, according to the teachers' needs, pupils' needs, community needs and departmental needs. Upgrading institutions have to be increased and decentralised i.e. established in more places in the Northern Province. In addition to existing universities and colleges of education, adult

centres and selected schools should also be used for upgrading qualifications of Black teachers. Bursaries and study loans should be made available to the teachers who wish to upgrade their qualifications.

6.4.5 Summary of the findings pertaining to the interview schedule (Chapter 5 par. 5.7)

The majority (72%) of the people interviewed indicated that more teachers should follow upgrading programmes. All of the interviewees indicated that upgrading enables teachers to review and modify teaching methods and curricula effectively. The majority (87,9%) of the interviewees indicated that upgrading provides updated teaching guidelines and improved techniques, as well as further education for underqualified teachers with a view to upgrading their teaching qualifications.

Most of the people interviewed (52%) in this study stated that, by and large, the curriculum of the upgrading programme was relevant to the school curriculum.

All the respondents who were interviewed mentioned that there are too few upgrading institutions compared to the many teachers who need upgrading. The majority of the interviewees suggested that the educational authorities should motivate and assist teachers financially.

The majority (79%) of the interviewees indicated that there was an urgent need to increase the number and variety of available upgrading programmes. All the interviewees are of the opinion that teachers who are upgrading their qualifications are facilitating intensive learning by giving pupils sufficient classwork, homework, tests and examinations.

The data obtained from the questionnaires and information gathered through the interview schedule coincide except as far as reasons for undertaking upgrading programmes is concerned. The majority of the interviewees indicated that salary and promotion are the most important factors motivating teachers to upgrade their qualifications whereas results from the questionnaires indicated that professional and academic development are more important than salary and promotion. This may be due to the fact that the interviewees are giving their objective opinions as evaluators of the whole situation.

6.5 RECOMMENDATIONS

The following recommendations are based on the literature review (chapter 2) research and findings (chapter 5)

6.5.1 General recommendations

1. It is recommended that upgrading institutions be increased, and be strategically accessible to each regional teaching community. This would ensure that more teachers who want to upgrade their qualifications will get the opportunity to do so. It would alleviate problems such as transport, distance and finance, which are encountered by many teachers presently engaged in upgrading.
2. It is recommended that teachers should be given guidance when choosing upgrading courses.
3. The Department of Education should encourage all underqualified teachers to engage in upgrading.

4. The upgrading of qualifications is absolutely necessary for both unqualified and underqualified teachers and it is essential for teachers to acquire knowledge about skills and new approaches to teaching.
5. The teacher upgrading curriculum must regularly be reviewed with the purpose of reorientating, adapting, reshaping and enriching it so that it meets the changes that are occurring in society.

6.5.2 Recommendations as far as RMTC is concerned

1. Lecturing staff involved in distance education at RMTC should undergo appropriate training to enable them to teach effectively.
2. Study materials should be dispatched well in advance.
3. Resources and facilities at RMTC need to be extended and improved.
4. It is recommended that RMTC should notify the teachers well in advance about contact sessions through the use of tutorial letters to enable all to attend, rather than to use Radio Thohoyandou and Phalaphala FM which cannot be picked up in the Malamulele and Sekgosese areas.
5. The number of lecturers per course should be reduced to a maximum of two or three to avoid confusion.
6. Administration staff should receive appropriate training and development.

7. Registration dates should be made available in advance to avoid inconveniencing teachers taking upgrading courses.
8. Lecturers must organise the year plan before the academic year starts.
9. It is recommended that bursaries be made available to teachers by the Department of Education, upgrading institutions and the private sector to encourage teachers to do upgrading programmes.
10. Contact sessions should be organized on Saturdays and during school vacations in order to prevent the disruptions to the pupils' learning programmes.
11. The design of the teacher upgrading programme at RMTTC needs to be reviewed. It should reflect major goals, relevant content, methodology and evaluation procedures. The principles for selection of these aspects in the syllabus will depend on the goals of the teacher upgrading curriculum, the characteristics and needs of teachers, the roles expected of teachers and the findings of research and evaluation.

6.6 RECOMMENDATIONS FOR FURTHER STUDY

In this dissertation an attempt was made to investigate the upgrading programmes of developing and developed countries. The following topics are suggested for consideration for further research investigation:

1. The researcher recommends a study of the effects of teachers' absence during upgrading on pupil performance. It has been stated several times by critics of upgrading that learners suffer

and that they are neglected while their teachers are involved in upgrading.

2. An investigation should be made into the causes of drop-outs among teachers in upgrading institutions or programmes. The nature, causes and consequences of drop-outs warrant an investigation.
3. An analysis should be made of teacher upgrading programme provision in the Northern Province. Many teachers are unemployed therefore ways and means should be devised to upgrade teachers to cope with "Curriculum 2005".
4. The role of NGO's in teacher upgrading provision for Black teachers in South Africa should be assessed.
5. The contribution of the primary teacher upgrading courses at RMTC towards the professional upgrading of underqualified teachers.

6.7 CONCLUDING REMARKS

The aim of this study was to assess the existing primary teachers' upgrading programme at RMTC and the extent of the need for the upgrading of qualifications.

This study was initiated and sustained by the researcher's interest in upgrading of Black teachers especially in Thohoyandou, a subregion in the Northern Province.

Teacher development is one of the most vital components of educational reconstruction in South Africa. There is a need for a re-orientation of all teachers to new goals and values which are directed to a culture of learning. Teachers need to be trained to cope with curriculum changes.

It is hoped, therefore, that one of the products of this study will be the stimulation of further research of related aspects of upgrading, of teachers in general and Black teachers in particular.

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APPENDIX A

QUESTIONNAIRE TO TEACHERS, HEADS OF DEPARTMENTS AND PRINCIPALS WHO ARE PRESENTLY TAKING UPGRADING COURSE AT RAMAANO MBULAHENI TRAINING CENTRE.

1. You are kindly requested to complete this questionnaire as accurately as you can.
2. Each of the following questions denotes an aspect of upgrading of teachers.
3. Do not write your name anywhere on this questionnaire. This is to ensure that your identity is not revealed.
4. Your assistance in completing and returning the questionnaire is greatly appreciated, and you are assured that the information you provide will be treated in the strictest confidence
5. Kindly indicate your answer to each item by a cross (x) in the appropriate space. Elsewhere you must write.
6. Read all the questions and answer as best as you can.

PART ONE

1. BIOGRAPHICAL DETAILS

1.1 Sex

MALE	FEMALE

1.2 Age in years

Under 30	30 - 39	40 - 49	50 and older

1.3 Marital Status

Single	Married	Divorced	Widowed

1.4 Teaching Experience in years

Less than 10	11 - 15	16 - 20	21 -25	Over 26

1.5 Professional Training

In what type of institution did you do your first training for teaching?

College of Education	University Department	College of Advanced Tech. Education	Other (specify)

1.6 Professional Qualifications.

Which professional qualifications do you hold?

P.T.C. or Lower	P.T.D. Pre-Primary	P.T.D.	Other (specify)

1.7 School Qualifications

Which school qualifications do you hold?

J.C. Lower	Matric	Undergraduate Courses	Other (specify)

1.8 What post are you holding at present?

Teacher	H.O.D.	Principal	Other (specify)

PART TWO

2. ASSESSMENT

2.1 What motivated you to upgrade your qualification? You can choose more than one alternative. Put 1,2,3, etc. in order of priority.

Salary	Promotion	Professional Development	Academic Development	Other (specify)

2.2 What course are you doing for your upgrading and how long is the course?

Name of Course	Duration in years

2.3 To what extent is the course relevant to your needs?

Highly relevant	Moderately relevant	Of little relevance	Irrelevant	Cannot Decide on relevance

2.4 Give a reason for your answer in 2.3

.....

.....

.....

2.5 To what extent is the course relevant to the pupils' needs?

Highly relevant	Moderately relevant	Of little relevance	Irrelevant	Cannot Decide on relevance

2.6 Give a reason for your answer in 2.5

.....

.....

.....

2.7 To what extent does the content cover the new ground?

Very great	Great	Moderate	Less	Much less

2.8 Have you tried to introduce at school what you are learning from upgrading programmes?

Yes	No

2.9 If "Yes" to question 2.8, what were your colleagues' responses to your introduction of innovations?

Positive response	Negative response	No response

2.10 To what extent has the upgrading programme increased your teaching skills?

Very great	Great	Moderate	Less	Much less

2.11 To what extent has the upgrading programme increased your knowledge of subject matter?

Very great	Great	Moderate	Less	Much less

PART THREE

3.1 ADMINISTRATION

1. What have been the major problems you encountered regarding your registration for an upgrading programme at Ramaano Mbulaheni Training Centre concerning the following :-

1.1 Administration staff.
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.....
.....

1.2 Registration procedure.
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.....

1.3 Receival of study materials.
.....
.....

1.4 Submission of assignments.
.....
.....

1.5 Communication with the College.
.....
.....

1.6 Suggestions and recommendations on how the above-mentioned problems can be improved.
.....
.....
.....

3.2 STUDY MATERIAL

1. How relevant is the content of study materials to the pupils' needs?

Highly relevant	Moderately relevant	Of little relevance	Irrelevant	Cannot Decide on relevance

2. Give reason for your answer in question 1.
.....
.....
.....

3. Do you regard the volume of the study guides as :

Very big	Big	Normal	Small	Very small

4. Were the study guides communicative enough? (Clear when you read)

Highly communicative	Communicative	Fairly communicative	Less communicative

5. To what extent does the content cover work which is new to you?

Very great	Great	Moderate	Less	Much less

6. Was the content organised in the most useful manner?

Yes	No

7. Were the objectives clearly stated?

Yes	No

8. Was the learning material manageable to you?

Yes	No

3.3 ASSIGNMENTS

9. Were you given enough time to work on your assignments?

Yes	No

10. Are there sufficient resources in the library to help you work on your assignments?

Plentiful	Sufficient	Fair	Little	None

11. How do you rate the standard of assignments? (Were they difficult or easy?)

Very High	High	Moderate	Low	Very Low

12. Did you benefit from the assignments?

Yes	No

13. If "yes " how ?

.....

.....

14. If "no", why not?

.....

.....

3.4 CONTACT SESSION

15. What major problems have you encountered in attending your lectures regarding the following :

- 15.1 The venue

.....

.....

- 15.2 Starting time of lectures.

.....

.....

- 15.3 Time of knocking off

.....

.....

15.4 Duration of the lecturing period

.....
.....

15.5 Learning material

.....
.....

15.6 Lecturing staff

.....
.....

16. Did you attend the contact session which was held in March / July and September?

Yes	No

17. If "No" to 16, give the reason why you did not attend ?

.....
.....

18. Did you find attending classes was helpful? Give a reason for your answer.

.....
.....

19. Did the lecturers make any follow-up or provide you with any form of support system after your contact session? Provide details.

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.....

20. Suggestions and recommendations for the improvement of the planning and organisation of effective contact sessions.

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

3.5 EXAMINATION

21. Did the examination time-table provide enough time to prepare for the each examination?

Yes	No

3.6 OPEN QUESTION

23. Any other comments you wish to make concerning strength and weaknesses of the whole teacher upgrading programme. Please feel free to express your feelings frankly.

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Thank you for your co-operation and for sacrificing your valuable time.

APPENDIX B

QUESTIONNAIRE TO TEACHERS, HEADS OF DEPARTMENTS AND PRINCIPALS WHO ARE PRESENTLY TAKING UPGRADING COURSE AT COLLEGES, TECHNIKONS OR UNIVERSITIES

1. You are kindly requested to complete this questionnaire as accurately as you can.
2. Each of the following questions denotes an aspect of upgrading of teachers.
3. Do not write your name anywhere on this questionnaire. This is to ensure that your identity is not revealed.
4. Your assistance in completing and returning the questionnaire is greatly appreciated, and you are assured that the information you provide will be treated in the strictest confidence
5. Kindly indicate your answer to each item by a cross (x) in the appropriate space. Elsewhere you must write.
6. Read all the questions and answer as best as you can.

PART ONE

1. BIOGRAPHICAL DETAILS

1.1 Sex

MALE	FEMALE

1.2 Age in years

Under 30	30 - 39	40 - 49	50 and older

1.3 Marital Status

Single	Married	Divorced	Widowed

1.4 Teaching Experience in years

Less than 10	11 - 15	16 - 20	21 -25	Over 26

1.5 Professional Training

In what type of institution did you do your first initial training for teaching?

College of Education	University Department	College of Advanced Tech. Education	Other (specify)

1.6 Professional Qualifications

Which professional qualifications do you hold?

P.T.C. or Lower	P.T.D. Pre-Primary	P.T.D.	Other (specify)

1.7 School Qualifications

Which school qualifications do you hold?

J.C. Lower	Matric	Undergraduate Courses	Other (specify)

1.8 What post are you holding at present?

Teacher	H.O.D.	Principal	Other (specify)

PART TWO

2. ASSESSMENT

2.1 What motivated you to upgrade your qualification? You can choose more than one alternative. Put 1,2,3, etc. in order of priority.

Salary	Promotion	Professional Development	Academic Development	Other (specify)

2.2 What course are you doing for your upgrading and how long is the course?

Name of Course	Duration in years

2.3 To what extent is the course relevant to your needs?

Highly relevant	Moderately relevant	Of little relevance	Irrelevant	Cannot Decide on relevance

2.4 Give reason to your answer in 2.3

.....

.....

2.5 How relevant is the course to the pupils' needs?

Highly relevant	Moderately relevant	Of little relevance	Irrelevant	Cannot Decide on relevance

2.6 Give reason to your answer in 2.5

.....

.....

.....

2.7 To what extent does the content cover the new ground?

Very great	Great	Moderate	Less	Much less

2.8 Have you tried to introduce at school what you are learning from upgrading programmes?

Yes	No

2.9 If "Yes" to question 2.8, what were your colleagues responses to your introduction of innovations?

Positive Response	Negative Response	No Response

2.10 To what extent has the upgrading programme increased your teaching skills?

Very great	Great	Moderate	Less	Much less

2.11 To what extent has the upgrading programme increased your knowledge of subject matter?

Very great	Great	Moderate	Less	Much less

PART THREE

3.1 To what extent do teachers, in your opinion benefit from upgrading courses?

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.....
.....

3.2 Do teachers need some guidance in choosing upgrading courses?

YES	NO

3.3 Give reasons for your answer in 3.2.

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.....

3.4 Do you think there is a need to increase the number of upgrading programmes?

YES	NO

3.5 Give reasons to 3.4.

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.....
.....

3.6 Do you think it is necessary to acquire knowledge, skills and new approaches to teaching?

YES	NO

3.7 Give a reason for your answer in 3.6.

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4. OPEN QUESTION

4.1 Any other comments you wish to make concerning the strength and weaknesses of teacher upgrading programmes. Please feel free to express your feelings frankly.

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Thank you for your co-operation and for sacrificing your valuable time.

APPENDIX C

QUESTIONNAIRE TO TEACHERS, HEADS OF DEPARTMENTS AND PRINCIPALS WHO ARE NOT TAKING UPGRADING COURSES

1. You are kindly requested to complete this questionnaire as accurately as you can.
2. Each of the following questions denotes an aspect of upgrading of teachers
3. Do not write your name anywhere on this questionnaire. This is to ensure that your identity is not revealed.
4. Your assistance in completing and returning the questionnaire is greatly appreciated, and you are assured that the information you provide will be treated in the strictest confidence.
5. Kindly indicate your answer to each item by a cross (x) in the appropriate space. Elsewhere you must write.
6. Read all the questions and answer as best as you can.

PART ONE

1. BIOGRAPHICAL DETAILS

1.1 Sex

MALE	FEMALE

1.2 Age in years

Under 30	30 - 39	40 - 49	50 and older

1.3 Marital Status

Single	Married	Divorced	Widowed

1.4 Teaching Experience in years

Less than 10	11 - 15	16 - 20	21 -25	Over 26

1.5 Professional Training

In what type of institution did you do your first initial training for teaching?

College of Education	University Department	College of Advanced Tech. Education	Other (specify)

1.6 Professional Qualifications

Which professional qualifications do you hold?

P.T.C. or Lower	P.T.D. Pre-Primary	P.T.D.	Other (specify)

1.7 School Qualifications

Which school qualifications do you hold?

J.C. Lower	Matric	Undergraduate Courses	Other (specify)

1.8 What post are you holding at present?

Teacher	H.O.D.	Principal	Other (specify)

2. ASSESSMENT

2.1 Do you think there is a need to upgrade your teacher qualification?

Yes	No

2.2 What would be the most important reason for your answer in 2.1.

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

2.3 What do you think are the main factors motivating teachers to upgrade their qualifications? You can choose more than one alternative. Put 1,2,3 etc. in order of priority.

Salary	Promotion	Professional Development	Academic Development	Other (specify)

2.4 Should the upgrading be made compulsory?

Yes	No

2.5 Give reasons for your answer in 2.4.

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.....
.....

2.6 Have you ever registered with a correspondence institution?

Yes	No

2.13 Give a reason for your answer in 2.12

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3 OPEN QUESTION

3.1 Any other comments you wish to make concerning upgrading. Please feel free to express your feelings frankly.

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Thank you for your co-operation and for sacrificing your valuable time.

APPENDIX D

THE INTERVIEW SCHEDULE

1. "What are your views on the value of upgrading courses?"

2. "To what extent do teachers, in your opinion benefit, from upgrading courses?"

3. (a) Is the curriculum of the teacher upgrading programme at the Ramaano Training Centre relevant to the school curriculum?

(b) Give reasons for your answer to the previous question.

4. "What do you think that there are the main factors motivating teachers to upgrade their qualifications?"

5. (a) "Should more teachers attend upgrading programmes?"

(b) Please give a reason or a reasons for your response to the previous question.

6. (a) "Is there a difference in the approach used by teachers who are upgrading themselves and those who are not upgrading themselves in the presentation of the subject matter?"

(b) Give reasons for your answer to the previous question.

7. (a) "What do you think are the main obstacles for teachers who are not doing upgrading courses?"

(b) "How can these be overcome?"
8. (a) "Do you think there is a need to increase the variety of upgrading programmes and institutions which could offer upgrading programmes?"

(b) Please give reasons for your answer.
9. (a) "Has the training of teachers changed the acquired knowledge or skills of the pupils?"

(b) "Please give reasons for your response."
10. Give suggestions and recommendations for the improvement of the planning and organisation of an effective teacher upgrading programme.

APPENDIX E

Enq. Mrs A. N. Ravhudzulo
Tel. (0159) 21630
Cel. 0822005778

P. O. Box 435
SIBASA
0970
23 February 1996

The Regional Director
Department of Education
Private Bag X2250
SIBASA

Dear Sir

COMPLETION OF QUESTIONNAIRES BY PRIMARY SCHOOL PRINCIPALS, HEADS OF DEPARTMENTS AND TEACHERS.

I hereby apply for permission to conduct research on the upgrading of primary school teachers in Venda.

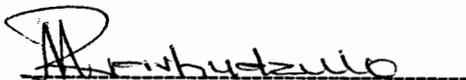
The Title of my dissertation is : **An Assessment of the teacher upgrading programme at Ramaano Mbulaheni Training Centre.** I am a student at the University of South Africa (UNISA) for an M. Ed degree and my supervisor is Dr J.G. Ferreira.

The following information is provided:-

- Only primary school principals, heads of departments and teachers will be requested to fill in the questionnaires and return them to their principals.
- The questionnaires will take a week to complete.
- The research will be conducted as from the 23 July o the 27 September 1996.

Hoping that my application will be appreciated.

Yours faithfully



Mrs A.N Ravhudzulo



Northern Transvaal Province

EDUCATION, ARTS, CULTURE & SPORTS

(21031) ext.
TEL: (0159) 31001 EXT

Private Bag X 2250
SIBASA
0970

FAX: (0159) 31179

REFERENCE NO.: 7/4/2/1

ENQUIRIES: M.D. MATHELEMUSA

04 MAR 1996

Mrs A.N. Ravhudzulo
P.O. Box 435
SIBASA

REQUEST TO CONDUCT RESEARCH AT SCHOOLS: REGION 3.

1. Your minute dated 23 February 1996 has reference.
2. Permission to conduct research for study purposes at schools falling under Region 3 is hereby granted."
3. However, you are advised to contact Area Managers before you visit their schools.
4. The following inspection areas fall under this region:
 - 4.1. Louis Trichardt Circuit
 - 4.2. Malamulele Area
 - 4.3. Mutale Area
 - 4.4. Mutshindudi Area
 - 4.5. Nzhelele Area
 - 4.6. Ramogopa Area
 - 4.7. Thohoyandou Area
 - 4.8. Tshitandani Area
 - 4.9. Vuwani Area


REGIONAL DIRECTOR : EDUCATION AND CULTURE
/asd

APPENDIX F

APPENDIX G

Enq. Mrs A. N. Ravhudzulo
Tel. (0159) 21630
Cel. 0822005778

P. O. Box 435
SIBASA
0970
11 March 1996

The Area Manager
-----area
Private Bag X2250

Dear Sir / Madam

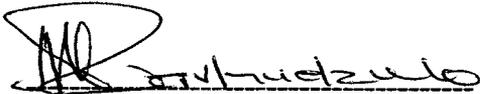
COMPLETION OF QUESTIONNAIRES BY PRIMARY SCHOOL PRINCIPALS, HEADS OF DEPARTMENTS AND TEACHERS.

I am happy to inform you that some of the principals, heads of departments and teachers from different schools in your Area have been selected to take part in the completion of questionnaires concerning teacher upgrading. This programme will involve the following:-

- The participants will be expected to complete the questionnaires and return them to their principals.
- Only primary school principals, heads of departments and teachers will be involved.
- The questionnaires will take a week to complete.
- The research will be conducted as from the 23 July o the 27 September 1996.

Thanking you. Hoping to hear from you soon.

Yours faithfully



Mrs A.N Ravhudzulo

APPENDIX H

Enq . Mrs N .A. Ravhudzulo
Tel. (0159) 21630 (H)
Cel. 0822005778

P.O.BOX 435
SIBASA
VENDA
14 May 1996

The principal

-----school
Private Bag / P.O. BOX-----

Dear Madam / Sir

PERMISSION TO USE YOUR SCHOOL FOR PILOT STUDY .

I would like to humbly ask for your cooperation with regard to the research that I am currently working on. The entire research is based on the "Upgrading of teachers".

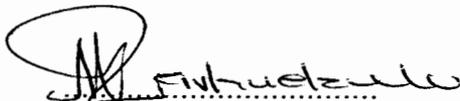
I have already obtained the necessary permission from the Regional Director . I have also attached a copy of the letter granting me permission to embark on the above mentioned programme.

We are all aware of the need for retraining and upgrading of underqualified teachers in our Province. The Department of Education is also concerned about the teachers who are underqualified and who possess limited academic and professional training .

In the light of the above information, I would kindly ask your staff to contribute to this research by giving their views / opinions about the upgrading of teachers. I wish to conduct my pilot study between 20th and 23th May 1996.

I wish to thank you in anticipation, for your kind assistance.

Yours sincerely



Mrs A.N. Ravhudzulo.

APPENDIX I

Enq . Mrs N .A. Ravhudzulo
Tel. (0159) 21630 (H)
Cel. 0822005778

P.O.BOX 435
SIBASA
VENDA
20 May 1996

The principal
-----school
Private Bag / P.O. Box-----

Dear Sir / Madam

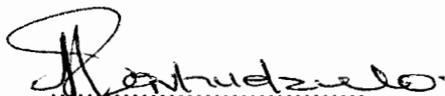
COMPLETION OF QUESTIONNAIRES BY PRIMARY SCHOOL PRINCIPALS, HEADS OF DEPARTMENTS AND TEACHERS.

I am happy to inform you that your school has been selected to take part in the completion of questionnaires. This programme will involve the following: -

- The questionnaires will be forwarded to you and you will distribute them to the teachers concerned. Please use the envelope provided to seal questionnaires and I will come and collect them.
- If there are any further queries, please feel free to contact me at the above-mentioned telephone numbers.
- Please be good enough to circulate this letter to the teachers and inform them about the due date of returning the questionnaires. The due date will be the 19th August 1996.

I thank you in anticipation for your cooperation and assure you that your contribution will be of great value.

Yours faithfully



Mrs A.N. Ravhudzulo.