INSET TOWARDS EDUCATIONAL TRANSFORMATION
WITH REFERENCE TO PRIMARY SCHOOLS IN THE
NORTHERN PROVINCE

ANNIEKIE NNDOWISENI RAVHUDZULO
INSET TOWARDS EDUCATIONAL TRANSFORMATION
WITH REFERENCE TO PRIMARY SCHOOLS IN THE
NORTHERN PROVINCE

by

ANNIEKIE NNDOWISENI RAVHUDZULO

submitted in fulfilment of the requirements for the degree of

DOCTOR OF EDUCATION

in the subject

DIDACTICS

at the

UNIVERSITY OF SOUTH AFRICA

PROMOTER: PROFESSOR J G FERREIRA
JUNE 2001
DECLARATION

Student number: 662 - 116 - 3

I declare that INSET TOWARDS EDUCATIONAL TRANSFORMATION WITH REFERENCE TO PRIMARY SCHOOLS IN THE NORTHERN PROVINCE 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.

(MRS) A N RAVHUDZULO

\[\text{SIGNATURE}\] \hspace{1cm} \text{12-06-2001} \\
\[\text{DATE}\]
DEDICATION

This thesis is dedicated to the memory of my beloved late father Mr. Maduka Phineas Mavhunga 1921 - 1995. A man of "generosity"

My loving mother Esther Thidziambi Mavhunga, my dear husband Aaron "The Boss" and my sons, Hangwani, Hulisani, Thendo and Ndamulelo "Boss Junior".
ACKNOWLEDGEMENTS

The writing of a thesis is a difficult task which requires time, effort and commitment. Research is an individual effort but its success relies on other people whose co-operation and assistance are necessary. Without the people whose names appear below, this study would not have been possible. Some of these people need special mention.

Warm appreciation is expressed to the following who have helped or inspired me in this research project:

♦ My promoter, Professor J.G. Ferreira, for her wise guidance, constant encouragement, critical but constructive comments, patience and interest throughout this study. Her suggestions and ideas inspired me to continue with my research project. My indebtedness cannot be sufficiently expressed, either in words or in writing.

♦ The Regional Director, Mr. M.E.R. Mathivha, of the Department of Education Culture, Sports and Arts in Region 3 of the Northern Province, for granting permission for the empirical research to be undertaken at his schools.

♦ The principals, heads of departments, teachers and learners of participating schools for their co-operation in handling the questionnaires. These were completed during the most difficult and trying times in history of our education, rationalisation and redeployment. This undertaking was only made possible by their generous help and kind-heartedness.

♦ Mr. J.R. Monobe and Doctor M.W. Lumadi our family friends for their moral support.

(iii)
Mrs. M. Wood and Mr. R. A. Jefferies for editing this thesis.

Mr. T.D. Maraga, the librarian at Ramaano Mbulaheni Training Centre.

The contributions of my husband, Aaron "Boss", and sons, Hangwani, Hulisani, Thendo and Ndamulelo "Boss Junior" has gone beyond that which deserves the traditional acknowledgement and gratitude. Their sacrifice, encouragement, patience and understanding during my years of study is deeply appreciated.

Lastly, but not least, I give thanks to GOD and His beloved Son Jesus Christ whose help and guidance has lead me through countless heartaches, sicknesses, and "trials and tribulations" of the spirit. It is to Jesus Christ that I give all the praise and glory.

“What, then, shall we say in response to this? If God is for us, who can be against us?.”
Romans 8:31
ABSTRACT

INSET TOWARDS EDUCATIONAL TRANSFORMATION WITH REFERENCE TO PRIMARY SCHOOLS IN THE NORTHERN PROVINCE

Like so many aspects of South African society, teacher education is undergoing change. The researcher studied existing school-based in-service education and training (SBINSET) programmes in the Northern Province and to improve the programmes, proposes Continuous Self-Renewal School-Based INSET (CSR SBINSET).

Based on the extensive literature survey, strategies that would improve effective educational transformation are identified. Different concepts of INSET are explained. Components of teacher education are examined as are those factors that influence educational transformation. Advantages and limitations are identified and guidance on how to overcome these are suggested.

The aim of this study was to examine INSET towards educational transformation with reference to primary schools in the Northern Province in order to introduce and assess a CSR SBINSET. The study examines the existing SBINSET programmes which are run in the Northern Province. The importance of teachers' continued professional growth is emphasised throughout this study. The researcher views systematic in-service training programmes for teachers as an educational necessity for the continuing professional growth of primary school teachers.

An empirical survey has been undertaken to ascertain the effectiveness of CSR SBINSET and the type of delivery strategy that may be implemented. The research considers particular aspects of classroom practice addressed in the programme.
The research was guided by the following questions:

- Which methods do teachers use in their subject teaching?
- What are their approaches to learners and learning?
- How do teachers reflect on their teaching?
- What strategies do teachers use?

This research aims to improve existing SBINSET programmes run in the Northern Province inter alia by observing practising teachers. CSR SBINSET attempts to improve the competencies teachers, lecturers and District Officials, through such means as the presentation of centre-based, school-based and cluster-based workshops. Although the educational authorities should take initiative to provide educational transformation, the following share responsibility in this vital aspect of education:

- those in the Department of Education who are responsible for planning;
- superintendents of education within districts and regions;
- training institutions such as universities, technikons, colleges and private agencies.

The importance of and necessity for, continuous professional development of primary school teachers by means of SBINSET programmes, is emphasised.

**KEY TERMS**

In-service education and training, Pre-service education and training, Northern Province, Educational transformation, School-based INSET, Continuous Self Renewal, Continuous professional development, Cluster-based workshop, Mentor, Conferencing.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>(i)</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>(ii)</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>(iii)</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>(v)</td>
</tr>
<tr>
<td>KEY TERMS</td>
<td>(vi)</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>(viii)</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>(xxiii)</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>(xxiv)</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>(xxiv)</td>
</tr>
</tbody>
</table>

(vii)
## CONTENTS

### CHAPTER ONE

**FOUNDATION OF THE STUDY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong></td>
<td><strong>INTRODUCTION</strong></td>
</tr>
<tr>
<td><strong>1.2</strong></td>
<td><strong>STATEMENT OF THE PROBLEM</strong></td>
</tr>
<tr>
<td></td>
<td>1.2.1 Background to the problem</td>
</tr>
<tr>
<td></td>
<td>1.2.2 Formulation of the problem</td>
</tr>
<tr>
<td></td>
<td>1.2.3 Hypotheses</td>
</tr>
<tr>
<td><strong>1.3</strong></td>
<td><strong>AIMS AND OBJECTIVES OF THE RESEARCH</strong></td>
</tr>
<tr>
<td></td>
<td>1.3.1 Aims</td>
</tr>
<tr>
<td></td>
<td>1.3.2 Objectives</td>
</tr>
<tr>
<td><strong>1.4</strong></td>
<td><strong>RESEARCH METHODS AND DESIGN OF DATA COLLECTION</strong></td>
</tr>
<tr>
<td></td>
<td>1.4.1 Literature study</td>
</tr>
<tr>
<td></td>
<td>1.4.2 Personal interviews</td>
</tr>
<tr>
<td></td>
<td>1.4.3 Questionnaires</td>
</tr>
<tr>
<td></td>
<td>1.4.4 Population and selection of population</td>
</tr>
</tbody>
</table>
1.5 CLARIFICATION OF CONCEPTS

1.5.1 In-service education and training (INSET) 18
1.5.2 School-based INSET 19
1.5.3 Transformation 20
1.5.4 Primary school 20
1.5.5 Mentor 21
1.5.6 The Northern Province 22

1.6 THE STUDY PROGRAMME 24

CHAPTER TWO

TEACHER EDUCATION AND IN-SERVICE EDUCATION AND TRAINING

2.1 INTRODUCTION 25

2.2 COMPONENTS OF TEACHER EDUCATION 26

2.2.1 Pre-service education and training (PRESET) or initial training as component of teacher education 28
2.2.2 Induction as a component of teacher education 34
2.2.3 In-service education and training (INSET) as component of teacher education 35

2.3 DEFINITION OF INSET AND CONCEPTS RELEVANT TO IN-SERVICE EDUCATION AND TRAINING 39
2.3.1 In-service education and training (INSET) 40
2.3.2 Recurrent education 45
2.3.3 Continuing education 46
2.3.4 Staff development 47
2.3.5 Professional growth/development 47
2.3.6 Lifelong learning 48
2.3.7 Adult education and andragogy 49
2.3.8 On-the-job training 50
2.3.9 Renewal 50
2.3.10 Distance education 51

2.4 JUSTIFICATION FOR IN-SERVICE EDUCATION AND TRAINING 52

2.5 IN-SERVICE EDUCATION AND TRAINING PROGRAMMES IN THE NORTHERN PROVINCE 54

2.5.1 Capacity Extension Programme for Science, Mathematics and English Teachers (CAPSMET) 54
2.5.2 Mathematics, Science and English Teacher Upgrading Programme (MASETUP) 54
2.5.3 Telkom, Mathematics, Science and Technology (TELMAST) 55
2.5.4 In-service education and training (INSET) for Curriculum 2005 56
2.5.5 Concluding remarks 57

2.6 APPROACHES OF INSET FOR TEACHER EDUCATION 57

2.6.1 College or course-based mode of INSET 58
2.6.1.1 Advantages of course-based INSET 59
2.6.1.2 Limitations of course-based INSET 60
2.6.1.3 Suggestions to overcome the limitations 60

2.6.2 Cascade training model 61
2.6.2.1 Advantages of cascade training model 61
2.6.2.2 Limitations to cascade training model 62
2.6.2.3 Suggestions to overcome the limitations 62

2.6.3 School-based/School-focused INSET 62
2.6.3.1 Advantages of school-based/school-focused INSET 66
2.6.3.2 Limitations to school-based/school-focused INSET 68
2.6.3.3 Suggestions to overcome the limitations 69

2.6.4 Mobile Trainers 69
2.6.4.1 Advantages of using mobile trainers 70
2.6.4.2 Limitations to mobile trainers 70
2.6.4.3 Suggestions to overcome the limitations 70

2.6.5 Distance Learning/Upgrading by Correspondence 71
2.6.5.1 Advantages of distance learning 73
2.6.5.2 Limitations to distance education 73
2.6.5.3 Suggestions to overcome the limitations 74

(xi)
CHAPTER THREE

A CONCEPTUALISATION OF THE SCHOOL-BASED INSET PROGRAMME

3.1 INTRODUCTION 81

3.2 SBINSET PROGRAMMES IN SOUTH AFRICA 81

3.2.1 Introduction 81

3.2.2 Necessity of SBINSET programmes in South Africa 83

3.3 EXISTING MODELS OF SBINSET PROGRAMMES IN THE NORTHERN PROVINCE 85

3.3.1 Limpopo School Empowerment Project (LSEP) 86

3.3.1.1 The structure of LSEP 87

3.3.1.2 The strengths and weaknesses of the LSEP 94

3.3.2 Shoma Education Foundation Project (SEFP) 95
3.3.2.1 The structure of the SEFP 95
3.3.2.2 The strengths and weaknesses of the SEFP 99

3.3.3 Mathematics Centre for Primary Teacher Project (MCPTP) 101

3.3.3.1 The structure of the MCPTP 101
3.3.3.2 The strengths and weaknesses of the MCPTP 104

3.3.4 Delivery strategies of the LSEP, SEFP and MCPTP 105

3.3.5 Concluding remarks 106

3.4 A PROPOSED CONTINUOUS SELF-RENEWAL (CSR) SBINSET 107

3.4.1 Detailed description of the CSR SBINSET 108
3.4.2 Functioning of CSR 110

3.4.2.1 Staff requirements for the CSR SBINSET 113

3.4.2.2 Target group 114

3.4.3 Shortcomings of the other programmes and how CSR could address them 114

3.4.4 Principles underpinning the CSR SBINSET 117

3.4.4.1 CSR should aim at the improvement of teaching methods 117

(xiii)
3.4.4.2 CSR should be based on peer support through reflective practice

3.4.4.3 CSR should be built on support for professional development

3.4.4.4 CSR should include knowledge, skills, values and attitudes

3.4.4.5 CSR should cover strategies for better teaching

3.4.5 The implementation of CSR

3.4.5.1 Implementation stages

3.4.5.2 Implementation programmes

3.5 RESUMÉ

CHAPTER FOUR

AN EMPIRICAL INVESTIGATION INTO INSET PROGRAMMES FOR PRIMARY SCHOOL TEACHERS IN THE NORTHERN PROVINCE

4.1 INTRODUCTION

4.2 RESEARCH DESIGN

4.3 DEVELOPMENT OF THE MEASURING INSTRUMENTS

4.3.1 Observation schedule
4.3.1.1 Construction of the observation schedule 137
4.3.1.2 Pilot survey of the observation schedule 138
4.3.1.3 Administering the observation schedule 140

4.3.2 The interview schedule 141
4.3.2.1 Construction of the interview schedule 142
4.3.2.2 Pilot survey of the interview schedule 142
4.3.2.3 Administering the interview schedule 143

4.3.3 Questionnaires 144
4.3.3.1 Aspects to consider when compiling a questionnaire 147
4.3.3.2 Structure of the questionnaire 148
4.3.3.3 Construction of items 149
4.3.3.4 Question format 150
4.3.3.5 Length of the questionnaire 151
4.3.3.6 Length of items 152
4.3.3.7 Personal and sensitive questions 152
4.3.3.8 Pilot study of questionnaires 152

4.4 ADMINISTERING THE QUESTIONNAIRES 153

4.4.1 Determining the sample 153
4.4.2 Selection of population 155
4.4.3 Selection of schools 156
4.4.4 Selection of the respondents 156

(xv)
4.4.5 Permission to use schools for the investigation and requests for participation 157
4.4.6 Instructions for the completion of the questionnaires 160
4.4.7 Dispatch and return of questionnaires 160

4.5 RESUMÉ 162

CHAPTER FIVE

ANALYSIS AND EVALUATION OF FINDINGS

5.1 INTRODUCTION 163

5.2 ANALYSIS OF DATA AND INTERPRETATION OF RESULTS 164

5.3 SECTION A: BIOGRAPHICAL AND BACKGROUND INFORMATION 165

5.3.1 Gender of respondents 165
5.3.2 Age of respondents 166
5.3.3 Marital status of respondents used in this empirical research 166
5.3.4 Highest academic qualifications of respondents 167
5.3.5 Highest professional qualifications of respondents 168
5.3.6 Teaching experience of respondents 169

(xvi)
5.4 SECTION B: OPINIONS OF TEACHERS OBSERVED AND TEACHERS NOT OBSERVED AS REGARD SBINSET SUPPORT, WORKSHOPS AND CLUSTER MEETINGS

5.4.1 Support of the concept “SBINSET”

5.4.2 Need to increase the number of SBINSET programmes

5.4.3 Change brought about by SBINSET programmes to improve teaching

5.4.4 Link between SBINSET courses and classroom practice

5.4.5 Practical work and SBINSET

5.4.6 Changed attitude towards lesson planning

5.4.7 Responsibility of professional growth of individual practitioners

5.4.8 Improved teaching skills and increased knowledge of subject matter

5.4.9 SBINSET as a remedy for the apparent failure of centre-based workshops and cluster meetings

5.4.10 Consultation with teachers when topics of SBINSET workshops are selected

5.4.11 Training of nominated teacher as head of SBINSET committee

5.4.12 SBINSET workshops to be conducted by teachers

5.4.13 Support from District Office and school management

5.4.14 The availability of finance to allow teachers to travel to centre-based workshops and cluster meetings
5.4.15 Attendance of workshops and cluster meetings
5.4.16 Attending both centre and cluster-based workshops is more important than having classroom support
5.4.17 Teachers can implement most ideas from centre- and cluster-based workshops even without classroom support
5.4.18 Workshops have some ideas that are found difficult to implement without support
5.4.19 The availability of suitable resources for workshops, cluster meetings and classroom practice
5.4.20 Cluster and workshop activities
5.4.21 Teachers discuss the implications of changes to their classrooms practices in support groups
5.4.22 Induction and mentoring programme to support newly qualified teachers
5.4.23 Teachers should be assessed after cluster meetings and workshops for the awarding of certificates

5.5 OPINIONS OF TEACHERS OBSERVED AS REGARDS CSR SBINSET CLASSROOM SUPPORT

5.5.1 Teachers expect incentives in the form of cash and certificates
5.5.2 Classroom support shows how new methods work in the teaching and learning situation
5.5.3 Classroom support has improved the confidence of teachers
5.5.4 Classroom support is disruptive to teaching
5.5.5 Teachers are more motivated because classroom support visits

(xviii)
5.5.6 Learners are more motivated to learn

5.5.7 Classroom support helps teachers to reflect on their teaching methods

5.5.8 Ideas from workshops are put into practice in classroom situation

5.6 **OPINIONS OF SCHOOL MANAGERS AS REGARDS SCHOOL MANAGEMENT AND INSET**

5.6.1 Preference for training before promotion

5.6.2 Preference for probation before promotion/appointment

5.6.3 Desirability of INSET leading to diploma or degree in educational management

5.6.4 Continuous INSET is essential for leadership development

5.6.5 INSET and category improvement

5.6.6 Training as an essential element for the creation of a positive school climate

5.6.7 Evaluation of managers for effective feedback and development

5.6.8 Training of school managers has been neglected by the educational authorities

5.6.9 Training received for the management of schools

5.6.10 Importance of INSET for efficient role functioning

5.6.11 Preference regarding release time to attend INSET programmes

5.6.12 Attendance of INSET programmes for school managers should be voluntary

5.6.13 Attendance of INSET programmes for school managers should be voluntary

5.6.14 Importance of control as a managerial task

(xix)
5.6.15 Attendance of INSET courses between 1998 and 1999
5.6.16 Usefulness of INSET courses

5.7 SECTION C: OPINIONS OF TEACHERS OBSERVED, TEACHERS NOT OBSERVED AND SCHOOL MANAGERS REGARDING BENEFITS OF SBINSET SUPPORT, PROBLEMS ENCOUNTERED AND EDUCATIONAL CHANGES

5.7.1 Benefits of SBINSET support
5.7.2 Problems encountered with the SBINSET

5.8 SECTION D: OPINIONS AND RECOMMENDATIONS

5.8.1 Open question about the strengths and weaknesses and the organisation of SBINSET programmes
5.8.2 Open question about suggestions and recommendations for the improvement of the planning and organisation of effective centre-based workshops and cluster meetings
5.8.3 Open question about suggestions and recommendations on implementation of educational changes

5.9 PRESENTATION AND ANALYSIS OF INTERVIEW DATA

5.9.1 "How well informed are you of the SBINSET programmes offered so far?"
5.9.2 "What are the strengths and weaknesses of SBINSET programmes in general?"
5.9.3 “What in your opinion, is the importance of SBINSET programmes and the impact of the programmes on your work /activities?”

5.9.4 “If you could, what would you change in the SBINSET programmes which are being run in the Northern Province?”

5.9.5 “What is your attitude towards SBINSET programmes, and has your involvement in these programmes changed your attitude at all?”

5.9.6 “What, in your opinion, is the importance of INSET for primary school principals and teachers?”

5.9.7 “Give your views on centre-based INSET (SBINSET) compared to the CSR SBINSET with classroom support?”

5.9.8 Suggestions and recommendations on how to improve current SBINSET programmes in the Northern Province

5.10 ANALYSIS OF THE OBSERVATION SCHEDULE

5.10.1 Lesson activity

5.10.2 Lesson preparation and presentation

5.10.3 Reinforcement of learning

5.10.4 Teaching methods

5.11 RESUMÉ
CHAPTER 6

SUMMARISED FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

6.2 STATEMENT OF THE PROBLEM

6.3 AIMS AND OBJECTIVES

6.3.1 Aims of the study
6.3.2 Objectives of the study

6.4 RESEARCH METHOD

6.5 THE INVESTIGATION

6.6 SUMMARISED FINDINGS AND IMPLICATIONS

6.6.1 Summarised findings and implications from the biographical information
6.6.2 Summarised findings and implications of the opinions of teachers observed and teachers not observed as regard SBINSET support, workshops and cluster meetings
6.6.3 Summarised findings and implications of the opinions of teachers observed as regard CSR SBINSET classroom support

(xxii)
6.6.4 Summarised findings and implications of school managers as regard school management and INSET 239

6.6.5 Summary of the findings pertaining to the interview schedule 241

6.6.6 Summary of the findings pertaining to SBINSET 242

6.7 RECOMMENDATIONS 244

6.7.1 The adoption of the proposed CSR SBINSET 244

6.8 PROBLEMS EXPERIENCED WITH THE STUDY 246

6.8.1 Problems experienced during the empirical research 247

6.9 RECOMMENDATIONS FOR FURTHER STUDY 247

6.10 RESUMÉ 248

BIBLIOGRAPHY 249

LIST OF APPENDICES

A The letter to the Regional Director requesting permission to conduct research involving teachers 266

B A copy of letter from the Regional Director granting permission to conduct research 267

C The letter to the District Manager 268

D The letter to the Circuit Manager 269

E The letter to the principals 270

(xxiii)
LIST OF FIGURES

Figure 1.1: Black teacher qualifications: Northern Province 2
Figure 1.2: Location of Regions and Districts in the Northern Province 23
Figure 3.1: Principles involved in continuous self-renewal SBINSET 117

LIST OF TABLES

Table 4.1: Details regarding the people interviewed 144
Table 4.2: Districts, number of schools and the population involved in the research 155
Table 4.3: The breakdown of questionnaires returned in the two districts of region 3 161
Table 5.1: Gender distribution 165
Table 5.2: Age distribution 166
Table 5.3: Marital status 167
Table 5.4: Highest Academic Qualifications of respondents 168
Table 5.5: Highest Professional Qualifications of respondents 169
Table 5.6: Teaching Experience of respondents 170
Table 5.7: Response of teachers in respect of the concept "SBINSET" 172
Table 5.8: Views of respondents in respect of a need to increase the number of SBINSET programmes 173
Table 5.9: Response of the respondents as regards improved teaching

Table 5.10: Respondents’ reaction pertaining to links between SBINSET courses and classroom practice

Table 5.11: Responses as regards practical work due to SBINSET programmes

Table 5.12: Responses of teachers as regards changed attitude towards lesson planning

Table 5.13: Respondents’ reaction with regard to SBINSET emphasizing the responsibility of professional growth

Table 5.14: Response of the respondents as regards improved teaching skills and knowledge of subject

Table 5.15: Responses of teachers as regards SBINSET as a remedy for the apparent failure of centre-based workshops and cluster meetings

Table 5.16: Respondents’ reaction with regard to consultation when SBINSET topics are selected

Table 5.17: Views of respondents in respect of training of a competent teacher as head of SBINSET committee

Table 5.18: Respondents’ reaction as to whether some teachers should be used to conduct useful SBINSET workshops

Table 5.19: Respondents’ reaction as to whether or not they get support from District Office and school management

Table 5.20: Response of teachers in respect of the availability of finance

Table 5.21: Respondents’ reaction as to whether the attendance of workshops and cluster meetings enabled teachers to change their teaching methods

(xxv)
Table 5.22: Respondents’ responses pertaining to the importance of attendance of centre and cluster-based workshops versus classroom support

Table 5.23: Respondents’ reaction with regard to implementing ideas from workshops and cluster meetings without classroom support

Table 5.24: Response of teachers in respect of ideas from workshops which are difficult to implement without classroom support

Table 5.25: Views of respondents in respect of the influence of the availability of suitable resources

Table 5.26: Respondents’ view with regard to cluster and workshop activities taking place after formal teaching time

Table 5.27: Teachers working together in support groups discuss changes to classroom practice

Table 5.28: Response of the respondents as regards the necessity of an induction and mentoring programme

Table 5.29: Views of respondents in respect of being assessed on workshop materials in order to receive certificates

Table 5.30: Responses related to CSR SBINSET classroom support

Table 5.31: Responses related to school management and INSET
CHAPTER ONE
FOUNDATION OF THE STUDY

1.1 INTRODUCTION

In-service education and training (INSET) should be seen as a critical component of human resources development in South Africa. Luneta (1997:112) is of the opinion that in-service education includes training as it brings about teachers' professional, academic and personal development through the provision of a whole series of study experiences and activities, of which training is rated as but one aspect. It is vital to understand therefore that in-service training should not be considered as an alternative to in-service education, but as part of the total frame of in-service education.

INSET, as part of human resource development, is essential for a well-functioning school system. INSET programmes can equip educators to deal with problems encountered in schools, for example, lack of resources, administrative problems, overcrowding, disciplinary problems, and educational change. According to Mutshekwane (1999:353) INSET programmes can further address crucial issues that arise from time to time and that are specific to a particular region/district.

Differentiated programmes characterised the period prior to 1994. The post-apartheid era has been marked by social changes which have serious repercussions in all sectors of society. Transformation is taking place in all spheres and sectors of government. Curriculum changes are also taking place with the development of Curriculum 2005, which was implemented in 1998. The implementation of Curriculum 2005 has left some teachers in a state of uncertainty as to how they can meaningfully participate in the classroom situation because of the drastic changes in methodologies and learning content. According to Scott (1995:54) INSET is indispensable to upgrade the unqualified (11.5%),
the underqualified teachers (79.5%) and to improve teaching of qualified teachers (9.0%) in the Northern Province (Figure 1.1). It has to be noted that even those who are qualified, need in-service education of some kind. These teachers may need skills instead of knowledge. All teachers require continuous support throughout their careers in order to develop their professional skills and enhance the quality of their work.

Scott (1995:vii) rightfully maintains that there are too few qualified teachers in the Northern Province. Motsoaledi (The Star, 16 April 1996) states that the Northern Province was declared a "disaster" province by deputy President Thabo Mbeki in 1996. This "disaster" came about as a result of the lack of classrooms, the disrepair of some schools, overcrowded classrooms, the lack of text books and other learning materials, the collapse of a learning culture, a high dropout rate, a high failure rate particularly at matriculation level and an inadequate culture of teaching and learning. The lack of suitably qualified teachers and teachers who are not motivated, are other major problems which need to be addressed urgently.

Link Community Development (LCD) (1997:2) similarly notes that the Northern Province is acknowledged to be the most educationally deprived province in South Africa with a serious shortfall of 35,000 classrooms and nearly 2,300 learners for each science laboratory, a large number of underqualified teachers and the lowest matriculation examination pass rate of any province, namely 38.7% in 1996 and 31.8% in 1997. In an attempt to address this matter, LCD is working with the Northern Province Department of Education to provide essential training and support for underqualified teachers and to help schools to implement Government policies such as the new national curriculum and school self-management. This is done through school-based INSET.

Mariti, Mhlongo and Wood-Robinson (1999:1) emphasise that the Department of Education in the Northern Province is faced with massive need for effective professional development of the Province’s educators, in both General Education and Training (GET) and Further Education and Training (FET) Phases. In many cases, especially in the areas of Science (both Physical and Biological), Mathematics, Technology and English, educators’ subject knowledge is poor. Their understanding of Outcomes-Based Education and Curriculum 2005 is also rudimentary and their current teaching methods are often inappropriate. In many cases the morale of educators is low. According to Mariti, Mhlongo and Wood-Robinson (1999:1) the Department, in its Strategic Plan for the year 1999 to 2004, has recognised the need to take steps to try and remedy the situation. In particular the Department is committed at school level to...

- the implementation of a school policy in all institutions,
- the provision of competent school management and effective and efficient leadership,
- the facilitation of community involvement in caring for schools,
the formulation of strategic plans by schools,

- a decrease in the incidence of crime and violence in learning institutions,

- the implementation of effective budget managing and monitoring systems.

The realisation of these Departmental Outputs will require appropriate management training for school principals and other senior staff. The Department has committed itself to the following issues:

- The provision of training at all levels in identified key areas.

- The development of the professional quality of educators.

- The effective utilisation of educational technology in schools (Mariti, Mhlongo and Wood-Robinson, 1999:1).

Once again the achievement of these objectives will require a planned input, INSET and school-based support in order to facilitate the continuing professional development of teachers.

Attention should be given to pre-service education, induction, in-service and on the job education and training of teachers and trainers. Transformation in education requires a change in teacher educators and in teachers themselves. Teacher education is central to the transformation of education and to the reconstruction and development of our country (Pendlebury, 1996:9).

The quality of primary school education is very important because it is the foundation of all forms of further education. Mapolelo (1997:1) states that the primary school teacher's content knowledge alone will not make a difference. There are other factors of which teachers should be aware. Teachers in the
primary school should be aware of the consequences of their teaching actions and their belief systems. Primary school teacher training institutions need to design programmes that will provide a good orientation to teacher trainees. The aim of classroom transformation is the improvement of the quality of learning and teaching. According to McNeil and Wiles (1990:356) teacher development through field experience depends on one's ability to question existing practices, apply academic theories and concepts in the classroom, and know how to learn from teaching. In-service renewal of teachers should support teachers in their own growth and encourage collaborative inquiry and collegiality. School development is an ongoing process, and as change is not an easy process, it requires support. Classroom transformation works best when there is a practical and clear focus for development.

According to Bradley (1987:185) “school and staff development”, “teacher development” and “professional teacher development” are terms used interchangeably in the literature. Furthermore, during the 1960's and 1970's, staff development was seen as “being synonymous with INSET”. Sparks (1994:26) similarly notes that “during the past 20 years, INSET has gone by many names - in-service education, staff development, professional development, and human resource development”. In South Africa, “teacher development” has a broad focus, encompassing even the pre-service training of student teachers (Department of National Education, 1996:3; Inset Policy Initiative, 1995:5; Human Science Research Council, 1996:6). The consequences of this has been the marginalisation of staff development, the restriction of staff development to INSET, and the failure to integrate staff development programmes into programmes of school improvement or community reconstruction.

The international trend is to integrate the pre-service education and training (PRESET) and INSET components of educator development in order to promote a holistic career-long strategy for professional development. Such a view recognises that the educator's professional needs change as he/she progresses
through his/her teaching career. This has implications for quality assurance as it involves establishing and maintaining a self-improving process and system in an institution or programme. One measure of an institution’s capacity to maintain educational quality is its ability to anticipate and address problems rather than merely react to them (Campbell and Kgobe, 1997:40). In addition, the assurance process should involve everyone in the organisation.

INSET should begin in the schools. It is here that teaching and learning takes place, curricula and techniques are developed and needs and deficiencies are revealed. Every school should regard the continued training of its teachers as an essential part of its task, for which all members of staff share responsibility. An active school constantly reviews and reassesses its effectiveness, and is ready to consider new methods, new forms of organisation and new ways of dealing with the problems that arise. An active school will set aside time to explore these questions as far as it can within its own resources, by arranging for discussion, study, seminars with visiting tutors and visits to other institutions. It will also give time and attention to the induction of new staff members, not only those in their first year of teaching, but all those who are new to the school. Teachers should be encouraged to take the opportunities offered outside the school for in-service education and training, whether these involve part-time, day-release, attendance of a full-time course or participation in vacation, weekend or evening activities (Department of Education and Science, 1972:8).

Mutshekwane (1997a:84) maintains that the training, retraining and updating of practising teachers is widely recognised world-wide as essential for the development of teacher quality. Teacher quality is a major factor contributing to improve learning outcomes of learners. It is vital and appropriate that the education and training of practising teachers receive increasing attention, if lasting and meaningful change is to occur particularly in the Northern Province.
In-service teacher education can also play an important role in the professional development of teachers. Opportunities for professional development are currently offered through in-service education and training. These include workshops and courses offered for short or long periods. Some programmes offered by colleges of education are accredited by higher education institutions towards diplomas and degrees and were previously recognised for salary notch increases (Hofmeyer and Hall, 1995:57).

The primary purpose of INSET has been to improve the quality of professional practice, and to improve the quality of learning for all South Africans. According to the Department of Education (1996:2), INSET can fulfil a variety of purposes. Some of these are the following:

- **Upgrading**, which aims to improve the qualifications and competence of un/under-qualified teachers with less than a standard 10 certificate and three years of professional training (M+3).

- **Further education/training**, which aims to improve the qualifications and competence of qualified teachers who already have an M+3.

- **Curriculum-related INSET**, which aims to assist teachers to teach the school curriculum and to cope with curriculum change.

- **INSET for new roles**, which aims to prepare teachers for roles beyond that of the classroom teacher. This usually involves management or mentorship (trusted adviser) training.

- **INSET for retraining**, which aims to retrain educators with redundant competences and skills and prepare them for Curriculum 2005.
INSET for organisational development or institutional change, which concentrates on working with an active institution to formulate development strategies and strengthen capacity for academic transformation.

This research focuses on the role INSET can play in the transformation of education in the Northern Province. Continuous Self Renewal (CSR) school-based INSET (SBINSET) has been devised which can help to solve the problem which the Province is experiencing. CSR SBINSET focuses more on the consolidation of skills, knowledge and values than on their transfer. This SBINSET is based on the use of "mentors", who are like group leaders and who have been trained to support teachers in the real teaching-learning situation and to conduct workshops and cluster meetings. These mentors also support colleagues in their schools and enable them to facilitate classroom transformation by equipping them with skills to develop learning activities to enhance the implementation of Outcome-based education (OBE) and Curriculum 2005. The Northern Province relies on Curriculum 2005 to solve its education problem by involving every teacher with curriculum-related INSET, not only to address teaching the school curriculum, but also to cope with curriculum change (Department of Education, 1998:2).

1.2 STATEMENT OF THE PROBLEM

1.2.1 Background to the problem

The problem being investigated in this study originates from the researcher's earlier study: "An assessment of the present teacher upgrading programme in Ramaano Mbulaheni Training Centre". The aim of the abovementioned study was to assess the planning and organisation of the Ramaano Mbulaheni Training Centre's teacher upgrading programme in order to indicate both the strengths and weaknesses and suggest ways to improve the upgrading programme (Ravhudzulo, 1997:13). One of the major
recommendations made was that the Department of Education should encourage all underqualified teachers to engage in upgrading:

"The upgrading of qualifications is absolutely necessary for both unqualified and underqualified teachers and it is essential for teachers to acquire knowledge, skills and new approaches to teaching" (Ravhudzulo, 1997:195).

Prior to 1994, INSET was decentralised and courses for teachers were conducted at colleges of education, central primary schools, circuit offices and dedicated INSET centres, such as the Ramaano Mbulaheni Training Centre (RMTC), Lebowa In-service Training Centre (Limburg) and Giyani Teacher's Centre. For the period 1990 up to 1994, attendance of INSET courses was poor because of a low morale among teachers and trainers at INSET institutions. According to Mutshekwane (1997b:4), this situation has not improved. It is anticipated that the introduction of Curriculum 2005 and the current transformation process should encourage teachers to undergo INSET. INSET should become the centre of teacher development activities and should no longer be characterised by short, sporadic workshops which focus on immediate needs.

Presently, the Department of Education, Arts, Culture and Sport in the Northern Province 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 want to be involved in planning changes.
According to Mashile and Vakalisa (1999:93) the absence of legitimate education policies and a clear national policy on INSET has resulted in a number of commissions being set up to determine policy and regulations appropriate for a non-racial, non-sexist and democratic society. The new policies and regulations, although not all related to INSET, would ultimately impact on the provision of INSET in South African institutions. The Department of Education of the Northern Province (Policy on Teacher Education, 1997) states that in 1995, there were about 17 non-governmental organisations (NGO’s) that were offering INSET programmes for teachers in the Northern Province. Most of the NGO’s offered programmes which focussed on different aspects of teacher development, for example, teaching methods, whole-school development courses, education management, career guidance and governance. The majority of these organisations are however based outside the Northern Province.

Hofmeyer, Salmon, Shown, Mbulawa, De Wee, Cook and Letuka (1995:5-9) maintain that without the support and commitment of teachers, no change in education is likely to be successful. Without appropriate INSET to improve the quality of practising teachers and to prepare them for any education change, reconstruction and development initiatives in education will be still-born. INSET should be incorporated as part of the conditions of service of all teachers or teacher educators and should not be seen as something provided only for unqualified or unskilled teachers. The former Minister of National Education, Professor Sibusiso Bengu, was also concerned about INSET of underqualified and unqualified teachers, most of whom teach in the rural schools. He was of the opinion that the quality of school teaching and teacher education must be given serious attention (Campbell and Kgobe, 1997:6).

As mentioned earlier, the Northern Province relies on Curriculum 2005 to solve its education problem by involving every teacher with curriculum related INSET. There is great uncertainty amongst teachers as to how to implement the learner-centred methodology proposed by this curriculum, especially the aspect of
continuous assessment in large classes. In actual fact teachers are of the opinion that it will be extremely difficult to foster a nurturing relationship and provide individual attention to learners when there are as many as 63 or even more learners in their classes.

As already stated, attendance of INSET courses in the Northern Province has been unsatisfactory because of a low morale among teachers and trainers of INSET institutions. INSET should develop and sustain the continuing professional growth of educators by equipping them with knowledge, skills and competencies that will enable them to play a productive role in the transformation of our education system. Again, INSET is essential, not only to address past inequalities (many teachers in the Northern Province are unqualified and underqualified, or have had outdated or poor PRESET), but also to help in confidence building.

A comprehensive INSET policy (whether top-down or bottom-up, provincial or national) should be formulated with clear aims, objectives and priorities based on the needs of teachers at schools, circuits, districts, regional and of late, provincial levels. As mentioned before, three INSET centres, namely, Ramaano Mbulaheni Training Centre (RMTC), Lebowa In-service Training Centre (Limburg) and Giyani Teachers’ Centre have been offering INSET programmes, but there is a need for a clear and well defined INSET policy from the Department of Education, Arts, Culture and Sports of the Province. Without such a policy, problems arise because the centres offer similar programmes differently or duplicate unnecessarily. INSET centres should therefore be well co-ordinated to ensure that problems that crop up, are addressed. These problems include the re-training approaches used, the adequate training of the trainers, proper planning and organisation of INSET programmes, and the availability of educational resources (both human and physical). If the abovementioned INSET centres each develop their own policy, the handling of the educational transformation and the curriculum will not be co-ordinated.
The problems mentioned so far as regards the re-training approach used, the inadequate training of the trainers, proper planning and organisation of INSET programmes and the availability of educational resources are further exacerbated by the fact that South Africa has adopted Outcomes-Based Education (OBE) from developed countries such as Australia and Canada. Currently, those who are responsible for INSET in South Africa are not entirely familiar with OBE, which means that out-sourcing is needed and experts from other countries are consulted (Potenza, 2000:1).

The professional development of in-service 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. 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, Vista University upgraded about 4700 secondary school teachers (Vos and 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 further teaching diplomas such as the primary teacher upgrading diploma, are offered to practising teachers to enable them to specialise in certain fields.

In-service education and training is indispensable in developing countries and regions because of their vast numbers of unqualified and underqualified teachers. Thompson (1982:6), Bacchus (1987:80) and Smith (1982:152) emphasise that well-planned INSET can be used to help solve this education problem. Many African countries faced with the dual problem of having many untrained and unqualified teachers in their school systems and the inconvenience that could be caused by removing them from schools, resort to INSET to help them resolve this problem.
1.2.2 Formulation of the problem

Despite the reports that South Africa has too many teachers, it is a well-known fact that the majority of teachers fall within the categories of "unqualified" and "underqualified" to teach at the levels they are expected to teach. This situation, coupled with the introduction of a new curriculum that brings in terminology diversely different from what teachers have been accustomed to, cannot be left to some isolated courses presented by consultants contracted by the Department of Education.

Wideen and Tisher (1990:1) assume that the quality of education children receive links directly to the knowledge, abilities and professional skills of teachers. They further point out that if we want to give young people the best education possible, we must first provide the best education and training to those who will teach them. The Department of Education, Arts, Culture and Sports in the Northern Province regards 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 unqualified and underqualified teachers with less than M+3. INSET is a major component of teacher education. Although there are a number of INSET programmes providing continuous education and training to serving teachers, it is not clear which INSET programmes will facilitate educational transformation of primary schools and solve the current education problem in the Northern Province.

The fundamental problem which this study addresses is:

♦ WOULD INSET PROGRAMMES FACILITATE EDUCATIONAL TRANSFORMATION OF PRIMARY SCHOOLS IN THE NORTHERN PROVINCE?
From this basic question, the following subquestions develop:

♦ Are there adequate INSET opportunities for teachers in South Africa and particularly for those in the Northern Province?

♦ Do the existing school-based INSET programmes in the Northern Province contribute to classroom transformation?

♦ What problems if any, related to the planning, organisation and administration of the INSET programmes, exist?

♦ Could the introduction of mentors have a positive impact on facilitating classroom transformation?

1.2.3 Hypotheses

♦ There are adequate INSET opportunities for teachers in South Africa and particularly for those in the Northern Province.

♦ The existing school-based INSET programmes in the Northern Province lead to improved teaching and learning.

♦ INSET programmes which are not well planned, organised and administered result in a decrease in the number of enrolments.

♦ The introduction of mentors has a positive impact in facilitating classroom transformation.
1.3 AIMS AND OBJECTIVES OF THE RESEARCH

Much has been said and written about INSET, teacher upgrading programmes and teacher training in South Africa in general. In the opinion of the researcher, however, there has been no authoritative, complete work on the role played by INSET in facilitating classroom transformation in the Northern Province. Hence the need exists for a more thorough and comprehensive study of the impact of INSET on practising primary school teachers and on facilitating classroom transformation in the Northern Province.

1.3.1 Aims

The main aim of the research is to trace and illustrate the impact of INSET on the transformation of teaching and learning, with reference to primary schools in the Northern Province. This study further endeavours to...

- give an overview of the existing INSET programmes, particularly SBINSET programmes for primary school teachers in the Northern Province;

- provide an account of the existing SBINSET programmes in facilitating classroom transformation and problems faced by principals and teachers involved in these programmes in the Northern Province;

- propose an improved form of SBINSET (CSR SBINSET) which will assist to address the shortcomings of other SBINSET programmes in the Northern Province by offering teachers more support for developing their reflective capabilities; and

- conduct an empirical survey on the effectiveness of the CSR SBINSET.
1.3.2 Objectives

The objectives of this study are:

- to determine whether existing SBINSET programmes in the Northern Province contribute to classroom transformation,

- to ascertain whether SBINSET can contribute effectively to improved teaching and learning;

- to identify the problems faced by teachers involved in SBINSET programmes run in the Northern Province;

- to identify the strengths and weaknesses of SBINSET and the introduction of mentors; and

- to formulate recommendations regarding improvements, quality and effectiveness of the proposed CSR SBINSET.

The researcher endeavours to achieve the above aims and objectives through scientific research methods.

1.4 RESEARCH METHODS AND DESIGN OF DATA COLLECTION

The term research method refers to the general strategy followed in gathering and analysing the data necessary for answering the questions at hand. It could be referred to as a plan of attack for the problem under investigation (Ary, Jacobs and Razavieh, 1990:32-33).
1.4.1 Literature study

The literature study in this thesis involved consulting relevant published books, published and unpublished dissertations and theses, research articles in periodical journals and reports containing information on the research topic. The theoretical and practical knowledge drawn from these served as an invaluable basis for developing the framework and constructs for INSET programme for primary school teachers. It is from this literature study that:

♦ INSET programmes which could facilitate classroom transformation are reviewed (Chapter Two); and

♦ a conceptualisation of the school-based INSET programme is discussed (Chapter Three).

Relevant documents from teachers' colleges, the Department of Education and Link Community Development were also studied. Based on the analyses of these documents, SBINSET in primary schools in the Northern Province were investigated (See Chapter Four).

1.4.2 Personal interviews

Personal interviews were conducted with various district officials, project managers, principals, lecturers, facilitators, teachers and learners. The personal contact with interviewees by means of structured interviews provided valuable insight on SBINSET to keep abreast with effective classroom transformation.

1.4.3 Questionnaires

Questionnaire surveys were used to gather opinions on school-based INSET and related issues of a representative sample of primary school principals, heads of
departments and teachers in representative areas in the Northern Province (see Chapter Four).

Questionnaires were developed in the light of the findings of the literature study. Preliminary research was conducted and improvements were made to these. The final questionnaires were personally delivered to the target groups.

1.4.4 Population and selection of population

The population comprised randomly selected primary schools in Region 3 of the Northern Province (Chapter Four). The reason for selecting this region is that the majority of SBINSET programmes in the Province are offered in that region.

1.5 CLARIFICATION OF CONCEPTS

A number of concepts and terms have already been used that receive further attention in the following paragraphs in order to define them clearly and to eliminate any misunderstanding. Definitions are required for the purpose of bringing to light, or allowing to emerge, that which is relevant or significant in the research.

1.5.1 In-service education and training (INSET)

In-service education and training (INSET) can be defined as all forms of continuing education and training for serving educators, whether they are formal or non-formal activities, accredited or non-accredited programmes, personal or professional education. When unqualified, underqualified and qualified teachers in schools are provided with professional training, it should be regarded as INSET (Department of Education, 1997:17). INSET also includes the means whereby a teacher's personal needs and aspirations as well as those of the system of education in which he/she serves, are met.
Mutshekwane (1995:155) is of the opinion that INSET refers to "planned activities practised both within and outside the school primarily to develop the professional knowledge, skills, attitudes and performance of professional staff in schools" in order to influence learner performance. From the above definitions one can deduce that INSET is a whole range of events and activities through which serving teachers can extend their personal academic or practical education, their professional competence and their understanding of educational principles and methods. Education and training which takes place after teachers are employed is called in-service education and training.

1.5.2 School-based INSET

Coombe (1994:10) defines school-based in-service education and training (SBINSET) as central to overcoming the challenges of universal primary education and it is felt that "well planned (SBINSET) may provide the only way of upgrading professional skills". The school-based form of INSET is the kind of in-service activity that is run on the school premises for the sole benefit of teachers of that school. It is planned by the staff of the school for the teacher’s own professional advancement. It is argued that within the learning community, if the needs of the teachers and learners at the school can be identified more easily, in-service activities and experiences can be devised and related more closely to these needs. This could result in a decrease in the resistance that most teachers feel towards INSET programmes.

Kirk and Glaister (1988:53) stress that school-based INSET should concern itself mainly with "activating and sustaining the commitment of the staff of the school to work out their own solutions to their own problems". In addition these authors, acknowledge the crucial input of external assistance if the schools are to be successful in analysing their own professional work.
1.5.3 Transformation

In this study transformation refers to making a considerable change particularly in terms of the implementation of a learner-centred methodology such as that proposed by Curriculum 2005. It encompasses the improvement of the culture of teaching and learning by promoting appropriate knowledge, skills, attitudes and values; developing teachers' confidence and reinforcing what teachers have learned through INSET programmes. This implies that a good teacher will employ several teaching strategies for effective learning. These strategies bring variety in learning and avoid monotony. Judicious selection of methods to suit the learning situation will influence the success of teaching. The change in teaching is inevitable. Consequently, transformation should be built into procedures of teaching, evaluation, appraisal and review. 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.

1.5.4 Primary school

Behr (1978:107) maintains that in the primary school phase, all learners are given an introductory education geared more specifically to developing the basic skills of literacy and numeracy. The teachers involved in the work of the primary school phase have to initiate learners in the arts of oral communication, reading and writing and lay the foundations for meaningful learning and understanding.

According to Lubisi, Wedekind, Parker and Gultig (1997:18-19) the General Education and Training Band is sub-divided into three conceptual school phases, corresponding roughly to the developmental phases children go through in their maturation process, and four levels for adult basic education and training. The General Education and Training Band represents 9 years of compulsory education, that is, Grade 1 to 9. It consists of the following phases:
Foundation phase (Reception Year to Grade 3): This phase overlaps both with pre-school and with the intermediate phase. It is a very extensive category and depends entirely on practical organisation. During this period the learner can only fulfil his/her self-actualisation with educational support.

Intermediate phase (Grade 4 to 6): Learners in this phase begin to understand detailed relationships between materials, incidents, circumstances and people and are able to infer the consequences of such relationships. This has significant implications for the selection of learning activities, which should develop abilities to the full.

Senior phase (Grade 7 to 9): Grade 7 is the last phase in the primary school which overlaps with the Senior Phase. The senior phase of the General Education and Training Band is the last phase of the General Education and Training Certificate. Learners are increasingly able to reason independently of concrete materials and experience. They are able to engage in open argument and are willing to accept multiple solutions to single problems.

1.5.5 Mentor

According to Kelly, Beck, and Thomas (1992:173-174) mentors are experienced practitioners who are considered able to offer appropriate advice and support to participants in the scheme. Within the parameters of this thesis, a mentor is able to contribute to his/her own professional development and also to help others to reflect on their practice.
1.5.6 The Northern Province

The Northern Province is the name now given to the former Northern Transvaal. The name Northern Province was coined after the democratically elected government in South Africa demarcated nine new provincial boundaries, namely, Northern Cape, North West, Eastern Cape, Western Cape, Gauteng, KwaZulu Natal, Free State, Northern Province and Mpumalanga. The Northern Province incorporates five regions, namely, the Lowveld, Central region, Western region, Southern region and Northern region (Figure 1.2). It stretches from Warmbaths in the south to Messina in the far north; and from Steenbokpan in the west to Letaba in the east. The Northern Province incorporates the previous national states or homelands of Venda, Gazankulu and Lebowa and all the so-called “white areas”. In order to demarcate precisely and clearly the field of this study, the name Northern Province is used in the present context to denote the area previously occupied by the Venda, Tsonga and Sepedi speaking people.
1.6 THE STUDY PROGRAMME

Chapter 1: Foundation of the study which includes the aims and objectives of the investigation, statement of the problem, research method, formulation of the problem, clarification of the main concepts and the study programme.

Chapter 2: In this chapter the various INSET programmes are reviewed in order to compare and ascertain which INSET programmes could facilitate classroom transformation.

Chapter 3: Here a conceptualisation of the school-based INSET programme is explored. This conceptualisation lead to the proposal of CSR SBINSET.

Chapter 4: The theoretical background to the empirical research is provided to ascertain the effectiveness of CSR SBINSET. This was achieved through a questionnaire survey, interviews and observations.

Chapter 5: The results of the empirical investigation are announced and elucidated.

Chapter 6: Finally, the researcher, by means of analysis, attempts to arrive at findings and implications of the study. Recommendations are also discussed in this chapter, as well as problems encountered by the researcher during the execution of the study and proposed topics for future research.
CHAPTER TWO

TEACHER EDUCATION AND IN-SERVICE EDUCATION AND TRAINING

2.1 INTRODUCTION

A review of literature reveals that the terms “in-service training”, “recurrent education”, “continuing education”, “staff development”, “teacher upgrading”, “professional growth/development”, “life-long learning”, “teacher development”, “continuing education”, “further training”, “adult education and andragogy”, “on-the-job training”, “renewal” and “distance education” are often used interchangeably for all the activities that contribute to the continuing education of professional staff in the field of education (Bagwande and Louw, 1993: 19; Cane, 1969:62; Eraut, 1972:1 and Bolam, 1980:86). There are, however, some differences between these terms.

According to Bagwande and Louw (1993:18) the problem of misconception of INSET is compounded by the use of closely related concepts and terminology which have tended to dominate the literature relevant to INSET. Many of these terms are used synonymously with INSET, and consequently, create confusion. Furthermore, some people tend to use the same term when referring to different aspects of the study of INSET, while others use various terms when referring to the same aspect. It becomes imperative, therefore, to analyse briefly the various terms used in INSET in order to comprehend the nuances in both concept and terminology. These distinctions in meaning are considered to be central to the study of INSET.
In most countries today the terms in-service education and training abbreviated as "INSET", is now in common use (Bolam, 1982:1; Dhlomo, 1979:7; Warwick, 1975:8 and Soni, 1984:10). "In-service education and 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. Consequently, when qualified teachers in schools are provided with professional training, it is regarded as INSET. On the other hand "professional development" of teachers refers to the improvement of standards up to the expected norm whereas "professional upgrading" refers to those in-service training activities that lead to the improvement of teacher education and the upgrading of formal professional qualifications. "Further training" refers to improving the qualifications of qualified teachers who already have Matriculation plus three years teacher training (M+3) (Hofmeyer and Hall, 1995: Appendix B).

2.2 COMPONENTS OF TEACHER EDUCATION

Teacher education in South Africa is offered as both pre-service education and training and as in-service education and training. 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. Pre-service teacher training should be viewed only as the starting point for teacher career development. It should serve to licence the newly trained teacher to embark on the long career ahead. But this initial training does not adequately prepare the teacher for all times. In-service education and training, therefore, should be viewed as an integral aspect of teacher education and development. While pre-service training should be seen as a pre-requisite to teaching, in-service training should be viewed as the next step if teachers are to remain sufficiently effectively responsive to the changing and complex education needs of the different generations of the learners the teacher is likely to encounter.
There is a further division between the planning and provision of PRESET and INSET. If the initial training is inadequate and does not provide an adequate base for INSET, then INSET is forever remedial, attempting to repair PRESET deficiencies instead of meeting the ongoing needs of serving teachers. There is presently no integration between PRESET and INSET (McGregor and McGregor, 1992:184-185). McGregor and McGregor further refer to Hofmeyr's (1991) interviewees that are of the opinion that there should be close links between PRESET and INSET. One interviewee said that teacher education should be a continuous process - "a relay race in which there is no winner until the baton has been passed on and the cycle completed" (Hofmeyer, 1991:38).

Siddiqui (1991:3) is also of the opinion that teacher education is perceived as a continuous process and consists of three distinct, but closely interrelated, consecutive stages of:

- initial training (PRESET);
- induction; and
- in-service education and training (INSET).

According to Bagwandeen and Louw (1993:10-11) the current national, contextual variables in many developed and developing countries tend to emphasize links between initial training and INSET. In fact there is widespread agreement about the desirability of a well planned and articulated continuum generally referred to as the triple-I-continuum of "Initial, Induction and In-service training". These three stages have been hypothesized as a career-long process for the growth and development of teachers. The three stages are regarded in many countries as important mechanisms for the improvement of education. None of these stages seems dispensable as each occupies a significant place in the continuum.
2.2.1 Pre-service education and training (PRESET) or initial training as component of teacher education

The initial training or pre-service education (PRESET) is offered just before a teacher takes up his/her first teaching assignment. By exposing the would-be teacher to psychological, sociological, philosophical and technological ideas and principles, this stage develops in him/her a basic insight into the profession and some key skills that 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 (Siddiqui, 1991:3). According to Bagwandeen and Louw (1993:10) the initial training of a teacher addresses those areas of knowledge relevant to the phase for which he/she is trained and also professional course work along with planned field-based experiences.

Consequently pre-service teacher training refers to the training of teachers before their employment as teachers commences. During this training academic and professional work needs to be done (Chilana, 1972:12). Van der Linde (1987:9) describes the nature of pre-service education and training as follows:

♦ It provides students with an academic background in education and subject specification.

♦ A variety of matters which are necessary for a student teacher to understand the teaching profession, are included in order to fulfil his/her professional task as a teacher.

♦ It creates opportunities for the acquisition of teaching skills and techniques through simulations, micro teaching and periods of practice teaching in schools.
It develops the appropriate attitudes, beliefs and social orientation considered necessary for a teacher.

The above components of pre-service training highlighted by Van der Linde (1987) have been summarised by Krüger and Müller (1988:9), as the academic, practical career oriented, and the professional components. The academic component comprises theoretical studies in subject sciences (majors, electives, formative subjects and the discipline, education).

The practical component is aimed at acquiring teaching skills. The student teacher's theoretical knowledge is to be applied in practical training situations, so that knowledge and teaching skills would merge (Krüger and Müller, 1988:10).

The professional component covers the whole training programme. Krüger and Müller (1988:10) are of the opinion that a teacher can only act professionally when he/she commands knowledge, skills and a positive attitude towards his/her task. All these should, as far as possible, be acquired during a teacher’s training.

Siebörger and Kenyon (1992:148) have similar views to Krüger and Müller and name the three main components of PRESET as academic, professional, and teaching practice. They add that the combination of the three always varied from one education department to another. In order to train teachers properly, these components need to be integrated to form a whole. Planners of in-service training must take these components of PRESET into consideration when designing the curriculum for in-service training to guarantee continuity and to supplement pre-service training.

Henderson (1978:35) observes that during the initial period, it is impossible to foresee and provide all the future demands of the teaching profession, or for individual teachers during their careers. It becomes apparent that all teachers may require some form of in-service education and training.
Pre-service teacher education in South Africa was provided primarily by teacher training colleges or colleges of education which fell under the administration of the former four provinces. In addition to teacher training colleges, faculties or schools of education at universities and technikons, (which fall under the national ministry of education) have also trained teachers. The number of teacher training colleges proliferated dramatically during the 1980's in an attempt to address the educational crisis of the apartheid era. The vast majority of the newly established colleges that catered for African students were often inefficient and cost-ineffective (Claassen, 1995:481).

Young, inexperienced teachers find it difficult to enter teaching without a training background in which there is an effective balance between the theoretical and practical components. Besides the theoretical background, the student-teacher needs to know what to do in actual practice. He/she has to experience practical situations during his/her training.

The following is a suggested PRESET curriculum with slight variations for the different levels (Mda, 1997:34-35) ...

- Education as a subject for credit, including, for example, the nature of the young learner for preprimary and primary teachers and nature of the adolescent for the secondary school teacher;

- Professional studies;

- Major subjects for specific levels, for example, early childhood care;

- Communication;

- Religious education (no specific doctrine or dogma to be taught); and
Teaching practice.

The new guidelines cater for special cases in a way that will improve the profession through the quality of those who enter it and through the competencies expected at the end of the teacher education programme. For effective teaching practice it is important for the teacher training institutions to have access to enough schools, to provide quality supervision and to allow student teachers opportunities to take responsibility for their teaching.

According to Siebörger and Kenyon (1992:148) the three main components of PRESET have been combined in almost every possible way at times in the past, in South Africa and abroad. Under the apprenticeship system which operated in the Cape in the 1870’s, provision was made for some formal lessons but the bulk of the training took place in the classroom, learning to teach under the guidance of a teacher. This model limited the theoretical side of the curriculum but integrated the practical and the professional completely.

The academic part of the curriculum of the colleges has, from the start, been confused with the high school curriculum. The theoretical curriculum for secondary teachers specializing in a subject field has been conducted on the basis of a rough equivalence between the university disciplines and the school subject. The alternative approach has been to build a theoretical study of education into the first degree, as a broader professional grounding.

A brief discussion of these three main components of PRESET follows.

- The theoretical component

Hollander (1989:257) asserts that the theoretical component of PRESET consists not only of the part-disciplines of education, but also of the school subjects and the formative subjects. Francia and Johnson (1989:6) confirm the importance of
education when they say that to become effective teachers, student-teachers should have a strong background in education as discipline. The educational background should include the relation of school to society, the roles of teachers and student-teachers in classrooms, an understanding of the learning process, the curriculum, instruction and the teaching-learning environment necessary to help maximise learning.

The theoretical knowledge of school subjects is needed to enable the prospective teacher to teach the subject. Theoretical knowledge about appropriate teaching media and available technology must also form part of the theoretical component of teacher training. This will mean that the teachers should have a theoretical knowledge of instructional material and technology, and how to select, prepare and integrate them in a specific didactic situation. This theoretical training can increase the effectiveness and efficiency of instruction in the classroom. One of the problems is that lecturers in most disciplines have little experience with technology (McNeil, 1989:58-59) and as a result cannot train student-teachers in the use of media or instrumental technology.

- **The practical component**

Van der Linde (1987:6) defines “practice teaching” or the “practicum” as the opportunity that a learner-teacher has to participate in the actual teaching-learning situation. It is an experience in which the student-teacher gets guided teaching and takes on more and more responsibility for directing the learning of children over a set period of time. According to Stone (1984:139) the lecturer cannot expect student-teachers to do this unless he/she has gone through the same kind of experience as a student-teacher.

Practicum can be done at the college or university (institute practicum) and will encompass all the practical experiences in the teacher’s educational programme at the training institution. It can also be done at the school (school practicum)
where the strategies adopted in the institute practicum, for example micro teaching, are implemented in real school situation.

The practical career-oriented component is aimed at acquiring teaching skills whereas the professional component covers the entire programme. The teacher can only act professionally once he/she commands knowledge, skills, and a positive attitude towards his/her tasks (Krüger and Müller, 1988:9).

The professional component

Wirsing (1980:16) describes what is expected of a teacher as a professional as "possess[ing] the intellectual basis from which to bring interpretive, normative, and critical perspectives to bear on all educational phenomena" and having a "sophisticated grasp of the large and complex world of human experience which so definitely influences his/her schooling universe and the mini-world of his/her own classroom".

According to the findings of the study conducted by Hollander (1989:257) the professional training of teachers has a theoretical and practical component. To master the practical aspects of teaching means that the theoretical content must be mastered as well. Professional education is a particular form of vocational education which breaches the assumed boundary between vocational and academic education and includes ethical dimensions. The purpose of professional education is to develop competencies in professional practice and to foster commitment to the ideals of the profession.

Tickle (1987:18) is of the opinion that it is necessary to develop the means to achieve high standards in academic subject qualification, personal commitment, and classroom practice. Tickle (1987) suggests the following:

- The application of theoretical knowledge to classroom practice;
Participation in school activities by the teacher educators and in teacher education by teachers;

Interrelationships in teacher education programmes between academic, practical and professional elements;

Effective induction into the teaching career; and

Adequate approaches to career development and in-service education.

The above suggestions offered by Tickle need not only be considered during pre-service training, but also need to be integrated into the in-service programmes, to ensure continuity and improved performance.

2.2.2 Induction as a component of teacher education

Siddiqui (1991:3) maintains that the second stage of teacher education starts when the newly trained teacher is inducted into the job of teaching in an educational institution. The period of probation is supposed to be roughly the period of one's induction into the organisation. This part of teacher education, although less formal and the least organised, helps the new teacher to gain a better understanding of classroom realities, the tricks of the trade and with the adjustment to the school environment, to develop a greater degree of self-motivation. These understandings are gradually developed during the course of working with colleagues and interacting with superiors while shouldering responsibilities at the school. Bagwandeen and Louw (1993:11) see the induction of the young teacher from the relatively sheltered environment of the college of education or university, to the harsh reality of the classroom, as a pivotal concern of education departments and school administrators.
2.2.3 In-service education and training (INSET) as component of teacher education

According to Henderson (1978:18-20) in-service training stems from teachers' own self-motivation to improve their effectiveness and to increase their capacity to develop maximum potentialities of the learners they teach. These activities should be supported. Refreshment, growth, adaptation, and status of teachers are all important elements of the rationale for in-service training in almost all the countries. In developing countries, the main motives of in-service programmes are different to those in developed countries. Three important objectives of INSET in developing countries are: upgrading the competence of teachers, extending their general education, and enhancing their qualifications. In developed countries, the teaching profession has the background of a fairly extensive post-primary education (10-12 years) whereas a significant proportion of teachers in developing countries may have enjoyed fewer years of post-primary education (4-5 years). Frequently, emphasis is placed on upgrading basic education and secondarily, on the improvement of professional skills (Henderson, 1978:12).

One of the main aims of in-service training is to enable the teacher to monitor and shape his/her professional development (Henderson, 1978:12). Monyooe (1991:151) asserts that in a world rocked by the explosion of knowledge, the public and the teaching profession must begin to realise that the continually learning teacher is as important as the continually learning child. In-service education must be provided for all teachers throughout their careers. Although the focus is on the teacher alone, it is necessary that education officers should also be provided with in-service training.

Planned programmes for in-service education are essential for adequate professional improvement of school personnel. The demand being made on schools and on teachers make it impossible to depend upon pre-service preparation, and the initiative of the individual teacher. This underlines the need
for a well planned support programme through in-service provision, in order to improve the competencies of teachers through presentation of courses, workshops, conferences, congresses, study groups, inter-school visits, lectures, and staff development programmes (Cawood and Gibbon, 1981:15).

Tchombe (1990:129) argues that in-service training is vital for the continuous professional growth and development of the practising teacher. All over the world, initial education and training is inadequate, both in its programme structuring, and entry requirements.

Previous research on policy of teachers and teacher education in South Africa was poor. A national enquiry into educational provision was conducted by the Human Science Research Council (HSRC) in 1981. This resulted in the HSRC Report on Education Provision in the Republic of South Africa (HSRC, 1981), commonly known as the De Lange Report. Although this was the first thorough national inquiry into education to have been held in South Africa, it neglected to make an in-depth study of teacher education (Hartshorne, 1992:45).

Siddiqui (1991:4) asserts that the third phase of the teacher education continuum namely, in-service education and training is supposed to be the longest and relatively more important than the other two stages. Several research studies have confirmed the positive contribution of INSET and its significant role in improving quality of education. Once the teacher has settled down in his/her job, the activities of INSET may start taking place. These will include all activities which he/she undertakes in order to refurbish his/her professional knowledge and competence and which help him/her to manage his/her professional responsibilities.

Bagwandeen and Louw (1993:11) share the same sentiments as Siddiqui (1991:4) when they state that the third part of the triple-I-continuum, in-service education, suggests the need for a sustained programme of retraining that counteracts
obsolete teaching. This phase also implies the continuation of professional development which reaches beyond the support given to beginner teachers.

McGregor and McGregor (1992:181-182) refer to Hofmeyer's (1991) research that ascertained that there are few coherent policies for INSET in South Africa. Despite great faith in INSET, public and private policies for INSET are either non-existent or inadequate. Reactive *ad hoc* sub-policies, operating guidelines and funding preferences are the typical substitutes for strategic planning and comprehensive, long-term policies. Hofmeyr's interviewees believed that the absence of policy is one of the main reasons why INSET provision is often ineffective. Instead of policy, "mayhem", "crash courses crashing all over the place" and "a putting out of fires" is encountered. INSET is hampered by a lack of human and material resources, inadequate support, poor co-ordination and negative contextual factors.

Van Niekerk (1997:435) also stipulates that in-service teacher education in South Africa has not been guided by any coherent policy. Education departments, non-governmental organisations (NGO's), distance education institutions and the private sector provide INSET, often in association with teacher organisations. Moreover, most policy-making for INSET has been a top-down process, with limited consultation of interest groups. In the public sector, very few of the INSET agencies have been involved in INSET policy-making. McGregor and McGregor (1992:182) indicate that the policy environment of INSET is not beneficial for INSET and that it must be changed to one that will encourage effective INSET.

Lemmer (1998:110) acknowledges Van Niekerk's significant contribution to INSET policy by reiterating that South Africa has never had a coherent national policy on teacher development or governance. As a result of the country's apartheid history, 17 different employing authorities for teachers and a range of different institutions and procedures to manage them, existed when the first democratic elections were held in 1994. Furthermore, the system of teacher education was
fragmented and racially and regionally determined. As a result of these problems, the need to reconstruct policies for teacher development, utilisation and supply became apparent. The process of policy development has however been hampered by a general lack of comprehensive, up-to-date and comparable data on teacher demand and supply and the provision of teacher education in the country. Empirical evidence concerning the numbers and distribution of teachers across racial groups, regions and academic disciplines is sorely lacking.

Lemmer (1998:114) also mentions that the system of teacher education is under review. In this regard the discussion document on National Policy on teacher supply, utilisation and development (Department of Education, 1996) recommended that teacher education should be seen as a unified field which belongs in a system of higher education. This recommendation has already led to the closing of several teacher training colleges and the planned incorporation of colleges into the system of university governance. According to the same discussion document mentioned above, teacher education should be based on the five basic principles underlying education according to the 1996 Constitution. These are global and national relevance; learner-centredness; professionalism; cooperation and collegiality; and innovation. The curriculum for both PRESET and INSET should be congruent with Norms and Standards for Educators (1998) and National Qualification Framework (NQF), and should include training for Early Childhood Education, Adult Basic Education and Training, Vocational Education and Education for Learners with Special Needs (Norms and Standards for Educators, 1998:58-76).

National policies should be comprehensive and flexible in order to cater for the different needs and developmental stages of a varied teaching force. However, experience has shown that a critical mass of teachers must be targeted in order for INSET to produce any institutional and system effects. Hofmeyer (1991:54) is of the opinion that INSET policies must focus on schools rather than individual teachers as the units of change. Consequently it is the school that is the smallest
viable unit of change. The individual school or clusters of schools become the forum in which the different needs of teachers can be accommodated.

At the national level, certain enabling conditions would need to be addressed by policy initiatives so that the chances of effective INSET are increased. Here government can play a powerful role by providing an appropriate legislative framework and making available the minimum necessary resources and expertise that allow for successful INSET. The provision of adequate material and human resources appear to be urgent in rural areas of developed and developing countries. What seems to be needed is a national approach to INSET which includes local option policies so that schools can accommodate particular teacher needs within a framework of system policy and support.

According to Bagwandeens and Louw (1993:18), INSET in most countries is predicated to provide effective and cost-effective programmes that will ensure the continuing education of teachers whether unqualified, underqualified or qualified. It is essential that the concept of INSET is clarified. It becomes imperative to define briefly the various concepts relevant to INSET in order to comprehend the nuances in both concept and terminology. A brief discussion of the definition of INSET and concepts relevant to in-service education and training follows.

2.3 DEFINITION OF INSET AND CONCEPTS RELEVANT TO IN-SERVICE EDUCATION AND TRAINING

Although briefly discussed on the preceding pages, the concept of INSET needs to be clarified. It is essential to establish a clearly conceptualized view of INSET in order to distinguish its unique contribution to the operation of the educational enterprise and to comprehend its total perspective and distinct purposes. The varied conceptions and misconceptions of INSET could possibly be the outcome of a lack of agreement on definitions and nomenclature thus meaning different
things to different people.

Bagwandeen and Louw (1993:19) stipulate that INSET has been defined in various ways. The definition of INSET depends to a large extent on the emphasis that is placed on it in terms of its plan or design. INSET includes such aspects as updating teacher skills and knowledge without a change in role; preparation for new roles and positions; an improvement in qualifications and status; external or internal school provision; the focus on pedagogical needs; and programmes available throughout the careers of teachers. In this section a few important definitions of INSET and concepts relevant to INSET, are discussed.

2.3.1 In-service education and training (INSET)

The following are some well known definitions of the concept INSET.

A purposive definition of INSET is provided by Cane (1969:x; see also Yule, 1987:64):

"In-service training is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Preparation for a degree, diploma or other qualification subsequent to initial training is included within this definition".

This definition of Cane was proposed as the outcome of a major survey on the views and preferences of educators relating to INSET undertaken by the National Foundation for Educational Research (NFER) in England and Wales. This definition was seen as one which was tighter and more central in its approach towards intended experiences.
The James Committee (Department of Education and Science [DES], 1972:5) regards INSET as the whole series of activities by which "...teachers can extend their personal education, develop their professional competence and improve their understanding of education principles and techniques".

Henderson (1978:11) suggests an omnibus definition:

"...in-service education and training, may, in the most general sense, be taken to include everything that happens to the teacher from the day he/she takes up his/her first appointment to the day he/she retires which contributes, directly or indirectly, to the way in which he/she executes his/her professional duties".

This definition is all encompassing and is in keeping with the commonly accepted view that INSET embraces all the experiences that a teacher may undergo for the purpose of expanding his/her professional and personal education.

In the South African context INSET should be seen as far more than upgrading teachers' qualifications. What is needed is a comprehensive definition of INSET which covers all forms of the continuing education and training of serving teachers. For this purpose Thompson's (1982:4-5) definition is useful:

"...the whole range of activities by which serving teachers and other categories of educationalists (within formal school system) may extend and develop their personal education, professional competence, and general understanding of the role which they and the schools are expected to play in their changing societies. INSET further includes the means whereby a teacher's personal needs and aspirations may be met, as well as those of the system in which he/she serves."
Hartshorne (1992:9) believes that the definition could be amended by omitting the phrase “within formal school system” so that INSET becomes flexible enough for wider application.

Siddiqui (1991:9) acknowledges Song’s (1990:193) significant contribution to the purposes of INSET by stating that the prime purpose of in-service education and training is to promote the continuous growth of teachers. A portion of the effort is also aimed at the elimination of those who were inadequately trained during their pre-service education.

The purposes of INSET help in the fulfilment of various in-service education and training needs. These needs form an INSET need continuum, ranging from a school’s or system’s performance improvement needs, to individual teacher’s performance improvement and development needs. According to Siddiqui (1991:9) these needs have been spelled out as...

- total school performance improvement needs;
- individual teacher performance needs;
- career development and advancement needs of the individual;
- advanced professional knowledge acquisition need of the teacher; and
- the need for extension of personal or general education, not in the area of a related subject or education itself.

In Hofmeyr's research (1991:380), interviewees suggested a wide range of purposes for INSET. They indicated that in future, INSET should continue to focus on upgrading qualifications initially, but that the pace should be accelerated, given the high percentage of unqualified and underqualified teachers in the African
teaching corps.

According to McGregor and McGregor (1992:185) the following purposes for INSET can be identified in the South African literature:

- **Equalisation** - through upgrading academic and professional qualification;
- **Efficiency** - through management training;
- **Classroom competence** - through input on subject knowledge and methodology;
- **Change** - through curriculum development, social awareness programmes, and INSET for new roles; and
- **Empowerment** - through action research, and teacher-led initiatives.

According to Evans (1993:15-16) INSET of teachers may serve a variety of purposes, and depending on the specific purpose, a distinction can be made between different categories and purposes of in-service education and training:

- **Career development of teachers:** This is in-service training taken in order to improve the teacher's career development and mobility within the school organisation or to improve his/her career chances in another school or a different school or to fulfill a different role in the education service.

- **Professional development:** This kind of in-service training may be aimed at either general teaching ability (such as mixed ability teaching and writing study materials) or more specific competencies (for instance remedial teaching or counselling).
♦ **Externally oriented training:** This kind of training serves the purpose of enabling schools to co-operate effectively with other institutions in the context of the school, such as, INSET projects that improve the link between primary and secondary education.

♦ **School development:** This category may include elements of the other categories. Its main purpose is to improve the school organisation, the curriculum and teaching, in order to improve the quality of learning.

♦ **Specialization:** Specialised INSET courses are taken to give teachers the opportunity to update their knowledge or to specialize in a particular subject or learning area (for instance ecology or modern history).

Evans (1993:16) asserts that the course or programme required to meet the needs depends on the category of INSET as differentiated above. Whether a course is given to serve a particular interest of teachers from different schools or a collective interest of a single school, make either a traditional course or school-based approach appropriate.

Evans (1993:15-16) shares the same sentiments as Siddiqui (1991:9) who stipulates the following purposes of INSET in developing countries:

♦ To provide adequate professional training, to make teaching and learning effective;

♦ To keep teachers abreast with new developments in curricular subjects and pedagogy;

♦ To upgrade the academic qualification of teachers;
• To develop the skills and attitudes responsive to emerging national development goals and programmes; and

• To make teachers aware of the problems of the community and to develop the necessary skills and attitudes to enable them to be effective education agents in the community.

In conclusion, from the literature consulted above, INSET is a critical factor in achieving fundamental change in the quality of education in the classroom and in the school as a whole, and in any situation wherein education takes place. INSET has to do with bringing about teachers’ professional competence, personal academic, personal development and understanding of educational principles and methods through the provision of whole series of study experiences and activities. Such structured activities are also designed to improve professional performance of the teachers.

2.3.2 Recurrent education

The concept of recurrent education is sometimes used to convey the significance of the incompleteness of initial training. According to Cropley and Dave (1978:41) recurrent education is an aspect of INSET which alternates periods of teaching service with periods of further training or other forms of training. These will include components that would be seen as formal, non-formal and informal. Bagwandeens and Louw (1993:21) consider recurrent education as a means of extending the knowledge of teachers, and providing refreshment and the opportunity of keeping abreast with developments in education. It forms the core of the policy of continuing education for change. Recurrent education is therefore seen as an integral component of INSET. It emphasizes the concept of career-long learning and the need for an adapting to change in society and schools.
2.3.3 Continuing education

Harris (1980:23) pointedly remarks that "... continuing education undoubtedly is useful as a term referring to a great unspecified diversity of educational endeavour beyond the usual sequences of schools and colleges".

Similarly, Good (1973:133) defines continuing education as:

"(1) Any extension of opportunities for reading, study, and training to young persons and adults following their completion of or withdrawal from full-time school and college programmes; (2) education for adults provided by special schools, centres, colleges, or institutes that emphasizes flexible rather than traditional or academic programs".

Bagwandeep and Louw (1993:22) define continuing education as the provision of opportunities for qualified professionals to update their professional knowledge, skills and attitudes to enable them to remain competent professionals. Continuing education encompasses both personal and professional education aimed at personal growth and enhancement, and is ultimately the responsibility of teachers themselves and their professional associations.

In so far as teacher education is concerned, continuing education is a process which begins with a modest effort and gradually assumes greater concentration and attention. Bagwandeep and Louw (1993:24) maintain that continuing education is a purposeful interlacing of induction, renewal and redirection. In this way continuing education in its totality accentuates the existence of career-long teacher education.
2.3.4 Staff development

Staff development has as its primary task the need to develop "a professional, growth-orientation ecology in all schools" (Joyce, 1981:118). Dillion-Peterson (1981:3) states it clearly:

"Staff development is a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students and continuous, responsible self-renewal for education and schools".

Staff development focuses on formally organised schools and serves clearly designated staff groups. Generally staff development is seen as being implemented primarily for school improvement, and not for individual professional growth. Staff development is central to virtually every approach to educational improvement (Bagwandeen and Louw, 1993:26).

2.3.5 Professional growth/development

According to Mda (1997:19) professional growth of teachers is an area that needs attention. Professional development is currently offered through in-service education and training for teachers. This includes workshops and courses offered for short periods to long periods.

Joyce (1981:20) states that professional growth or professional development are those activities which fulfil three needs which in spite of apparent diversity, have much in common. These are:

"... the social need for an efficient and humane educational system capable of adaptation to evolving social needs; the need to find ways
of helping educational staff to improve the wider personal, social and academic potential of the young people in the neighbourhood; and the need to develop and encourage the teacher's desire to live a satisfying and stimulating personal life, which by example as well as by precept will help his students to develop the desire and confidence to fulfil each his/her own potential".

This implies that professional growth/development is aligned with competence, which is nurtured by meaningful experience. Professional growth/development therefore includes the reactions of teachers to different stimuli encountered in their professional lives. Rudduck (1987:129) describes professional growth/development as:

"... the capacity of a teacher to remain curious about the classroom; to identify significant concerns in the process of teaching and learning; to value and seek dialogue with experienced colleagues as support in the analysis of data; and to adjust patterns of classroom action in the light of new understandings”.

Experienced teachers should be exposed to situations enabling them to learn rather than exist through the familiarity of daily events. The responsibility for the professional growth/development of all educators should be a shared responsibility by all concerned with education.

2.3.6 Lifelong learning

Bagwandeen and Louw (1993:28) point out that lifelong learning or education is another term that is equated with INSET. The lack of clarity in the use of the term lifelong learning constitutes a major difficulty. Lynch (1977:3) states that “... lifelong education implies not only that everybody is a learner throughout his lifetime but also that everybody has opportunities to continue to be educated.
throughout life”.

This implies that the teacher who is well prepared personally and professionally and who develops the social skills which enable him/her to work effectively with others, should succeed admirably. In particular, a teacher should realize that education is a lifelong process and that the preparation of a teacher is never complete.

2.3.7 Adult education and andragogy

Adult education is defined as “any process by which men and women, either alone or in groups, try to improve themselves by increasing their knowledge, skills, or attitudes, or the process by which individuals or agencies try to improve men and women in these ways” (Good, 1973:16).

Bagwandeen and Louw (1993:32) maintain that andragogy is contrasted with pedagogy. The concept andragogy refers to the theory of adult learning as opposed to pedagogy which is the theory of youth learning. Adult education or andragogy is synonymous with education outside the school situation. Organised and systematic programmes of education are provided for the benefit of, and adapted to the needs of, persons not in regular school and university systems and generally fifteen years of age and older.

There are slight differences in the definitions of adult education and andragogy. Some emphasize the constituent facets of adult education; others stress the adult learner and the benefits that may be acquired from participation in adult education programmes (Bagwandeen and Louw, 1993:32).

Adult education takes into account the professional performance of teachers and how this performance is determined by factors such as individual objectives, attributes, needs and beliefs. In this way the uniqueness of teachers as adult
learners is emphasised. The transition from one state of personal and professional development to the next manifests itself through differentiation and integration. Such development also occurs when accepted norms are no longer adequate. It is within this overarching context of INSET that the perception of adult education and andragogy is summarised.

2.3.8 On-the-job training

As the name suggests on-the-job training refers to the choice of activities that enables the teacher to gain competency and knowledge experientially. Good (1973:619) remarks that on-the-job training constitutes "... supervision and other supplemental instruction furnished to a learner while he/she is employed as a beginner or a trainee in the regular duties of a position or job".

On-the-job training reinforces experiential learning. One of the strategies for on-the-job training involves the implementation of one or more of the principles, skills, or other learning, in situations which are structured or simulate laboratory conditions (Bagwandeen and Louw, 1993:34). On-the-job training provides opportunities for practising teachers to update their ideas and methods, to meet with colleagues, exchange experiences and to learn about new ideas put forward by researchers in practice.

2.3.9 Renewal

As with other concepts discussed so far, renewal is often used synonymously with INSET and professional development. More specifically Burke (1987:ix) explains that the concept of renewal as "merely beginning once more", cannot satisfy the idea of development. He states that "...renewal can be a reinstatement of a former activity, but it is more progressive in nature when viewed as an extension or a reinvigoration of both purpose and process".
Renewal education is a personal phenomenon. As such it must come from within the person. It cannot be something which bureaucrats demand as conditions of service in terms of a mandate, requirement or regulation (Bagwandeen and Louw, 1993:35). Renewal can be encouraged in a school milieu characterised by trust, caring, respect, pride and a high morale. Furthermore, renewal must also be seen as an extension of the teaching role and which contributes to relieving the constraints of being limited to earlier strategies and approaches.

2.3.10 Distance education

Distance education has also been associated with INSET and some tend to regard distance education programmes as the very hub of INSET. According to Bagwandeen and Louw (1993:36) distance education is fundamentally a fairly new concept. It refers to the forms of study not led by teachers present in a classroom situation, but supported by tutors and an organization at a distance from the student. Distance education denotes a teaching and learning process "... in which a significant proportion of the teaching is conducted by someone removed in space and time from the student" (Maree, 1987:67). Megarry (1980:255) defines distance education as "... education provided by any organization at any level to cater for learners and teachers who are physically separate". She too emphasizes the point that this learning may be by means of print or other media, separately or in combination, and adds that distance learning is often complemented by face-to-face teaching, group work or tutorials. Distance learning materials are designed for students whose circumstances demand self-reliance.

Bagwandeen and Louw (1993:40) indicate that distance teaching has a variety of approaches and as such offers an opportunity for continuing teacher education. In both developed and developing countries the psychodynamics of distance learning through the process of activation, guidance and the maintenance of learning activities, has had a wide appeal. Consequently, distance education is considered to have a rich potential for INSET.
According to McGregor and McGregor (1992:196-197) distance education is increasingly advocated as a mode of INSET delivery in South Africa. Because of South Africa's large geographical area many teachers, especially in rural areas, are not within reach of universities, colleges or teacher centres, hence the need for distance education.

This discussion of various concepts related to in-service education and training lays the foundation for the discussion of the justification of INSET and the approaches of INSET for teacher education.

### 2.4 JUSTIFICATION FOR IN-SERVICE EDUCATION AND TRAINING

INSET as a strategy for improving education has sufficient merit to warrant further study and consideration. The concept of INSET has to be brought into harmony with the current competence of teachers. No doubt good teaching relies on more than a mere knowledge of technique alone. Opportunities must be provided for teachers to acquire personal insight which will result in the improvement of classroom behaviour. Bagwandeen and Louw (1993:2-3) maintain that without such a commitment to continuous professional development, poor teaching will be perpetuated and teachers will continue using stale procedures despite the contribution of research and development. INSET should not be regarded as, or restricted to, the crisis of the moment. A new era of INSET should be introduced, founded on an extended base of what professional development involves, together with an updated rationale. Professional development should be characterized by experiences which help teachers to relate and integrate ideas and ideals of teaching with the realities and daily demands of the job.

Justifications for INSET are many and varied. These include the following:

- Teachers need continual renewal of their knowledge and the capabilities to provide appropriate learning strategies for their learners.
The ills of poor pre-service teacher training and other problems which may surface when a teacher is practising his/her profession, need to be remedied (Thembela and Walters, 1984:112).

Unqualified and under-qualified teachers need to be upgraded to the status of qualified professionals.

Teachers need to meet and exchange ideas and work together to define and solve common problems. The value of peer interaction among teachers has been stressed as a means to instill confidence to bring about change in classroom practice.

Changes brought about by the new democracy in South Africa dictate that transformation has to occur in schools and tertiary institutions. INSET is essential to achieve these changes.

The high standard 10 failure rate warrants intervention of a massive INSET programme to arm teachers with the knowledge, skills and motivation approaches demanded by modern challenges.

The introduction of Curriculum 2005 and Curriculum 21, which aim at changing what learners learn as well as the manner in which they learn, is a further reason for INSET.

The above reasons justify the revival, renewal, resuscitation, rejuvenation and continuation of INSET for transformation of education, especially in the Northern Province. At this juncture, current general INSET programmes in the Northern Province are discussed briefly.
2.5 IN-SERVICE EDUCATION AND TRAINING PROGRAMMES IN THE NORTHERN PROVINCE

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

The Northern Province Department of Education has embarked on the following INSET programmes to improve teacher education and the knowledge base of teachers and other affected parties:

2.5.1 Capacity Extension Programme for Science, Mathematics and English Teachers (CAPSMET)

This programme started in February 1997 and provides support to the grades 4, 7 and 10 teachers. One hundred and twenty schools from the six regions in the Northern Province are involved: sixty primary and sixty secondary schools. The programme was initially funded by the National Reconstruction and Development Programme (RDP) office, but funding was allocated to the Province at a later stage (Department of Education, 1998:2).

2.5.2 Mathematics, Science and English Teacher Upgrading Programme (MASETUP)

The INSET sub-directorate of the Northern Province started the development of this programme in September 1996. The programme targets unqualified and
under-qualified grade 11 and 12 Mathematics, Physical Science and English teachers. It was finally approved in April 1997. The Department of Education (1998:2) reports that three workshops for trainers (facilitators) were run. The trainers in the Northern Province are carefully selected experienced qualified teachers and college lecturers who receive training from NGO’s and they in turn train the identified teachers. Workshops for the unqualified and under-qualified teachers took place in various regions. The regional weekly two day workshops started in mid-July and continued till the end of September 1997.

Mutshekwane (1997b:11) considers this as a “train-the-trainer” INSET model affecting 984 teachers from 300 schools in the Northern Province in Maths, Science and English for Grades 11 and 12. Train-the-trainer programme takes place at the Education Resource Management Centre (ERC) at Kwena Moloto College of Education. The programme was sponsored by the Open Foundation Society (OFS).

2.5.3 Telkom Mathematics, Science and Technology (TELMAST)

The TELMAST project is funded by Telkom to improve skills in the teaching of Mathematics, Science and Technology. Telkom also identified service providers (NGO’s). The following NGO’s are involved: Primary Science Programme (PSP) and Science Education Project (SEP). According to Mutshekwane (1997b:11) service providers have been training primary and secondary school teachers from the schools in regions 3 and 6 and thus affected 1 080 teachers. Workshops were held quarterly in the region. Regional co-ordinators were identified for this project so that NGO’s could have direct contact with co-ordinators (Department of Education, 1998:3).
2.5.4 In-service education and training (INSET) for Curriculum 2005

The Department of Education (1998:3) indicates that provincial facilitators for Curriculum 2005 were trained nationally to train teachers from pilot schools. After the initial training of facilitators, Grade 1 teachers from the thirty identified primary schools were trained so that they could trial the developed curriculum learning programme; the trialing took six weeks, and was successful (Department of Education, 1998:3). The training process is very slow however, due to a lack of learning programmes needed for the training.

The Department of Education, Arts, Culture and Sports (DEACS) of the Northern Province decided to use the cascade or train-the-trainer model for Curriculum 2005. The purpose of the cascade model is to consolidate and co-ordinate the existing Outcomes-based Education (OBE) management capacity within the DEACS and the development of a cadre of OBE trainer-facilitators capable of preparing teachers to implement Curriculum 2005 (Department of Education, Arts, Culture and Sports: Northern Province, 1998:1).

According to Van der Vyver (1998:194) before the implementation of Curriculum 2005, there were 20 educators who were selected in the Northern Province to attend the train-the-trainer workshop organised by the National Department of Education in Pretoria during 1997. The intention was that the educators who were trained during the train-the-trainer workshop were to train the teachers in their provinces. The Northern Province chose 30 schools to pilot Curriculum 2005. The teachers responsible for Grade 1 in those demographically representative schools were trained. The train-the-trainer model is very economic in its nature, as those who have been trained will train others. It allows teachers to be trained in stages and therefore the progress can be monitored.
2.5.5 Concluding remarks

The Department of Education in the Northern Province is faced with a massive need for effective INSET programmes of the Province’s educators. For the purpose of this study, the main task of INSET programmes run in the Northern Province is that of providing all forms of continuing education and training for serving teachers by equipping them with knowledge, skills and competencies that will enable them to play a productive role in the transformation of education.

The preceding discussion of INSET programmes in the Northern Province indicates that INSET, as part of human resource development, is essential for a well functioning school system. INSET programmes can equip teachers to deal with problems encountered in schools, for example educational change.

A brief discussion of the approaches of INSET for teacher education which are viable and which can be incorporated into the strategies of delivering INSET, follows. Some strengths, weaknesses and suggestions to overcome the limitations of each approach, will be highlighted.

2.6 APPROACHES OF INSET FOR TEACHER EDUCATION

INSET activities can take on different forms or patterns, however, two principal patterns have dominated (Kirk and Glaister, 1988:51). These are those INSET activities that are offered within educational institutions (schools) themselves with or without the help of outside assistance, and those that entail attendance of courses provided outside the schools by either colleges, universities or other providing agencies.

In developing and developed countries a number of strategies have been introduced during recent years which have not only been designed to help cope with the increasing demands made upon INSET, but also to improve the
effectiveness of INSET provision. The following approaches have been implemented at different times and in different countries to provide training for practising teachers.

2.6.1 College or course-based mode of INSET

According to McGregor and McGregor (1992:195) colleges of education are widely regarded as natural bases for organising the provision of INSET in given areas. By siting INSET at colleges of education, the links between PRESET and INSET would be strengthened and teachers could return to their alma maters for renewal. However, the success of this strategy will depend upon increasing the professional autonomy of the college and improving the expertise of lecturers in the INSET field. Moreover, the INSET division of colleges must be adequately staffed.

The college or course-based mode of INSET consists of externally provided, off-the-job courses for individual teachers. So many criticisms have been levelled against the course-based mode of INSET provision, that its obvious advantages have sometimes been obscured. College-based INSET courses are often incentive to the practical needs of teachers and their schools (Cheeseman, 1989:142). The obvious advantages associated with this type of provision are the following (Kirk and Glaister, 1988:53):

- The heterogeneous nature of participants creates opportunities for professional exchange of ideas and insight on teaching.

- The course-based INSET courses offer teachers the opportunity to improve their academic and professional qualifications.

According to Kirk and Glaister (1988:53) college-based INSET brings together teachers from a variety of different contexts and backgrounds, thus creating
opportunities for professional exchange. They can also be an extremely economical way of sharing and disseminating insights on teaching, encouraging representatives from different schools to play the role of "multiplier", mediating a particular development with their own colleagues and serving as a stimulus to, and a support for, development in their own schools. College-based INSET offers teachers the opportunity to improve their academic and professional qualifications. Arguably, the availability of such programmes is more critical at a time when the major thrust of INSET is concerned with the implementation of national curriculum policies.

According to the Department of Education (1995:4) the most common and widely accepted approach in the development of teachers is the course-based or centralised model of professional development. Individual teachers have been withdrawn from their schools for approximately one week at a time, to undergo training and then return to their schools.

2.6.1.1 Advantages of course-based INSET

The following are some of the advantages of course-based INSET:

- Current information on approaches and curriculum issues can be disseminated, and subsequently implemented, promptly.

- Training is provided to teachers from a wide area, and therefore they have a plethora of experiences which they are able to share with their counterparts.

- If a mechanism for feedback courses is set in place, information reaches a wider area within a short period of time.
2.6.1.2 Limitations of course-based INSET

The Department of Education (1995:4) recognised the contribution made by Fullan (1986) by identifying the limitations of this approach in influencing practice in schools. It is said that ...

♦ the content is often too theoretical and too general for teachers to be able to relate it to their classroom needs;

♦ by focusing on individuals, it fails to recognise the complex nature of schools or social systems, and so underestimates the difficulties encountered by individuals when they re-enter their school and try to implement newly acquired ideas; these courses are often devised by "outsiders", like circuit/area managers, college and university lecturers, rather than teachers, and lack follow-up opportunities; and

♦ the major defect of this model is not only that it assumes a common problem amongst all the teachers in that particular field - a far-fetched assumption in itself - but also that it is used on its own, it fails to meet the needs of the education system at its various levels since it ignores the problems faced by teachers when they return to school and seek to implement their new ideas.

2.6.1.3 Suggestions to overcome the limitations

Despite these limitations, the model has a role to play in INSET if certain modifications are made, for example, mechanisms for feedback courses should be more effective. The course presenters should make follow-up visits to the teachers at their real teaching-learning situations. In addition, classroom support at teachers' workplaces should be provided at regular intervals, with teachers involved in the identification of needs.
2.6.2 Cascade training model

There has been an ongoing debate on the most effective ways of delivering teacher development programmes in South Africa. In recent times, for example, the "cascade model" has been promoted as a means by which large numbers of teachers can be reached in the shortest possible time. Cascade training entails training-the-trainer to ensure that the training message "flows down" from experts and specialists, through several layers of personnel and eventually to the teachers. A cohort of teachers are given short training courses and are then required to pass on their new knowledge and skills to further cohorts of teachers, through formal courses (Peacock, 1993:2).

Taylor (1990:4) points out that this strategy was widely used in England to help with the implementation of major examination and curriculum changes across all the schools, but on that occasion practising teachers were used in significant numbers as trainers.

2.6 2.1 Advantages of cascade training model

♦ The "cascade model" is characterised by a process of transfer of skills, knowledge and values from one group of educators to another.

♦ It allows teachers to be trained in stages and therefore the progress can be monitored.

♦ This model provides effective training since only a small number of teachers receive attention at a time.

♦ Information is disseminated quickly over a large area as more and more teachers receive training.
It is cost effective in its nature, as those who have been trained will train the others.

### 2.6.2.2 Limitations to cascade training model

- Evidence now emerging suggests that the model is not effective in ensuring that the right message reaches all intended recipients (Department of Education, 1998:3).

- According to Taylor (1990:5) the main weakness of this model is the dilution effect as the training is passed down the various levels of personnel.

### 2.6.2.3 Suggestions to overcome the limitations

The cascade training model cannot be changed effectively, but one way in which the dangers may be reduced, is if the top level trainers or INSET providers are given a long term responsibility for follow-up training to reinforce the initial effort.

### 2.6.3 School-based/School-focused INSET

Bolam (1982:216-218) prefers to use the concept “school-focused INSET” rather than “school-based INSET”. The school-based model stresses the needs of the teacher as employee and the school-focused model offers a means of resolving the conflict between the needs of teachers and their employers (Bolam, 1982:218). Hopkins (1989:85), on the other hand, makes a deliberate effort to distinguish between school-based and school-focused INSET. He considers school-focused INSET as...

"an attempt on the part of teachers and external consultants to direct professional and development efforts towards the identified
needs of the school with the major goal of improving the quality of life in the classroom. School-based INSET (as) being the type of ongoing activity, usually teacher initiated, which focuses on the teacher's role as curriculum developer and researcher within a specific classroom setting or school situation”.

Morant (1981:42) defines school-focused INSET as... “all the strategies employed by trainers and teachers in partnership to direct training programmes in such a way as to meet the identified needs of a school, and to raise the standards of teaching and learning in the classroom.”

The definition appears to shift emphasis of action from meeting the needs of individual teachers to the needs of the school, but the apparent difference in emphasis becomes understandable when all professional needs, whether experiences on an individual basis, in functional groups or within membership of the total staff, are accepted as school needs.

The concept of school-focused INSET has emerged from the short-comings of SBINSET. School-focused INSET is taken to mean INSET that is undertaken both within a school and outside it, and so includes SBINSET. Bell and Day (1991:95) assert that the school-focused approach has three main elements:

♦ the identification of professional development needs,

♦ the implementation of appropriate programmes to meet those needs, and

♦ the evaluation of the effectiveness of those programmes.

However, Evans (1993:13) describes school-based INSET (SBINSET) as ... “school initiated in-service education and is derived from the curriculum needs and plans of the school as a whole or in part for example, a subject department as well as
providing for the individual teacher's in-service needs to be met”.

From the above description it is possible to anticipate some legitimate variations in the form of the SBINSET activity. Although different schools will normally have different in-service needs, there will be occasions when it is appropriate, even necessary, for schools to collaborate in the planning and implementation of the in-service training. Additionally, the SBINSET activity may be led by one or more of the teaching staff within the school or, where appropriate, by an external consultant or agent. Luneta (1997:117) adds to this when he stipulates that the school-based form of INSET is the kind of in-service activity that is run on the school premises for the sole benefit of the teachers of that school.

School-based modes of INSET recognise that issues that arise in a school have to be resolved in the school by the people working there. An important function of the staff of the school would be to sustain its capacity for change and improvement in the light of evidence on its mode of operation.

In SBINSET one of the most crucial tensions is between the needs of the individual and the needs of the school. With the recent important emphasis on the needs of the school as the unit of change, the needs of the individual are likely to be neglected. Research suggests that a shift towards greater teacher involvement in school decision-making as is the case with SBINSET, is significant (Busher, 1990:39).

The school and its staff take responsibility for defining their needs, identifying their problems and solving them. Evans (1993:27) points out that if SBINSET is successful it results in a better co-operation between the members of staff. SBINSET improves the performance of teachers and at the same time creates a greater cohesion among the staff members so that they readily discuss their problems with each other.
SBINSET consists of on-the-job INSET opportunities provided by the school, with or without external assistance. It takes as its starting point the fact that teachers within the school are best placed to articulate their needs and to seek appropriate strategies or assistance to address felt needs. Kirk and Glaister (1988:53) stress that this mode of INSET should concern itself mainly with “activating and sustaining the commitment of the staff of the school to work out their own solutions to their own problems”. In addition, they acknowledge the crucial input of external assistance if the schools are to be successful in analysing their own professional work. The most important characteristic of SBINSET is that it involves the teachers themselves. Teachers identify their needs pertinent to a specific local teaching situation while conducting sessions at their home schools under the guidance of an experienced tutor. Each school thus develops its own programme whilst also drawing upon outside help in the form of local training college personnel and regional advisers.

The rationale for SBINSET was set out clearly by the Department of Education and Science (1972:11):

"In-service training should begin in the school. It is here that learning takes place, curricula and techniques are developed and needs and deficiencies revealed. Every school should regard the continued training of its teachers as an essential part of its task, for which all members of staff share responsibility. An active school is constantly reviewing and reassessing its effectiveness and is ready to consider new methods, new forms of organisation and new ways of dealing with the problems that arise”.

The Department of Education (1995:6) distinguishes four categories of SBINSET programmes which are:

♦ Classroom Support (various subjects);
Teacher development (School Development Committee [SDC]);

Youth empowerment (Student Representative Council [SRC]); and

Parent empowerment (Parent-Teacher-Student Association [PTSA]).

According to the Department of Education (1995:6) an INSET provider such as an NGO can offer classroom support in lesson planning, development of teaching aids (using available material resources), managing group work and co-teaching, and can empower the teacher, through professional development programmes. The aim is to empower the teacher to handle the subject matter with confidence. Each school should have a School Development Committee whose function is to identify problem areas of teachers and organise relevant human and material resources (Department of Education, 1995:6).

INSET providers constitute the external human resources from which schools may draw. Teachers’ problems may be addressed at their schools or at a common venue identified by the teachers. The form of needs assessment and analysis is dominated by the teachers’ preferences and is thus teacher-driven.

2.6.3.1 Advantages of school-based/school-focused INSET

School-based/school-focused approaches emphasise more teacher involvement in planning INSET activities and the incorporation of INSET into a school’s broad strategy for development and improvement.

School-focused INSET involves a combination of in-school support as well as localised INSET courses and workshops.
The programme is more content bound and likely to focus on the real problems of teachers and through these teachers, the perceived educational needs of each of their learners (Morant, 1981:18).

SBINSET creates a school environment of change where it is easy to transfer new ideas and methods to the classroom. It sustains changes more effectively, has greater impact on teaching methods and attitudes of teachers, and builds on teachers' knowledge/skills. There is closer contact between the facilitators and teachers. Teachers get more support to assist them in confidence building and reinforcement of what they have learned. SBINSET is a two way process with built-in sustainable support networks. Communication, sharing and close proximity between practitioners strengthen this support. There is constant reflection upon practice by practitioners, and those who are in charge of monitoring and evaluation (Department of Education, Arts, Culture and Sports [DEACS] Northern Province, 1998-2000:1-2).

According to Link Community Development (1997:23), SBINSET is a good way to ensure that all the teachers in a school are involved in the development process and to contribute towards unifying the staff into a cohesive whole. SBINSET strengthens the links between teachers and also between teachers and principals. It is important that teachers experiment with new ideas at the same time as their colleagues, in a motivated, positive environment. It would be very difficult for teachers to sustain changes in teaching methodology in isolation.

Link Community Development (1997:5) maintains that the SBINSET is holistic as it focuses on the community, learners and teachers. It is possible to work with all the staff as a group and individually. Teachers find it easy to transfer new skills to the classroom. SBINSET is less disruptive to teaching and is accessible to all teachers. It impacts directly on the classroom. The entire staff is involved so they change their teaching together, providing support and creating confidence building.
As there is no travelling involved, teachers do not spend time and money to attend the training. Facilitators come to the schools and work with teachers in the real teaching-learning situation. A facilitator is able to address the specific needs of the particular school. SBINSET provides a social event for the teachers making teaching and learning enjoyable and less threatening. In addition teachers have time to focus on the subject involved away from distractions and pressures of school (Link Community Development, 1997:29).

2.6.3.2 Limitations to school-based/school-focused INSET

SBINSET is difficult to plan and it is difficult to reach all teachers. It is time consuming, energy consuming and costly for facilitators. Without transport, it is difficult for facilitators to visit and support teachers in the teaching-learning situation. A small number of teachers are accommodated at a time because each school is allocated one facilitator. Due to this, more human resources are required.

♦ If a school draws exclusively on its own resources for professional development purposes, there is a danger of parochialism, since no school can ever be in a situation where it has nothing to learn from those outside its immediate confines.

♦ It also fails to recognise that the management of change in schools is a complex process which often requires external support.

♦ It is sometimes wrongly assumed that schools and groups of teachers within schools are capable of assessing their own needs which tends to under-estimate how sophisticated a task the identification of needs usually is.
2.6.3.3  *Suggestions to overcome the limitations*

SBINSET requires transport for the facilitators, adequate time and thorough planning. The needs of the school and teachers should be prioritised and addressed by involving the entire staff. It is essential to timetable visits to the school to avoid inconveniencing facilitators and teachers. The implementers (the entire staff and facilitators) of SBINSET should agree on good practice and coordinate inputs. It is also recommended that teachers taking the lead in SBINSET programmes, should also attend course-based programmes.

2.6.4  *Mobile Trainers*

Mobile trainers are teams of trainers who move from one place to another training facilitators. This may involve a circuit, or an area, or may function on a regional or provincial level. These mobile trainers are established to empower teachers with classroom practice strategies. Their main function is to work alongside the teachers especially within their own schools or other identified centres to help them develop their expertise and to introduce new approaches into their teaching.

In England, groups of advisory teachers, often with subject specialism, have been formed as in many countries, to undertake this sort of work. They are normally appointed for three years as advisory teachers before returning to their schools. The most influential aspect of their role is that they are not considered judgemental, as they do not hold the status of the circuit or area managers. Evidence to date suggests that the approach is cost effective (Taylor, 1990:7).

Mobile INSET Units have already proved their value in Malaysia (Thompson, 1982:12), England and Scotland (Riggs, 1992:23), Bangladesh (Dove, 1986:47) and South Africa - the Gazankulu Regional Science Education Programme (Levy, 1992:11). At Giyani Science Centre, a mobile fully equipped laboratory unit would reach science teachers, for in-service training (Department of Education, 1995:8).
2.6.4.1 Advantages of using mobile trainers

- A major strength of this strategy is that regular, recurrent in-service training is available for teachers in their own environment and at low cost. As a result it gears the training to teachers’ own problems and contexts (Camara, 1993:37).

- It also provides ongoing support during and after the INSET experience (Gray, 1992:55).

- This model is likely to be cheaper than the more conventional approaches to INSET because a few trainers move from place to place instead of a large number of teachers moving to distant training centres, as has been the case in South Africa (Hartshorne, 1992:258).

2.6.4.2 Limitations to using mobile trainers

- Transporting trainers to identified schools and centres is sometimes difficult because of constant need for transport. Visits to individual schools need to be consistent and fairly frequent to maintain continuity.

- Implementation becomes difficult if there are insufficient staff to make follow-up visits to schools.

2.6.4.3 Suggestions to overcome the limitations

For this model to be successfully and effectively used, adequate transport facilities should be made available to make follow-up support possible. The Government should intervene and provide means of transport.
2.6.5 Distance Learning/Upgrading by Correspondence

This strategy allows teachers to fulfill their daily responsibilities. For many years teachers have upgraded their qualifications by registering for degrees and diplomas with universities and correspondence colleges. Generally, upgrading by correspondence aims at upgrading both academic and professional qualifications of teachers (Ravhudzulo, 1997:52-57).

In South Africa there is a problem of unqualified and under-qualified teachers. Unqualified teachers are those who do not have a certificate in teacher preparation. They may, for example, have degrees but no teaching qualifications. Underqualified teachers are those whose teaching qualifications are not adequate for the positions they hold, such as a primary school qualified teacher or a teacher with a matriculation certificate (M) and two years of tertiary education (M+2) teaching at secondary school. The minimum requirement is a matriculation certificate and three years of tertiary education (M+3). If this three-year tertiary qualification is a teaching diploma, it is considered a full qualification. Mda (1997:22-23) states that an M+3 and a junior degree is not a qualification for teaching. There has been pressure on teachers to upgrade to acceptable categories. A number of qualified teachers are also upgrading to higher categories.

The Department of Education (1995:9) considers distance learning as another mode of learning that brings knowledge and skills to the teacher without taking him/her from the day-to-day classroom practice. In distance learning the information is built into study guides, cassettes or television programmes. This is followed by face-to-face contact during school holidays where teachers learn from one another with new insights in challenging experiences. Demonstrations by teachers are conducted, followed by discussions and decisions are made on the plan of action for effective change in the classroom.
In modern distance study, prime importance is given to enabling adult students to pursue a course of self-guided study, enjoying exactly the amount of support they feel is necessary, and in which they have learnt to take responsibility for their own progress (Department of Education, 1995:9).

The African National Congress' Plan for Education and Training (1994:5) puts it this way:

"In good distance education, the courses, rather than the educator, teaches the course. The course is designed into the materials and has four basic elements:

♦ it contains conceptual pathways to mastery of its knowledge, conceptualising skills and practical abilities;

♦ it contains educational strategies for helping the learner find his/her way through these pathways;

♦ both summative and formative assessment should be integral to the learning process; and

♦ the materials and the presentation of the course as a whole must excite, engage, and reward the learner. Provision should be made in the design of courses for the necessary practical work".

According to the Department of Education (1995:9-10) the Ramaano Mbulaheni Training Centre has taken the lead in using this model with more than 600 primary school teachers in the area of Mathematics, Environmental Sciences and English.
The place of distance learning as a vehicle of change in the era of conflicting value systems and in the reconstruction and development of education, cannot be over-emphasised.

2.6.5.1 Advantages of distance learning

♦ Teachers are exposed to this programme without being removed from their daily duties and any new knowledge received can be implemented in the classroom.

♦ They are exposed to materials that have been prepared by experts in those specific fields.

♦ They are able to work at their own pace as there is no time limit to the period of study.

♦ There is a face-to-face contact during which teachers are exposed to their tutors' expert advice and generate their own experiences.

2.6.5.2 Limitations to distance education

♦ There is no provision for teachers' input in the compiling of materials;

♦ The Government does not offer any direct financial support for the teachers during their term of study.

♦ Teachers sometimes register for subjects that bear no relevance to school subjects.

There is inadequate communication between the institutions and the students and study material sent by post reaches the students late or gets lost. Distance
education centres, where contact sessions are held, are far from the students, for example, students from the former Venda and Gazankulu attend their contact sessions in Pietersburg.

Distance learning has a high dropout rate and because of its non-formal nature, it does not offer teachers sufficient motivation (Department of Education, 1995:10). In 1994 there were 500 primary school teachers enrolled for the Diploma in Primary Education (DE II) at Ramaano Mbulaheni Training Centre, to upgrade their qualifications. In 1998 the number decreased tremendously to 15 and in 1999 there were no primary school teachers registered for the first year.

2.6.5.3 Suggestions to overcome the limitations

♦ For this model to be successfully and effectively used, various ways of contacting students regularly should be developed.

♦ Instructional technology, such as television programmes, radio programmes and the Internet can be used to communicate with the students.

♦ Centres should be established nearer to the students. In the former Gazankulu and Venda, centres could be based at the Giyani Learning Centre or the University of Venda respectively.

♦ Students need to be guided when they choose their courses to ensure that courses relevant to the teaching learning situation, are selected.

♦ The Government should offer financial support for teachers during their term of study.
2.6.6 Other strategies for INSET provision

There are still other models that can be used for INSET provision such as:

♦ full time degree or diploma courses at universities or other institutions of higher education, either in the home country or overseas;

♦ “expert” models in which specialist trainers work on a long-term basis in a fixed location such as Teachers’ Centre;

♦ “diffusion” strategies in which specialist trainers travel to carry out short in-service sessions in response to locally or nationally determined needs.

2.6.7 Concluding remarks

The foregoing discussions highlight the fact that, while it is important and desirable to support INSET structures generally, it is equally important to make decisions about the ultimate benefit of such activities. The literature consulted is overwhelmingly in support of INSET activities that take cognisance of the needs of both the institution (or system) and the individual teacher.

Kirk and Glaister (1988:53) point out that if SBINSET and college-based modes of INSET can each be a means of fostering the professional development of teachers, a rational system would make provision for both modes. It would encourage schools to devise their own programmes of INSET, calling on whatever help was required; and it would seek to ensure that teachers had access to the kind of courses which provide opportunities for more extended study and through that, help them to strengthen the capacity of schools to change.

Without doubt, the nature of educational transformation offered through INSET programmes would largely be determined by the emphasis placed on either of the
five other models for INSET provision presented above in any given situation.

2.7 A CASE FOR THE SELECTION OF SBINSET

A literature review, while suggesting a variety of INSET strategies, nevertheless emphasizes that the most effective non-award bearing INSET activities are those described as the school-based models. Surveys reveal that there is a great willingness on the part of school staff to work amongst themselves or with acceptable external consultants in implementing an INSET programme (Bagwadeen and Louw, 1993:132).

Morant (1981:41) states that SBINSET has been seen in some quarters as meaning courses or other INSET activities provided for teachers using the accommodation of the school where they are employed. SBINSET is described as the kind of INSET activity that is run on the school premises for the sole benefit of the teachers of that school. A supporting argument is that within the learning community of the school’s teachers and learners, needs can be identified more easily, INSET experiences can be devised and related more closely to these needs, and resistance to implementation of teaching/learning outcomes of these experiences is likely to be less.

The main advantage with SBINSET is that learnt skills are immediately put to practice and feedback is immediate and more meaningful. Teachers in the particular school immediately experience a sense of satisfaction, confidence and empowerment from the achieved learning. Teachers within the school or group of schools become resource persons in their respective subject/learning areas of expertise. Consequently, the role of the traditional inspector or outside supervisor would have to be modified and relationships between schools and supervising offices would also have to change with individuals recognising individual professions irrespective of status.
There is an indication that SBINSET will help to convince teachers of the need for deliberate and reflective analysis of what is happening generally in the daily life of the school and what might happen. It would certainly help to stimulate a higher level of involvement allowing for flexible adaptation of the particular school circumstances by the staff. SBINSET has been considered a remedy for the apparent failure of centre-based workshops; as SBINSET occurs physically within the school itself, the process of a needs analysis would be easier, training could be closely matched to these needs, and the barriers of implementation could be removed. SBINSET is provided on a school's premises and is planned by the staff of that school for the teachers' own professional advancement. It is therefore possible for the INSET policy to arise from, and have implications and consequences for, every aspect of the life and work of the school.

The researcher considers the introduction and expansion of SBINSET activities to be the most constructive and progressive development in INSET in her experience. SBINSET was envisaged essentially as co-operation, on request, between practising teachers and members of the school in the realization of particular aims and objectives. The researcher visited schools and district offices to discuss the service at first hand. Because the researcher was in class with teachers, they felt more confident to take risks and take the first steps towards adopting activity-based methods. They also knew that any progress and achievements they made would be acknowledged in two weeks’ time when the researcher returned. This aspect of positive reinforcement was a genuine facet of the support which the researcher found to be most important.

The merit of SBINSET is that all activities originate in requests from schools. Where possible, a preliminary visit is subsequently made by a college lecturer, district official or an NGO official during which the nature, timing and staff participation in the activity is agreed upon in first-hand discussion. The Department of Education, College or NGO meet the travelling and subsistence expenses of the personnel. The only charge to schools is in respect to any
materials used and retained. The school can obtain further information before making a formal request by contacting the Department or Unit concerned, invite a member of staff along to discuss the general scope of what they have in mind, or raise the matter with college lecturers when they are in schools to visit students for teaching practice. It is envisaged that initially there will be discussions in schools, in Departments and with advisers about the nature of proposed activities. Subsequently requests should be submitted via principals and in accordance with the locally agreed procedures.

SBINSET activities are distinct from but complimentary to INSET. They are an extension of the INSET provision and are geared to the needs and wishes of individual schools. SBINSET activity is essentially a practical exercise in a school whereby a member of the college, district office and NGO staff is attached to the particular school for a continuous period or an agreed period or an agreed series of meetings. This can be extended by "follow-up" visits and the period can be made of ...

♦ a full school week, 9:00 - 16:00 daily or

♦ five separate school days spread over a number of weeks or

♦ ten half-days spread over a number of weeks depending on proximity to or distance from the College, District Office and the NGO Office.

The SBINSET strategy emphasizes the responsibility of professional growth to individual practitioners. It also allows for shared decision-making which is one of the most serious shortcomings of the education structure in South Africa. It is therefore recommended that SBINSET be established as a matter of policy for all educators. Some suggestions in this regard are ...
the appointment of the school co-ordinator offering leadership of the whole school and preferably elected by the staff to direct and manage INSET;

the establishment of a school INSET committee;

discussions as to what SBINSET involves;

how action might best be initiated;

co-ordination, allocation and scheduling of time and events;

staff involvement, conducting needs analysis and feedback from staff;

consideration and implementation of programmes; and

sustaining and evaluating the INSET initiative.

In conclusion, the aim of discussing a case for selecting SBINSET is to make it clear that SBINSET was chosen because it is a strategy through which teachers can immediately practice the skills they have learnt.

2.8 RESUMÉ

In chapter two, INSET for educational transformation is discussed. The components of teacher education namely, initial training (PRESET), induction and INSET are addressed. The discussion involved various definitions of INSET and concepts relevant to INSET in teacher education, as well as a justification for INSET and current general INSET programmes in the Northern Province.

The stage has been set for the selection and discussion of the approaches for delivering INSET for teacher education and specifically for the one which is to be
used in this study. The selection of SBINSET instead of the others is discussed in this chapter, has been justified.

In the next chapter a conceptualisation of the SBINSET programmes and the proposed Continuous Self Renewal SBINSET which is to be used in this study, will receive attention.
CHAPTER THREE

A CONCEPTUALISATION OF THE SCHOOL-BASED INSET PROGRAMME

3.1 INTRODUCTION

In chapter two in-service education and training for educational transformation in general is scrutinised. This will resulted in the adoption of SBINSET as a basis for this study. This chapter focuses on the conceptualisation of SBINSET programmes. The rationale for using SBINSET programmes is examined. In this regard the broad development of SBINSET programmes, is scrutinized. Theoretical contexts for SBINSET programmes in South Africa and the existing SBINSET programmes in the Northern Province will be examined. The chapter concludes with the adaptation of a structural framework for the SBINSET that will be used as a basis for the development of a proposed Continuous Self-Renewal (CSR) SBINSET for primary school teachers in the Northern Province.

3.2 SBINSET PROGRAMMES IN SOUTH AFRICA

3.2.1 Introduction

There are numerous debates in South African schools and at tertiary level about improving the quality of education. Mashile and Vakalisa (1999:90) state that the improvement of the quality of education calls for equity in funding the institutions, appropriate governance in education, supply of resources, restructuring the curricula, providing manageable classrooms, providing qualified teachers, improving the culture of learning and the pass rate. In-service training is one area that needs to be reconstituted in order to ensure quality in education and to
address these problems.

If South African education in the post-apartheid era has to keep pace with the changing times and the responsibility of providing quality education for all, then it must be recognised that the key person in the restructuring task is the teacher (Hartshorne, 1992:218). Teachers should be properly trained to be better equipped for their task in education, that is, the empowerment of teachers through SBINSET programmes. Although it is important to increase funding; to improve physical facilities; to develop new curricula; to provide democratic structures; to have effective planning and an efficient administration, ultimately the success or failure of an education system is determined by the classroom teacher. Change, development and progress depend on the teacher's own education in terms of both their academic background and professional training, as well as their freedom to be innovative. This implies that a unified, non-racial education system needs educated, well-trained, capable and effective teachers (Glencross 1995:29).

The Department of Education has established the Teacher Development Centre (TDC) situated in Pretoria to assist with the delivery of in-service teacher development. The Centre is located within the Human Resources components of the Department of Education and works under the direction of an Advisory Board, which comprises representatives of the national and provincial education departments, the South African Council for Educators, the Danish International Development Agency (DANIDA) and the three national teacher unions, namely, the South African Democratic Teachers' Union (SADTU), National Association of Professional Teachers of South Africa (NAPTOSA); and Suid-Afrikaanse Onderwysersunie (SAOU). The centre was supported by DANIDA, and provided funds until March 1999 (Department of Education, 1998:3).
3.2.2 Necessity of SBINSET programmes in South Africa

According to Jacobs and Chalufu (2000:92-93) there can be no curriculum development without teacher development and the more teachers are to be given responsibility for curriculum development, the more important it becomes that they be given all possible support of this kind. In the context of this viewpoint, it seems that the concentration must not only be on teacher development, but also on the necessity of SBINSET in South Africa.

SBINSET is a tool to mould better teachers by improving their knowledge, providing ways to help them improve their effectiveness in the classroom and by instilling in them a desire to do a better job of teaching. To accomplish these goals, SBINSET programmes must be designed to satisfy the needs of the participants. Although INSET programmes are used for a variety of purposes, most fall into a category that may be called improvement of teaching (Rubin, 1978:215).

The need for far-reaching change and improvement in education in South Africa is urgent and undeniable. It is perhaps most urgent in rural primary schools. The work with individual teachers in isolation is insufficient to achieve transformation. It is necessary to work within a whole-school development paradigm in which pedagogic, curricular, governance and other issues are addressed simultaneously.

The urgent need for in-service education and training was highlighted by the Human Sciences Research Council investigation into education in 1980. The report stresses:

"... the urgent need for the upgrading of qualifications by means of in-service training particularly in regard to Black, Indian and Coloured teachers" (HSRC, 1981:4).
The situation in schools throughout South Africa today demands that South African teachers have the competence and skills required to meet the needs of preparing their learners adequately for the fullest education possible, that is, to help them ultimately to achieve success at school, an optimum career potential and adequate preparation for life.

Ramusi, Fourie and Nel, (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 in-service 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 Norms and Standards for Educators in September 1998, 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 (Norms and Standards for Educators, 1988:68-81).

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.
Support for teachers is an important part of SBINSET. It has been shown internationally that teachers need to be assisted in their own classrooms if they are to successfully implement profound changes in their practice (such as the shift from "chalk and talk" to "activity-based learning" which is required for Curriculum 2005). The advantage of SBINSET is that teachers have the necessary skilled support in the classroom when they try out new ideas; are therefore more likely to find these ideas effective; become confident in using them and adopt them.

In conclusion, SBINSET is necessary in South Africa because it keeps teachers on track of the ever changing curricula, learning content, skills, teaching strategies and approaches. After SBINSET, teachers will implement their acquired knowledge in their daily classroom activities. Teachers will therefore improve the standard of education in South Africa. SBINSET 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.

3.3 EXISTING MODELS OF SBINSET PROGRAMMES IN THE NORTHERN PROVINCE

According to Van der Vyver (1998:211) the Northern Province Department of Education is divided into six regions with 31 inspection Areas, and 144 Circuits. This Province has close to 4 600 schools with 66 000 teachers in both primary and secondary schools. Out of the total number of teachers, 2 800 are Grade 1 teachers who take care of over 160 000 Grade 1 learners engaged in “Outcomes Based Education” (OBE). These teachers are underqualified due to the fact that they did not receive proper training relevant to OBE in pre-service or intensive in-service training that could empower them to function as fully fledged facilitators.

Initially the Province had 19 provincial facilitators who were trained and who in turn trained 30 Grade one educators from the 30 identified pilot schools, spread
across the length and breadth of the Province - five schools per region. Training was focused on curriculum development and learning programmes. The 19 provincial facilitators were each seconded to inspection areas, consequently out of 31 inspection areas, only 19 had facilitators. Some of the facilitators were serving two inspection areas. This shortage of training staff is a problem which needs urgent attention (Van der Vyver, 1998:211).

There are several projects in the Northern Province which are responsible for reskilling educators for the new millennium. Some projects are very successful depending on issues such as funding, educators' attitudes towards the retraining, facilitators or mentors' enthusiasm and many other related factors. There are a number of OBE programmes currently running in the Northern Province which serve teachers on a SBINSET base. Only three of the SBINSET programmes that use the cascade model and cluster meetings as delivery strategies are discussed. Cluster meetings are held by teachers at centrally located schools where they meet with or without the facilitator, to share their problems and ideas about teaching and learning using an outcomes-based approach.

3.3.1 Limpopo School Empowerment Project (LSEP)

The Limpopo School Empowerment Project is the name given to the unit responsible for the training and support of teachers in the Vuwani area. This is a joint venture between the Northern Province Department of Education (NPDE) and Link Community Development (LCD) a local NGO. The unit supports and trains teachers in Mathematics, Science, OBE methods and other aspects aimed at improving the standard of teaching in the Northern Province. Each partner makes a contribution to staffing, resources and running costs. Ramaano Mbulaheni Training Centre (RMTC) is the agent hosting and implementing the programme on behalf of the NPDE. RMTC is responsible for the sustainability and growth of the programme through the support of the NPDE.
3.3.1.1 The structure of LSEP

(i) Roles of the partner organisation

The project functions with the support and approval of the NPDE, which also provides LSEP with staff from Ramaano Mbulaheni Training Centre and Tshisimani Community College as well as funding in the form of salaried staff, premises and workshop venues. LCD provides initial funding (for example, office equipment and materials), and some staff, expertise, transport and operational funding for a limited period. RMTC accommodates the project, provides logistical support and has made a commitment to incorporate LSEP as an agent of the NPDE.

(ii) Project aim

The aim of the project is to establish a Permanent School Development facility at RMTC, which will deliver SBINSET and facilitate school development work in Region 3 of the Northern Province. Teachers will be able to demonstrate their developing understanding of effective classroom practice after the training. After they have attended a six week residential course, the teachers, known as mentors or leader teachers (LTs), will be able to:

♦ Plan a comprehensive learning experience;

♦ Apply a variety of approaches to support learners;

♦ Use appropriate teaching aids for a learning programme in mathematics, science, language and general methodology; and

♦ Assess learner development.
(iii) **Objectives of the project**

The objectives of LSEP are ...

♦ to train and develop a small group of RMTC lecturers as practitioners of SBINSET

♦ to train a group of ten primary school teachers in mathematics, OBE and general methodology from the Vuwani Inspection Area as LTs who, in addition to improving their own classroom practice, are to deliver SBINSET to colleagues in their own schools and surrounding "cluster" schools

♦ to pilot a supply teacher programme (with students from Exeter University in England) in which teachers who are away from schools attending courses are temporarily replaced to restore the culture of teaching and learning and

♦ to train another, large cohort of LTs so that the programme can be further expanded.

(iv) **Philosophy**

LSEP is a trialing model which uses the leader teacher approach. "Leader teacher" is a name given to each teacher who was selected from the Vuwani Inspection Area who assists colleagues in a school and in neighbouring schools to build confidence, reinforce what teachers have learnt through workshops and to help teachers to make affordable teaching and learning resources. In 1998 when the project started, the focus was on Grade 6 Mathematics teachers. In 1999 the focus shifted and included English, Science and OBE methodology. LTs attended a six week residential course during July/August 1998 and July/August 1999. While attending the training they were replaced by volunteer students from Exeter
University. The volunteers were accompanied by Dr Bill Rawson from the Department of Mathematics at Exeter University (UK).

The selected leader teachers receive intensive training in workshop methods, group work facilitation, team teaching and conferencing. After the training, each leader teacher is responsible for clusters of three to five schools. In this study "cluster schools" refers to the schools which are grouped in clusters of five and are generally within easy reach of each other. These schools are also close to the "leader schools" (LS) so that LTs can conduct workshops and assist in confidence building. Training and support is delivered directly to each cluster, in one of the member schools. The recipients of the information at this level do not "pass on" what they have learned to other educators but use what they have learnt to facilitate learning in the classroom. These schools help in disseminating information concerning classroom transformation using an activity-based approach to teaching.

(v) Target group

In 1998 the target group was confined to ...

- a small group of RMTC staff,
- ten Grade 6 mathematics teachers,
- colleagues of the leader teachers in the leader schools, and
- cluster schools.
In 1999, the target group was expanded and included ...

◆ a large group of RMTC staff;

◆ teachers in the leader and cluster schools; and

◆ leader teachers and their new leader and cluster schools.

No intake of LTs for training were envisaged for 2000. The intention is that the second group of LTs who will be involved in the programme will work with team members and experienced volunteer teachers from England.

(vi) **Staffing**

In 1998 when the SBINSET project was initiated at Ramaano Mbulaheni Training Centre, there were four team members namely:

Mrs. N.A. Ravhudzulo (from the Department of Professional Studies at Ramaano Mbulaheni Training Centre); Mrs. M. Swanepoel (from the Department of Mathematics at Tshisimani College of Education); Mrs. E. Thomas (from the Department of English at Ramaano Mbulaheni Training Centre) and Mrs. L.L. Mulaudzi (from the Department of Physical Education at Ramaano Mbulaheni Training Centre). The Project Manager was Mr G. Bostock. The staff worked as a team, and shared many duties. However, each team member has some specific individual work too. In 1999 four more team members were added. The team then comprised of eight members plus a project manager who mentored 19 primary schools in the Vuwani inspection area. Each team member was responsible for two schools and in some cases, three schools.
(vii) Selection criteria for leader teacher

To be considered for selection as a trainee leader teacher, a teacher must be willing to undergo a full time training programme at the RMTC. He/she must be a committed and enthusiastic teacher, who wants to improve his/her own classroom practice. In addition, he/she must be committed to training and supporting colleagues in his/her own and nearby schools. He/she should be able to accept criticism and be willing to allow colleagues, INSET practitioners and researchers to attend and participate in his/her classes. Teachers should have the support of the principal, the governing body and his/her colleagues to undertake the programme and to become a leader teacher in his/her school and cluster.

The intake is ten senior primary school teachers per year. Both the principal and the prospective leader teacher complete the applicable forms and undergo an interview. A registration fee of R100 is paid after the results have been sent to the school, informing the principal as to whether the school and the teachers have been selected or not. The leader teacher then undergoes a six week residential training programme which is conducted at RMTC.

(viii) Leader teachers as learning mediators

After leader teachers have been trained, they will show the following practical, foundational and reflexive competences:

♦ Practical competences

The leader teachers will have an ability to demonstrate a range of possibilities for action. They will be able to ...

♦ use the language of instruction to explain, describe and discuss key concepts in mathematics;
• teach in a manner that recognises and respects socio-cultural, language and learning differences;

• employ appropriate strategies to work with the learner needs;

• create a learning environment;

• show evidence of thorough and thoughtful preparation for teaching by drawing on a variety of resources;

• use media and everyday resources appropriately;

• make use of different assessment practices;

• promote a culture of mutual respect;

• defend the choice of learning mediation.

(a) Foundational competences

Leader teachers will have an understanding of the knowledge and thinking which underpins the actions taken. They will be able to understand ...

• different explanations of how language mediates learning;

• different learning styles;

• different explanations of how learners learn at different ages;

• the pedagogic content knowledge of mathematics;
♦ learning assumptions that underpin key teaching strategies;

♦ the nature of barriers to learning mathematics;

♦ values and principles related to human rights;

♦ the assumptions that underlie a range of assessment processes.

(b) Reflexive competence

Leader teachers will have an ability to integrate performances and decision making with an ability to adapt to change and explain reasons behind these adaptations. Leader teachers will ...

♦ have knowledge about teaching in a number of different South African contexts;

♦ reflect on the extent to which the objectives of a learning experience have been achieved;

♦ observe classroom interaction. Reflect on the applicability and value of various learning experiences;

♦ know about the effect language has on learning;

♦ know about impact on learning of differences of race, gender, language and other differences;

♦ understand and apply general methodology in teaching all the subjects (Limpopo School Empowerment Project, 1998-1999:1-2).
3.3.1.2 The strengths and weaknesses of the LSEP

(i) The strengths of LSEP

The following strengths of LSEP have been identified:

♦ Lecturers are empowered with facilitating skills, workshop methods, team teaching and conferencing.

♦ Experts are invited to come and train both lecturers and leader teachers to play the facilitatory role.

♦ When the project started in 1998 the focus was on Mathematics and English and in 1999 the focus expanded and included Science, OBE and general methodology. Because there is a shortage of qualified Maths and Science teachers, the project will help to keep teachers abreast of new teaching strategies in the Northern Province.

(ii) The weaknesses of LSEP

The researcher interviewed ten volunteers from the University of Exeter, ten leader teachers and five LSEP team members between 1998 and 1999 and the following were the findings:

♦ Volunteers from the University of Exeter indicated that they experience language problems with primary school learners. It was difficult for the learners to understand the volunteers because of their accent and because they speak fast.

♦ Leader teachers indicated that it is difficult for the leader teachers to work according to an LSEP work programme because the Vuwani Inspection
Area expects them to follow a fixed procedure of assessment for example, a prescribed number of weekly, monthly and quarterly tests while they are receiving training in the OBE approach to assessment.

♦ The LSEP team members indicated that some of the leader teachers were not dedicated to the project. Teachers returned to the classroom once a week and worked in pairs with the supply teachers (volunteers) to try out what they have learned. Unfortunately no reports of their efforts were received.

♦ Only one vehicle was available for team members, consequently transport problems were experienced making it difficult to visit and support LTs and conduct cluster workshops.

3.3.2  Shoma Education Foundation Project (SEFP)

The SEFP at Ramaano Mbulaheni Training Centre, is a joint project of the Provincial and National Department of Education and the Shoma Education Foundation (SEF). Each partner makes a unique contribution to the project for example, to its staffing, resources and running costs. RMTC is the agent hosting and implementing the project on behalf of the Provincial and National Department of Education. The SEFP supplies trainers who trained facilitators and provides resources such as computers, videos and television sets.

3.3.2.1  The structure of the SEFP

(i)  Roles of the partner organisation

The project functions with the support and approval of the NPDE, which also provides SEF with some staff from RMTC, premises and workshop venues. RMTC accommodates the project, provides photocopying facilities, logistical support and
has made a commitment to implement SEFP as an agent of the NPDE. The Shoma Education Foundation (SEF) provides start-up-funding (for example, computers, televisions sets and video machines), and some staff, expertise, and operational funding for the sustainability of the programme.

Teachers from all the nine provinces attend workshops conducted by trainer-facilitators, listen to the same broadcast on television and work on a same theme for a week on the Internet. This aims at a uniformity in the lesson plans and the implementation of Curriculum 2005.

(ii) Project aim

The aim of the project is to disseminate information about Curriculum 2005 to all the teachers according to different phases, namely, the Foundation, Intermediate and Senior phases. Teachers will be able to demonstrate their developing understanding of effective classroom practice by implementing outcomes-based education. Teachers will be able to assess learner development and run group projects, perform interviews and oral presentations, written assignments, peer assessment, practical assignments, portfolio assessment and self assessment.

(iii) Objectives of the project

The researcher interviewed Mr M N Tsedu, the first co-ordinator and facilitator of SEFP at RMTC, on the 18th March 1999. The interview addressed the objectives of the SEFP. The objectives of the SEFP are:

♦ To train and develop a small group of RMTC lecturers as practitioners of OBE;

♦ To workshop teachers of all the phases in the Northern Province on OBE;
♦ To reinforce what teachers have learned from workshops by listening to the lesson broadcasts over the media as a follow-up;

♦ To assist teachers to prepare OBE lessons by using the Internet;

♦ To guide teachers during their group discussions in drawing up their lesson plans after observing lessons on computers.

(iv) Philosophy

SEFP is based on Curriculum 2005, OBE and classroom improvement using a facilitator/trainer approach. Teachers are expected to go back to their schools and disseminate the information about outcomes-based education. After the teachers have attended a workshop at a centre they go to RMTC and they listen to the media broadcast, work on the Internet, discuss in groups and suggest a topic. All these events take place after school and teachers are assisted in building self-confidence.

In this programme, the “cascade model” is used where schools are grouped into clusters of four or five schools. These schools are generally within easy reach of each other. The recipients of the information at this level “pass on” what they have learned to other educators and use what they have learned to facilitate learning in the teaching-learning situation. These teachers help to disseminate information concerning classroom transformation using the outcomes-based approach and Curriculum 2005. During school holidays the National Department of Education delegates nine people to reskill and empower primary school teachers involved in the SEFP in all the provinces.
(v) Target group

In 1999 the target group was confined to...

- a small group of RMTC staff,
- thirty six primary school teachers from the Foundation phase, and
- one teacher per school to attend weekly sessions.

For the year 2000, the target group has been expanded to include...

- teachers in the intermediate phase, and
- teachers from other inspection areas such as the Thohoyandou inspection area.

(vi) Staffing

In 1999, when the SEFP was initiated at RMTC, there were three team members from Ramaano Mbulaheni Training Centre namely:

Mr N.M. Tsedu (from the Department of Education); Mrs. N.G. Mahosi and Mrs. M.F. Libago (both from the Department of Professional Studies). The staff work as a team, and share many duties, but each team member has other specific individual duties too. In 1999 three team members was added. The team is now composed of six members.
(vii) Selection criteria for teacher

The criteria for selecting teachers to be trained in SEFP in 1999 were as follows:

- all Grade 1 and 2 teachers in the Foundation Phase;
- teachers who are willing to attend the lessons at RMTC in the afternoons;
- teachers who are willing to use their own transport to attend classes; and
- a maximum intake of only 12 teachers per session.

The intake for the year 2000 differed. Teachers of the Intermediate Phase, including the Thohoyandou District (Inspection Areas are transformed into District Offices), were registered to prepare them to attend such classes. Teachers who are involved in the programme are enthusiastic, arousing the curiosity of teachers who are not involved. These enquire as to how they could be included in the programme in order to learn and share ideas with colleagues.

3.3.2.2 The strengths and weaknesses of the SEFP

(i) The strengths of the SEFP

- Lecturers at RMTC and teachers from the Vuwani inspection area were empowered with computer basics for example, lesson planning using the Internet, where one OBE theme is dealt with throughout the nine provinces at the same time.

- There is uniformity in lesson planning in all the nine provinces.
There is a follow-up action on what the teachers have learnt because after they have attended the workshop there is reinforcement by listening to the media broadcast, working on the computer, group discussions and finally agreeing on the topic of a lesson plan.

Facilitators from SEF conduct workshops for the trainer-facilitators in the nine provinces and the facilitators go back to their provinces to conduct the same workshop for teachers involved in the project at the centre.

The programme encourages teachers to share ideas, knowledge and skills.

(ii) The weaknesses of Shoma project

The researcher interviewed twelve teachers involved in the SEF project and three facilitators in 1999 and the findings were that:

There is inadequate follow-up at the schools for teacher support by facilitators in the real teaching-learning situation because of transport problems. All the government vehicles are grounded and it is difficult to visit teachers in the teaching-learning situation. Facilitators are unable to visit teachers who were implementing what they have learnt and sharing this with their colleagues during cluster meetings.

Teachers who were interviewed indicated that they need facilitators to visit them during the presentation of lessons in the real teaching-learning situation where they can be assisted with problems that they encounter.

Teachers also indicated that during their cluster meetings nobody from the Department of Education or none of the facilitators were available to guide them.
3.3.3 Mathematics Centre for Primary Teachers Project (MCPTP)

3.3.3.1 The structure of the MCPTP

(i) Roles of the partner organisation

There are seven major satellite centres in Gauteng, Mpumalanga and Northwest. According to the MCPT Project (1996:2) sites are being explored in KwaZulu Natal and the Eastern Cape. Each satellite centre serves as a training or resource centre to serve the surrounding school communities. The head office is based in Johannesburg and serves as a material development unit and a professional development base for the facilitators.

(ii) Project aim

The MCPTP aims to...

♦ enhance teacher competencies and professionalism in mathematics within a whole school context through an intensive classroom and workshop-based key teacher development programme;

♦ demonstrably enhance learner performance, through a systematic monitoring of learner progression;

♦ produce high quality, effective and efficient teaching and learning materials for Grades 1 - 9;

♦ bring about sustainable change in mathematics methodology through classroom-based support in each province (MCPT, 1997:3).
(iii) Objectives of the project

The MCPTP has as its core objective the enhancing of learning possibilities amongst previously disadvantaged Black learners, through the upgrading of a teacher’s capacity. This is achieved by developing a teacher’s experience in, and understanding of, teaching methods in Mathematics. To this end, the Centre has developed materials and methodologies that have been successfully used by mathematics teachers.

(iv) Philosophy

MCPTP believes in an investigative approach to the learning of mathematics. Teachers need to provide learners with an effective learning environment, to promote success and not disappointment. Learners must construct their own knowledge of mathematics. This is at the heart of Curriculum 2005. The process of facilitation and reflection is also central to this approach. The MCPTP uses “key teachers”. “Key teachers” are teachers who have been selected from the Soutpansberg Inspection Area and are trained by MCPTP facilitators. In return “key teachers” assist colleagues in a school to build confidence when the MCPTP facilitator gradually withdraws.

MCPTP also uses a cluster schools system. Training and support is delivered directly to each cluster school by team members to empower teachers. The recipients of the information at this level do not “pass on” what they have learned to other educators but use what they have learned to facilitate learning in the classroom. These schools help to disseminate information about classroom transformation by using an activity-based approach to teaching.
(v) **Target group**

The MCPTP conducts training workshops and courses in mathematics and whole school issues. It is a holistic concept to professional development. There is a full range of training especially designed for principals, senior teachers, education officials, teachers, parents, community leaders and governors with a view to creating effective learning environments. Mention should be made that since its inception the MCPTP has endeavoured to be a positive catalyst in the delivery of mathematics education at primary level.

(vi) **Staffing**

The MCPTP was established in 1997 at the Makhado College of Education in the Soutpansberg District in the Northern Province. The programme is run by a team of four members, composed of a Provincial Manager, Mr Setati Manare, and three facilitators namely, Ms Lucky Kharibe, Mr Lufuno Mashau and Mr Musetha Ramphamba. The team members work with eight primary schools where each is responsible for mentoring a minimum of two schools, two key teachers per school, that is, one lower grade teacher and one higher grade teacher. Team members work with key teachers in their schools for a period of one school term. After a term the team members move to other schools.

(iii) **Selection criteria for teachers**

Schools in the Soutpansberg Inspection area were selected randomly. Teachers undergo an interview which serves as a needs analysis where the understanding of mathematics is tested. The intake is only eight schools and two teachers per school per term.
3.3.3.2 The strengths and weaknesses of the MCPTP

(i) The strengths of the MCPTP

The following strengths of the MCPT project have been identified:

♦ There is a form of follow-up because team members spend a term on daily basis supporting the same schools allocated to them.

♦ The programme covers Foundation and Senior phases.

♦ Teachers are not removed from their schools, but are trained in the schools for a period of a term.

The MCPTP designs INSET programmes which support teachers and learners to create effective learning environments by means of intensive classroom facilitation, accreditation support, whole school development, differentiation support, seminars, conferences and workshops, formative assessment, content-based courses and access to excellent resources.

(ii) The weaknesses of the MCPTP

♦ The researcher interviewed the Provincial Manager and three facilitators in 1999 about the effectiveness of project working with teachers on a school term basis. They indicated that the project is ineffective in the fourth term because learners are writing examinations, teachers are busy with schedules and others are writing their own examinations.

♦ The researcher conducted a personal interview with ten teachers involved in the MCPTP in 1999 and they indicated that the team is so limited with the result that not all the schools in the Northern Province benefit from the
In conclusion, the three programmes, LSEP, SEFP and the MCPTP aim at supporting teachers and learners to create effective learning environments by intensive classroom facilitation. The three programmes strive to improve classroom practice through teacher development. Teachers are empowered with new teaching skills, techniques and assessment strategies. To enable teachers to cope with change, new curricular initiatives, new curriculum orientation, new curriculum structures, new subjects, new learning areas and new ways of doing things, workshops run by the Department of Education and NGO’s are attended. The three programmes use the same delivery strategy, namely, cluster meetings and centre-based workshops.

The information can be disseminated quickly. The target groups for all the programmes are confined to the primary schools phase. NGO’s assist in training those who in turn train their colleagues during cluster workshops. The workshops are conducted both in centre-based and cluster-based approaches to empower teachers to become effective facilitators. Teachers who receive training from either of the three programmes are named “key” or “leader teachers”.

3.3.4 Delivery strategies of the LSEP, SEFP and MCPTP

For the implementation of the three projects, the following delivery strategies are used:

(i) Cascade model

The cascade model is one delivery strategy which the various projects are using. It was discussed in chapter two (see 2.6.2).
(ii) Cluster meetings

Besides the cascade model, cluster meetings are used in order to change classroom practice of educators in schools by equipping them with skills to develop learning activities in order to enhance their implementation of the new curriculum (DEACS, 1998:1). Cluster meetings focus more on the consolidation of skills, knowledge and values and their transfer. Cluster meetings were developed with the aim of supporting and assisting in building the educators' confidence and reinforcement of what they have learnt.

The idea of the cluster meetings is that educators of different schools meet once a week at a centrally located school to communicate, share experiences, problems and ideas. Facilitators/mentors are sometimes there to offer support. Furthermore, they visit schools as a means of follow-up.

The researcher interviewed teachers on the effectiveness of cluster meetings and the interviewees indicated that they experience problems because they conduct these meetings on their own without the support of facilitators. They are therefore not sure of what they are doing. Whenever they contact facilitators, the response they receive is that the facilitators have transport problems and cannot come to assist them.

3.3.5 Concluding remarks

The aim of discussing the broad spectrum of SBINSET programmes is to make it possible to devise an improved SBINSET programme that would suit the purpose of this study.

So far in this chapter the focus has centred on a theoretical frame of reference for SBINSET programmes. The analysis started by focusing on SBINSET programmes in South Africa. Here the necessity of SBINSET programmes in South African
context was examined. The analysis then shifted to the existing models of SBINSET programmes in the Northern Province. These were discussed within the structure, strengths, weaknesses, selection criteria for teachers and delivery strategies of each programme. The structure was discussed in more detail to include roles of the partner organisation, aims and the objectives, philosophy, target group and staffing of the three programmes.

The preceding discussion of the three current SBINSET programmes in the Northern Province has led to the development of a proposed improved SBINSET for primary school teachers in the Northern Province. The approach to the formulation of a proposed SBINSET programme is descriptive, investigative and analytical.

3.4 A PROPOSED CONTINUOUS SELF-RENEWAL (CSR) SBINSET

Professional development of teachers certainly needs to undergo transformation not only for it to survive but to thrive in relation to the new challenges being given to higher education across the country. Bringing about change and transformation is notoriously difficult and invariably faces much resistance. This is true in all fields, and much more for teacher education. For that reason the researcher is of the opinion that in South Africa we need a holistic approach to professional development. Holistic in the sense that it will bring together teacher unions, policy makers, Government (be it at Circuit, Area, Regional or Provincial level) and new technology about teaching and learning. Such an approach implies that there should be institutional as well as personal development of teachers.

According to Mariti, Mhlongo and Wood-Robinson (1999:1) the Department of Education in the Northern Province is faced with a massive need for effective continuing professional development in the Province's educators, at both General Education and Training (GET) and Further Education and Training (FET) phases. In many cases, especially in the areas of Science, Mathematics, Technology and
English, subject knowledge is poor. Teachers' understanding of OBE and Curriculum 2005 is also rudimentary and their current teaching methods are often inappropriate. In many cases the morale of educators is low.

In the proposed CSR SBINSET, the researcher suggests that teachers should be part and parcel of their own development. This view is based on the fact that teachers cannot be developed, but that opportunities for development can be created for them. Teachers should own the entire process, that is, participate in the needs analysis, strategic planning and implementation and even the evaluation. In this way teachers will feel that they own the process and that it stands to benefit them. To achieve this, there is a need for research to be done about what could constitute a continuous, responsible self-renewal teacher. Based on the discussions in this and the previous chapter, the CSR SBINSET is proposed. A brief discussion of what CSR SBINSET entails follows.

### 3.4.1 Detailed description of the CSR SBINSET

The proposed CSR is an improvement of the current SBINSET programmes in the Northern Province discussed previously (see 3.3). It is a practically oriented, teacher upliftment programme which focuses on the classroom as a hive of activity. The purpose of the CSR SBINSET is to improve the quality of teaching and learning in General Education and Training (GET) phase. In order to achieve this goal, the CSR SBINSET seeks to develop capacity and systems at the regional, district, school and classroom level. The CSR focuses on the development of primary school teachers in the Northern Province. The major aims and objectives of the CSR are to ...

- improve the quality of teaching in the schools and in doing so, the learning experiences available to learners;

- encourage development and sustain a capable teaching service;
♦ develop teacher competencies that will enable them to assume greater responsibility concerning professional development;

♦ create an enabling environment that complements and supports the efforts of teachers in school improvement;

♦ improve conditions for the teaching service;

♦ improve the effectiveness of the education service nationally, locally and at the school level.

The CSR approach to teacher development is centred in schools and involves teachers more directly in decisions. Within the CSR, teachers can work in three modes - individually, with peers and with their learners. This can vary. In each case, however, teachers commonly emphasise adapting, studying or changing their classroom practices. Their development will be intrinsically connected with the classroom experiences they share with learners. The CSR is guided by a framework of five conditions which focus on learning, shared power, experiences in the classroom, an interrelated set of personal, educational, and social reference points and constructive and critical actions.

In contrast to the proposed CSR, the current SBINSET programmes seldom involve teachers in decisions about the content and structure of the workshops they have to attend. They are expected to change their practices after only brief demonstrations of what is required, with few opportunities to compare their ideas with other teachers and little substantial follow-up. Scant consideration is given to how teachers' work circumstances help or hinder the complex process of altering what they do. Yet teachers are nonetheless expected to seize the chance to remedy their defects. Understandably some choose to ignore, co-opt, or even subvert the attempts to develop them.
Ultimately, the researcher wants to argue that teachers should develop themselves. It should be less a matter of determining what to do “to” them or “on their behalf”, and more a matter of teachers inventing what to do “with” peers or “by themselves”. To some extent delivery strategies of the current SBINSET programmes in the Northern Province such as the cascade model, centre-based workshops and the cluster meetings, have encouraged independent and collaborative teacher development experiences of this sort. However, these strategies have often not been sustained and have occasionally drifted back into the old problems of being developed according to the agendas, structures and strategies of others.

CSR teacher development, which is classroom-based, is an orientation which both reconceptualizes how teachers improve their professional effectiveness in the work place and builds on the relationships that matter most to teachers in their development: their relationships with their learners. Within CSR, teacher development involves enriching, studying or changing classroom practices.

3.4.2 Functioning of the CSR

The CSR programme that is envisaged concentrates on the practical usefulness of teaching methods for the working situation of the teacher. Two important principles to be considered are first, the development of learner-ready teaching materials for classroom use and second, the engagement of all stakeholders involved in the teaching-learning situation. This ensures that intervention made at classroom level has a direct impact on the quality of education provided.

Of immediate concern to the CSR is the implementation of improved teaching and learning techniques. It is this resolve to support educational transformation that sets CSR at the cutting edge of change to the educational practice of primary schools. CSR reflects its undertaking to help generate quality education in the Northern Province by functioning in the following way:
Firstly, CSR offers afternoon workshops on a regular basis to assist all teachers with classroom discipline, subject based issues, general methodology and meaningful communication with the young learners. Workshops are also conducted for school managers and other stakeholders in primary schools.

Secondly, the CSR acknowledges the fact that radical change to the existing educational system immediately places teachers under considerable strain to come to grips with trends in classroom development. The CSR provides teachers with the necessary support to acquire specific classroom skills and to offer them ongoing support towards their professional development. Teachers are under increasing pressure as they prepare to fulfil their obligations to both school and community. On the one hand, they have to attain role-model status to encourage entire staff involvement in effecting holistic school development. On the other, they must organise their neighbouring schools into a cluster school formation and conduct cluster school workshops to help colleagues improve their classroom practice. Once again, the District Officials will however be at hand for consultation on alternatives to the educational practice in use.

Thirdly, the CSR programme will be structured on three levels to address the training and retraining needs of teachers.

- The first level involves practical competencies which deals with the pedagogic and content knowledge of the relevant grade syllabus. It also looks at the employment of suitable strategies for working with learners and their needs. In addition, the difficulties of using a second language to explain, describe and discuss key concepts will be addressed.
• The next level includes **foundational competencies**. Here, aspects such as understanding the concepts that underpin key teaching strategies and the barriers to learning, will be highlighted. From this will follow an understanding of the assumptions that underlie a range of assessment practices.

• The third level is based on **reflexive competencies** and dwells on the ability to integrate teacher performance with the will to adapt to change. Teachers will be expected not only to show clear evidence of thorough and thoughtful preparation for teaching by drawing on a variety of resources, but also to **reflect** on the **applicability** and **value** of various learning experiences. Here, the concept of team teaching and engaging in conferencing at the end of the lesson will be introduced. Initially, teachers may be apprehensive but they should learn to be comfortable with professional criticism. Teachers will be able to demonstrate their newly acquired classroom skills to their colleagues.

Finally, the CSR includes a Baseline Survey to set benchmarks to enable schools to measure progress. A Baseline is essential for any programme that the Department is embarking on or supporting. Further, if a Baseline is conducted before or at the start of a delivery process, it gives subsequent evaluations a clear purpose and focus as they follow a similar approach and act as markers of change. This allows the Department to get an early impression of how effective any delivery process is being implemented. School Development Planning can then be entered into by the whole school community. The chief intent of CSR is the professional empowerment of primary school teachers. Their growing self-confidence and increased subject proficiency will help establish them as change agents in their schools and communities. Just as significantly, they will spearhead community building by helping other primary school teachers grow into efficient teachers.
3.4.2.1 Staff requirements for the CSR SBINSET

The staff supporting professional development of teachers within the CSR SBINSET should be from the following categories:

♦ Curriculum advisers already working at District and Regional levels.

♦ Existing Departmental INSET staff.

♦ Lecturers from rationalised Colleges of Education.

♦ Staff working for, or seconded to projects (such as MASTEC, LSEP and SEFP Programme Tutors).

♦ Early Childhood Development Officers.

♦ Re-deployed lecturers from continuing community and rationalised colleges.

♦ Unemployed teachers who have completed their training.

The determined number of potential facilitators from the above seven groups is as follows...

♦ a circuit manager to manage his/her circuit, and

♦ one support staff member who is responsible for three schools situated close to one other.
3.4.2.2 Target group

The CSR SBINSET will probably have an impact on the following target groups:

♦ The NPDE.

♦ Region 3 of the NPDE.

♦ Thohoyandou, Malamulele, Vuwani, Soutpansberg, Mutale and Sekgosese Districts.

♦ Primary schools.

♦ Primary school principals, members of School Management Teams (SMTs), School Governing Bodies (SGBs), teachers and learners.

3.4.3 Shortcomings of the other programmes and how the CSR could address them

Different existing SBINSET programmes have been discussed and reviewed for the provision of in-service education and training in the Northern Province. None of these SBINSET programmes is self-sufficient because of the shortcomings mentioned. The programmes have been faced with a number of problems and constraints, such as...

♦ follow-up support has been insufficient. Many teachers feel that officials do not value their work and that the Department and school management provides too little support;

♦ inadequate classroom support by facilitators because there is no follow-up after teachers have attended the cluster and centre-based workshops;
an absence of resource centres where teachers can borrow teaching materials;

cluster meetings are being conducted by teachers without the support or guidance of the so-called facilitators;

some teachers become demotivated and stop attending the programmes because the mentors and project managers are not examiners for their grades; and

expectations of leader teachers with regard to incentives in the form of cash and certificates, neither of which were forthcoming.

Shortcomings facing other SBINSET programmes in the Northern Province dictate a strategy to be employed in order to address them. The shortcomings which are experienced by other SBINSET programmes in the Northern Province call for an improved SBINSET which has to do with aiding teachers to grow, learn, improve, enjoy, think and to do, with emphasis on improving staff performance. There is a need to have specifically designed SBINSET programmes such as CSR, which will meet identified needs of teachers, and to improve their classroom performance. The CSR could address the shortcomings of the abovementioned SBINSET programmes in the following way...

CSR will have sufficient follow-up support since it will be dealing directly with teachers in schools. District officials are included in the staff supporting professional development (see 3.4.2).

CSR will provide classroom support by allocating a mentor responsible for each school follow-up after teachers have attended cluster and centre-based workshops. This mentor works hand in hand with a facilitator who is a member of staff responsible for professional development of staff at
three schools close to each other.

- CSR will make use of the rationalised colleges of education, University of Venda and government buildings which are presently not in use, such as the Venda Training Trust, as resource centres where teachers will be able to prepare and borrow teaching materials. Librarians from the abovementioned institutions will serve as resource persons.

- With the CSR SBINSET, cluster meetings will be conducted by teachers with the support and guidance of the facilitators. The CSR involves teachers and allows classroom transformation by enabling teachers to choose topics relevant to their teaching-learning situation to be conducted during cluster workshops. Teachers, mentors and facilitators will prepare the topics together for effective classroom transformation.

- Within the CSR SBINSET programme, teachers will be motivated and encouraged to attend cluster and centre-based workshops. The CSR will use levels to grade learners in different grades. These levels will be regarded as a yardstick which can measure what the learners in the particular grade are expected to know. This yardstick will also help teachers to determine for example, whether learners in grade 5 (a) are doing better than learners in grade 5 (b) and whether learners have attained what is expected of them. For a grade 5 learner to be promoted to the next grade he/she should satisfy the requirements of that level.

- Teachers involved in CSR as mentors will not expect incentives in the form of cash and certificates because mentoring is not an extra job, but is a form of peer support leading to teacher development. Both the mentor and teachers are empowered with improved teaching strategies.
3.4.4 Principles underpinning the CSR SBINSET

The CSR SBINSET proposed in this study, is based on a number of basic principles set out in the diagram below, which are subsequently discussed briefly. The principles give the background on the guidelines on which CSR is founded as a form of SBINSET.

![Diagram of Principles](image)

**FIGURE 3.1 PRINCIPLES INVOLVED IN CONTINUOUS SELF-RENEWAL SBINSET**

3.4.4.1 CSR should aim at the improvement of teaching methods

Mahaye (2000:210) states the following about the improvement of teaching through CSR: "...a teaching method is a particular technique a teacher uses to help learners gain the knowledge which they need to achieve a desired outcome". A variety of teaching methods can be used to present a unit. Consequently teaching methods have to feature prominently in CSR.

Teaching methods need to be improved because some teachers received inadequate training and are therefore un/underqualified. Teacher-centred
methods have been used and now there is a shift towards more learner-centred methods. Learners should take an active role in every teaching and learning situation while teachers should offer guidance and support. The only way in which learners can be the focal point of teaching and learning activities is through the use of teaching methods which facilitate their active participation.

CSR focuses on two important participative methods which are the discussion, and question-and-answer methods. Discussion methods include class discussions, small group discussions, panel discussions, brainstorming exercises, symposiums and debates. For any of these methods to succeed the topic should be meaningful, all learners should be encouraged to participate, self-expression should be facilitated and learners’ communication skills should be developed. The question-and-answer method demands that the teacher acquire an effective questioning style by using a combination of questioning techniques in a well-orchestrated manner. Other participative methods considered by CSR are the project method, role-play methods (dramatisation, simulation games and sociodrama), the problem-solving method and the experimental method. Within the CSR SBINSET, effective use of teaching methods is one way in which the teacher can assist learners to achieve specific and critical outcomes.

3.4.4.2 The CSR should be based on peer support through reflective practice

According to Lindeque (2000:79) teachers never perform their teaching tasks in isolation, but as members of a team. A healthy relationship between teachers can be of benefit to the individual teacher. It may, for example, be beneficial to consider teaching in certain learning areas. CSR is designed to enable primary school teachers to develop their professional skills through self-study, peer support and group effort. This view is based on the belief that peer support is more likely to bring about change in classroom practice.
Effective peer support can be given by one teacher to another in the form of mentorship. According to Thiessen (1992:94) teachers learn much from each other. Teachers cite fellow teachers as the most valuable source of the professional development. Teacher development approaches which build on collegial and collaborative work among teachers, have become prominent in the discourse on school improvement and educational change. Peer coaching, advising teachers, co-operative professional development and mentoring are all examples of CSR SBINSET teacher development. Coaching systems become vehicles for transfer, driving paired teachers to efficient, effective and congruent uses of desired and reflective practice.

Teachers counsel and conference each other in ways which make explicit the basis of decisions and actions in the classroom (Thiessen, 1992:95). "Conferencing" is a means of peer support. "Conferencing" is an opportunity for teachers to talk through issues arising from shared classroom experience. Conferencing can be guided by three phases: what? so what! now what? In response to the "what" phase, the teacher relates the lesson in detail. It has the purpose of summarising and reminding the conference partners of the content and purpose of the lesson as a way of establishing a common understanding of the situation. The conference partners gently seek clarification of chosen areas that lead into the "so what" phase in which the conference partners fulfil a critical role in ensuring that significant points are attended to. In the "now what" phase, an action plan is visibly generated as a result of the interaction that has taken place between these conference partners.

Conferencing will specifically be used in CSR when mentors spend time working with teachers in their classroom situation. One of the goals of conferencing in CSR is to enable teachers to deepen their reflective capabilities. Reflective teachers are flexible and confident to work in changing circumstances; they are open to, and critical of, new practices. They don’t simply accept or reject new practices without thinking about them, trying them out and deciding whether they
benefit their learners. Mentors address this goal in conferencing. The interactions between mentors and teachers that comprise conferencing include the following:

- modelling various teaching methods in demonstration lessons;
- planning lessons co-operatively;
- team-teaching lesson observations;
- negotiated lesson observations;
- offering advice; and
- mediating critical reflection and problem-solving;

Conferencing gives mentors access to the situation where teachers can be helped to overcome barriers. Universally, teachers feel anxious and confused when trying out new methods. CSR offers teachers more support through having teachers reflect on a classroom situation.

Within CSR SBINSET, peer support groups compare classroom trials of new teaching methods and discuss ways to overcome obstacles to effective implementation through reflective practice. Coaching strategies insist on peer feedback and ongoing dialogue about observed applications of particular techniques and models. In these approaches, teacher development anticipates the results of classroom changes and introduces methods into the classroom to stimulate the transfer of training to the classroom setting.

In CSR approaches to teacher development and educational change, the classroom is the end point in mind for developers and also the final point of application. The classroom in CSR is both the means and the end to teacher and
learner development, and it is where teachers and learners learn. It is where they deliberate, negotiate meaning and evaluate possibilities, and peer support should therefore constitute the primary setting for reflective practice.

Van Niekerk (1997:294) are of the opinion that the fundamental notion behind all approaches to reflective teaching is that teachers should question their classroom practice, their beliefs about teaching, the contextual forces that influence what they teach, and the moral and ethical principles implicit in their teaching. In other words, reflective practice requires a purpose, a focus, a methodology and a supportive environment.

The purpose should develop from a perceived need to improve some aspects of teaching or schooling, and it may be general or specific. A statement of purpose will ensure, the question “Why do I want to reflect on my teaching?” The focus should follow logically from the purpose and will answer the question “What will I be reflecting on?” Selecting suitable methodology will answer the question “How can my reflection be guided to help me achieve my desired purpose?” Van Niekerk(1997:295) state that a supportive environment requires a “caring community in which personal support is balanced with critical enquiry, institutional norms of collaboration, and structural arrangements that provide time and space for extensive collaborative work”

The important outcome of peer support through reflective practice is that it helps teachers to realise that all aspects of their teaching are problematic, and that these aspects should be thought about and talked about. If teaching is simply taken for granted it becomes mechanical and ineffective; it must be placed under continual review if it is to improve. As teachers engage in thinking about their past actions, their current situation and their future intentions, their teaching ceases to be routine and becomes reflective.
3.4.4.3 CSR should be built on support for professional development

It is important with changes in the school curriculum and underlying teaching methods, that teachers have access to effective SBINSET. However, teachers, particularly in under resourced rural schools, find it difficult to transfer knowledge and methods learned in workshops to their classrooms. CSR views professional development to be a process whereby education professionals regularly enhance their academic knowledge and pedagogical understanding in order to improve their practice, as well as question the parameters and purposes of what they do.

The disempowerment of teachers in the past has left them ill equipped to initiate or sustain development in the schools where they work. There is a need to change the mind-set of teachers, so that they concentrate on skills and competency, rather than paper qualifications. Teacher appraisal when fully implemented will assist in bringing back lost morale by allowing teachers to acquire or refine knowledge, skills and attitudes because it is the process that is ongoing.

There is a need to create opportunities for professional self-development including school-based activities such as self-study, peer group study and distance learning. For this to happen, there is a need for good resource materials, effective partnership among all stakeholders, devolved responsibility and a sense of trust. The majority of teachers in rural areas had poor training in the past. There is much that can be done to equip and facilitate teachers in service today. It is through teacher improvement that the much-needed transformation in education can take place.

According to Mda (1998:87) the success of each school depends on all the stakeholders involved, administrators, staff, students, parents, and the community. For effective support for professional development, the District Office of the NPDE should facilitate centre-based training, cluster and school-based
support of teachers for effective teaching with the help of teacher unions. A District Office should take the school plans into account in doing its own planning. CSR strives for continued training and support of teachers in the implementation of teaching strategies, selecting teaching tools and development of learning activities.

If CSR SBINSET is implemented, district officials for professional development should visit schools, support teachers, and supervise school plans to ascertain whether they are complete and collated. Through the support of teachers unions such as the South African Democratic Teachers’ Union (SADTU), National Association of Professional Teachers of South Africa (NAPTOSA); and Suid-Afrikaanse Onderwysersunie (SAOU), the culture of teaching and learning will be restored. There is a need for teacher unions to address and motivate their members on the issue of continuous professional development. Teachers unions should motivate their members to change their attitude towards teaching and learning because many of them go to their classes without written preparation and are not ready to take any authority (Mda, 1998:87).

There is a poor relationship between teachers, seconded officials (lecturers from rationalised colleges of education), principals, subject advisors, circuit managers and area managers. One lecturer who is a seconded official indicated to the Superintendent General, Professor Harry Nengwekhulu on the 21st January 2000 during his address at the Ranch Hotel, Pietersburg, that “we are unable to visit schools because district officials (circuit and district managers) don’t allow the seconded officials to use the Government vehicles because they regard the vehicles as theirs”. This suggests that the working relationship is unsatisfactory and must be addressed. CSR should improve this relationship.

For CSR to be effective, District Officials need to see their roles and responsibilities as providers of continuous professional development officers by doing the following:
♦ Shift the mind-set of teachers - to help them to accept that change is necessary and to prepare them for change.

♦ Conduct seminars and workshops and follow-up in the classroom.

♦ Do a needs analysis for learners, facilitators and the community - this will include an action plan, implementation strategies and the required follow-up.

♦ Move from lecturing about content and theory to supporting classroom teaching.

♦ Possess knowledge, skills and attitudes and commitment to run practical workshops which are participatory and employ demonstrations.

Training of staff supporting professional development of teachers is an essential element of the CSR SBINSET. National training policy indicates that for training to be effective and relevant, it must be needs driven. The training of staff supporting professional development through CSR, will be driven by the needs of teachers. Training will concentrate on the following...

♦ **Key learning strands**

  • Enriching teachers’ subject and pedagogical knowledge.

  • Developing teachers’ interpersonal skills as school mentors.

  • Evaluating and improving working programmes.

  • Formulating and using a variety of assessment strategies to promote learning.
Key questioning

- What makes a good teacher?
- What are the "measures" of good practice?
- What are effective leadership and mentoring skills?

This training should not only include educational and content matters, but also continuous assessment, the provision of CSR SBINSET support, and training in management. The role of good and experienced teachers is also important. They too can make very effective contributions to CSR of colleagues. Existing projects, as well as some NGO's, may be able to play a role in this training.

3.4.4.4 CSR should include knowledge, skills, values and attitudes

CSR encourages teaching that is learner-centred with emphasis on group work and developing the ability of learners to think. The inclusion of knowledge, skills, values and attitudes in CSR encourages teachers to become facilitators of the teaching-learning situation and to use group work and team work. The shift is away from objectives and towards outcomes. Learners should know, should be able to do, and should acquire values through their learning experiences.

The CSR SBINSET concentrates on the following three kinds of outcomes:

- Those that focus on knowledge (minds-on, content or subject matter)

CSR focuses on wide aspects of teachers' activities and not only on simple presentation of subject matter without adequately addressing teaching techniques. The CSR framework for teacher knowledge includes three aspects...
- content knowledge based on mastery of specific content being taught;

- pedagogical knowledge which focuses on the understanding of theories and principles of teaching and learning, understanding the learner, and knowledge of theories and principles of classroom behaviour and management; and

- pedagogical content knowledge which is the ability to blend techniques and content, including understanding how the given topics are related, and how they are most effectively organised and presented in the classroom situation.

**Those that focus on skills (hands-on or the ability to use knowledge to develop expertise at a particular task)**

Within the framework of a teaching strategy and selecting teaching procedures, the responsibility rests with every teacher to develop a variety of teaching skills. Practically every aspect of the teachers’ activity comprises one or more teaching skills. Therefore, CSR includes key skills such as...

- **Empirical skills** - here the teacher collects information to establish what is going on in the classroom. He/she must be able to describe situations, processes, causes and effects accurately. Objective data tells him/her what learners are doing. Subjective data tells him/her how learners think.

- **Analytical skills** - where teachers need to interpret the information he/she collected.
Evaluation skills - where teachers must be able to judge the consequences of the learning taking place. He/she must think critically about the lesson and to improve his/her teaching.

Strategic skills - the teacher must plan carefully and know the outcome of his/her planning.

Communication skills - where reflective teachers will test the ideas to make sure that they are good. They are ready to listen to other people’s ideas.

Those that focus values and attitudes (hearts-on or our beliefs and the way in which they influence our behaviour)

Open-mindedness - this means that the teacher is prepared to listen to more sides than one; listen to information from all sources; and admit that even some of the things we believe in most strongly may be wrong.

Intellectual responsibility - this involves thinking about the consequences of what one is planning. There are the relationships between the school and the social, political and economic contexts. When the teacher thinks about his/her lessons he/she must not only think within the school context. He/she should also understand the social conditions that caused these problems.

Wholeheartedness - here all real enthusiasm pushes people forward focussing on the goal to be achieved.
3.4.4.5 CSR should cover strategies for better teaching

All classroom activities are knitted together by the teaching strategy that the teacher uses to help the learner attain the desired learning outcomes. Within a strategy there are a variety of teaching methods. A combination of teaching methods is, therefore, a means by which a strategy is successfully carried out. Mahaye (2000: 210) explains that "...a teaching strategy is a broad plan of action for teaching-learning activities with a view to achieve one or more specific outcomes". A strategy gives an outline of the approach a teacher will use when facilitating teaching and learning activities. CSR aims to provide teachers with opportunities and experiences to extend their range of teaching strategies. CSR is responsible to see whether:

- the tasks teachers set made contact with learners' current or background knowledge, and at the same time provided for the acquired development; and

- assessment practices reflected what was taught, learners' knowledge and competence and provide enough challenge for learners.

As far as CSR SBINSET is concerned, doing one's job should involve simultaneously developing one's practices. Teachers should work alongside their learners as co-learners. They should engage their learners as partners in action creating both experiences and classroom norms which are mutually beneficial for their personal, educational, and social growth. Training teachers in new practices is only considered important if the implementation of these practices results in significant gains in learner achievement. Within the CSR, the classroom is a source of learning for teachers and a context for the application and modification of practices developed, supported and learned elsewhere. Improving the quality of learning should involve every classroom participant.
Thiessen (1992:86-87) believes that teachers and learners alike are learners whose mutual development depends on the intersection of their experience. For example, when primary teachers try to introduce activity-based learning, they should not only concentrate on manipulative materials and inductive tasks, but also examine and evaluate the changes expected of learners. As they adapt their approaches in response to comments from and observations of their learners, teachers should consider how their efforts to improve their practices interact with learners’ efforts to learn from these activity-based opportunities. According to Thiessen (1992:87) improvements of classroom learning can only happen by attending directly to the interdependent development of teachers and learners. Concentrating on only one of the learners diminishes the possibilities of both. A focus on learner learning ignores its intimate relationship to teaching. A focus on teacher learning, especially through training prior to and removed from the classroom, ignores the people and the context in which the new practices are to be developed.

The CSR principles recognize that teachers are co-learners in their own classrooms. Teachers root their development in the classroom. They pursue changes which are practical but which also have personal, educational and social priority. They will participate in reflective and collaborative experiences which ultimately empower and transform how teachers and learners interact.

3.4.5 The implementation of CSR

3.4.5.1 Implementation stages

The process of implementation of CSR SBINSET involves the following four stages...

♦ Before the CSR SBINSET can be initiated, the needs of teachers and school should be identified through a Baseline Survey. It is essential for providers...
at this stage to determine, among other things, who, when and how the needs should be identified. Teacher appraisal is one way which providers can identify teachers who could assist in the assessment of needs.

- Planning is the next stage in the process. Who should participate in this stage and how training should be planned depends largely on the analysis of needs. The involvement of District Officials, teachers unions, teacher and Non-Governmental Organisations (NGO's) in the planning of CSR SBINSET is essential.

- Implementation of CSR model is subsequently effected, not only from outside through experts, but also from within. Implementation from outside should be kept to a minimum, and such intervention should gradually lead to independence. The choice of a particular method of delivery depends on the needs the CSR SBINSET programme has to address.

- Evaluation of the extent to which the CSR SBINSET has been successful is essential as it determines whether the programme should be pursued or discarded in favour of another.

The successful implementation of CSR SBINSET is determined by two main factors. These factors are the organisation of the teaching learning situation by the teachers and schools involved in the programme as well as the quality of mentoring the teachers get from the support staff of professional development.

3.4.5.2 Implementation programmes

The above mentioned stages for the implementation process of CSR SBINSET would be facilitated through five related programmes:
Regional/District Development Programme

The aim of this programme is to enhance capacity for planning and instructional support for schools, and to develop and strengthen human management and the administration and governance system.

School Development Programme

This programme will develop capacity in school development and governance systems among principals, school management teams (SMTs) and school governing bodies. In addition, attention will be given to the development of an appropriate administration system.

Classroom Support Programme

Intervention at the classroom will focus on improving educator practice and learner performance in all the learning areas with more focus on Mathematics, Science and Language in the intermediate and senior phase of the GET band.

Materials/Resource Provisioning Programme

The aim of this programme is to provide critical materials to support the implementation of the above three programmes. In addition, where materials and resources are provided through the Province’s District Resource Centres, personnel in charge of these centres should be trained in the use and management of the resources.

Monitoring and Evaluation Programme

The programme seeks to identify areas of need and establish benchmarks for the CSR at the various levels of intervention, and to assess the impact of CSR.
addition, regional and district personnel should be trained in the administration and analysis of systematic curriculum assessment. Based on the information gathered through consultation between the Northern Province Department of Education (NPDE) and a baseline study, CSR works towards:

- improved organisational planning, management administration, governance and support for schools, in the Thohoyandou, Malamulele, Vuwani, Soutpansberg, Mutale and Sekgosese Districts, and at the Regional Office;

- improved classroom practice and learner performance in the learning areas with more focus on three learning areas, namely, Mathematics, Science and Language in the intermediate and senior phase of the GET band in primary schools;

- improved procurement, distribution and utilisation of learning and teaching materials and office resources, in the primary schools, the six districts and the Regional Office; and

- improved monitoring and assessment of learners' progress.

Implementation of the CSR SBINSET programme is an ongoing process which is based on action and reflection. It is necessary to implement and improve CSR SBINSET to ultimately leave teachers with a sense of independence and ownership of what they implement. Implementation also requires a specific design or work structure. When implementing CSR, investments in time, resources, support structures and arrangements for planning and co-ordination are considered. Provisions for support, encouragement and assistance are pre-requisites in the process of mastering the innovation.
With the phasing in of Curriculum 2005, the Northern Province had to prioritise the development of teachers at primary school level. Moreover, an empirical survey conducted by the Northern Province highlighted a concern that historically, primary school teachers have been ignored in terms of such services and this is further evidenced by the fact that only 20% of the subject advisors are allocated to primary schools. As a matter of priority the Province intends to beef up support for educators at primary school level, particularly at the Intermediate and Senior phases, since work has already started at the Foundation Phase.

3.7 RESUMÉ

This chapter focuses on the conceptualisation of school-based INSET programmes. First, SBINSET programmes in South Africa and the necessity of SBINSET programmes in South Africa are explored. Second, existing SBINSET programmes in the Northern Province were also illuminated. Third, CSR SBINSET is proposed, where the structure as well as the principles underlying this SBINSET, are suggested.

The conceptualisation of the SBINSET programmes thus far, together with this CSR SBINSET being proposed, are to be used as the frame of reference in facilitating educational transformation of primary school teachers in the Northern Province. This chapter introduces CSR SBINSET to the reader and the next chapter tests its effectiveness through an empirical survey.
CHAPTER FOUR

AN EMPIRICAL INVESTIGATION INTO INSET PROGRAMMES FOR PRIMARY SCHOOL TEACHERS IN THE NORTHERN PROVINCE

4.1 INTRODUCTION

In the previous chapters INSET towards educational transformation was discussed. Not much research has been done on SBINSET programmes to facilitate educational transformation for primary school teachers who are not adequately equipped to do so. Most INSET techniques or programmes that are utilised rely on course-based workshops without follow-up in the form of classroom support. To be able to develop SBINSET programmes which are more relevant to the South African situation, knowledge of the needs of primary school teachers and the conditions under which they perform their daily tasks, is imperative.

This chapter is mainly concerned with the procedures adopted in constructing instruments, administering them and collecting data to develop and assess a proposed CSR SBINSET programme. It describes the empirical methods used to collect data. This empirical investigation was conducted to develop the proposed CSR SBINSET strategy and to determine whether it is an improvement on the existing SBINSET programmes in the Northern Province for primary school teachers to improve and transform their classroom practice. The SBINSET strategy could help optimise these teachers' potential and personal job satisfaction and promote maximum continuous professional development in order to enhance learner achievement.
In view of the paucity of information on SBINSET programmes for primary school teachers in the Northern Province, this research endeavours to bridge the gap between theory offered by means of course-based INSET workshops, and practice in the form of classroom support. The data is required to address the problem statement or answer questions concerning the current status of SBINSET programmes for primary school teachers in Region 3 of the Northern Province and to assess the viability of CSR SBINSET. Data was collected through questionnaires, interviews and observations.

A study of the literature indicated that SBINSET programmes for primary school teachers are critically important because of the impact they have on the teaching-learning process, which, in turn, influences the destiny of the local community, the nation and, indeed, the entire world. The changes that are presently occurring in schools and school systems, in local administrative structures, and in state or provincial policies and practices have important implications for the initial education and INSET for primary school teachers. For this reason SBINSET for primary school teachers on a continuing professional development basis is indispensable. Primary school teachers, by virtue of the key position they hold, ought to be effective facilitators of educational transformation.

The objectives of this empirical investigation were to:

♦ determine the reaction to existing SBINSET programmes for primary school teachers in the Northern Province;

♦ discover to what extent school managers participate in INSET courses generally in order to be able to support their staff members involved in SBINSET programmes;

♦ develop the proposed CSR SBINSET; and
interpret information collected and, if possible, offer an explanation of the various phenomena and make recommendations with regard to CSR SBINSET.

Identification of the existing SBINSET programmes and possible reasons for lack of effective educational transformation formed the basis for the formulation of the CSR SBINSET. This is the point of departure for making schools more effective and productive, which is one of teachers' tasks as facilitators of learning.

In this chapter the researcher discusses the general development and administering of the measuring instruments. The theory underlying the procedures undertaken for analysing the data will also be discussed and a short resume of the chapter will be given at the end.

4.2 RESEARCH DESIGN

An ethnographic approach was adopted, with classroom observation as the chief method, but also through interviews and questionnaires. Ethnography is one of the qualitative research methodologies which could be useful in generating information about schooling processes. The researcher chose this method in her research of patterns of teaching and learning because it uncovers the hidden perspectives held by members of the classroom from within the classroom itself. The researcher spent her time in the real teaching-learning situation observing the process of teaching and learning with minimum disturbance to the normal classroom activities. Teachers were encouraged to take an active role in the research by commenting on the materials and on their own lesson presentations.

4.3 DEVELOPMENT OF THE MEASURING INSTRUMENTS

Although a variety of instruments have been evolved to identify INSET towards educational transformation, an instrument that would be appropriate for South
African conditions, more specifically for primary school teachers in rural areas, has yet to be developed. The researcher therefore had to develop instruments to identify an effective SBINSET programme for primary school teachers in the Northern Province. It is important at this stage to mention that there are different approaches to SBINSET evaluation. The main reason for the many approaches to SBINSET is that INSET is such a widely varied phenomenon and is delivered in many ways as previously stated (see 2.6). A brief discussion of the different approaches to evaluate the effectiveness of SBINSET programmes follows.

4.3.1 Observation schedule

4.3.1.1 Construction of the observation schedule

According to Cohen and Manion (1994:110) observation studies are superior to experiments and surveys when data are being collected on non-verbal behaviour. Bester (1993:71-72) argues that in the case of observation, the researcher is interested in a person’s behaviour rather than in his/her responses to verbal (interview) or written questions (questionnaire). The first step of observation is to determine what behaviour will be observed. Next the observer must decide how observation will be done. The disadvantages of observations if used alone, include a lack of measurement validity, measurement error and cost (Kervin, 1992:400).

Observing a lesson is a good way to assess the educator’s abilities regarding content and methodology. It is the natural first step in working with educators, but it is difficult to avoid the “inspector” role, and can be stressful for the teacher. At the end of the lesson presentation, the observed teacher completed a self-evaluation sheet (see Appendix G) to get the opinion of the educator as to how the lesson was conducted. All the instruments were tested through a pilot study to determine flaws and to improve the design of the instruments.
The classroom observation focused on the intended outcomes of the SBINSET programmes namely:

- variety of teaching strategies;
- use of materials by learners and teachers;
- learners working in groups;
- critical and creative thinking;
- questioning skills;
- feedback to learners; and
- use of language to improve learner understanding.

The successive observations attempted to describe and analyse differences across the lessons, and to relate any change to the possible influence of SBINSET support provided to the teachers involved. Learner learning was also assessed by classroom observation through an analysis of learner participation, learners' answers to questions and learners' class work, homework and test books.

### 4.3.1.2 Pilot survey of the observation schedule

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 to 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. Several people, including lecturers at the University of Venda and school managers, then evaluated the instruments. Several changes to the wording, structure and some items were made before the instruments were finalised.

Borg and Gall (1979:70) give the following purposes 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 researcher may try out a number of alternative measures and then select those that produce the best results for the main study.
After compiling the items it is important to evaluate and reconsider their inclusion in the observation schedule. Before the observation schedule was finalised and used to gather the classroom situation data from primary schools in Soutpansberg and Vuwani Districts, a pilot study was carried out in the Malamulele, Mutale, Sekgosese and Thohoyandou Districts to test questions for inter alia, vagueness and ambiguity and to ascertain whether items were correctly structured or not.

Twenty four primary school teachers of Grades one to seven from eight rural schools in Region 3 of the Northern Province, were involved in the pilot study. The schools were randomly selected and grouped as follows:

- six primary schools involved in SBINSET programmes (experimental group), and
- two primary schools not involved in SBINSET programme (control group).

Three teachers per school were observed. Teachers were observed during the pilot survey and several items were modified. The observation schedule was also given to lecturers at the University of Venda (Department of Educational Management) for comments and improvements. From this a final draft of classroom observation schedule (see Appendix F) was prepared.

4.3.1.3 Administering the observation schedule

The purpose of administering the observation schedule to a representative sample is to obtain statistical data about each item and the testing of its reliability and validity. All the respondents were primary school teachers and principals, residing in rural areas and offering their services in rural primary schools. Principals were also included in this study. Four female and five male principals volunteered to be observed, because they were of the opinion that their position may show support for their teachers and they form part of educational transformation.
An observation schedule was generally employed to gather information about teaching and learning and attempted to capture a picture of the classroom situation. Six visits to each grade in eight primary schools were made. Classroom observation involved three lessons by each teacher. The first visit was used to establish the norm in teaching styles. During the second visit teachers implemented the materials they got from course-based workshops conducted by the different SBINSET programmes run in the Northern Province. In the third visit, teachers were provided with classroom support by the researcher and the remaining three visits were reserved for co-planning, conferencing, team teaching and implementation of all the classroom practices.

The researcher conducted the pre-observations over a four week period in 1998 during the second school term. The post-observations were conducted in 1999 during the third school term, over a period of ten weeks. The longer the researcher stays in the classroom, the more authentic the data. Initially, teachers tended to teach in a way that was meant to satisfy the researcher. Later on the same teachers were more relaxed in their teaching but they did not show the enthusiasm which they had displayed at the beginning. The researcher realised that the longer she stayed in the classroom, the more possible it was to capture the natural classroom setting.

4.3.2 The interview schedule

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. 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. Structured interviews were conducted in order to probe aspects of the lessons observed.

4.3.2.1 Construction of the interview schedule

A structured but open 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 (see Appendix G). In this study, the interview schedule was intended for the senior educationists. The interview schedule comprised 13 questions for the fifth group of the respondents in this study. The respondents were interviewed in their offices. Interviews lasted for at least 30 minutes per interviewee.

4.3.2.2 Pilot survey of the interview schedule

A pilot survey of the interview schedule was done on a group of persons similar to the respondents of the main study. In this case one respondent from each post category was interviewed. The main reasons for piloting the interview schedule were to:

♦ correctly identify the errors and weaknesses in the interview schedule;

♦ provide vital training for the researcher as an interviewer; and
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.

4.3.2.3 Administering the interview schedule

Interviews demand a lot of time, so only three rectors, four continuous professional development officers, three lecturers, three district managers, four circuit managers, three early childhood development, four subject advisors, three administration staff, four school managers, four key/leader teachers, three project managers, four mentors, four trainer facilitators and four facilitators 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. Table 4.1 shows the population involved in the interview.
TABLE 4.1: DETAILS REGARDING THE PEOPLE INTERVIEWED

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>INTERVIEWEES</th>
<th>POST HELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Colleges of Education</td>
<td>3</td>
<td>Rector</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Continuous Professional Development Officers (CPDO's)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Lecturers</td>
</tr>
<tr>
<td>2. District Office</td>
<td>3</td>
<td>District managers</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Circuit managers</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Early Childhood Development (ECD)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Subject advisors</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Administration staff</td>
</tr>
<tr>
<td>3. Primary Schools</td>
<td>4</td>
<td>School managers</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Key/Leader Teachers</td>
</tr>
<tr>
<td>4. NGO’s and</td>
<td>3</td>
<td>Project managers</td>
</tr>
<tr>
<td>Departmental</td>
<td>4</td>
<td>Mentors</td>
</tr>
<tr>
<td>Programmes</td>
<td>4</td>
<td>Trainer facilitators</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Facilitators</td>
</tr>
</tbody>
</table>

4.3.3 Questionnaires

According to Tuckman (1978:196-197) questionnaires and interviews are used by researchers to convert into data the information directly given by a person. By providing access to what is “inside a person’s head,” these approaches make it possible to measure what a person knows (knowledge or information), what a person likes and dislikes (values and preferences), and what a person thinks (attitudes and beliefs). Questionnaires and interviews can also be used to discover what experiences have taken place (biography) and what is occurring at present. Tuckman (1978:197) clearly indicates the criteria that the researchers must constantly apply in preparing questionnaires and interviews, as follows:

♦ To what extent might a question influence respondents to show themselves in a good light?
To what extent might a question influence respondents to be unduly helpful by attempting to anticipate what researchers want to hear or find out?

To what extent might a question be asking for information about respondents that they are not certain, and perhaps not likely, to know about themselves?

The validity of questionnaire items will be limited by all three considerations. However, certain information cannot be obtained in any way other than by asking persons, and even when an alternative is available, the "asking" route may be (and often is) the most efficient. Thus, the advantages and disadvantages of the questionnaire or as a source of data must be considered in each specific case before a decision can be made.

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".

The reasons for choosing questionnaires for this study are as follows:

- 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 and Mahlangu, 1987:25).

Questionnaires are an appropriate tool for collecting data from samples spread over a large geographical area.

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.

Consequently, it was decided to undertake an empirical investigation by means of questionnaires. A draft questionnaire was developed which incorporated various aspects of SBINSET programmes gleaned from the literature on INSET, as well as from the researcher's personal experience as a primary school teacher, a lecturer at a college of education and a mentor supporting Vuwani District primary school teachers in their classroom situation.

In designing the questionnaires, cognisance was taken of the increasing awareness of improved SBINSET for primary school teachers. In the development of the questionnaires, the researcher was aware that the improvement of academic and professional qualifications constitutes only a small part of the whole SBINSET scenario. Teachers need to grasp the opportunity to renew and extend their professional and facilitation expertise. Implementing innovations from outside the educational domain as well as those emanating from educational research and development, would generate rapid and continuing change. The questionnaires were designed to take these aspects into account.
4.3.3.1 Aspects to consider when compiling a questionnaire

The following aspects have to be taken into consideration when compiling a questionnaire (Steenekamp, 1984:4):

♦ *The purpose of the questionnaire:* Requirements to which a questionnaire must conform will depend on the aim as well as the method of its application.

♦ *The experiential world of the respondent:* The theme, concepts and conceptual framework reflected by the questions must be familiar to the respondents included in the sample.

♦ *The means of data collection:* The construction of a questionnaire will depend on whether it is to be filled in by the respondent himself/herself or by the researcher.

A questionnaire is designed in such a way that it answers specific research goals. Each question should therefore be carefully formulated. A questionnaire should not be evaluated globally, but each question must be carefully weighed to determine whether the response will help to provide the best answer to the research problem (Jacobs, Oosthuizen, Le Roux, Olivier, Bester and Mellet, 1989:98).

According to Kerlinger (1986:444) an item in the questionnaire should meet the following requirements:

♦ It should be related to the research problem and the research objectives.

♦ It should be appropriate and unambiguous.
♦ It should not demand information that the respondent may resist.

♦ It should not be loaded with special desirability.

Mellet (1986:182) mentions the following properties of a questionnaire that need to be considered:

♦ The topic or theme must be such that the respondent sees it as important so that he/she will be prepared to co-operate in completing the questionnaire.

♦ It must be attractive, brief and as easy as possible to complete.

♦ Instructions should be clear and be given at the beginning of the questionnaire.

♦ Items should not ask for a moral ethical standpoint.

4.3.3.2 Structure of the questionnaire

Three different kinds of questionnaires (see Appendices H, I and J) were compiled, namely a questionnaire for principals, a questionnaire for teachers observed and a questionnaire for teachers not observed. The structure of the questionnaire needs to be logical and clear to the respondents. In accordance with the aims of the questionnaire, the researcher decided to divide the questionnaire into four sections. The sections are as follows:

**Section A:** In all questionnaires this section deals with biographical information.

**Section B:** In this section of the questionnaire for principals, school management and INSET programmes were addressed; Section B (part 1) of the questionnaires for teachers observed and teachers
not observed, deals with SBINSET support, workshops and cluster meetings. Section B (part 2) of the questionnaire for teachers observed, deals with classroom support.

Section C: In all questionnaires this section deals with educational transformation.

Section D: The last section of the questionnaires deals with opinions and recommendations.

The questionnaire proved to be an effective instrument for obtaining facts about current conditions of SBINSET support that teachers receive, as well as beliefs and practices. In addition, it allowed for enquiries concerning attitudes and options and afforded respondents the opportunity of expressing, without inhibitions, their feelings and their experiences. This was reinforced by complete anonymity.

4.3.3.3 Construction of items

Item construction was accomplished in the light of the criteria set forth by Fulton (1965:37):

♦ The statement must be debatable. It must represent only an opinion which has no general acceptance.

♦ A "double-barrelled" statement should be avoided, that means that each statement should contain only one complete thought. Grouping two or more sentences/ideas as one statement should therefore be avoided.

♦ Words such as only, mere, just, often, sometimes, seldom and the like must be used with care and moderation.

♦ Expressions or statements lacking in effect must be avoided.
Whenever possible, statements should be written in the form of a simple sentence.

High-sounding, uncommon and technical items or expressions should be avoided.

4.3.3.4 Question format

Two basic formats were used in the development of questionnaires, namely, open questions (also called unstructured questions) and closed questions (also called structured questions). Various combinations of these two formats may be used.

Unstructured questions (open questions)

Kerlinger (1986:442-443) defines an open question as one that supplies a frame of reference for a respondent's answers, but puts a minimum restraint on the answers and their expressions. Although the content of the respondent's answer is dictated by the research problem or question, there is no other restriction on the content and manner of the respondent's answers. The advantage of open questions is that they enable the interviewer to clear up misunderstandings and make better estimates of respondent's intentions, beliefs and attitudes.

Structured questions (closed questions)

Structured questions, also called closed or fixed-alternative items, offer the respondent a choice among two or more alternatives. The main advantage of structured questions is that it is easier, more economical and less time-consuming to administer a questionnaire with pre-confined questions than is the case with open questions. Another advantage is the achievement of greater uniformity of measurement and thus greater reliability (Kerlinger, 1986:442).
The major disadvantage of structured questions is their superficiality (without probes they do not ordinarily get beneath the response surface) and the loss of report between the person administering the questionnaire and the respondent. It can also frustrate the respondent who may feel that the given responses do not make adequate provision for the expression of his/her personal opinion or feelings. Worse, they can force responses because a respondent may choose an alternative to conceal his/her ignorance or have no other option to choose from. Structured questions are also less subtle than open questions.

For the purpose of this study, both structured and unstructured questions were used. The structured questions are used for sections A and B while the unstructured questions are used for sections C and D. Sections C and D enable respondents to use their expertise and experience to express their opinions and to make recommendations and in this way assist the researcher to direct future research.

4.3.3.5 Length of the questionnaire

In developing a questionnaire consideration should be given to the length of the final questionnaire. Steenekamp (1984:4) warns against succumbing to the temptation to gain too much information from a single questionnaire. This warning is echoed by Moser and Kalton (1981:309) who declare that a long questionnaire is demoralising for both respondents and researchers. However, the questionnaire should not be curtailed to a point where it cannot serve the purpose for which it was designed. Van den Berg and Vorster (1982:29) declare that the final length of the questionnaire determines its reliability and validity. It can therefore be concluded that the questionnaire should be as short as possible, but should be long enough to ensure that it is reliable and valid.
4.3.3.6 Length of items

It is important to state the purpose of items succinctly with the optimal verbal economy (Olivier, 1989:101). Consequently questions were formulated as concisely as possible. Because of the poor command of English of some rural primary school teachers, the researcher avoided long questions or items since these could lead to misinterpretation and respondent “fatigue”.

4.3.3.7 Personal and sensitive questions

According to Steenekamp (1991: 53) it is not the substance of the particular questions that provoke the respondent’s aversion to certain questions or to the questionnaire as a whole, but often the circumstances prevailing during the interview, the approach adopted by the interviewer and the lack of motivational thrust in the questionnaire. He further contends that the public are generally willing to co-operate in scientific research, as long as the merits of the case are apprehended and the questionnaire is administered without encroaching on the respondent’s right to privacy. Kervin (1992:339) maintains that, before asking an embarrassing or sensitive question, each researcher must ask himself/herself if such a question is absolutely necessary for the project in hand.

The researcher encountered some scepticism among certain principals and teachers about the aim of the research. They felt that what they wrote could be used against them. However, the assurance of anonymity addressed these fears and respondents then co-operated.

4.3.3.8 Pilot study of questionnaires

Before the questionnaires were finalised and distributed to primary schools in the Soutpansberg and Vuwani Districts, a pilot study was initially carried out in the Malamulele, Mutale, Sekgosese and Thohoyandou Districts to ensure that
respondents understood what was required of them and 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. A group of twenty four persons (six questionnaires per district) were involved:

♦ two teachers observed in each district;

♦ two teachers not observed in each district; and

♦ two school managers in each district.

The pilot study was extended to include six primary schools in the Soutpansberg and Vuwani Districts too. Three teachers observed, three teachers not observed and three principals per district completed the questionnaires and made comments where they felt necessary. Space was provided at the end of the pilot questionnaires for the respondents to make the required comments.

Their constructive responses were of considerable assistance in refining all the instruments. Instructions to respondents to rank certain responses according to preference or importance were not adhered to and these were further refined. The purpose of the pilot survey was to try and validate the practicability involved in administering a questionnaire.

4.4 ADMINISTERING THE QUESTIONNAIRES

4.4.1 Determining the sample

The purpose of administering the questionnaire to a representative sample is to obtain statistical data about each item of the questionnaire and about the questionnaire itself. Most of the respondents were primary school teachers, residing in rural areas and offering their services in rural schools. District Officials
were also included in this study because of the fact that their hierarchical positions might have had an influence on the outcome of the research. In the light of the literature study, the scope of this sample is acceptable.

According to Kerlinger (1986:110) sampling is taking any portion of a population or universe as a representative of that population or universe. 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 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. This study comprises of principals, teachers and learners 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. However, size without representativeness is not sufficient. 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; and 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 various sampling techniques, stratified random sampling was selected because it allowed schools to be
subdivided into strata (areas, primary or secondary levels) and it was fairly easy to apply. From the data collected through stratified random sampling, it is 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. 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.

4.4.2 Selection of population

A list of the various schools in the two districts was obtained from the Circuit Offices of the Soutpansberg and Vuwani Districts 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 districts, number of schools and the population involved in the research.

**TABLE 4.2: DISTRICTS, NUMBER OF SCHOOLS AND THE POPULATION INVOLVED IN THE RESEARCH**

<table>
<thead>
<tr>
<th>Districts</th>
<th>Number of primary schools per district</th>
<th>Population involved per district</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Sample</td>
</tr>
<tr>
<td>1. Soutpansberg</td>
<td>170</td>
<td>60</td>
</tr>
<tr>
<td>2. Vuwani</td>
<td>91</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>261</td>
<td>100</td>
</tr>
</tbody>
</table>
4.4.3 Selection of schools

To ensure that the survey was representative of a broad spectrum of primary 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 total of 100 schools were selected using random sampling.

The total number of schools in the Soutpansberg and Vuwani Districts amounted to 261. To get the selected number of schools balanced, the percentage of schools was first worked out. In Soutpansberg District there are 170 primary schools and only 65,1% of schools were randomly selected. In Vuwani District there are 91 primary schools and only 35,9% of schools were randomly selected. The reason for selecting 65% from Soutpansberg and 35% from Vuwani primary schools respectively, was influenced by the sizes of districts.

4.4.4 Selection of the respondents

A decision was made to sample principals and teachers in the two districts mentioned above. One way to ensure that the sample will be representative of the large population was to draw a random sample, because random selection limits the probability of choosing a biased sample. The distribution and collection of questionnaires involving all teachers was difficult, so sampling was done in certain schools. A total sample of 400 principals and teachers was selected and deemed sufficient for the investigation, working on the basis of one school principal, one teacher observed from each school, as well as 200 teachers from the two districts who were not observed.
Three groups of respondents were therefore identified namely, 100 principals, 100 teachers who were observed and 200 teachers who were not observed from the sampled schools. The next stage called for the random selection of the respondents. A procedure similar to that described in 4.4.3 was used. It is to these teachers and principals that the questionnaires were distributed. The relatively high response rate was facilitated by the co-operation received from the district managers, circuit managers and principals who showed interest in this study.

4.4.5 Permission to use schools for the investigation and requests for participation

Two districts from Region 3 of the Northern Province were used as geographical clusters for sampling the Region 3 population of educators. The three groups of respondents in this study namely, principals, teachers observed and teachers not observed were easily accessible since they are all in Region 3. This facilitated the circulation of questionnaires. Three types of questionnaires, namely questionnaires for school principals, teachers observed and teachers not observed were delivered to the randomly selected schools. The researcher handed the questionnaires to the principals who distributed them among the teachers and requested them to complete the questionnaires.

Application for permission to conduct this research in the respective schools and to involve learners, teachers and school principals was made to the Regional Director of the Department of Education, Arts, Culture and Sports of Region 3 in the Northern Province, on 16 August 1999 (see Appendix A). The reply granting permission for the use of primary schools for this research was received in the letter dated 27 September 2000 (see Appendix B).

District Managers, Mr. R.P. Tshindane of Vuwani District and Mr. J. Ramuedzisi of Soutpansberg District in Region 3, were personally contacted and a letter was
delivered to them (see Appendix C) indicating:

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

♦ the date on which the research will be conducted; and

♦ the nature and importance of the research.

The researcher personally visited the circuit managers of the two districts to discuss the research project and a letter (see Appendix D) was delivered to Circuit Offices informing them:

♦ that some of the schools in their jurisdiction have been selected to take part in SBINSET research;

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

♦ of the date on which the research will be conducted; and

♦ that only primary schools involved in SBINSET programmes and their clusters would be involved.

Letters were written to the principals of the 100 selected schools (see Appendix E) informing them:

♦ that their schools were selected to take part in SBINSET research;
that permission had been granted by the Regional Director of Region 3 of the Department Education, Arts, Culture and Sports in the Northern Province to conduct the research;

of the date on which the research will be conducted;

that only primary schools involved in SBINSET programmes and their clusters would be involved;

that learners would be interviewed after the lesson presentations; and

that two teachers per school teaching Grades 1-7 will be observed while presenting lessons.

The circuit managers of the two districts (Soutpansberg and Vuwani) assisted in distributing letters and informing the principals of the 100 sampled schools about the research.

The provisional sub-samples, therefore were:

one hundred school principals of the selected schools;

two hundred teachers from the selected schools who were not observed;

one hundred teachers from the selected schools who were observed; and

learners from the observed classes.
4.4.6 Instructions for the completion of the questionnaires

The purpose of these instructions is to make it clear to the respondents what is expected of them and how to complete the questionnaire, seeing that each section was completed differently. An attempt was made by the researcher to keep instructions as concise as possible. Instructions were also given verbally by either the researcher or the principal. The following information was given:

♦ respondents were told that only their opinion was required and therefore there will be no right or wrong answer,

♦ respondents were urged to be honest in their answers;

♦ confidentiality of their answers was emphasised;

♦ respondents were requested to answer all questions; and

♦ respondents were thanked in advance for their co-operation.

4.4.7 Dispatch and return of questionnaires

Before the questionnaires were despatched to schools, a letter from the Regional Director granting permission for the survey was obtained (Appendix B). A register was maintained with respect to the number of questionnaires despatched. The questionnaires were numbered sequentially and their numbers were recorded against the schools to which they were delivered. This provided an accurate and discrete record to check the completed questionnaires from the various schools. The returned questionnaires were checked against the register. Those schools which had not returned the questionnaires by the due date were revisited and urged to return the completed questionnaires.
On the whole the staff of the schools concerned cooperated, in spite of the prevailing education crisis. A total of 400 questionnaires were distributed to the selected schools and 354 questionnaires were returned. This constitutes a 88 percent response. According to Mulder (1982:80) a 70 percent return of questionnaires is sufficient to validate research findings.

The researcher personally delivered 400 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, "school-based INSET", "teacher activity", "learner activity" and "group work". The language problem is mainly influenced by mother-tongue instruction in primary schools. Teachers as facilitators of the learning process need to be acquainted with the language used in the teaching-learning situation.

The following is the breakdown of returns of the questionnaires:

**TABLE 4.3: THE BREAKDOWN OF QUESTIONNAIRES RETURNED IN THE TWO DISTRICTS OF REGION 3**

<table>
<thead>
<tr>
<th>Districts</th>
<th>Questionnaires returned</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principals</td>
<td>Teachers observed</td>
<td>Teachers not observed</td>
<td>TOTAL</td>
<td>%</td>
</tr>
<tr>
<td>1. Soutpansberg</td>
<td>56</td>
<td>60</td>
<td>94</td>
<td>210</td>
<td>84,0</td>
</tr>
<tr>
<td>2. Vuwani</td>
<td>38</td>
<td>40</td>
<td>66</td>
<td>144</td>
<td>96,0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>100</td>
<td>160</td>
<td>354</td>
<td>88,5</td>
</tr>
</tbody>
</table>
A record chart was used to control the process and information such as dates on which the letters and questionnaires were delivered and dates on which they were collected, were noted. This procedure made it easy to locate non-returns and follow-up on the outstanding ones. The returned questionnaires were checked against the register.

4.5 RESUMÉ

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

The development of questionnaires and interview schedules is a difficult and time-consuming task. Although an attempt was made in this chapter to provide guidelines and criteria for the development of these instruments, there are no fixed rules. However, the researcher tried to ensure that the instruments are practical and practicable.

An attempt was made to follow the guidelines and criteria mentioned in this chapter on the implementation of the instruments. Chapter 5 contains an analysis of the responses to the instruments and the interpretation of the results.
CHAPTER FIVE

ANALYSIS AND EVALUATION OF FINDINGS

5.1 INTRODUCTION

In attempting to evaluate the impact of the CSR SBINSET programme, an empirical investigation was undertaken with the aim of collecting necessary information on various aspects of INSET relevant to primary schools. In this chapter the responses to the three questionnaires that were administered are examined, as well as responses to the interview and observation schedules. One questionnaire was delivered to teachers who were observed and who are currently involved in SBINSET programmes; the second was delivered to teachers who are involved in SBINSET but do not get any support and were not observed, and the last was delivered to school managers.

The execution of this research produced a mass of raw data. 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.

Section A of each of the three questionnaires deals with the biographical information of the respondents.

Section B (part 1) of the questionnaire for teachers observed and not observed (Appendices H and I, question 2.1 to 2.27) deals with opinions as regard SBINSET
support, workshops and cluster meetings. Section B (part 2) of the questionnaires for teachers observed (Appendix H, question 2.28 to 2.35), deals with opinions as regard classroom support. Section B of the questionnaire to school managers (Appendix J) deals with school management and INSET.

Section C of all three questionnaires addresses issues related to educational changes. Results of the empirical investigation of this section of the questionnaire will only be briefly discussed since the focus of this research falls mainly on the effectiveness of CSR SBINSET for primary schools in the Northern Province.

In section D the respondents were given the opportunity to express their opinions on the strengths and weaknesses of the SBINSET, as well as suggestions and recommendations for the improvement of the planning and organisation of effective cluster and centre-based workshops. They also made recommendations regarding how educational change should be implemented in the South African context. The findings of section D will also be discussed.

The information gained from the interview schedule provides further insight. The interviewees were given the opportunity to give their views on SBINSET, suggestions for improvement and recommendations. Their contributions, since they were drawn from practical experiences, are valuable and are included in this chapter.

5.2 ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

As mentioned in the introduction, three questionnaires were used in this investigation. The research group consisted of 354 teachers and school managers from 100 primary schools. All the primary schools are situated in rural areas of Region 3 in the Northern Province. The objective of such a sample was to determine whether an effective SBINSET programme will be of educational benefit to all personnel and subsequently benefit learners. This should illustrate the
effectiveness of the improved CSR SBINSET.

The total number of questionnaires distributed were 400 and 354 were returned. The percentage response was 88.5%, contributing to the reliability of the data obtained. Those involved in the survey were teachers observed who totalled 100, 160 teachers who were not observed and 94 school managers.

5.3 SECTION A: BIOGRAPHICAL AND BACKGROUND INFORMATION

5.3.1 Gender of respondents

Table 5.1 shows the gender of teachers who were observed, teachers who were not observed and school managers who participated in this study (Appendices H, I and J, question 1.1).

TABLE 5.1 Gender distribution

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
</tr>
<tr>
<td>School managers</td>
<td>55</td>
<td>58.5%</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>40</td>
<td>44.4%</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>64</td>
<td>37.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>159</td>
<td>44.9%</td>
</tr>
</tbody>
</table>

The data shown in Table 5.1 indicates that just over half (55.1%) of the respondents from the sample are female and 44.9% are male. Due to the random selection of respondents, it can be concluded that more females than males are teaching at primary schools. Although there were slightly more females, the sample can be seen as being representative of the population of the school teachers.
5.3.2 Age of respondents

The number of school managers, teachers who were observed and teachers who were not observed in various age groups are set out below (Appendices H, I and J, question 1.2). The question aimed at obtaining the information relating to the age of the respondents to determine their trainability and justification for such training.

TABLE 5.2 Age Distribution

<table>
<thead>
<tr>
<th></th>
<th>Under 30</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
</tr>
<tr>
<td>School managers</td>
<td>-</td>
<td>-</td>
<td>14</td>
<td>14.9</td>
<td>42</td>
<td>44.7</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>8</td>
<td>8.9</td>
<td>46</td>
<td>46.0</td>
<td>40</td>
<td>44.4</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>8</td>
<td>4.7</td>
<td>73</td>
<td>45.6</td>
<td>64</td>
<td>37.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>4.5</td>
<td>133</td>
<td>37.6</td>
<td>146</td>
<td>41.2</td>
</tr>
</tbody>
</table>

The greatest percentage (41.2%) of the respondents from the sample fall in the age group of between 40 and 49 years while very few (2.0%) were older than 60 years. The results show that in the three groups, 4.5% were less than 30 years old, 37.6% of the respondents fall between 30 and 39 and 14.7% were between 50-59 years old. The majority of the respondents are middle aged and should be motivated to attend SBINSET programmes for upgrading purposes, as the majority of respondents would still be in service for at least 15 years.

5.3.3 Marital status of respondents used in this empirical research

In the present study, the position with regard to marital status of school managers, teachers who were observed and teachers who were not observed
from the sample (Appendices H, I and J, question 1.3) is as follows:

**TABLE 5.3 Marital Status**

<table>
<thead>
<tr>
<th></th>
<th>Married</th>
<th>Single</th>
<th>Divorced</th>
<th>Widowed</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>(n)</td>
<td>(n)</td>
<td>(n)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>School managers</td>
<td>85</td>
<td>90,4</td>
<td>-</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6,4</td>
<td>3,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers observed</td>
<td>85</td>
<td>85,0</td>
<td>10</td>
<td>11,1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5,6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>135</td>
<td>84,4</td>
<td>18</td>
<td>10,5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>305</td>
<td>86,2</td>
<td>28</td>
<td>7,9</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>354</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The majority of the respondents (90,4%) of school managers are married. The results in Table 5.3 further indicate that the majority of the entire sample are married (85,0% of those who were observed and 84,4% of teachers not observed). In total, married participants (305) exceeded the rest (49) by a large margin.

**5.3.4 Highest academic qualifications of respondents**

The question aimed at establishing the highest academic qualifications of the respondents to determine whether there is a need for CSR SBINSET to train interested teachers to assist their colleagues in their schools (Appendices H, I and J, question 1.4). The following table sets out the different types of highest academic qualifications of the respondents.
TABLE 5.4 Highest Academic Qualifications respondents

<table>
<thead>
<tr>
<th></th>
<th>Below matriculation</th>
<th>Matriculation certificate</th>
<th>Bachelor's degree</th>
<th>B. Ed / Honours degree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
</tr>
<tr>
<td>School managers</td>
<td>-</td>
<td>-</td>
<td>46</td>
<td>48,9</td>
<td>18</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>-</td>
<td>-</td>
<td>68</td>
<td>68,0</td>
<td>18</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>13</td>
<td>8,1</td>
<td>105</td>
<td>65,6</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>3,7</td>
<td>219</td>
<td>61,9</td>
<td>64</td>
</tr>
</tbody>
</table>

The results in the above Table 5.7 indicate that the majority of the respondents (61,9%) have a matriculation certificate. Only 18,1% have completed their degrees and 16,4% have post-graduate qualifications. A mere 3,7% do not have a matriculation certificate. Approximately a third of the school managers (31,9%) have post graduate qualifications compared to 14,0% of teachers observed and 8,8% of teachers not observed. A great deal can be done through CSR SBINSET to improve teacher qualifications. This will ensure that teachers do not stagnate, but try to further their own education.

One of the reasons why so many teachers and school managers do not have degrees is that while a degree is a requirement for secondary school promotion post, this is not the case with primary school promotion posts. The minimum requirement for secondary school post holders is an M+ 3 category, that is a three year Teacher’s Diploma after matriculation, while this is not the case with primary school post holders.

5.3.5 Highest professional qualifications respondents

The question aimed at establishing the highest professional qualifications held by the respondents to determine whether there is a need to update professional
qualifications through SBINSET programmes (Appendices H, I and J, question 1.5). The following table sets out the different types of professional qualifications held by school managers, teachers observed and those not observed.

**TABLE 5.5 Highest Professional Qualifications respondents**

<table>
<thead>
<tr>
<th></th>
<th>Teacher's Certificate (n)</th>
<th>%</th>
<th>Teacher's Diploma (M+2) (n)</th>
<th>%</th>
<th>Teacher's Diploma (M+3) (n)</th>
<th>%</th>
<th>Teacher's Diploma (M+4) (n)</th>
<th>%</th>
<th>UED / HED (n)</th>
<th>%</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School managers</strong></td>
<td>24</td>
<td>25.5</td>
<td>12</td>
<td>12.8</td>
<td>21</td>
<td>22.3</td>
<td>15</td>
<td>16.0</td>
<td>22</td>
<td>23.4</td>
<td>94</td>
</tr>
<tr>
<td><strong>Teachers observed</strong></td>
<td>14</td>
<td>14.0</td>
<td>4</td>
<td>4.0</td>
<td>61</td>
<td>61.0</td>
<td>19</td>
<td>19.0</td>
<td>2</td>
<td>2.0</td>
<td>100</td>
</tr>
<tr>
<td><strong>Teachers not observed</strong></td>
<td>20</td>
<td>12.4</td>
<td>9</td>
<td>5.6</td>
<td>91</td>
<td>56.9</td>
<td>32</td>
<td>20.0</td>
<td>8</td>
<td>5.0</td>
<td>160</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>58</td>
<td>16.4</td>
<td>25</td>
<td>7.1</td>
<td>173</td>
<td>48.9</td>
<td>66</td>
<td>18.6</td>
<td>32</td>
<td>9.0</td>
<td>354</td>
</tr>
</tbody>
</table>

Most of the respondents (48.9%) have a diploma (M+3) as their highest professional qualification, followed by those who have M+4 (18.6%). The third highest percentage (16.4%) have a teacher's certificate (two years post Junior Certificate). A small percentage (9.0%) of the respondents have a post graduate diploma. This implies that a large number of respondents could be involved in CSR SBINSET, and consequently improve the professional qualifications of teachers.

**5.3.6 Teaching experience respondents**

In this instance the question (Appendices H, I and J, question 1.6) 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 SBINSET programmes. The years of teaching experience of school managers, teachers who
were observed and teachers who were not observed participating in this study, are set out in the table below.

**TABLE 5.6 Teaching Experience**

<table>
<thead>
<tr>
<th></th>
<th>0-5 Years</th>
<th>6-10 Years</th>
<th>11-15 Years</th>
<th>16-20 Years</th>
<th>21+ Years</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
</tr>
<tr>
<td>School managers</td>
<td>9</td>
<td>9,6</td>
<td>12</td>
<td>12,8</td>
<td>25</td>
<td>26,6</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>8</td>
<td>8,0</td>
<td>13</td>
<td>13,0</td>
<td>22</td>
<td>22,0</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>5</td>
<td>3,1</td>
<td>33</td>
<td>20,6</td>
<td>60</td>
<td>37,5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>6,2</td>
<td>58</td>
<td>16,4</td>
<td>107</td>
<td>30,2</td>
</tr>
</tbody>
</table>

Table 5.6 shows that approximately a third (30.2%) of the respondents have a teaching experience of between 11-15 years, followed by those who have more than 21 years teaching experience (29.1%). The results further suggest a similarity in the three sample groups as far as teaching experience is concerned, because school managers (31.9%), teachers observed (33.0%) and of those who were not observed (25.0%) have a teaching experience of more than 21 years. There is also a similarity in the teaching experience of educators who have between 16-20 years teaching experience.

As most of the respondents have more than five years’ teaching experience INSET could attempt to refresh or redevelop the existing skills and/or knowledge of teachers. It appears from these responses that the majority of the respondents in the sample group are in their early or middle career period. They are at a stage where they can benefit from CSR SBINSET because teacher competencies can be developed through training and classroom support, and contribute to overall experience of the teachers.
It is important to note that the majority of the respondents in the sample group (93,8%) have more than five years teaching experience. This corresponds with Table 5.2 which indicates that the majority of the respondents (95,5%) were older than 30 years.

5.4 SECTION B: OPINIONS OF TEACHERS OBSERVED AND TEACHERS NOT OBSERVED AS REGARD SBINSET SUPPORT, WORKSHOPS AND CLUSTER MEETINGS

The total number of the teachers observed and the teachers not observed is 260. The 100 teachers who were observed (38,5%) underwent CSR SBINSET classroom support, while 160 (61,5%) of teachers not observed are presently involved in SBINSET programmes but do not get any classroom support.

Respondents from both groups were requested to give their opinions regarding SBINSET support, workshops and cluster meetings. Because most of the questions (Appendix H and I, section B (part 1) of both questionnaires, questions 2.1 to 2.24) deal with SBINSET support, workshops and cluster meetings, they are grouped together. Section B (part 2) of the questionnaire for teachers who were observed and underwent CSR SBINSET (Appendix H, questions 2.28 to 2.35) deal with classroom support, and the respondents were requested to give their opinions on this matter.

5.4.1 Support of the concept "SBINSET"

In the questionnaire, the respondents were requested to indicate whether or not they support the concept "SBINSET". The results are shown in the table below.
TABLE 5.7  Response of teachers in respect of the concept "SBINSET"

<table>
<thead>
<tr>
<th></th>
<th>Support</th>
<th></th>
<th>Not support</th>
<th></th>
<th>No response</th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Teachers observed</td>
<td>93</td>
<td>93,0</td>
<td>5</td>
<td>5,0</td>
<td>2</td>
<td>2,0</td>
<td>100</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>128</td>
<td>80,0</td>
<td>23</td>
<td>14,4</td>
<td>9</td>
<td>5,6</td>
<td>160</td>
</tr>
<tr>
<td>TOTAL</td>
<td>221</td>
<td>85,0</td>
<td>28</td>
<td>10,8</td>
<td>11</td>
<td>4,2</td>
<td>260</td>
</tr>
</tbody>
</table>

From the table, it is evident that the majority of the respondents (85,0%) supported the concept "SBINSET", while 10,8% of the respondents from the sample do not support it; 4,2% expressed no opinion. The results further indicate that most of the respondents who were observed (93,0%) and most of those who were not observed (80,0%) are in favour of SBINSET. A small percentage of teachers observed (5,0%) and 14,4% of those not observed do not support it, while 2,0% of teachers who were observed and 5,6% of those not observed expressed no opinion.

Considering the above table, it appears as though most of the respondents support the concept "SBINSET".

5.4.2 Need to increase the number of SBINSET programmes

The purpose of this item was to determine whether or not there is a need to increase the number of SBINSET programmes. The results are shown in Table 5.8.
TABLE 5.8 Views of respondents in respect of a need to increase the number of SBINSET programmes

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>No response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>97</td>
<td>87,0</td>
<td>10</td>
<td>10,0</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>130</td>
<td>81,2</td>
<td>22</td>
<td>13,7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>217</td>
<td>83,5</td>
<td>32</td>
<td>12,3</td>
</tr>
</tbody>
</table>

The results show that the majority (83,5%) of the respondents were of the opinion that there is a need to increase the number of SBINSET programmes; 12,3% of the respondents disagreed with the statement, while a small percentage (4,2%) expressed no opinion. The results further indicate that the respondents who were observed (87,0%) and those not observed (81,2%) are in agreement as regards a need to increase the number of SBINSET programmes. Only 10,0% of the respondents who were observed and 13,7% of the those who were not observed do not support the statement.

A very small percentage (3,0%) of those who were observed and 5,0% of those not observed did not respond. This implies that the majority of teachers involved in the survey are of the opinion that there is a need for SBINSET programmes.

5.4.3 Change brought about by SBINSET programmes to improve teaching

SBINSET programmes like those discussed in Chapter 3 aim to encourage teachers to change their teaching for the better. Respondents were asked to indicate whether or not they are in agreement as to improved teaching due to SBINSET. The details are set out in Table 5.9.
### TABLE 5.9  Response of the respondents as regards improved teaching

<table>
<thead>
<tr>
<th></th>
<th>Agree (n)</th>
<th>Agree (%)</th>
<th>Disagree (n)</th>
<th>Disagree (%)</th>
<th>No response (n)</th>
<th>No response (%)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers observed</td>
<td>91</td>
<td>91,0</td>
<td>6</td>
<td>6,0</td>
<td>3</td>
<td>3,0</td>
<td>100</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>122</td>
<td>76,3</td>
<td>34</td>
<td>21,2</td>
<td>4</td>
<td>2,5</td>
<td>160</td>
</tr>
<tr>
<td>TOTAL</td>
<td>213</td>
<td>81,9</td>
<td>40</td>
<td>15,4</td>
<td>7</td>
<td>2,7</td>
<td>260</td>
</tr>
</tbody>
</table>

The majority of the respondents (81,9%) indicated that SBINSET programmes helped them to change their teaching for the better whereas 15,4% disagreed with the statement; 2,7% expressed no opinion. From the data it is evident that if more SBINSET programmes are provided, most teachers would tend to change their teaching methods. It is apparent from these responses that the majority of the respondents are of the opinion that SBINSET programmes have changed their teaching.

There is a reasonable difference between the teachers who underwent CSR SBINSET (who were observed) and those who did not. Of those who underwent CSR SBINSET, 91% indicated that their teaching had improved. It is also evident that few respondents disagreed with the statement. Once again there is an accordance since 3,0% of the respondents who were observed and 2,5% those who were not observed, did not respond.

#### 5.4.4 Link between SBINSET courses and classroom practice

The purpose of this item was to determine whether SBINSET courses should have strong links with classroom practice. The results are shown in Table 5.10.
<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>No response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>89</td>
<td>89,0</td>
<td>5</td>
<td>5,0</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>131</td>
<td>81,9</td>
<td>17</td>
<td>10,6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>220</td>
<td>84,6</td>
<td>22</td>
<td>8,5</td>
</tr>
</tbody>
</table>

A large percentage of the respondents (84,6%) are of the opinion that there should be a link between SBINSET and classroom practice. Only 8,5% indicated that they disagree, whereas 6,9% did not respond to this aspect. From the data it is evident that the participants consider the link between classroom practice and SBINSET programmes important.

These results further indicate that there is a degree of similarity since the majority of the respondents observed (89,0%) and those not observed (81,9%) are of the opinion that there should be a strong link between classroom practice and SBINSET. Only 5,0% of the respondents observed and 10,6% of those not observed disagreed. A mere 6,0% of those observed and 7,5% of those not observed did not respond. Although not a marked difference, the implication is that CSR SBINSET, where support is provided, could be implemented specifically to link SBINSET programmes with classroom practice. Teachers could then learn to plan lessons carefully by being involved in joint planning with mentors and learn certain skills of classroom teaching through having responsibility for a specified component of the lesson.
5.4.5 Practical work and SBINSET

The purpose of this item was to determine whether or not teachers do more practical work than they used to due to SBINSET. The results are shown in the table below.

**TABLE 5.11  Responses as regards practical work due to SBINSET programmes**

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>No response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>(n)</td>
<td>(%)</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>81</td>
<td>81,0</td>
<td>14</td>
<td>14,0</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>129</td>
<td>80,6</td>
<td>24</td>
<td>15,0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>210</td>
<td>80,8</td>
<td>38</td>
<td>14,6</td>
</tr>
</tbody>
</table>

The overall picture revealed by the results is that the majority (80,8%) of the responding teachers agreed that they do more practical work than they used to do while 14,6% of the respondents disagreed and 4,6% expressed no opinion.

The data from Table 5.11 denotes that the majority of the respondents who were observed (81,0%) and those not observed (80,6%) are in agreement because they are of the opinion that teachers do more practical work than they used to due to SBINSET. There is not a marked difference between those teachers who were observed and receive support and those who followed the normal SBINSET programme. It appears as though all SBINSET programmes encourage teachers to do more practical work. Only 14,0% of the respondents observed and 15,0% of those not observed, disagreed. A small percentage (5,0%) of the respondents who were observed and those not observed (4,4%) expressed no opinion.
5.4.6 Changed attitude towards lesson planning

Teachers were asked to indicate whether SBINSET programmes have changed their attitude towards lesson planning. The details are set out in Table 5.12.

TABLE 5.12 Responses of teachers as regards changed attitude towards lesson planning

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>No response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>(n)</td>
<td>(%)</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>84</td>
<td>84,0</td>
<td>9</td>
<td>9,0</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>134</td>
<td>83,8</td>
<td>21</td>
<td>13,1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>218</td>
<td>83,8</td>
<td>30</td>
<td>11,5</td>
</tr>
</tbody>
</table>

With regard to attitude change towards lesson planning, the majority of the responding teachers (83,8%) agreed that their attitude towards lesson planning has changed, while 11,5% disagreed and 4,6% expressed no opinion.

Once again there is an accordance since 84,0% of the respondents who were observed and 83,8% those who were not observed, are of the opinion that SBINSET programmes have changed their attitude towards lesson planning. Only 7,0% of the respondents observed and 3,1% of those not observed did not respond. It is evident that the majority of the respondents are of the opinion that SBINSET programmes have changed their attitude towards lesson planning.

5.4.7 Responsibility of professional growth of individual practitioners

The purpose of this item was to determine whether the SBINSET strategy emphasizes the responsibility of professional growth of individual practitioners. The results are shown in Table 5.13.
TABLE 5.13  Respondents’ reaction with regard to SBINSET emphasizing the responsibility of professional growth

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>No response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>85</td>
<td>85,0</td>
<td>12</td>
<td>12,0</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>132</td>
<td>82,5</td>
<td>12</td>
<td>7,5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>217</td>
<td>83,5</td>
<td>24</td>
<td>9,2</td>
</tr>
</tbody>
</table>

The results suggest that the majority (83.5%) of the respondents from the sample indicated support for the statement that SBINSET strategy emphasizes the responsibility of professional growth of individual practitioners. Only 9.2% of the respondents disagreed while 7.3% expressed no opinion. The responsibility of professional growth for individual practitioners, is desirable in order to improve teacher performance and to improve learner learning.

5.4.8 Improved teaching skills and increased knowledge of subject matter

Teachers were asked to indicate whether SBINSET programmes have improved their teaching skills and increased their knowledge of subject matter. The intention was to determine whether SBINSET had any effect on teaching skills and knowledge in subject matter. The details are set in Table 5.13.

TABLE 5.14  Response of the respondents as regards improved teaching skills and knowledge of subject

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>No response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>92</td>
<td>92,0</td>
<td>5</td>
<td>5,0</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>127</td>
<td>79,4</td>
<td>26</td>
<td>16,2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>219</td>
<td>84,2</td>
<td>31</td>
<td>11,9</td>
</tr>
</tbody>
</table>

178
It is encouraging to note that the majority of the participants (84.2%) indicated that the SBINSET programmes have improved their teaching skills and knowledge of subject matter, against 11.9% who disagreed with the statement and 3.8% who were undecided. The results show that a large majority (92.0%) of the respondents observed and 79.4% of those not observed, supported the statement. Only 5.0% of those observed and 16.3% of those not observed disagreed while a mere 3.0% of those observed and 4.4% of those not observed expressed no opinion.

There is a marked difference in opinion regarding improved teaching skills and knowledge of subject matter between the respondents who were observed (and received classroom support) and those who were not. Those who were observed possibly feel stronger about the statement because they teach in teams and co-plan with the mentor, whereas those who were not observed experience difficulties as they don’t receive any kind of support.

It is apparent that respondents attributed considerable importance to SBINSET programmes, since a large percentage indicated that their teaching skills improved and that their knowledge of the subject matter has increased. This is attributed by the fact that primary school teachers are conscious of the need for SBINSET programmes as a means of teacher empowerment. Teachers who underwent CSR SBINSET gained knowledge and skills and they developed appropriate attitudes through its activities. Teachers work jointly with mentors where they learn about effective teaching and feel good about teaching. This is precisely the sort of training and support that teachers need.
5.4.9 SBINSET as a remedy for the apparent failure of centre-based workshops and cluster meetings

Teachers were asked to indicate whether they consider SBINSET as a remedy for the apparent failure of centre-based workshops and cluster meetings. The results are set out in Table 5.15.

**TABLE 5.15 Responses of teachers as regards SBINSET as a remedy for the apparent failure of centre-based workshops and cluster meetings**

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>No response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>(n)</td>
<td>(%)</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>83</td>
<td>83,0</td>
<td>9</td>
<td>9,0</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>140</td>
<td>87,5</td>
<td>15</td>
<td>9,4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>223</td>
<td>85,8</td>
<td>24</td>
<td>9,2</td>
</tr>
</tbody>
</table>

The overall picture of the results show that the majority (85,8%) of the respondents indicated that SBINSET is a remedy for the apparent failure of centre-based workshops and cluster meetings, while 9,2% disagreed and 5,0% expressed no opinion. Consequently it appears that the majority of the respondents perceive SBINSET as more successful than centre-based workshops and cluster meetings.

Table 5.15 depicts a degree of similarity since the respondents observed (83,0%) and those not observed (87,5%) are of the opinion that SBINSET is a remedy for the apparent failure of centre-based workshops and cluster meetings. The results further suggest a degree of similarity since 9,0% of those who were observed and 9,4% of those who were not observed disagreed with the statement. Only 8,0% of the respondents observed and 3,1% of those not observed, did not respond.
These results suggest that SBINSET serves as an alternative to centre-based workshops and cluster meeting, because follow-up sessions in the form of classroom support assist teachers who experience difficulty in putting theory into practice.

5.4.10 Consultation with teachers when topics of SBINSET workshops are selected

The respondents were requested to indicate whether there should be consultation with teachers when topics of SBINSET workshops are selected. The details are set out in Table 5.16.

**TABLE 5.16 Respondents' reaction with regard to consultation when SBINSET topics are selected**

<table>
<thead>
<tr>
<th></th>
<th>Agree (n)</th>
<th>Disagree (n)</th>
<th>No response (n)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Teachers observed</td>
<td>92</td>
<td>6</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>148</td>
<td>9</td>
<td>3</td>
<td>160</td>
</tr>
<tr>
<td>TOTAL</td>
<td>240</td>
<td>15</td>
<td>5</td>
<td>260</td>
</tr>
</tbody>
</table>

From the data it is evident that 92,3% of the responding teachers from the sample agreed that consultation with teachers is necessary when topics of SBINSET workshops are selected. A small percentage (5,8%) of the respondents disagreed with the statement while 1,9% expressed no opinion.

The majority (92,0%) of the respondents who were observed and those not observed (92,5%) agreed with the statement. Only 6,0% of the respondents who were observed and 5,6% of those not observed disagreed. A small percentage (2,0%) of those who were observed and of those not observed (1,9%) did not respond.
It can be concluded that there is a need for consultation with teachers by the educational authorities when SBINSET topics are selected in order to meet their needs and address their requirements.

5.4.11 Training of nominated teacher as head of SBINSET committee

Teachers were asked to indicate whether schools should nominate a competent, active and innovative teacher who could be trained as head of SBINSET committee. The intention was to determine whether there is any need for training nominated teachers. The details are set out in table 5.17.

**TABLE 5.17 Views of respondents in respect of training of a competent teacher as head of SBINSET committee**

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>No response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>(n)</td>
<td>(%)</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>79</td>
<td>79,0</td>
<td>14</td>
<td>14,0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>7,0</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>142</td>
<td>88,8</td>
<td>12</td>
<td>7,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>3,7</td>
</tr>
<tr>
<td></td>
<td>160</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>221</td>
<td>85,0</td>
<td>26</td>
<td>10,0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>5,0</td>
</tr>
<tr>
<td></td>
<td>260</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the responses given to the question, a large majority (85,0%) of the respondents supported the statement that schools should nominate a competent, active and innovative teacher who could be trained as head of SBINSET committee. Only a relatively small percentage (10,0%) of the respondents from the entire group disagreed while 5,0% expressed no opinion. There is a notable difference between the teachers who were observed (79,0%) and those who were not (88,8%).

It appears as though those who were not observed experience greater difficulty when implementing what they gained from centre-based workshop and cluster meetings, because they do not have the support of facilitators. They
consequently feel a greater need for a competent teacher to guide them. It is also possible that those who were observed and received classroom support realised that total commitment is required when working with a mentor. The implication though is that the majority of the respondents indicated that the training for a competent teacher as head of SBINSET committee, should receive priority.

5.4.12 SBINSET workshops to be conducted by teachers

The respondents were asked to indicate whether they are of the opinion that some teachers should be used to conduct SBINSET workshops. The results are shown in Table 5.18.

| TABLE 5.18 Respondents' reaction as to whether some teachers should be used to conduct useful SBINSET workshops |
|---|---|---|---|---|
| | Agree | Disagree | No response | TOTAL |
| | (n) | % | (n) | % | (n) | % |
| Teachers observed | 90 | 90,0 | 6 | 6,0 | 4 | 4,0 | 100 |
| Teachers not observed | 138 | 86,2 | 14 | 8,8 | 8 | 5,0 | 160 |
| TOTAL | 228 | 87,7 | 20 | 7,7 | 12 | 4,6 | 260 |

It is heartening to note that the majority (87,7%) of the teachers agree that some teachers should be used to conduct useful SBINSET workshops, while 7,7% disagreed and 4,6% expressed no opinion. These results further revealed that there is agreement between the respondents who were observed (90,0%) and those who were not observed (86,2%). Only 6,0% of the respondents who were observed and 8,8% of those not observed disagreed with the statement. A mere 4,0% of those observed and 5,0% of those not observed, did not respond.
It is apparent that respondents attributed considerable significance to some teachers being given the opportunity to conduct SBINSET workshops.

5.4.13 Support from District Office and school management

Respondents were asked to indicate whether they agree or disagree with the statement that they get support from District Office and school management. The results are shown in Table 5.19.

**TABLE 5.19 Respondents' reaction as to whether they get support from District Office and school management**

<table>
<thead>
<tr>
<th></th>
<th>Agree (n)</th>
<th>Disagree (n)</th>
<th>No response (n)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>(n)</td>
<td>(%)</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>8</td>
<td>8,0</td>
<td>83</td>
<td>83,0</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>25</td>
<td>15,6</td>
<td>131</td>
<td>81,9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>12,7</td>
<td>214</td>
<td>82,3</td>
</tr>
</tbody>
</table>

A large majority (82,3%) of the respondents indicated that they did not get support from the District Office and school management when it comes to the implementation of new methodologies; 12,7% of the respondents agreed while 5,0% expressed no opinion.

The findings in Table 5.19 show that there is a degree of similarity between respondents who were observed (83,0%) and those not observed (81,9%). Only 8,0% of the respondents observed and 15,6% of those not observed disagreed with the statement; 9,0% of those who were observed and 2,5% of those not observed expressed no opinion. This may suggest that the respondents were hesitant to disagree, as they may be concerned about losing their appointments if they stated that they do not get support from their higher authorities.
The fact that the majority of the respondents from the sample indicated that they were not supported by the District Office or school management as regards the implementation of new methodologies, is disconcerting. It is essential that the District Office and school managers provide teachers with more support to implement new methodologies, and implement change successfully.

5.4.14 The availability of finance to allow teachers to travel to centre-based workshops and cluster meetings

The respondents were requested to indicate whether finance should be made available to schools to allow teachers to travel to centre-based workshops and cluster meetings. The results are shown in Table 5.20.

**TABLE 5.20 Response of teachers in respect of the availability of finance**

<table>
<thead>
<tr>
<th></th>
<th>Agree (n)</th>
<th>Agree (%)</th>
<th>Disagree (n)</th>
<th>Disagree (%)</th>
<th>No response (n)</th>
<th>No response (%)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers observed</td>
<td>91</td>
<td>91,0</td>
<td>6</td>
<td>6,0</td>
<td>3</td>
<td>3,0</td>
<td>100</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>153</td>
<td>95,6</td>
<td>3</td>
<td>1,9</td>
<td>4</td>
<td>2,5</td>
<td>160</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>244</strong></td>
<td><strong>93,8</strong></td>
<td><strong>9</strong></td>
<td><strong>3,5</strong></td>
<td><strong>7</strong></td>
<td><strong>2,7</strong></td>
<td><strong>260</strong></td>
</tr>
</tbody>
</table>

Regarding the availability of finance, it is evident that the overwhelming majority (93,8%) of the responding teachers agreed that finance should be made available to schools to allow teachers to travel to centre-based workshops and cluster meetings. Only 3,5% of the respondents disagreed with the statement while 2,7% expressed no opinion.

The researcher, as a lecturer and mentor at Ramaano Mbulaheni Training Centre and Limpopo School Empowerment Project (LSEP), is of the opinion that workshops held away from schools have serious transport and financial
implications. It emerges from the responses that the great majority of teachers need to be financed by the Department of Education to attend centre-based workshops and cluster meetings.

Although teachers indicated that centre-based workshops and cluster meetings are not successful, they are compelled to attend them as invitations are issued by the circuit or district offices. Either this approach should be changed or attendance should be funded.

5.4.15 Attendance of workshops and cluster meetings

The respondents were asked to give their opinion as to whether the attendance of workshops and cluster meetings enabled teachers to change their teaching methods. The results are set out in the table below.

**TABLE 5.21 Respondents' reaction as to whether the attendance of workshops and cluster meetings enabled teachers to change their teaching methods**

<table>
<thead>
<tr>
<th></th>
<th>Agree (n)</th>
<th>Agree (%)</th>
<th>Disagree (n)</th>
<th>Disagree (%)</th>
<th>No response (n)</th>
<th>No response (%)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers observed</td>
<td>79 79,0</td>
<td>79,0</td>
<td>14 14,0</td>
<td>14,0</td>
<td>7 7,0</td>
<td>7,0</td>
<td>100</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>149 93,1</td>
<td>93,1</td>
<td>5 3,1</td>
<td>3,1</td>
<td>6 3,8</td>
<td>3,8</td>
<td>160</td>
</tr>
<tr>
<td>TOTAL</td>
<td>228 87,7</td>
<td>87,7</td>
<td>19 7,3</td>
<td>7,3</td>
<td>13 5,0</td>
<td>5,0</td>
<td>260</td>
</tr>
</tbody>
</table>

In response to the question, it is significant from the table above that a large majority (87,7%) of the respondents supported the statement that attendance of workshops and cluster meetings enabled them to change their teaching methods. Only 7,3% disagreed with the statement while 5,0% did not respond.
Teachers support the attendance of workshops and cluster meetings even though they are not considered successful. These form the only means for teachers to familiarize themselves with educational changes and alternative teaching methods. Even though no support is provided by facilitators to help teachers implement new strategies, attendance of workshops and cluster meetings are the only way to keep abreast with change.

5.4.16 Attending both centre and cluster-based workshops is more important than having classroom support

The respondents were asked to indicate as to whether the attendance of centre and cluster-based workshops is more important than having classroom support. The details are set out in Table 5.22.

TABLE 5.22 Respondents’ responses pertaining to the importance of attendance of centre and cluster-based workshops versus classroom support

<table>
<thead>
<tr>
<th></th>
<th>Agree (n)</th>
<th>Disagree (n)</th>
<th>No response (n)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers observed</td>
<td>12 (12,0%)</td>
<td>85 (85,0%)</td>
<td>3 (3,0%)</td>
<td>100</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>31 (19,4%)</td>
<td>125 (78,1%)</td>
<td>4 (2,5%)</td>
<td>160</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43 (16,5%)</td>
<td>210 (80,8%)</td>
<td>7 (2,7%)</td>
<td>260</td>
</tr>
</tbody>
</table>

The overall picture revealed by the results is that 80,8% of the respondents disagreed that attending centre and cluster-based workshops is more important than having classroom support while 16,5% of the respondents agreed with the statement and 2,7% expressed no opinion.

The results show that the majority of the participants who were observed (85,0%) and those not observed (78,1%) disagreed that attending centre and cluster-
based workshops is more important than having classroom support. The fact that a larger percentage of those who received support (those observed) than those not observed disagreed, suggests that classroom support is valued and of importance to teachers.

5.4.17 Teachers can implement most ideas from centre- and cluster-based workshops without classroom support

Teachers were requested to give their opinions as to whether they are able to implement new ideas from the centre and cluster-based workshops without receiving classroom support. The intention was to determine whether or not there is a need for classroom support. The results appear in Table 5.23.

<table>
<thead>
<tr>
<th>TABLE 5.23 Respondents’ reaction with regard to implementing ideas from workshops and cluster meetings without classroom support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree (n)</td>
</tr>
<tr>
<td>(n)</td>
</tr>
<tr>
<td>Teachers observed</td>
</tr>
<tr>
<td>Teachers not observed</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

The results indicate that a greater percentage of the respondents who were observed (91,0%) did not agree with the statement compared to those who were not observed (65,6%). The observed teachers received classroom support and considered it as important. The possibility that those who did not receive it (and who were not observed) are not familiar with its importance, could account for the fact that almost a third of these teachers agreed with the statement. The fact that a large majority (91,0%) of the respondents who were observed support the concept of classroom support, is significant.
5.4.18 Workshops have some ideas that are found difficult to implement without support

Teachers were asked whether they agreed or disagreed with the statement that workshops have ideas that are difficult to implement without classroom support. The results are shown in Table 5.24.

**TABLE 5.24 Response of teachers in respect of ideas from workshops which are difficult to implement without classroom support**

<table>
<thead>
<tr>
<th></th>
<th>Agree (n)</th>
<th>Disagree (n)</th>
<th>No response (n)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>(%)</td>
<td>(n)</td>
<td>(%)</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>81</td>
<td>81,0</td>
<td>11</td>
<td>11,0</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>145</td>
<td>90,6</td>
<td>10</td>
<td>6,3</td>
</tr>
</tbody>
</table>

From the data it is obvious that the majority (86,9%) of the respondents supported the statement that workshops contain some ideas that are difficult to implement in the teaching and learning situation without classroom support. A small percentage (8,1%) of the respondents did not support it, while 5,0% expressed no opinion.

The majority of the respondents are, however, in agreement that classroom support is useful particularly when the skills and knowledge from workshops and cluster meetings have to be put into practice. Teachers who did CSR SBINSET received training to assist their colleagues in their own and in neighbouring schools and consequently less problems were encountered with the implementation of ideas from workshops.

A larger percentage of those not observed than those observed (and who receive support) agreed with the statement. The possibility exists that the observed
teachers experienced less difficulty when implementing ideas from workshops and did not have to rely on support to do so.

5.4.19 The influence of the availability of suitable resources for workshops, cluster meetings and classroom practice

The respondents were requested to give their opinion as to whether the availability of suitable resources affects workshops, cluster meetings and classroom practice. The results appear in Table 5.25.

TABLE 5.25 Views of respondents in respect of the influence of the availability of suitable resources

<table>
<thead>
<tr>
<th>Agree (n)</th>
<th>Disagree (n)</th>
<th>No response (n)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers observed</td>
<td>80</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>129</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>209</td>
<td>37</td>
<td>14</td>
</tr>
</tbody>
</table>

The majority (80,4%) of the respondents indicated that the availability of suitable resources affects workshops, cluster meetings and classroom practice; 14,2% of the respondents disagreed with the statement and 5,4% did not respond.

It is evident that the majority of the respondents are in agreement that the availability of suitable resources affect workshops, cluster meetings and classroom practice.

5.4.20 Cluster and workshop activities

The respondents were asked to give their opinions whether cluster and workshop activities should be held after formal teaching time. The results are shown in Table 5.26.
FIGURE 5.26  Respondents’ view with regard to cluster and workshop activities taking place after formal teaching time

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>No response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
<td>%</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>78</td>
<td>78,0</td>
<td>14</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>122</td>
<td>76,2</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
<td>76,9</td>
<td>42</td>
</tr>
</tbody>
</table>

From the data it is significant that 76,9% of the respondents from the sample group supported the statement that cluster and workshop activities should take place after formal teaching time, while 16,2% disagreed with the statement; 6,9% expressed no opinion.

Based on the opinions of the teachers, cluster and workshop activities should ideally be conducted after formal teaching time. This could ensure that more teachers attend the activities and successfully complete workshops.

5.4.21  Teachers discuss the implications of changes to their classroom practices in support groups

The respondents were requested to indicate whether teachers working together in support groups, discuss the implications of changes to their classroom practice. The details are set out in Table 5.27.
TABLE 5.27  Teachers working together in support groups discuss changes to classroom practice

<table>
<thead>
<tr>
<th>Agree (n)</th>
<th>Disagree (n)</th>
<th>No response (n)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>69</td>
<td>69,0%</td>
<td>25</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>131</td>
<td>81,9%</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
<td>76,9%</td>
<td>50</td>
</tr>
</tbody>
</table>

According to the responses the majority of the respondents (76,9%) from the sample agreed that when teachers work together in support groups, they discuss the implications of changes to their classrooms practice. The results show that 19,2% of the respondents disagreed with the statement, while 3,8% of the respondents expressed no opinion. There is a notable difference between the percentage of teachers who were observed (69,0%) and those who not observed (81,9%). This may be due to the fact that the observed teachers received classroom support and did not require additional help to discuss changes or feel the need to work in support groups, whereas those not observed missed the extra guidance.

It appears from the responses though, that the majority of the respondents believe that they are able to discuss the implication of changing their classroom practice by working together in support groups.

5.4.22  Induction and mentoring programme to support newly qualified teachers

Teachers were asked to indicate whether there should be an intensive induction and mentoring programme to support the newly qualified teachers. The results are shown in Table 5.28.
TABLE 5.28  Response of the respondents as regards the necessity of an induction and mentoring programme

<table>
<thead>
<tr>
<th></th>
<th>Agree (n)</th>
<th>Agree (%)</th>
<th>Disagree (n)</th>
<th>Disagree (%)</th>
<th>No response (n)</th>
<th>No response (%)</th>
<th>TOTAL (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers observed</td>
<td>67</td>
<td>67,0</td>
<td>27</td>
<td>27,0</td>
<td>6</td>
<td>6,0</td>
<td>100</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>113</td>
<td>70,6</td>
<td>35</td>
<td>21,9</td>
<td>12</td>
<td>7,5</td>
<td>160</td>
</tr>
<tr>
<td>TOTAL</td>
<td>180</td>
<td>69,2</td>
<td>62</td>
<td>23,8</td>
<td>18</td>
<td>6,9</td>
<td>260</td>
</tr>
</tbody>
</table>

With regard to the necessity of an induction and mentoring programme to support the newly qualified teachers, the overall picture revealed that 69,2% of the respondents agree with the statement while 23,8% of the respondents disagreed with the statement; 6,9% did not respond.

It emerges from these responses that most respondents indicated that an induction and mentoring programme should be introduced. Attempts should be made by the Department of Education, through education authorities, to develop such a programme.

5.4.23  Teachers should be assessed after cluster meetings and workshops for the awarding of certificates

The respondents were requested to give their opinion whether teachers should be assessed on the content and methods covered during cluster meetings and workshops for the awarding of certificates. The results are shown in Table 5.29.
TABLE 5.29  Views of respondents in respect of being assessed on workshop materials in order to receive certificates

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>No response</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(n)</td>
<td>(%)</td>
<td>(n)</td>
<td>(%)</td>
</tr>
<tr>
<td>Teachers observed</td>
<td>81</td>
<td>81,0</td>
<td>14</td>
</tr>
<tr>
<td>Teachers not observed</td>
<td>143</td>
<td>89,4</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>224</td>
<td>86,1</td>
<td>22</td>
</tr>
</tbody>
</table>

From Table 5.29 it is evident that a large majority (86,1%) of the respondents agreed that teachers should be tested on the content and methods offered during cluster meetings and workshops for the awarding of certificates. Only 8,5% of the respondents disagreed with the statement, while 5,4% expressed no opinion.

It appears from the results of the survey that respondents are of the opinion that teachers should be assessed on the content and methodologies on conclusion of workshops and cluster meetings. Successful candidates should then be awarded certificates which set out what they have mastered.

5.5  SECTION B: OPINIONS OF TEACHERS OBSERVED AS REGARDS CSR SBINSET CLASSROOM SUPPORT

A section of the questionnaire distributed to teachers who were observed, addressed issues related to classroom support. Questions that are closely related have been 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 CSR SBINSET classroom support Section B part 2 (Appendix H, questions 2.28; 2.29; 2.30; 2.31; 2.32; 2.33; 2.34 and 2.35) appear in Table 5.30.
### TABLE 5.30 Responses related to CSR SBINSET classroom support

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>Agree (n)</th>
<th>Agree (%)</th>
<th>Disagree (n)</th>
<th>Disagree (%)</th>
<th>No response (n)</th>
<th>No response (%)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Leader&quot;/&quot;key&quot; teachers expect incentives in the form of cash and certificates while supporting their colleagues.</td>
<td>94</td>
<td>94,4</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>6,0</td>
<td>100</td>
</tr>
<tr>
<td>Classroom support has shown that new methods can work in the classroom.</td>
<td>86</td>
<td>86,0</td>
<td>8</td>
<td>8,0</td>
<td>6</td>
<td>6,0</td>
<td>100</td>
</tr>
<tr>
<td>Classroom support has helped to improve the confidence of teachers.</td>
<td>80</td>
<td>80,0</td>
<td>12</td>
<td>12,0</td>
<td>8</td>
<td>8,0</td>
<td>100</td>
</tr>
<tr>
<td>Classroom support is disruptive to teaching</td>
<td>14</td>
<td>14,0</td>
<td>86</td>
<td>86,0</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>Teachers are more motivated because of classroom support visits.</td>
<td>92</td>
<td>92,0</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>8,0</td>
<td>100</td>
</tr>
<tr>
<td>Learners are more motivated because of classroom support visits.</td>
<td>97</td>
<td>97,0</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3,0</td>
<td>100</td>
</tr>
<tr>
<td>Classroom support helps teachers to reflect on their teaching methods.</td>
<td>94</td>
<td>94,0</td>
<td>6</td>
<td>6,0</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>Classroom support helps teachers put the ideas from workshops into practice.</td>
<td>81</td>
<td>81,0</td>
<td>6</td>
<td>6,0</td>
<td>3</td>
<td>3,0</td>
<td>100</td>
</tr>
</tbody>
</table>

5.5.1 Teachers expect incentives in the form of cash and certificates  
(Appendix H, question 2.28)

The purpose of the first item in this section, was to determine whether teachers expected incentives in the form of cash and certificates while supporting their colleagues. The results revealed that an overwhelming majority (94,0%) of the responding teachers observed indicated that they expected incentives in the form of cash and certificates while supporting their colleagues. None of the respondents disagreed while 6,0% of the respondents expressed no opinion. This implies that most leader/key teachers expected incentives in the form of cash and certificates.
The responses of the respondents suggest that there is a need that funds should be made available by the Department of Education and NGO's offering training for leader/key teachers to pay for transport when they provide support to other teachers. This will not serve as a salary, but as an incentive. Teachers should also receive certificates to show that they have undergone appropriate training (Appendix H, question 2.28).

5.5.2 Classroom support shows how new methods work in the teaching and learning situation (Appendix H, question 2.29)

In total, 86.0% of the respondents are of the opinion that classroom support made new methods work in their classrooms, while 8.0% disagreed and 6.0% did not respond. It is encouraging to note that the teachers observed who were involved in CSR SBINSET classroom support realised that working with someone on a daily basis improves their teaching.

5.5.3 Classroom support has improved the confidence of teachers (Appendix H, question 2.30)

The results of the survey suggest that the majority (80.0%) of the respondents supported the statement that classroom support improves their confidence, while 12.0% of the respondents from the sample disagreed and 8.0% did not respond. Consequently classroom support could improve teacher performance and so improve learner learning by addressing the matter of confidence.

5.5.4 Classroom support is disruptive to teaching (Appendix H, question 2.31)

The results indicate that 14.0% of the respondents agreed that classroom support is disruptive, while the majority (86.0%) of the respondents disagreed with the statement. The majority of teachers who were observed and supported in their
teaching and learning situation do not consider classroom support as disruptive.

5.5.5 Teachers are more motivated because of classroom support visits (Appendix H, question 2.32)

It is encouraging to note that the majority (92,0%) of the respondents were more motivated in their teaching because of classroom support visits. It is apparent that respondents attribute considerable significance to classroom support visits. It follows that despite objections by some respondents, the majority of teachers observed support the idea of classroom support.

5.5.6 Learners are more motivated to learn (Appendix H, question 2.33)

The majority (97,0%) of the respondents agreed with the statement that learners are more motivated to learn because of classroom support. Teachers are conscious of the need for classroom support visits to motivate learners.

5.5.7 Classroom support helps teachers to reflect on their teaching methods (Appendix H, question 2.34)

An overwhelming majority (94,0%) of the respondents are of the opinion that classroom support enabled them to reflect on their teaching methods. The possibility exists that classroom support stimulated creativity by helping teachers reflect on the teaching methods they use.

5.5.8 Ideas from workshops are put into practice in classroom situation (Appendix H, question 2.35)

From Table 5.31 it is evident that a very large percentage (81,0%) of the responding teachers observed agreed that classroom support helped them to put ideas from workshops into practice. Only 6,0% of the respondents disagreed with
the statement, while 3,0% expressed no opinion. It is evident from these responses that there is a need for classroom support after teachers have attended workshops to support and guide them to put new ideas into practice.

The overall picture revealed by these results suggest that there is a need for classroom support. The majority of the respondents regarded the idea of classroom support as important and consequently classroom support should be encouraged by education authorities.

5.6 OPINIONS OF SCHOOL MANAGERS AS REGARDS SCHOOL MANAGEMENT AND INSET

The respondents were requested to give their opinion as regards school management and INSET (Appendix J, question 2.1 to 2.16). The results are set out in Table 5.32.
**TABLE 5.31 Responses related to school management and INSET**

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>RESPONSES</th>
<th></th>
<th></th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
<td>No response</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(n)</td>
<td>(n)</td>
<td>(n)</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>All school managers should be trained as managers before promotion.</td>
<td>82</td>
<td>87,2</td>
<td>5</td>
<td>5,3</td>
<td>7</td>
</tr>
<tr>
<td>School managers should serve a period of probation before appointment/promotion.</td>
<td>77</td>
<td>81,9</td>
<td>9</td>
<td>9,6</td>
<td>8</td>
</tr>
<tr>
<td>INSET leading to diploma or degree in educational management is desirable for school managers.</td>
<td>84</td>
<td>89,4</td>
<td>4</td>
<td>4,2</td>
<td>6</td>
</tr>
<tr>
<td>Leadership provided by principal, deputy principal, senior deputy and, head of department, cannot be exercised on the basis of experience and natural ability alone; Some form of continuous INSET is essential.</td>
<td>80</td>
<td>85,1</td>
<td>7</td>
<td>7,4</td>
<td>7</td>
</tr>
<tr>
<td>INSET training will be supported if it leads to a category improvement.</td>
<td>80</td>
<td>85,1</td>
<td>10</td>
<td>10,6</td>
<td>4</td>
</tr>
<tr>
<td>Training of school managers is essential for the development of a school climate conducive to learners and staff development.</td>
<td>86</td>
<td>91,5</td>
<td>5</td>
<td>5,3</td>
<td>3</td>
</tr>
<tr>
<td>All school managers should be evaluated to assist them with their role functions by providing effective feedback and development.</td>
<td>79</td>
<td>82,9</td>
<td>12</td>
<td>12,8</td>
<td>4</td>
</tr>
<tr>
<td>Training of school managers has generally been neglected by the educational authorities.</td>
<td>82</td>
<td>87,2</td>
<td>8</td>
<td>8,5</td>
<td>4</td>
</tr>
<tr>
<td>School managers do receive some training to manage schools.</td>
<td>74</td>
<td>78,7</td>
<td>14</td>
<td>14,9</td>
<td>6</td>
</tr>
<tr>
<td>INSET is important for efficient role functioning in present posts.</td>
<td>75</td>
<td>79,8</td>
<td>14</td>
<td>14,9</td>
<td>5</td>
</tr>
<tr>
<td>School managers will prefer to attend INSET if release time is made available.</td>
<td>85</td>
<td>90,4</td>
<td>4</td>
<td>4,3</td>
<td>5</td>
</tr>
<tr>
<td>School managers are prepared to attend excellent INSET courses at their own cost.</td>
<td>75</td>
<td>79,8</td>
<td>11</td>
<td>11,7</td>
<td>8</td>
</tr>
<tr>
<td>INSET of school managers should be voluntary.</td>
<td>65</td>
<td>65,1</td>
<td>24</td>
<td>25,5</td>
<td>5</td>
</tr>
<tr>
<td>Control constitutes an important aspect of the managerial task of school managers</td>
<td>81</td>
<td>86,2</td>
<td>6</td>
<td>6,4</td>
<td>7</td>
</tr>
<tr>
<td>Respondents attended INSET courses between 1998 to 1999.</td>
<td>73</td>
<td>77,6</td>
<td>20</td>
<td>21,3</td>
<td>1</td>
</tr>
<tr>
<td>INSET courses which respondents attended were useful.</td>
<td>69</td>
<td>73,4</td>
<td>22</td>
<td>23,4</td>
<td>3</td>
</tr>
</tbody>
</table>

199
5.6.1 Preference for training before promotion

The respondents were requested to indicate whether they would prefer training before promotion. The majority (87,2%) of school managers agree that training for school management positions should precede promotion. Only 5,3% of the respondents indicated that they disagree whereas 7,4% did not respond to this aspect. It is apparent from these responses that the majority of the respondents support the statement that school managers should receive training before being promoted to a higher level in the hierarchy.

5.6.2 Preference for probation before promotion/appointment

According to the responses given to the question, the overwhelming majority (81,9%) of school managers from the sample indicated support for the above mentioned statement whereas 9,6% disagreed, and 8,5% of the respondents could not decide. Education authorities should give consideration to the introduction of a probation period prior to appointment.

5.6.3 Desirability of INSET leading to diploma or degree in educational management

The results of the survey suggest that the majority (89,3%) of the responding school managers indicated support for the statement while only a small percentage (4,3%) of the respondents disagreed and 6,4% expressed no opinion. The implication is that all INSET programmes should be assessed to determine their accreditation value, to enable candidates to obtain degrees or diplomas in their field.
5.6.4 Continuous INSET is essential for leadership development

School managers were requested to indicate whether leadership skills could be developed through some forms of continuous INSET. The results revealed that the majority (85.1%) of the respondents agreed that some form of continuous INSET in educational management is essential since leadership cannot be exercised on the basis of experience and natural ability alone. Only 7.5% of the respondents disagreed while 7.4% did not respond.

5.6.5 INSET and category improvement

The purpose of this item was to determine whether school managers would take advantage of INSET training if successful completion results in a category improvement. The majority of the responding school managers (85.1%) were of the opinion that INSET programmes will be supported if they lead to a category improvement; 10.6% of the respondents disagreed and 4.3% expressed no opinion. If candidates are provided with incentives such as an additional salary notch or category improvement on completion of a course, they will be motivated to take advantage of such training.

This should also motivate school managers to participate in INSET courses that would lead to improved administration and control of schools.

5.6.6 Training as an essential element for the creation of a positive school climate

The respondents were asked to give their opinion whether training of school managers is essential for the development of a school climate conducive to learners and staff development. The results revealed that an overwhelming majority (91.5%) of the respondents supported the statement. Only 5.3% of the respondents disagreed with the statement, while 3.2% expressed no opinion.
School managers should be able to assess and improve the school environment through strategies that could create an atmosphere conducive to teaching and learning. It follows that the training of school managers in educational management should and must receive priority from the educational authorities.

5.6.7 Evaluation of managers for effective feedback and development

It is significant that a large majority (82,9%) of the respondents supported the statement that all school managers should be evaluated periodically to assist them with their role functions by providing effective feedback and development; 12,8% disagreed and 4,3% could not decide.

The majority of school managers consider evaluation with effective feedback aimed at development, desirable.

5.6.8 Training of school managers has been neglected by the educational authorities

The purpose of this item was to determine whether training of school managers has been neglected by the educational authorities. According to the responses, the majority (87,2%) of the school managers indicated that training of school managers has been neglected by the educational authorities while 8,5% of the respondents disagreed and 4,3% did not respond. Due to the changing knowledge techniques and demands, school managers have to refresh their professional skills from time to time. This reiterates the importance of INSET.

5.6.9 Training received for the management of schools

School managers were requested to indicate whether they have received some training to manage their schools. The majority (78,7%) of the school managers from the sample indicated that they did not receive any training as educational
managers as they started their professional career as teachers. Only 14,9% of the respondents indicated that they did receive training for their task as managers while 6,4% did not respond. The majority of school managers did not receive any form of training to equip them for their task as school managers.

5.6.10 Importance of INSET for efficient role functioning

The respondents were requested to indicate the importance of INSET for efficient role functioning in their present posts.

The majority of the school managers (79,8%) consider INSET important for efficient role functioning; 14,9% did not consider it as important and 5,3% of the respondents did not respond. It is apparent from these responses that INSET is considered important for efficient role functioning.

5.6.11 Preference regarding release time to attend INSET programmes

The respondents were requested to show whether managers would prefer to attend INSET programmes if release time was made available. A vast majority (90,4%) of the responding school managers supported the statement while a very small percentage (4,3%) of the respondents disagreed and 5,3% expressed no opinion. It follows that despite the problems of organisation and time constraints, INSET programmes would be attended by the majority of school managers if release time was made available and consequently this should be given serious consideration by the educational authorities.

5.6.12 Attendance at INSET courses of own cost

The purpose of the item was to determine whether managers are prepared to attend INSET courses at their own cost. It is encouraging to note that 79,8% of the respondents from the sample are prepared to attend INSET programmes at
their own cost; 11,7% were not prepared to do so and 8,5% were undecided.

The findings of this item, as well as those regarding the importance of INSET for efficient role functioning, suggest that the respondents attribute considerable significance to INSET. School managers may have realised the importance of keeping abreast with new trends in educational management and are therefore prepared to carry the costs to attend INSET courses.

5.6.13 Attendance of INSET programmes for school managers should be voluntary

The respondents were requested to give their views on whether attendance of INSET programmes for school managers should be voluntary.

The majority (69,1%) of the respondents indicated that INSET should be voluntary but a marked percentage (25,5%) of the respondents disagreed; 5,3% of the respondents did not respond. It is apparent from the responses of the respondents that school managers attribute considerable importance to INSET programmes and although most of them want to exercise their autonomy in deciding for themselves whether they should attend INSET programmes or not, a quarter of them were of the opinion that these programmes should be compulsory.

5.6.14 Importance of control as a managerial task

The respondents were requested to give their opinions as to whether control constitutes an important aspect of the managerial task of school managers.

According to the responses, a large percentage (86,2%) of the respondents supported the statement while a small percentage (6,4%) of the respondents from the sample group disagreed; 7,4% could not decide. These results suggest that
the majority of school managers accept that control constitutes an important aspect of the managerial tasks of school managers, therefore, INSET programmes which address this matter will improve managerial skills.

5.6.15 Attendance of INSET courses between 1998 and 1999

Respondents were requested to indicate whether they had attended any INSET courses between 1998 to 1999. The intention was to determine how well INSET courses were attended.

The majority (77.6%) of the respondents had attended INSET courses between 1998 and 1999 but more than a fifth had not. The majority of the respondents had however, supported INSET programmes by attending them and are keen to improve their managerial skills.

5.6.16 Usefulness of INSET courses

The respondents were required to give their opinions about the usefulness of INSET courses that are offered.

In the previous question a vast majority of the respondents (77.6%) had attended courses that were offered. There are some who did not find them useful and cannot comment on this statement. However, 73.4% of the respondents found the courses useful. There is a clear indication that school managers would support INSET programmes especially if release time was made available.

It must be kept in mind that the effective functioning of a school greatly depends on the professional conduct of the school principal and the management role he/she fulfils.
In general findings about INSET are positive and are supported by school managers. They should therefore play an important role in supporting their staff to undergo INSET especially SBINSET.

5.7 SECTION C: OPINIONS OF TEACHERS OBSERVED, TEACHERS NOT OBSERVED AND SCHOOL MANAGERS REGARDING BENEFITS OF SBINSET SUPPORT, PROBLEMS ENCOUNTERED AND EDUCATIONAL CHANGE

Section C for all the three questionnaires (Appendices H, I and J, questions 3.1 to 3.9.4) addressed issues related to benefits of SBINSET support, problems encountered with support and educational change. The questionnaire contained questions that fall outside the scope of this research. These findings are not discussed and only those applicable to the problem under investigation, are addressed. The section contained open questions enabling respondents to give their own opinion.

5.7.1 Benefits of SBINSET support

The purpose of this item was to determine whether the respondents are of the opinion that they benefit from SBINSET support. The details are set out below.

According to the responses given to this question, all (100%) teachers observed who received classroom support through CSR SBINSET indicated that they have benefited and gave the following reasons:

♦ "We are given opportunities of sharing ideas".

♦ "We learn how to develop cheap teaching and learning resources".

♦ "Facilitators visit our schools and observe us while presenting lessons".
“SBINSET support is powerful, we feel motivated to be supported in the classroom situation and presenting lessons together”.

A small percentage 14,5% of the respondents indicated that teachers should be included in SBINSET programmes because their schools receive support during the time when the researcher was piloting the proposed CSR SBINSET.

The majority of the respondents are keen to be supported and encouraged during lesson presentation because they also invited the researcher in the afternoons to provide them with support when they prepared lessons. The support also enabled them to develop cheap teaching resources using available materials.

5.7.2 Problems encountered with the SBINSET

The respondents were requested to indicate problems they encountered with support they received during the SBINSET programmes in which they are involved in the Northern Province. The majority (64,2%) of the respondents indicated that centre-based workshops (workshops conducted at a centre where teachers attend for two or three days where they are expected to go back to their schools and cascade the information to their colleagues) are conducted far away from their schools and transport is expensive since they did not budget for it.

The results further show that 26,3% of the respondents indicate that workshops and cluster meetings disrupt the culture of teaching and learning since teachers are forced to leave their classes earlier. During the absence of teachers, learners are sent home or left on their own. A small percentage (9,5%) indicated that they spend most of the time observing facilitators presenting content and they are not given time to put theory into practice during these workshops. The following is an original comment given by the majority (97,3%) of the respondents:
"When we go back to our schools we are not given chance by management of our schools to report back or workshop our colleagues".

The following is an original comment given by most (43.4%) of the school managers:

"The NGO's conducting SBINSET do not involve us by keeping us informed, instead they come to our schools and meet leader/key teachers and never visit our offices".

In conclusion, it may be stated that teachers experience a need for follow-up and support, but find leaving their schools disruptive. SBINSET with a form of support, such as proposed by CSR SBINSET, could address this need.

5.8 SECTION D: OPINIONS AND RECOMMENDATIONS

5.8.1 Open question about the strengths and weaknesses and the organisation of SBINSET programmes

The respondents involved in this study were asked to give their opinions about the strengths and weaknesses and the organisation of SBINSET programmes (Appendices H, I and J section D). The following comments on the strengths and weaknesses and the organisation of SBINSET programmes were provided:

The positive aspects cited by the respondents regarding SBINSET programmes:

♦ SBINSET programmes create a school environment of change where it becomes easy to transfer new ideas and methods to the classroom.
SBINSET programmes have greater impact on teaching methods and attitudes of teachers.

There is closer contact between the facilitators and teachers on a daily basis.

SBINSET programmes are less disruptive.

The negative aspects cited by the respondents regarding SBINSET programmes:

- It is difficult to reach all teachers because some schools are far away from others.
- A small number of teachers in rural areas are catered for while others are left out because of the limited number of trained facilitators.

Suggestions cited by the respondents on the organisation of SBINSET programmes:

- All educators should be offered SBINSET at their schools so that the culture of professional development can take place in schools.
- Time must be set aside in the school's calendar for professional development.
- The staff of the school should identify and prioritise their SBINSET needs and seek the assistance of the local education structure, other teaching / learning institutions or NGO's to address those needs.
5.8.2 Open question about suggestions and recommendations for the improvement of the planning and organisation of effective centre-based workshops and cluster meetings

The respondents were asked to give their opinions on the suggestions and recommendations for the improvement of the planning and organisation of effective centre-based workshops and cluster meetings (Appendices H, I and J section D). The following suggestions and recommendations were provided:

Suggestions for the improvement of the planning and organisation of effective centre-based workshops and cluster meetings provided by the respondents:

♦ Effective centre-based workshops and cluster meetings require a supportive environment.

♦ They also work well when teachers’ working conditions are kept in consideration.

♦ Thirdly, centre-based workshops and cluster meetings are also effective when there is an adequate supply of teaching and learning materials.

♦ Finally, effective centre-based workshops and cluster meetings will be held if facilitators can be sure of support from colleague.

Recommendations for the improvement of the planning and organisation of effective centre-based workshops and cluster meetings provided by the respondents:

♦ The Department of Education should aim at improving performance through support and development and the enhancement of professional
development of teachers.

♦ Training received through workshops and cluster meetings should involve some form of accreditation and incentives for facilitators and leader/key teachers.

♦ The Department of Education should prepare short and long term provincial strategies for centre-based workshops and cluster meetings which will co-ordinate national and local INSET needs and the providers of INSET, as well as allocate the necessary material and human resources to the district.

5.8.3 Open question about suggestions and recommendations on implementation of educational change

The respondents were asked for suggestions and recommendations on implementation of educational change (Appendices H, I and J section D, question 4.3). The following suggestions and recommendations were provided:

Suggestions on the implementation of educational changes provided by the respondents:

♦ There is a need for the Department of Education to establish support and a monitoring mechanism to ensure proper implementation of educational change.

♦ Facilitators should prepare and support primary school teachers by conducting workshops, cluster meetings and classroom support.

♦ Build capacity at schools within the administration to plan and manage educational change.
The current conditions of teaching and learning should be improved by adequate supply of teaching and learning materials and infrastructure.

Recommendations on implementation of educational changes provided by the respondents:

- All teachers should receive both initial and follow-up in-service training in handling the implementation of educational changes because conflict can arise when transformation and change occur.

- For the Department of Education to implement educational changes properly, aspects such as teacher orientation and training; learning support materials, especially textbooks, and national, provincial and district-level support should be considered.

5.9 PRESENTATION AND ANALYSIS OF INTERVIEW DATA

It is stated in Chapter Four that this research includes interviews with a group of educationists and representatives from NGO's. The main issues raised in response to the questions in the interview schedule (Appendix H), are discussed.

A total number of 50 people were interviewed comprising of 3 rectors, 4 continuous professional development officers (CPDO); 3 lecturers from Colleges of Education; 3 district managers; 4 circuit managers; 3 early childhood development (ECD) staff; 4 subject advisors; 3 administrative staff from the District Office; 4 primary school teachers; 4 school managers; 3 project managers; 4 mentors, 4 trainer facilitators and 4 facilitators from the NGO's and Departmental Programmes.
5.9.1 “How well informed are you of the SBINSET programmes offered so far?”

The purpose of the item was to determine whether or not interviewees are well informed about SBINSET programmes. The majority of people interviewed (68.7%) in this study stated that by and large, the SBINSET programmes encourage teachers to work with limited resources. They further indicated that these programmes create a classroom environment conducive to teaching and learning. On the other hand, 31.3% of the interviewees indicated that teachers are being trained in fundraising skills to generate funds because many schools lack basic infrastructure with inadequate buildings, toilets and teaching and learning resources. It emerges from these responses that through SBINSET programmes, teachers acquired skills to enable them to work with limited resources but also to utilise human resources within the school.

5.9.2 “What are the strengths and weaknesses of SBINSET programmes in general?”

- With regard to the positive aspects of SBINSET programmes, the interviewees cited the following:

  - SBINSET programmes impact directly on the classroom and the focus is on the community and learners, as well as on teachers.

  - It is possible to work with the staff as a group and as individuals in the same school.

  - Teachers find new skills easily transferable to the classroom situation.

  - The facilitator’s school knowledge is up-to-date and is based on current situations.
With regard to the negative aspects of SBINSET programmes, the interviewees cited the following:

- Teachers who are in remote areas do not get the opportunity to attend SBINSET programmes.

- SBINSET programmes work with a limited number of schools and consequently only few teachers benefit.

- Many workshops and cluster meetings are conducted without follow-up visits to monitor and supervise whether or not teachers are implementing what they have learnt.

5.9.3 “What in your opinion, is the importance of SBINSET programmes and the impact of the programmes on your work/activities?”

The respondents were requested to give their opinion about the importance of SBINSET programmes. The intention was to establish whether or not the programmes influence the respondents’ activities. In total 72,6% of the interviewees indicated that SBINSET programmes create a good environment for change and has a great impact on improving teaching methods. Some of the interviewees mentioned that SBINSET programmes improve knowledge of facilitators who then make this knowledge accessible to all teachers.

5.9.4 “If you could, what would you change in the SBINSET programmes which are being run in the Northern Province?”

The respondents were asked to indicate what they would change in SBINSET programmes that are held in the Northern Province. Most of the interviewees mentioned that all stakeholders should receive training and that all should have a common understanding of quality education and training delivery across the
Northern Province. The balance of the people interviewed suggested that there should be a facilitator in every school to support the teachers of each school.

5.9.5 "What is your attitude towards SBINSET programmes, and has your involvement in these programmes changed your attitude at all?"

This question was aimed at determining the attitude of the interviewees towards SBINSET programmes, and whether their involvement in the programmes changed their attitude. According to the responses given to the question, the majority (82.7%) of the respondents indicated that they have a positive attitude towards SBINSET programmes. The majority of the interviewees felt positive about CSR SBINSET programmes because these provide support and enable colleagues plan lessons together in the afternoon.

The majority of interviewees who responded positively, indicated that they have gained a lot of skills such as:

- to demonstrate activity-based lessons;
- to use a variety of learner assessment techniques and;
- to choose appropriate classroom management strategies.

It emerges from these responses that the majority indicated that their involvement in these programmes changed their attitude. The few interviewees who do not support SBINSET programmes, complained that the programmes were introducing complicated strategies which are more demanding and time consuming because one has to stay behind after school to prepare lessons for the next day.
5.9.6 "What, in your opinion, is the importance of INSET for primary school principals and teachers?"

The interviewees were asked to give their opinion on the importance of INSET for primary school principals and teachers. All the interviewees indicated that INSET for teachers and school managers is essential because content knowledge is improved and teachers acquire and internalise new teaching skills. Teachers then feel comfortable with their performance and methods. The interviewees further indicated that they combine their experience with innovation and keep abreast with new developments and initiatives in the areas of knowledge and curriculum development.

5.9.7 "Give your views on centre-based INSET (SBINSET) compared to CSR SBINSET with classroom support?"

The interviewees were further requested to give their views on CBINSET compared to SBINSET and classroom support. With regard to CSR SBINSET the interviewees mentioned that mastered skills are immediately put into practice and feedback is immediate making the programme more meaningful to teachers who are involved. Teachers immediately experience a sense of satisfaction, confidence and empowerment from the achieved learning. They cited that CSR SBINSET is powerful because the needs of particular schools are addressed immediately.

As far as CBINSET is concerned, teachers attend workshops and are expected to implement what they have learnt without any form of follow-up visits by facilitators who provide classroom support and guidance. The interviewees indicated that teachers are not given sufficient time to practice newly acquired skills or to become actively involved; instead they are passive during presentations that cover the scope scheduled for that particular workshop.
The majority (88.5%) of the interviewees preferred classroom support while the balance of the interviewees disliked it and regarded it as a form of inspection. Those who advocate classroom support, do so for the following reasons:

♦ There is a possibility of working with a facilitator while implementing educational changes in CSR SBINSET.

♦ Teachers are supported in the real teaching-learning situation and there are no disruptions.

5.9.8 Suggestions and recommendations on how to improve current SBINSET programmes in the Northern Province

According to the responses to the question, the interviewees were requested to give suggestions and recommendations on how to improve the existing SBINSET programmes in the Northern Province.

The interviewees suggested the following areas of training for the improvement of current SBINSET programmes in the Northern Province:

♦ CSR SBINSET should become standard practice.

♦ Staffing should be addressed as a matter of some urgency to implement CSR SBINSET programmes.

♦ Facilitators should empower teachers by introducing new teaching and learning methods based on the changes in the school curriculum through workshops and classroom support.
School management should receive training in managerial skills through INSET programmes specifically for school managers as well as through courses conducted by the education authorities.

Facilitators should ensure that it is vital for teachers to receive training and support on effective use of teaching resources in the classroom.

New strategies should be developed to help teachers to interpret and use the results of their evaluation.

Some form of school support system should be encouraged by clustering of schools, training of facilitators and developing subject committees.

The following are recommendations made by the interviewees:

CSR SBINSET programmes should focus on six areas: mathematics, science, technology, languages, management as well as methodology.

Implementors should have appointments to spend more time with teachers and should honour those arrangements.

Communications should be improved by providing facilities such as telephones and facsimiles for the SBINSET organizers.

Rooms should be set aside for workshops and for support actions.

Vehicles should be available and improved control procedures should be introduced, so that vehicles could be booked at short notice. Access to vehicles is a key to the success of any SBINSET programme.
District officials together with NGO's should focus on primary school SBINSET programmes because if they are not implemented, no real changes will occur.

5.10 ANALYSIS OF THE OBSERVATION AND SELF-EVALUATION SCHEDULE

The aim of observing lessons in this study is to get a true picture of the educator's abilities regarding knowledge, skills, values and attitude, content and methodology after teachers were exposed to INSET (SBINSET programmes which are run in the Northern Province). It is the natural first step before providing CSR SBINSET support for teachers, however, it is difficult to avoid the "inspector" role, and can be stressful for the teachers observed. At the end of the lesson presentation, the main objective is to support, team teach and share ideas to improve teaching methodology.

5.10.1 Lesson activity

The majority (53%) of the lessons observed were teacher-centred while 47% were learner-centred. Question-and-answer sessions were used to introduce topics and to reinforce learning. New content was delivered by means of mini lectures. A range of question and answer, silent reading, writing exercises, "telling" and chorusing methods were used. Teaching aids were only used in 47% lesson to reinforce methods while in 53% of the lessons observed no teaching resources were used. Generally, the lessons were interesting and teachers were confident. A range of methods were used to encourage learners, such as applauding correct answers, using learners' names and conducting lively presentations. This led active learner involvement. A range of questions were used covering the entire spectrum of thinking skills.
Learners were given problem-solving tasks and most of the teachers observed (56%) acted as facilitators. The balance used a teacher-centred method. When teachers facilitated, the responsibility of learning was passed on to the learners. Group leaders reported back to the entire class. Most of the teachers were able to express their aims and justify their methods. Some of the teachers indicated that they could possibly have achieved their aims more effectively by using an activity-based strategy which is more learner-centred. They did not however, know how to develop and include such activities in their lessons.

Teachers who underwent CSR SBINSET demonstrated high content knowledge of their subject. The researcher was impressed by the questioning skills of many of the teachers, who delivered effective teacher-centred lessons. CSR SBINSET programmes attempt to introduce learner-centred methods and are aimed at the facilitation and enhancement of learning in order to maximise success and excellence.

5.10.2 Lesson preparation and presentation

Approximately two thirds of the Grade 1 to 3 teachers who were observed had compiled lesson plans. Most of teachers linked their lessons to the previous lesson in their planning. About a third of the teachers concentrated on oral drill work and prior knowledge and the external environment were not used. In the Grades 4-7 classes that were observed, the lessons were still largely teacher controlled. This suggests that SBINSET with a form of support, such as proposed by CSR SBINSET should address the problem of solely using a teacher-centred approach and stress the importance of a learner-centred approach. This matter should form the core of all forms of SBINSET, to encourage teachers to make a mind-shift in this regard.
5.10.3 Reinforcement of learning

The language used to facilitate learning was appropriate. In three quarters of the classes observed, the exercise books of learners had been examined and had been marked. Teachers do not however comment on learners' work. Continuous assessment strategies, including portfolios and other forms of assessment are used in Grade 1 and 2 classes, but weekly and monthly tests and examinations are the norm in Grades 3 to 7.

Reinforcement was mainly through questions and exercises on the work that had been covered. Teachers' questions were usually addressed to the entire class. The majority of teachers observed switched between English and TshiVenda to aid learners' understanding. Just over a quarter of the teachers observed made use of oral and written gap-fill sentences to emphasize content, for example, “The black pen is hmmmh than the white pen”. In most classes, learners answered some of the questions in chorus.

5.10.4 Teaching methods

All teachers understood and explained learning content clearly. More than half of the teachers observed used learners' prior knowledge and local environment but the rest did not take previous or subsequent work into consideration. Just over ten percent of the lessons observed were badly organised. In some cases teachers instructed learners to do work in their exercise books, and the learners replied that the teachers had the books. Five lessons started 15 minutes late. Teachers showed a strong preference for the question-and-answer method, as it involves learners and contributes to comprehension. They acknowledged that learners prefer activity-based learning and agree that lecturing is not an effective method. Some of the teachers observed indicated that they would like to use more activities in class, but they don't know how to create activities for their subjects.
The majority of the teachers observed had knowledge of learner-centred methods, but they still tended to infuse these with strict teacher control. Over a third of the teachers claimed to prefer using activity-based methods stating that these keep all learners busy and add variety. However, the same teachers used a teacher-centred approach in class. Seven teachers used group work claiming that it eases their workload and allows them to concentrate on slower learners.

The majority of the teachers observed made little use of teaching aids. Some teachers claimed that teaching resources get stolen from their classrooms. No team-teaching or use of experiments was observed.

The findings as based on the observation and self evaluation schedule, suggest that teachers are hesitant to implement new approaches to teaching and learning. As mentioned previously the next step, after the lesson observations, was that of support, team-teaching and the sharing of ideas to improve teaching methodology (see par. 5.10). The entire exercise of CSR SBINSET appeared to be of great help to teachers. Due to the support they received from the mentor, the teachers became more comfortable and were able work with the mentor as a critical friend. This suggests that CSR SBINSET could contribute to the empowerment of primary school teachers in the Northern Province.

5.11 RESUMÉ

In this chapter results of the empirical research are presented. This chapter can be summarised as follows:

- Questionnaires were administered to 94 school managers and 260 teachers from 100 primary schools in the Northern Province.
The following are the major findings:

- Generally, the respondents were willing to be involved in CSR SBINSET programmes to change their way of teaching (par. 5.7.1).
- There is a need for classroom support of teachers to empower them to implement what they have gained at the workshops (par. 5.4.18).
- The respondents are of the opinion that they should be consulted when topics for SBINSET workshops are decided upon by the education authorities (par. 5.4.10).
- Teachers indicated that their District Office and school managers should give them full support to implement new methodologies (par. 5.4.13).
- Both learners and teachers become motivated through classroom support visits (par. 5.5.5 and 5.5.6).
- Classroom support visits enable teachers to put ideas offered at workshops into practice (5.5.8).
- School managers indicated that they should be trained for their tasks as managers (par. 5.6.1).
- The school managers indicated that they need INSET courses which lead to a degree or diploma and would prefer release time to attend such courses (par 5.6.3 and 5.6.11).
- There is a concern that education authorities do not support teachers to implement educational change (par. 5.8.2).
• There is an indication that the availability of suitable resources affect workshops, cluster meetings and classroom practice (par. 5.4.19).

• The respondents mentioned positive and negative aspects about SBINSET programmes and about the organisation of the programmes.

• There is a need for the Department of Education to establish support and a monitoring mechanism to ensure proper implementation of educational change (par. 5.8.3).

In the next chapter the findings of the empirical research are discussed, implications are indicated and recommendations are made. Problems experienced by the researcher, shortcomings of the research and topics for the future research, are briefly discussed.
CHAPTER SIX

SUMMARISED FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The researcher has made attempts in the foregoing chapters to highlight the importance, relevance and need of INSET towards educational transformation in the Northern Province by acquiring classroom-based skills in order to improve the effectiveness of teaching and the quality of education. The predominant theme to emerge from this study is the urgent need for the development of an improved SBINSET programme for primary school teachers and the proper implementation thereof. This study has clearly indicated that there are many SBINSET programmes run in the Northern Province, which may not necessarily improve the teaching quality of practising teachers.

This study aimed at the investigation of INSET programmes that can facilitate educational transformation of primary schools in the Northern Province. It endeavoured to develop a form of SBINSET (CSR SBINSET) as a means of enhancing classroom support of primary school teachers in the Province. To realise this aim, an extensive literature study on INSET and SBINSET programmes was undertaken in Chapters 2 and 3. In order to develop the CSR SBINSET programme, a literature study of INSET was undertaken in Chapter Two. This was done to give the theoretical context in which the proposed CSR SBINSET is embedded.

The emphasis shifted from the broader theoretical framework of INSET and concerns, to focus on the conceptualisation of SBINSET programmes, which led to the proposal of CSR SBINSET (see Chapter 3). This was done in order to
explore which of the SBINSET programmes in the Northern Province could improve the quality of teaching and learning. The next stage was an exposition of the theoretical background to the empirical research (see Chapter 4) while the results of the empirical research were given in Chapter 5. To conclude this study, this chapter (Chapter 6) gives a summary of the investigation, the findings and the implications of the research. The problems experienced, shortcomings of the research and subjects for the future research, are also discussed.

At this stage it is important to recapitulate on the statement of the problem, aims and objectives of the research.

6.2 STATEMENT OF THE PROBLEM

From the literature study it appears that generally, there is a need for INSET in South Africa as a means to improve the quality of un/underqualified teachers. The research therefore endeavoured to ascertain which SBINSET programmes could facilitate educational transformation of primary schools in the Northern Province. The fundamental problem which was addressed in this study is embedded in the need to improve the quality of SBINSET programmes in the Northern Province through an improved SBINSET programme.

6.3 AIMS AND OBJECTIVES

6.3.1 Aims of the study

The main aim of the research is to trace and illustrate the impact of INSET on the transformation of classroom practice, with reference to primary schools in the Northern Province. It also aimed to propose an improved CSR SBINSET and identify its effectiveness, by means of questionnaires, an observation schedule and interviews. An extensive literature study on INSET was undertaken in view of the primary aim.
6.3.2 Objectives of the study

The objectives of the research are:

♦ to determine whether existing SBINSET programmes in the Northern Province contribute to classroom transformation;

♦ to identify problems faced by teachers involved in SBINSET run in the Northern Province; and

♦ to formulate recommendations regarding improvements, quality and effectiveness of the proposed CSR SBINSET.

6.4 RESEARCH METHOD

An extensive literature study was undertaken to investigate INSET towards educational transformation. Preliminary research instruments were developed. Based on the literature study and the preliminary research, operational constructs that could be used to investigate the kind of INSET programme which could improve the quality of practising primary school teachers in the Northern Province, was identified.

After the literature study and preliminary research had been completed, the researcher undertook an empirical research. The information gleaned from the literature study and preliminary research helped with the construction of items to determine the effectiveness of the proposed CSR SBINSET.

The researcher applied to the Regional Director of Region 3 of the Northern Province Department of Education, Mr M.E.R. Mathivha, for permission to use schools for administering the questionnaires (see Appendix A). Permission was granted and the questionnaires were administered to 94 school managers, 100
teachers observed and 160 teachers who were not observed. The completed questionnaires were checked, recorded and analysed. The results were analysed and interpreted. In this chapter findings, recommendations, problems encountered by the researcher during the execution of the empirical research, shortcomings of this study, as well as subjects for future research, are discussed.

6.5 THE INVESTIGATION

In the first chapter the foundation of the study, which includes the aims and objectives of the investigation, statement of the problem, research method, formulation of the problem, clarification of the main concepts and the study programme was explored. In the second chapter the various INSET programmes were reviewed in order to compare and ascertain which INSET programmes could facilitate classroom transformation. In the third chapter a conceptualisation of the school-based INSET programme, is explored. This conceptualisation lead to the proposal of CSR SBINSET. The fourth chapter comprised the theoretical background to the empirical research to ascertain the effectiveness of CSR SBINSET. This was achieved through a questionnaire survey, interviews and observations. In the fifth chapter the results of the empirical investigation are announced and elucidated.

6.6 SUMMARISED FINDINGS AND IMPLICATIONS

6.6.1 Summarised findings and implications from the biographical information

- Gender of respondents (Chapter 5 par. 5.3.1)

The results indicate that females comprised 55,1% of the respondents. If this is representative of the real situation, there are more female than male in primary schools.
Age of respondents (Chapter 5 par. 5.3.2)

The majority of the respondents (83.3%) are younger than 50 years; consequently the Province will benefit for some time in future, if these teachers acquire improved teaching skills. It would therefore be worthwhile to invest time and money in SBINSET programmes for these teachers.

Marital status of respondents used in this empirical research (Chapter 5 par. 5.3.3)

Regarding marital status, 86.2% of the respondents were married, but single teachers 7.9%, divorced 4.5% and widowed 1.4% also formed a part of the response group. The majority of the respondents are married and this may have an influence on the attendance of INSET programmes. Family responsibilities may induce teachers to commit themselves to improve their teaching methods and ensure that they are prepared for a future in teaching.

Highest academic qualifications of respondents (Chapter 5 par. 5.3.4)

Regarding to the highest academic qualifications, 65.6% of the respondents indicated that they do not have degrees, indicating that there may be a need for INSET programmes to improve knowledge and skills of teachers. If these programmes could be accredited by a tertiary institution, teachers could improve their academic qualifications.

Highest professional qualifications (Chapter 5 par. 5.3.5)

Regarding highest professional qualifications 48.9% of the respondents have an M+3 diploma, followed by those who have an M+4 diploma (18.6%). The results further show that 16.4% of the respondents have a Teacher’s Certificate, 7.1% have an M+2 diploma and 9.0% have a postgraduate diploma. Although 76.5%
of the respondents have professional qualifications of post graduate level or more than three years training, it may be necessary to refresh their approach to teaching. It is, however, essential to address the professional qualifications of the 23.5% who have less than three years of training. The needs of these teachers have to be met and their professional qualifications need to be improved through INSET.

Teaching experience (Chapter 5 par. 5.3.6)

Most of the respondents (93.9%) have more than five years teaching experience. This implies that INSET should always attempt to refresh or redevelop existing skills or knowledge of this group. SBINSET programmes could improve teaching quality by keeping teachers informed of new developments.

In summarising the biographical information, it could be mentioned that most teachers are relatively young, reasonably experienced but inadequately trained. These teachers are faced with educational change in large classes with inadequate resources and facilities.

6.6.2 Summarised findings and implications of the opinions of teachers observed and teachers not observed as regard SBINSET support, workshops and cluster meetings

Support of the concept “SBINSET” (Chapter 5 par. 5.4.1)

The empirical research revealed that the majority of the respondents (85.0%) in the sample support the concept of SBINSET. It implies that teachers would be willing to undergo SBINSET and feel positive about the improvement of their teaching careers.
• Need to increase the number of SBINSET programmes (Chapter 5 par. 5.4.2)

It appears from the responses that the majority of the respondents (83.5%) highlighted that there is a need to increase SBINSET programmes. The Department of Education should take cognisance of this fact and make it possible for teachers to attend more programmes on a more frequent basis.

• Change brought about by SBINSET programmes to improve teaching (Chapter 5 par. 5.4.3)

It emerged from the responses on this matter that the majority of the respondents (81.9%) have changed their way of teaching for the better. This implies that if more SBINSET programmes are provided, teachers would be motivated and empowered to change their outdated teaching methods. With the necessary support and guidelines, teachers should feel more confident to attempt new teaching strategies.

• Link between SBINSET courses and classroom practice (Chapter 5 par. 5.4.4)

The link between classroom practice and SBINSET programmes is considered important by the participants. It follows that there should be a link between SBINSET courses and classroom practice. If CSR SBINSET is implemented in all schools, it will facilitate the connection between SBINSET courses and classroom practice. Once teachers recognise the direct advantage of an improved teaching approach, they will feel encouraged to implement it.
- Practical work and SBINSET (Chapter 5 par. 5.4.5)

It appears from the responses that the majority of the respondents (80.8%) indicated that teachers do more practical work than they used to due to SBINSET programmes. SBINSET programmes should be more practical in nature. This will lead to implementing a learner-centred approach which would improve learning and which would also be in line with the requirements of Curriculum 2005.

- Changed attitude towards lesson planning (Chapter 5 par. 5.4.6)

The majority of the respondents (83.8%) from the sample group have changed their attitude towards lesson planning. It appears as though the attendance of workshops and cluster meetings may have contributed to this attitude change. Teachers discuss ideas during these meeting and come up with new lesson plans for future lessons.

- Responsibility of professional growth of individual practitioners (Chapter 5 par. 5.4.7)

The majority of the respondents (83.5%) indicated that the SBINSET strategy emphasizes the responsibility of professional growth for individual practitioners. This is desirable in order to improve teacher performance and to improve learner learning.

- Improved teaching skills and increased knowledge of subject matter (Chapter 5 par. 5.4.8)

As the majority of the respondents (84.2%) indicated that SBINSET programmes improved their teaching skills and their knowledge of the subject matter, the opportunity should be given for teachers to attend the programmes more
frequently. Primary school teachers are conscious of the need for SBINSET programmes and consider these as a means of teacher empowerment.

- SBINSET as a remedy for the apparent failure of centre-based workshops and cluster meetings (Chapter 5 par. 5.4.9)

The majority of the respondents (85.8%) perceived CSR SBINSET as being more relevant than centre-based workshops and cluster meetings because classroom support is offered. SBINSET is considered a remedy for the apparent failure of centre-based workshops and cluster meetings because of the following reasons:

- Workshops are conducted on a centre-based level and when teachers go back to their schools, there is no follow-up.

- Cluster meetings are conducted by teachers themselves in the absence of facilitators, who would provide valuable input.

- Consultation with teachers when topics of SBINSET workshops are selected (Chapter 5 par. 5.4.10)

The majority of the respondents (92.3%) indicated that there is a need for consultation with teachers by the educational authorities when SBINSET topics are decided in order to meet teachers' needs and increase their knowledge, skills and competence. It is therefore essential that some form of consultation with teachers be introduced when topics for SBINSET workshops are selected.

- Training of nominated teacher as head of SBINSET committee (Chapter 5 par. 5.4.11)

A large majority (85.0%) of the respondents supported the idea that a nominated teacher should be trained as head of a SBINSET committee. The teachers at a
school should nominate a competent, active and innovative teacher to be trained as head of a SBINSET committee. If the teacher is nominated by his/her colleagues, they would support any initiatives he/she wishes to introduce.

- SBINSET workshops to be conducted by teachers (Chapter 5 par. 5.4.12)

It appears from the responses that the majority of the respondents (87.7%) are of the opinion that some teachers should be used to conduct useful SBINSET workshops. This implies that teachers will be empowered to identify useful strategies which they may employ to create an effective teaching-learning situation and will also be able to demonstrate an understanding of learner-centred approaches to teaching.

- Inadequate support from District Office and school management (Chapter 5 par. 5.4.13)

As the majority of the respondents (82.3%) indicated that the District Office and school management are not giving teachers enough support to implement new methodologies, some form of teacher support is required. It may be possible that the staff at District Offices are not able to provide teachers with support due to extensive workloads. Consequently another form of teacher support is essential. The support that the envisaged CSR SBINSET provides, should address this problem.

- The availability of finance to allow teachers to travel to centre-based workshops and cluster meetings (Chapter 5 par. 5.4.14)

The majority (93.8%) of the responding teachers agreed that finance should be made available in schools to allow teachers to travel to centre-based workshops and cluster meetings. If the necessary funding is made available, teachers would be encouraged to attend current workshops and meetings. The Department of
Education should consider this when planning its budget.

- Change of teaching methods due to attendance of workshops and cluster meetings (Chapter 5 par. 5.4.15)

A large majority (87.7%) of the respondents supported the statement that attendance of workshops and cluster meetings enabled them to change their teaching methods. Teachers support the statement as it is the only way they are introduced to educational change and alternative teaching methods.

- Attending both centre and cluster-based workshops is more important than having classroom support (Chapter 5 par. 5.4.16)

The overall picture revealed by the results is that 80.8% of the respondents disagreed that attending centre and cluster-based workshops is more important than having classroom support. This reiterates the importance of classroom support and strengthens the case for CSR SBINSET.

- Teachers can implement most ideas from centre and cluster-based workshops without classroom support (Chapter 5 par. 5.4.17)

The results indicate that a greater percentage of the respondents who were observed (91.0%) did not agree with the statement that teachers can implement most ideas from centre and cluster-based workshops without classroom support. Classroom support is therefore valued by teachers and as CSR SBINSET incorporates support, it improves the confidence of teachers to work with a colleague or mentor and to share experiences and ideas.
Workshops have some ideas that are difficult to implement without support (Chapter 5 par. 5.4.18)

The majority (86.9%) of the respondents supported the statement that workshops contain some ideas that are difficult to implement in the teaching and learning situation without classroom support. Teachers who did CSR SBINSET received training to assist their colleagues in their own school and in neighbouring schools and consequently less problems were encountered with the implementation of ideas from workshops. The possibility exists that the observed teachers experienced less difficulty when implementing ideas from workshops and did not have to rely on support to do so.

The influence of the availability of suitable resources for workshops, cluster meetings and classroom practice (Chapter 5 par. 5.4.19)

It is evident that the majority of the respondents (80.4%) are in agreement that the availability of suitable resources affect workshops, cluster meetings and classroom practice. Suitable resources are important for effective teaching and learning to take place and a means will have to be devised to address this problem. CSR SBINSET would encourage teachers to improvise and make affordable resources from the available materials they have, such as running a “Spaza shop” using advertisements given out by big stores.

Cluster and workshop activities (Chapter 5 par. 5.4.20)

Most of the respondents (76.9%) agreed that cluster and workshop activities should take place after formal teaching time. The Department of Education and school management should take cognisance of this fact and make it possible for teachers to attend programmes in the afternoons.
Teachers discuss the implications of changes to their classroom practice in support groups (Chapter 5 par. 5.4.18)

The majority of the respondents (76.9%) believe that they are able to discuss the implication of changing their classroom practice by working together in support groups. CSR SBINSET could facilitate support groups and encourage team-teaching and conferencing. Within the secure group environment, teachers should feel more self-assured and feel free to discuss change.

Induction and mentoring programme to support newly qualified teachers (Chapter 5 par. 5.4.22)

Most respondents (69.2%) indicated that an induction and mentoring programme should be introduced. Attempts should be made by the Department of Education, through education authorities, to develop such a programme. An induction programme introduces teachers to the teaching profession and also empowers them with new teaching strategies. Mentoring programmes benefit teachers through classroom support, team teaching and conferencing in the teaching-learning situation.

Teachers should be assessed after cluster meetings and workshops for the awarding of certificates (Chapter 5 par. 5.4.23)

The results of the survey indicate that the majority of the respondents (86.1%) are of the opinion that teachers should be assessed on the content and methodologies on conclusion of workshops and cluster meetings. Successful candidates should then be awarded certificates, which set out what they have mastered. If teachers are awarded certificates they get recognition for their efforts and would not only appreciate, the advantage of improved teaching methodologies, but will also feel encouraged to support their colleagues. These teachers could make follow-up visits after workshops have been conducted at
Based on the preceding discussion of the findings, the conclusion can be made that the support that the envisaged CSR SBINSET provides could address the problems teachers experience as far as new teaching strategies are concerned. Consequently, the Province will benefit if teachers acquire improved skills through SBINSET programmes.

6.6.3 Summarised findings and implications of the opinions of teachers observed regarding CSR SBINSET classroom support

The results revealed that an overwhelming majority (94,0%) of the responding teachers observed indicated that they expected incentives in the form of cash and certificates if they are to provide support for colleagues. Most key teachers expected incentives in the form of cash and certificates. The responses of the respondents suggest that funds should possibly be made available by the Department of Education and NGO's offering training for leader/key teachers to pay for transport when these teachers need to travel to support other teachers (Chapter 5 par. 5.5.1) and to provide some form of recognition for their efforts.

Most of the respondents (86,0%) are of the opinion that CSR SBINSET could improve teaching quality due to classroom support (Chapter 5 par. 5.5.2). This improves confidence (Chapter 5 par. 5.5.3) and allows teachers to explore new teaching strategies.

It emerged from the responses that the majority of the respondents do not consider classroom support disruptive to teaching (Chapter 5 par. 5.5.4), and that they are in fact more motivated in their teaching because of the support and guidelines they receive during classroom visits (Chapter 5 par. 5.5.5). Learners are apparently also more motivated to learn because of classroom support.
As the majority of the respondents are of the opinion that classroom support enabled them to reflect on their teaching methods, the opportunity should be given to teachers to be involved in CSR SBINSET programmes (Chapter 5 par. 5.5.6). Not only will teachers attempt new teaching methods, but they will continuously seek to improve the methods they use. This will lead to greater creativity and once teachers recognise the direct advantage of an improved teaching method, they would feel encouraged to try out new ideas offered during workshops and put these into practice in the classroom situation (Chapter 5 par. 5.5.8).

6.6.4 Summarised findings and implications of school managers as regards school management and INSET

This study has clearly indicated that there is a lack of an adequate and well structured INSET programme for school managers, either before they assume the post of principal or while they are holding the post (Chapter 5 par. 5.6.1). As respondents identified this need, INSET programmes should be developed to address it.

Probation is considered important because during this period the principal elect is introduced to the task at hand and also gets the necessary guidance. It is during this probationary period that training needs of principals will become evident. This period will also provide an opportunity, through INSET, for the establishment and maintenance of proper managerial skills as well as the principal's self-development in managerial and leadership skills (Chapter 5 par. 5.6.2).

School managers apparently require knowledge and skills which will empower them to become successful principals (Chapter 5 par. 5.6.3). They need training
in the basic elements and skills of annual managerial planning and designing of successful staff development programmes, as well as knowledge on how to involve others in co-operative planning and actions. Furthermore they need to assess their own personal competence and leadership styles and the influence these have on their management performance.

INSET of school managers in management skills is of vital importance to bring about a climate of school effectiveness. Continued career development is the hallmark of every profession. The need for this continued growth is increasingly apparent in an era of progress and change. Effective school managers must keep abreast with the times and INSET is essential for this and to develop leadership skills (Chapter 5 par. 5.6.4).

Therefore educational authorities owe principals considerable attention in equipping them through INSET with the knowledge skills and motivation to transform management of schools effectively (Chapter 5 par. 5.6.8). If the Department of Education seeks quality in education, then it must ensure that the continuous development of potential and incumbent principals receives priority. The quality of school management is directly related to the quality of the principal.

As the majority of school managers indicated that they did not receive any form of training, courses should be introduced to prepare them for their new responsibilities in management (Chapter 5 par. 5.6.9). This training should also deal with the school curriculum and teaching, school organisation, relationships within the school and purely administrative topics. The acquisition of managerial skills is bound to lead to quality school management.

The results revealed that a vast majority (90.4%) of the responding school managers agreed that, if release time was made available, they would attend INSET courses. Consequently this should be given serious consideration by the educational authorities (Chapter 5 par. 5.6.11).
School managers may have realised the importance of keeping abreast with new trends in educational management. It emerged from the responses that the majority of the respondents (79.8%) are willing to carry the costs to attend INSET courses (Chapter 5 par. 5.6.12). Although most of the respondents indicated that attendance of INSET programmes for school managers should be voluntary, a quarter of them were of the opinion that school managers should be compelled to attend INSET programmes (for school managers). School managers attribute considerable importance to INSET programmes, but most of them want to exercise their autonomy to decide for themselves whether they should attend such programmes or not (Chapter 5 par. 5.6.13).

It is the opinion of the researcher that INSET for educational management of school principals in the Northern Province in the specific functions assigned to school managers will contribute towards educational upliftment and improved productivity of the teaching staff of any school. School managers, therefore, have to be competent group leaders and have to help groups to work together effectively.

6.6.5 Summary of the findings pertaining to the interview schedule

Most of the respondents are of the opinion that SBINSET programmes encourage teachers to work with limited resources. These programmes create a classroom environment conducive to teaching and learning. It emerges from these responses that through SBINSET programmes, teachers acquired skills to enable them to work with limited resources, but also to utilise human resources within the school.

The findings further suggest that SBINSET programmes create a good environment for change and have a great impact on improving teaching methods. Some of the interviewees mentioned that SBINSET programmes improve knowledge of facilitators who then make this knowledge accessible to all teachers.
In addition it becomes apparent that all stakeholders should receive training and should have a common understanding of quality education and training delivery across the Northern Province. If this is not possible, there should at least be a facilitator in every school to support the teachers of that school.

It appears from the responses that the respondents have a positive attitude towards SBINSET programmes. Involvement in CSR SBINSET programmes had changed the attitudes of teachers. The majority of the interviewees were positive about these programmes, because it encompasses the provision of support and enables colleagues to plan lessons together on a daily basis.

The interviewees reiterated the need for INSET for teachers and school managers and indicated that it is necessary to combine experience with innovation and to keep abreast with new developments and initiatives in the areas of knowledge and curriculum development.

With regard to CSR SBINSET the interviewees mentioned that mastered skills are immediately put into practice and feedback is immediate making the programme more meaningful to teachers who are involved. They cited CSR SBINSET as “powerful” because the needs of particular schools are addressed immediately. The majority of the interviewees preferred classroom support eventhough a few regarded it as a form of inspection. The overall impression however, was that teachers and managers support CSR SBINSET and consider it as a means to bring about transformation in education.

6.6.6 Summary of the findings pertaining to SBINSET classroom observation sheet and self evaluation

Almost half of the lessons observed were learner-centred and included the use of teaching resources. Although this is not yet ideal, it is encouraging to note that teachers are prepared to change their teaching to a more learner-centred
It is envisaged that CSR SBINSET would eventually enable all teachers to change their approach and encourage others to use teaching resources. This is supported by the fact that the majority of the respondents indicated that they could possibly have achieved their aims more effectively by using an activity-based strategy which is more learner-centred. This reiterates the importance of classroom support and strengthens the case for CSR SBINSET. CSR SBINSET programmes would encourage the use of learner centred methods which are aimed at the facilitation and enhancement of learning in order to maximise success and excellence.

The support that the envisaged CSR SBINSET provided, enabled Grade 1 to 3 teachers to compile lesson plans that linked their lessons to the previous lesson, and even though Grades 4 to 7 classes were still largely teacher-controlled because of inadequate training, CSR SBINSET could support these teachers in the teaching-learning situation. The majority of the teachers involved are of the opinion that continuous assessment strategies are difficult to implement. It also appears as though some of the teachers observed would like to use more activities in class, but that they don’t know how to create activities for their subjects. CSR SBINSET could assist in this regard and illustrate how to go about continuous assessment in the real teaching-learning situation.

Although teachers are hesitant to implement new teaching methods, a concerted effort by all to do so through the support provided by CSR SBINSET would encourage change. It is the opinion of the researcher that CSR SBINSET should be implemented in all the primary schools in the Northern Province because the close working relationship between teachers and mentors would facilitate change.
6.7 RECOMMENDATIONS

6.7.1 The adoption of the proposed CSR SBINSET

The major recommendation is the adoption of the CSR SBINSET that has been developed in the study. There should, however, be a realisation and acceptance of the need to have a fully developed CSR SBINSET programme in the primary schools. This, in essence, is fundamental. CSR SBINSET could improve the quality of classroom practice in the Northern Province.

The proposed CSR SBINSET could incorporate the principles, content and elements suggested and using these as a point of departure, a programme could be developed that is most suited to the particular conditions in the primary schools.

The CSR SBINSET could be adopted in its entirety, with minor modifications, to suit specific conditions prevailing in a particular school. This has the following implications:

♦ Development of expertise in the practice of education

The proposed CSR SBINSET would result in the development of expertise in the practise of education. Fully trained leader teachers would be able to support teachers in the real teaching-learning situation. This would result in expertise developing in various aspects of classroom support through conferencing and team-teaching.

♦ Effective teaching through classroom support

A well developed CSR SBINSET programme makes it possible to teach content effectively, provided that key/leader teachers have the necessary expertise in the
different learning areas and provide the required support.

 Improvement in facilitation and monitoring

CSR SBINSET ensures the proper preparation of SBINSET support by the education authorities, continuous professional development officers (CPDO's), and facilitators as mentors (see 5.4). This will enhance the quality of classroom support. Education authorities could monitor the quality of teaching through CSR SBINSET and use it as a method to help teachers to facilitate teaching and learning.

 Development of CSR SBINSET mentors

It is recommended that the CPDO's and facilitators (lecturers from rationalised colleges and subject advisors at head office) should be trained as CSR SBINSET mentors. The training of the CSR SBINSET mentors is imperative for quality classroom support, team teaching and conferencing with teachers. The training can take on a variety of forms ranging from short term training through seminars and workshops, to long term training through formal college or university courses. The need for training of mentors is not something new. The professional development that classroom teachers would require to become support teachers includes workshops that are designed and planned to help prepare them for this role (Kelly, Beck and Thomas, 1992:177).

It has to be recognised that it is not only the CSR SBINSET key/leader teachers that need training but the CPDO's and facilitators as well. It is very important that education authorities are well trained or prepared for their monitoring role.
6.8 PROBLEMS EXPERIENCED WITH THE STUDY

6.8.1 Problems experienced during the empirical research

Problems experienced by the researcher during the empirical research included the following:

♦ Teachers’ fear to complete questionnaires. Some teachers feared that whatever they wrote could be used against them because it was a critical time where rationalisation and redeployment (R&R) was at its climax. Despite the fact that they were not expected to write their names on the questionnaires, they felt that their handwriting could be identified by the principal or whoever collected the questionnaires.

♦ Reluctance to complete questionnaires. Some teachers were reluctant to complete questionnaires. They saw it as a waste of time since the findings and recommendations would not be implemented by the Government or Department of Education. The researcher had to explain to teachers that it was important for the Department to know what was happening in primary schools and to adapt its planning accordingly.

♦ Reluctance to co-operate. While in some schools it was easy to find the required number of participants, in a few schools this exercise was difficult. Some teachers saw the study as of benefit to the researcher and not to learners and teachers. This attitude may change with increased exposure to and benefit from, research.

♦ Poor command of English. The fact that English is a third or fourth language for most rural primary school teachers may imply that language problems affected interpretation. This was revealed in the preliminary research where respondents had a problem when expressing their own
opinions. An attempt was made to address this problem in the questionnaire. Everyday language was used to enable all respondents to understand exactly what was required of them.

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

6.9 RECOMMENDATIONS FOR FURTHER STUDY

Very little research has been done on SBINSET in rural primary schools, consequently very little is known about SBINSET classroom support. Therefore a number of aspects of SBINSET support still have to be subjected to thorough research. These aspects include the following:

♦ The effects of SBINSET programmes on rural primary school teachers.

♦ SBINSET-handling techniques for rural primary school teachers.

♦ The identification of factors affecting primary school learners when teachers are attending centre-based workshops and cluster meetings.

♦ Factors contributing to inadequate classroom management.

The above are only recommendations for further research. Since very little research has been done on SBINSET for primary school teachers, a number of aspects may have been omitted from the list of recommendations.
6.10 RESUMÉ

This study focuses on INSET towards educational transformation in the Northern Province. This resulted from the researchers’ perceived need for CSR SBINSET in order to enhance effective teaching and learning through classroom support in the classroom situation. In order to achieve this, literature relevant to the study was examined (see Chapter 2) and a conceptualisation of SBINSET programmes in the Northern Province (see Chapter 3) was formed.

The implementation of the CSR SBINSET is bound to lead to further research and development of various aspects of classroom support as well as related components of the overall teacher education curriculum.

Lastly, it is the researcher’s hope that this study, together with its findings and the proposed topics for future research, will start a process of revealing educational transformation, and contribute to the introduction of the proposed CSR SBINSET to improve SBINSET programmes run in the Northern Province.
BIBLIOGRAPHY


250


251


252


254


256


261


APPENDIX A

Dear Sir

COMPLETION OF QUESTIONNAIRES, INTERVIEWS AND OBSERVATION BY PRIMARY SCHOOL PRINCIPALS, HEADS OF DEPARTMENTS, TEACHERS AND LEARNERS IN THE SOUTPANSBERG AND VUWANI INSPECTION AREAS.

I hereby apply for permission to conduct research on the School-based INSET in the Northern Province in SOUTPANSBERG and VUWANI Inspection Areas.

The Title of my Thesis is: INSET towards educational transformation with reference to the primary schools in the Northern Province. I am a student at the University of South Africa (UNISA) for Doctoral degree (D. ED degree) and my Promoter is Prof J.G. Ferreira.

The research will be conducted as from the 30th August to 17th September 1999 and from the 6th October 1999 to the 5th November 1999. The following information is provided:

- Only primary school principals, heads of departments, teachers and learners involved in School-Based INSET Programmes and their Clusters Schools will be requested to fill in the questionnaires, interviewed and observed while presenting lessons.

Hoping that my application will be appreciated.

Yours faithfully

Mrs. A.N. Ravhudzulo
Ref: 8/3/1  
Enq: Makuya M.

Mrs A.N. Ravhudzulo  
P.O. Box 435  
SIBASA  
0970

Dear Mrs Ravhudzulo

REQUEST TO CONDUCT RESEARCH ON SCHOOL-BASED INSET IN THE NORTHERN PROVINCE IN SOUTPANSBERG AND VUWANI DISTRICTS

1. Your letter dated 16 August 1999 on the above-mentioned subject has reference.

2. This is to inform you that Mrs A.N. Ravhudzulo a student from University of South Africa for Doctoral Degree has been granted permission to conduct research on “School-Based INSET” in the Northern Province in the above two District with effect from 5th October 1999 to 26 November 1999.

3. Hoping that the findings will uplift the standard of Education in our Country.

4. The targeted schools are in Soutpansberg and Vuwani Districts.

[Signature]

REGIONAL DIRECTOR: EDUCATION AND CULTURE
Enq. Mrs. A. N. Ravhudzulo
Tel. (015) 9626177
Fax. (015) 9626177
Cell. 082 6768 106

The District Manager

Dear Sir / Madam

REQUEST FOR RESEARCH ON SCHOOL-BASED INSET IN THE NORTHERN PROVINCE WITH SPECIAL REFERENCE TO SOUTPANSBERG AND VUWANI AREAS.

It is a pleasure for me to inform you that some of the schools in your Inspection Area have been selected to take part in the educational transformation with reference to the primary schools in the Northern Province. Because of time constraints, I failed to embark on the research according to the scheduled time. I received the reply from the Regional Office on the 09 September 1999, the research will therefore commence from the 16th September to 21st and from 6th October to 19th November 1999.

This programme will involve the following:-

♦ Only primary school principals, heads of departments, teachers and learners involved in School-Based INSET Programmes and their Cluster Schools will be observed while presenting lessons and interviewed thereafter.

♦ The participants will be expected to complete the questionnaires and the researcher will collect them from their schools.

Thanking you in advance.

Yours faithfully

Mrs. A.N Ravhudzulo
REQUEST FOR RESEARCH ON SCHOOL-BASED INSET IN THE NORTHERN PROVINCE WITH SPECIAL REFERENCE TO SOUTPANSBERG AND VUWANI AREAS.

It is a pleasure for me to inform you that some of the schools in your Inspection Area have been selected to take part in the educational transformation with reference to the primary schools in the Northern Province. Because of time constraints, I failed to embark on the research according to the scheduled time. I received the reply from the Regional Office on the 09 September 1999, the research will therefore commence from the 16th September to 21st and from 6th October to 19th November 1999.

This programme will involve the following:-

- Only primary school principals, heads of departments, teachers and learners involved in School-Based INSET Programmes and their Cluster Schools will be observed while presenting lessons and interviewed thereafter.

- The participants will be expected to complete the questionnaires and the researcher will collect them from their schools.

Thanking you in advance.

Yours faithfully

Mrs. A.N Ravhudzulo
REQUEST FOR RESEARCH ON SCHOOL-BASED INSET IN THE NORTHERN PROVINCE WITH SPECIAL REFERENCE TO SOUTPANSBERG AND VUWANI AREAS.

I am happy to inform you that your school has been selected to take part in the School-Based INSET which will be conducted at Circuit Level as from the 11th October 1999 to the 19th November 1999. This programme will involve the following:

♦ Only primary school principals, heads of departments, teachers and learners involved in School-Based INSET Programmes and their Cluster Schools will be observed while presenting lessons and interviewed thereafter.

♦ The participants will be expected to complete the questionnaires and the researcher will collect them from their schools.

♦ Please be kind enough to circulate this letter to the teachers and inform them about the research.

Thanking you in advance.

Yours faithfully

Mrs. A.N Ravhuzulo
APPENDIX F

SBINSET CLASSROOM OBSERVATION SHEET GRADE 1 - 7

District........................................................................................................................................................................
Circuit............................................................................................................................................................................
Name of School...............................................................................................................................................................
Grade..............................................................................................................................................................................
Number of learners in class...............................................................................................................................................  
Subject...........................................................................................................................................................................
Date................................................................................................................................................................................
Teacher’s Code...............................................................................................................................................................  

1. PHYSICAL CLASSROOM ENVIRONMENT
   ♦ Seating arrangements (rows, groups, other).............................................................................................................
   ♦ Space to enable teachers to move between rows....................................................................................................
   ♦ Comments on Wall Display (teacher/learner/commercially made posters)............................................................
   ♦ Chalkboard (condition, size).................................................................................................................................
   ♦ Condition of walls, windows, doors........................................................................................................................

2. LESSON ACTIVITY
   ♦ Main Specific Outcomes........................................................................................................................................
   ♦ Length of lesson.......................................................................................................................................................
   ♦ Lesson Topic.........................................................................................................................................................

<table>
<thead>
<tr>
<th>Time (mins)</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time (mins)</th>
<th>Lesson activity - Teacher</th>
<th>Lesson Activity - Learners</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time (mins)</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td></td>
</tr>
</tbody>
</table>
3. LESSON PREPARATION

♦ Lesson planned - written evidence; evidence of preparation of resources/activities......................................................................................

♦ Lesson planned with clear achievable outcomes..........................................................

♦ Evidence of reflection of previous work in planning..................................................

♦ Systematic logical development of lesson.................................................................

♦ Classwork/homework planned..............................................................................

♦ Continuity considered/indication of subsequent lessons........................................

4. REINFORCEMENT OF LEARNING

♦ Type of written work set (homework, classwork, tests)...........................................

♦ Written work checked (regularity, constructively)...................................................

♦ Use of resources/teaching media/charts which reinforce learning...........................

♦ Indication that teacher uses merit system for motivating e.g. stars, prizes.....................

5. TEACHING METHODS

♦ Interpretation/comprehension and explanation of learning content clear..................

♦ Teacher's use of learners' prior learning and local environment..................................

♦ Methods used........................................................................................................

♦ Clear, effective use of chalkboard...........................................................................

♦ Teacher circulates among learners.........................................................................

♦ Method used to check comprehension...................................................................

♦ Questioning to reinforce work covered...................................................................

♦ Individual attention given where necessary (more/less able learners).........................

Use of educational media/resources........................................................................

..........................................................
6. COMMUNICATION

- Teacher responsive, uses positive reinforcement.
- Teacher motivation.
- Teacher uses learner's names.
- Teacher facilitates effective interaction between learners (in pairs/groups).
- Teacher creates interactive environment (encouraging learner participation, relaxed, activity-based).
- Teacher asks range of questions which allow for full participation of class.
- Teacher's responses to incorrect answers.
- Use of language appropriate to the level of the class.

7. LEARNERS' FOCUS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Learners' activities</td>
<td></td>
</tr>
<tr>
<td>Learners' attitude</td>
<td></td>
</tr>
<tr>
<td>Learners' interest</td>
<td></td>
</tr>
<tr>
<td>Learners' questions</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G

THE INTERVIEW SCHEDULE FOR EDUCATION AUTHORITIES, RECTORS, UNIVERSITY AND COLLEGE STAFF, PROJECT MANAGERS, TRAINER FACILITATORS, FACILITATORS, SCHOOL MANAGERS AND TEACHERS

1. What are your normal functions on a daily/weekly/monthly basis?

2. What are your objectives of the present job and methods of achieving them?

3. What are your successes and frustrations/obstacles in the present job?

4. Do you enjoy your job and what support do you get?

5. How well informed are you of the SBINSET programmes so far?

6. What, in your opinion, is the importance of the SBINSET programmes? What impact will the programmes have on your work/activities?

7. If you could, what would you change in the SBINSET programmes which are being run in your district?

8. What is your attitude towards SBINSET programmes? What skills have you gained? Has your involvement in these programmes changed your attitude at all?

9. What changes need to take place in the schools? Who should lead the changes mentioned?

10. What in your opinion, is the importance of INSET to primary school managers and teachers? What are your views on Centre-based INSET (CBINSET) compared to School-based INSET (SBINSET) and Classroom-based INSET?

11. Indicate 5 problem areas currently contributing to the image of schools and provide suggestions on how to solve them?

12. What are the strengths and weaknesses of SBINSET programmes?

13. Give suggestions and recommendations on how to improve the present state of SBINSET programmes in the Northern Province.
APPENDIX H

QUESTIONNAIRE FOR TEACHERS OBSERVED

1. You are kindly requested to complete this questionnaire as accurately as you can.
2. Each of the following questions denotes an aspect of SBINSET programmes, Outcomes-Based Education (OBE), Curriculum 2005 and educational change.
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. Read all the questions and answer as best as you can.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL DETAILS

Please complete by crossing the appropriate number.

1. Gender ........................................................................................................

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Age ........................................................................................................

| Under 30 | 1 |
| 30-40 | 2 |
| 41-50 | 3 |
| 51-60 | 4 |
| 60+ | 5 |

3. Marital status ...........................................................................................

| Married | 1 |
| Never married / Single | 2 |
| Divorced | 3 |
| Widowed | 4 |
4. Highest academic qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below matriculation qualification</td>
<td>1</td>
</tr>
<tr>
<td>Std 10 / Grade 10</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Degree</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor's degree / Honours degree</td>
<td>5</td>
</tr>
<tr>
<td>Master's degree</td>
<td>6</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>7</td>
</tr>
</tbody>
</table>

5. Highest professional qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Certificate (two years post - JC)</td>
<td>1</td>
</tr>
<tr>
<td>Teachers Lower Diploma (M+2)</td>
<td>2</td>
</tr>
<tr>
<td>Teachers Diploma (M+3)</td>
<td>3</td>
</tr>
<tr>
<td>Teachers Diploma / UED / HED</td>
<td>4</td>
</tr>
</tbody>
</table>

6. Teaching experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>1</td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
</tr>
<tr>
<td>11-15</td>
<td>3</td>
</tr>
<tr>
<td>16-20</td>
<td>4</td>
</tr>
<tr>
<td>21+</td>
<td>5</td>
</tr>
</tbody>
</table>

SECTION B: SBINSET SUPPORT, WORKSHOPS AND CLUSTER MEETINGS

Kindly select the number which corresponds with your opinion and write it in the block next to each question.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>STATEMENTS</td>
<td>NUMBER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers support the concept of SBINSET.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. There is a need to increase SBINSET programmes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Because of the SBINSET programmes like: OBE, SHOMA, LSEP, MCPT, DE II, ESST, OTHER, teaching has changed for the better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. SBINSET courses should have strong links with classroom practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I now do more practical work than I used to.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. SBINSET programmes have changed my attitude towards lesson planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The SBINSET strategy emphasizes the responsibility of professional growth of individual practitioners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. SBINSET programme has increased my teaching skills and knowledge of subject-matter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. SBINSET is a remedy for the apparent failure of centre-based workshops and cluster meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teachers should be consulted when topics of an SBINSET workshops are being decided.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The schools should nominate a competent, active and innovative teacher who could be trained as head of SBINSET committee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Some teachers should be used to conduct useful SBINSET workshops.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. SBINSET can be evaluated by giving learners the same examination question paper written at the same time in Region 3 of the Northern Province.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The District Office and my school management are supportive in the implementation of new methodologies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Finance should also be available to the schools to allow the teachers to travel to centre-based workshops and cluster meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Attending workshops and cluster meetings contributed to changes in my teaching methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Attending both centre and cluster-based workshops is more important than having classroom support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I can implement most ideas from centre and cluster-based workshops, even without classroom support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Workshops contain some ideas that you find difficult to use in my classroom without help.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Cluster meetings and Workshops are not very effective unless followed up with classroom support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Cluster meetings should be made compulsory for all teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. The availability of suitable resources affect my classroom practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Cluster schools lose their leaders through redeployment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Cluster activities and workshops should take place after formal teaching time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. When teachers work together in support groups, they discuss the implications of changes for their classrooms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

277
### SECTION C: EDUCATIONAL CHANGES

Answer the following questions about educational changes.

1. As a South African primary school teacher, what was your initial opinion about educational change?

2. What is your opinion about implementing the educational changes required by the Department of Education?

3. Have you implementing some of the educational changes required by the Department of Education? Give details.

4. What helped you to implement educational change?

5. Did you succeed in implementing educational change? Give reasons for your answers.

6. Is your school currently receiving any SBINSET support? If YES, what benefits do you get? If NO, what is your opinion about SBINSET support?

7. Which problems do you encounter with support of the SBINSET programme you are involved in?
8. Give your opinion for each of the following as regards educational change:

8.1 Are changes being implemented effectively...

8.2 Are you confident about implementing such changes?

8.3 What support do you receive from the District Office and your school management on the implementation of new methodologies?

8.4 What kind of support do you need to implement such change?

8.5 Are you well informed about the implementation of OBE and Curriculum 2005?

8.6 What is your opinion about the implementation of OBE in Grade 1 to 7?

8.7 What is your opinion about the abolition of corporal punishment?

9. What major problems have you encountered in implementing what you have learnt from centre-based workshops and cluster meetings regarding the following:

9.1 OBE methodology

9.2 Lesson planning in an OBE way

9.3 Continuous assessment

9.4 Group work

SECTION D: OPINION AND RECOMMENDATIONS

1. Any other comments you wish to make concerning strength and weaknesses and the organisation of SBINSET programmes. Please feel free to express your opinion.
2. Suggestions and recommendations for the improvement of the planning and organisation of effective centre-based workshops and cluster meetings.

3. Suggestions and recommendations on how these educational changes would best be implemented in South African context?

Thank you for your co-operation and for sacrificing your valuable time.
APPENDIX I

QUESTIONNAIRE FOR TEACHERS NOT OBSERVED

1. You are kindly requested to complete this questionnaire as accurately as you can.
2. Each of the following questions denotes an aspect of SBINSET programmes, Outcomes-Based Education (OBE), Curriculum 2005 and educational change.
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. Read all the questions and answer as best as you can.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL DETAILS

Please complete by crossing the appropriate.

1. Gender...................................................................................................................
   Male .................................................................................................................. 1
   Female .............................................................................................................. 2

2. Age .....................................................................................................................
   Under 30 ......................................................................................................... 1
   30-40 ............................................................................................................... 2
   41-50 .............................................................................................................. 3
   51-60 .............................................................................................................. 4
   60+ ................................................................................................................... 5

3. Marital status ....................................................................................................
   Married ........................................................................................................... 1
   Never married / Single .................................................................................. 2
   Divorced ......................................................................................................... 3
   Widowed ......................................................................................................... 4
4. Highest academic qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below matriculation qualification</td>
<td>1</td>
</tr>
<tr>
<td>Std 10 / Grade 10</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Degree</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor's degree / Honours degree</td>
<td>5</td>
</tr>
<tr>
<td>Master's degree</td>
<td>6</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>7</td>
</tr>
</tbody>
</table>

5. Highest professional qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Certificate (two years post - JC)</td>
<td>1</td>
</tr>
<tr>
<td>Teachers Lower Diploma (M+2)</td>
<td>2</td>
</tr>
<tr>
<td>Teachers Diploma (M+3)</td>
<td>3</td>
</tr>
<tr>
<td>Teachers Diploma / UED / HED</td>
<td>4</td>
</tr>
</tbody>
</table>

6. Teaching experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>1</td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
</tr>
<tr>
<td>11-15</td>
<td>3</td>
</tr>
<tr>
<td>16-20</td>
<td>4</td>
</tr>
<tr>
<td>21+</td>
<td>5</td>
</tr>
</tbody>
</table>

SECTION B: SBINSET SUPPORT, WORKSHOPS AND CLUSTER MEETINGS

Kindly select the number which corresponds with your opinion and write it in the block next to each question.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>STATEMENTS</td>
<td>NUMBER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers support the concept of SBINSET.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. There is a need to increase SBINSET programmes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Because of the SBINSET programmes like: OBE, SHOMA, LSEP, MCPT, DE II, ESST, OTHER, teaching has changed for the better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. SBINSET courses should have strong links with classroom practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I now do more practical work than I used to.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. SBINSET programmes have changed my attitude towards lesson planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The SBINSET strategy emphasizes the responsibility of professional growth of individual practitioners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. SBINSET programme has increased my teaching skills and knowledge of subject matter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. SBINSET is a remedy for the apparent failure of centre-based workshops and cluster meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teachers should be consulted when topics of an SBINSET workshops are being decided.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The schools should nominate a competent, active and innovative teacher who could be trained as head of SBINSET committee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Some teachers should be used to conduct useful SBINSET workshops.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. SBINSET can be evaluated by giving learners the same examination question paper written at the same time in Region 3 of the Northern Province.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The District Office and my school management give me support in the implementation of new methodologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Finance should also be available to the schools to allow the teachers to travel to centre-based workshops and cluster meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Attending workshops and cluster meetings contributed to changes in my teaching methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Attending both centre and cluster-based workshops is more important than having classroom support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I can implement most ideas from centre and cluster-based workshops, without classroom support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Workshops contain some ideas that I find difficult to use in my classroom without help.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Cluster meetings and Workshops are not very effective unless followed up with classroom support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Cluster meetings should be made compulsory for all teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. The availability of suitable resources affect my classroom practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Cluster schools lose their leaders through redeployment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Cluster activities and workshops should take place after formal teaching time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. When teachers work together in support groups, they discuss the implications of changes for their classrooms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. There should be a strong induction and mentoring programme to help newly qualified teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Teachers should be tested on the content and methods they learnt from cluster meetings and workshops in order to get certificate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION C: EDUCATIONAL CHANGES

Answer the following questions about educational changes.

1. As a South African primary school teacher, what was your initial opinion about educational change?

2. What is your opinion about implemented the educational changes required by the Department of Education?

3. Have you implementing some of the educational changes required by the Department of Education? Give details.

4. What helped you implement educational change?

5. Did you succeed in implementing educational change? Give reasons for your answers.

6. Is your school currently receiving any SBINSET support? If YES, what benefits do you get? If NO, what is your opinion about SBINSET support?

7. Which problems do you encounter with support of the SBINSET programmes you are involved in?

8. Give your opinion for each of the following as regards educational change:

   8.1 Are changes being implemented effectively?
   
   8.2 Are you confident about implementing such changes?
   
   8.3 What support do you receive from the District Office and your school management on the implementation of new methodologies?
   
   8.4 What kind of support do you need to implement such change?
   
   8.5 Are you well informed about the implementation of OBE and Curriculum 2005?
8.6 What is your opinion about the implementation of OBE in Grades 1 to 7? ......


8.7 What is your opinion about the abolition of corporal punishment? ......


9. What major problems have you encountered in implementing what you have learnt from centre-based workshops and cluster meetings regarding the following:

9.1 OBE methodology

9.2 Lesson planning in an OBE way

9.3 Continuous assessment

9.4 Group work

SECTION D: OPINION AND RECOMMENDATIONS

1. Any other comments you wish to make concerning strength and weaknesses and the organisation of SBINSET programmes. Please feel free to express your opinion.

2. Suggestions and recommendations for the improvement of the planning and organisation of effective centre-based workshops and cluster meetings.

3. Suggestions and recommendations on how these educational changes would best be implemented in South African context?

Thank you for your co-operation and for sacrificing your valuable time.
APENDIX J

QUESTIONNAIRE FOR PRINCIPALS

1. You are kindly requested to complete this questionnaire as accurately as you can.
2. Each of the following questions denotes an aspect of school management and INSET of primary school principals.
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. Read all the questions and answer as best you can.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL DETAILS

Please complete by crossing the appropriate number.

1. Gender .......................................................................................................................................

| Male | 1 |
| Female | 2 |

2. Age ...........................................................................................................................................

| Under 30 | 1 |
| 30-40 | 2 |
| 41-50 | 3 |
| 51-60 | 4 |
| 60+ | 5 |

3. Marital status .............................................................................................................................

| Married | 1 |
| Never married / Single | 2 |
| Divorced | 3 |
| Widowed | 4 |
4. **Highest academic qualification**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below matriculation qualification</td>
<td>1</td>
</tr>
<tr>
<td>Std 10 / Grade 10</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Degree</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor's degree / Honours degree</td>
<td>5</td>
</tr>
<tr>
<td>Master's degree</td>
<td>6</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>7</td>
</tr>
</tbody>
</table>

5. **Highest professional qualification**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Certificate (two years post - JC)</td>
<td>1</td>
</tr>
<tr>
<td>Teachers Lower Diploma (M+2)</td>
<td>2</td>
</tr>
<tr>
<td>Teachers Diploma (M+3)</td>
<td>3</td>
</tr>
<tr>
<td>Teachers Diploma / UED / HED</td>
<td>4</td>
</tr>
</tbody>
</table>

6. **Teaching experience**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>1</td>
</tr>
<tr>
<td>5-9</td>
<td>2</td>
</tr>
<tr>
<td>10-14</td>
<td>3</td>
</tr>
<tr>
<td>15-19</td>
<td>4</td>
</tr>
<tr>
<td>20+</td>
<td>5</td>
</tr>
</tbody>
</table>

**SECTION B: SCHOOL MANAGEMENT AND INSET**

Kindly select the number indicating your opinion for each of aspects denoting school management and INSET of primary school principals. Write the number on the line next to each statement.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>STATEMENT</td>
<td>NUMBER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. All school managers (principal, deputy principal, senior deputy, head of department) have received training as teachers before being employed as principals. All school managers should therefore be trained as managers before promotion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. School managers should serve a period of probation before confirmation of probation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. INSET leading to degree or diploma in educational management is desirable for school managers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Leadership in schools provided by principal, deputy principal, senior deputy, head of department, cannot be exercised on the basis of experience and natural ability alone. Some form of continuous INSET is essential.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. If INSET training leads to category improvement, I will take advantage of such training.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Training of school managers is essential for the development of a school climate conducive to learners and staff development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. All school managers must be personally evaluated in order to assist them with their role functions by providing effective feedback and development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. In general, training of school managers has been neglected by the educational authorities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. School managers receive some training in the management of schools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. In my present post, INSET for efficient role functioning is important.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. School managers will prefer to attend INSET if release time is made available.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. School managers are prepared to attend excellent INSET courses offered at their own cost.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. INSET of school managers should be voluntary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Control constitutes an important aspect of the managerial task of school managers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. INSET courses which school managers attended were useful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION C: EDUCATIONAL CHANGES**

Answer the following questions about educational changes.

1. As a South African primary school principal, what was your initial opinion about educational change?

2. What is your opinion about implementing the educational changes required by the Department of Education?

3. Have you implemented some of the educational changes required by the Department of Education? Give details.
4. What helped you to implement educational change?

5. Did you succeed in implementing educational change? Give reasons for your answers.

6. Is your school currently receiving any SBINSET support? If YES, what benefits do you get? If NO, what is your opinion about SBINSET support?

7. Which problems do you encounter with support of the SBINSET programme you are involved in?

8. Give your opinion for each of the following as regards educational change:

   8.1 Are changes being implemented effectively?

   8.2 Are you confident about implementing such changes?

   8.3 What support do you receive from the District Office and your school management on the implementation of new methodologies?

   8.4 What kind of support do you need to implement such change?

   8.5 Are you well informed about the implementation of OBE and Curriculum 2005?

   8.6 What is your opinion about the implementation of OBE in Grade 1 to 7?

   8.7 What is your opinion about the abolition of corporal punishment?

9. What major problems have you encountered in implementing what you have learnt from centre-based workshops and cluster meetings regarding the following:

   9.1 OBE methodology

   9.2 Lesson planning in an OBE way

   9.3 Continuous assessment

   9.4 Group work
SECTION D: OPINION AND RECOMMENDATIONS

1. Any other comments you wish to make concerning strength and weaknesses and the organisation of SBINSET programmes. Please feel free to express your opinion...

2. Suggestions and recommendations for the improvement of the planning and organisation of effective centre-based workshops and cluster meetings.

3. Suggestions and recommendations on how these educational changes would best be implemented in South African context?

Thank you for your co-operation and for sacrificing your valuable time.