

**MANAGEMENT OF INSET FOR SECONDARY SCHOOL**

**EDUCATORS IN RURAL AREAS**

by

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(i)

## DECLARATION

**STUDENT NO: 861-661-2**

I hereby declare that Management of INSET for Secondary School Educators in rural areas represents my own work and that all the sources that I have used, or quoted, have been indicated and acknowledged by means of complete references.

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SIGNATURE

(Mr L F RATHOGWA)  
LIMPOPO

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DATE

(ii)

## **DEDICATION**

This work is dedicated to my daughter, Funanani,  
my son, Musiiwa and my mother  
for their support throughout my studies.

(iii)

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## **SUMMARY**

The aim of this study was to investigate the management of in-service education and training (INSET) conducted for teachers, in particular in rural secondary schools in the Zoutpansberg West Circuit, Limpopo Province. The problem was conducted by a literature study and empirical investigation. The literature review explored various definitions of INSET and related concepts and dealt with the provision of in-service training for teachers in developing countries such as Kenya and South Africa and a developed country such as Britain. The empirical study investigated the management of INSET for secondary school educators in rural areas using a questionnaire administered to educators in eleven secondary schools in the Zoutpansberg West Circuit. Findings indicated strengths and weaknesses of INSET. Based on the literature and the empirical investigation, recommendations are made for the Department of Education with regard to the provision of INSET.

### **KEY TERMS**

Management of INSET

PRESET and INSET

Rural areas

School management team

Secondary school educators

Limpopo Province

Educational change

Questionnaire

**LIST OF MOST FREQUENTLY CITED ABBREVIATIONS**

ACE	Advanced Certificate in Education
ANC	African National Congress
CERI	Centre for Educational Research and Innovation
CM	Circuit Manager
C2005	Curriculum 2005
DM	District Manager
DEACS	Department of Education, Arts, Culture and Sport
ELRC	Education Labour Relations Council
EMD	Education Management Development
EMPC	Education Multi Purpose Centre
FE	Further Education
FEFC	Further Education Funding Council
FENTO	Further Education National Training Organisation
IFP	Inkatha Freedom Party
INSET	In-Service Education and Training
IQMS	Integrated Quality Management System
ITT	Initial Teacher Training
JSP	Junior Secondary Phase
KESSP	Kenya education Sector Support Programme
MC	Makhado College of Education
MMC	Makhado Multipurpose Centre
M+3	Matric plus three years of tertiary education
NATU	National African Teacher Union
NCS	National Curriculum Statement
NEPI	National Education Policy Investigation
NGO	Non-Governmental Organisation
NPDE	National Professional Diploma of Education

NQF	National Qualification Framework
NTO	National Training Organisation
OBE	Outcomes-based Education
QAS	Quality Assurance System
QTS	Qualified Teacher Status
RNCS	Revised National Curriculum Statement
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SBTE	School Based Teacher Educators
SCITT	School Centred Initial Teacher Training
SGB	School Governing Body
SMT	School Management Team
SP	Senior Phase
TEA	Teachers for East Africa
TTA	Teacher Training Agency
UK	United Kingdom
UNESCO	United Nations Education Science Commission
WCED	Western Cape Education Department
ZWCHC	Zoutpansberg West Circuit History Committee

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## **CHAPTER ONE**

### **BACKGROUND, PROBLEM FORMULATION AND AIMS**

#### **1.1 INTRODUCTION**

South Africa is passing through an era of change which calls for new and rapid adjustments of competences required for effective and efficient teaching, research and community service in rural secondary schools. The impact of current policy developments in education presents a constant challenge to educators in these schools. Thus, in-service education and training (INSET) has been introduced for rural secondary school educators throughout South Africa.

South Africa became a fully democratic state in 1994 and the Constitution of the Republic of South Africa (Act 8 of 1996) was promulgated in December 1996, thereby declaring all South Africans equal before the law and entitled to equal education. Among the new policy and legislation introduced to transform the education and training system was the introduction of Outcomes-based Education (OBE) known as Curriculum 2005 to accommodate the needs of all learners and society as a whole (Williamson 2002:2). As a result the drastic changes in methodologies and learning content left many educators, particularly those in rural secondary schools, in a state of uncertainty about their role in the classroom situation. These educators found themselves especially in need of skills and knowledge that would enable them to cope with educational transformation.

Educators require in-service training to implement educational changes. INSET programmes were therefore adapted to suit new developments. These programmes are crucial for a well-functioning school system since they are designed to enable educators to deal with problems such as curriculum development, lack of resources, administration problems, overcrowding of classes, disciplinary problems and educational change.

Many national reports containing recommendations for change in the South African education system support the implementation of INSET (Ravhudzulo 2001:15). Accordingly, more emphasis has been placed on accountability, thus calling for a drastic improvement in the effectiveness of schools with the result that educators and education are under greatly increased performance pressure. As noted by Van der Westhuizen (1995:273), effective management

implies the ability to get things done by people. School principals therefore need to be constantly aware that the educational task of their schools can only be carried out with the sustained, dedicated cooperation of every member of the school's staff. Accountability and cooperation can be duly enhanced with the aid of INSET programmes.

Stuart (1994:218) notes that the Department of Education emphasised the importance of INSET as follows in its policy framework for education and training: "A completely new approach is needed to in-service education or teacher development and to the continuous challenges of educational transformation and not necessarily to pay scale increases". This important official policy statement of the post-apartheid South African government is a clear indication of the importance of in-service training in South Africa.

Moreover, if rural secondary educators are to move with changes and provide quality education, the need for INSET programmes must be realised. Thomas (2003:1) argues that a quality assurance system is required that will feed into schooling via INSET programmes so that curriculum, assessment practices, leadership, and the governance and organisation of schools will be improved. It is therefore imperative to maintain INSET programmes continuously. Van der Westhuizen (1995:273) asserts that the better equipped educators and support staff are for their task, the better equipped and able the school will be to achieve its immediate and longer term goals with respect to delivering effective education.

As noted by Ravhudzulo (2001:1), INSET is required as an integral part of human resource development to maintain a well-functioning system. If an educational leader has the right attitude to personal development and training, the chances of maximising the effectiveness of teaching/educational situation in classrooms, will be greatly improved to the advantage of the learners.

The training of educators is vital for the future of a developing country like South Africa. INSET programmes must therefore be highly effective so that the best results can be achieved. Continued professional growth of educators is essential in view of their pivotal role in the classroom. Again, as noted by Le Roux and Loubser (2000:99), appropriate INSET programmes can address this need.



Chamber (1997:128) contends that an effective INSET programme is not just a matter of providing 'lunchtime' workshops to educators; instead it should be implemented as a coherent policy that is central to the purpose, planning and functioning of the institution and its staff. INSET procedures should therefore be clearly and thoroughly planned, expertly, executed and evaluated throughout.

Nduna (1991:1) argues that the general idea shared by the public at large is that secondary school educators should receive constant training with a view to maintaining their motivation and keeping them equipped with relevant knowledge and skills. This is particularly true in South Africa where educators have to impart new syllabi, pursue new objectives and use new techniques for which their original training did not prepare them.

Mashile and Vakalisa (1999:90) contend that educators tend to lack the motivation to take advantage of INSET programmes and therefore suggest measures to be devised and implemented to draw them into such programmes, and gain their commitment to the concept of lifelong learning. Since the training of black educators was neglected in the past, the present government has a serious obligation to redress the resulting unequal advancement of the country's main population group by ensuring that the skills backlog of black educators is addressed by effective remedial measures. It follows, therefore that policy decisions to introduce INSET particularly in rural areas, cannot be taken without considering the conditions under which the educator works in South Africa.

## **1.2 PROBLEM STATEMENT**

The preceding discussion has outlined issues arising from the management of INSET for secondary school education in rural areas.

### **1.2.1 Background to the problem**

It became clear to the researcher from experience gained in teaching learners in the Junior Secondary Phase (JSP) (Grades 8-9) and the Senior Secondary Phase (SSP) (Grades 10-12) in rural schools; serving as a teacher liaison officer and secretary of a School Governing Body (SGB) in which capacity the researcher participated in formulating school policy and in drafting its constitution; and serving as the secretary of the Zoutpansberg West Circuit History

Committee (ZWCHC), that most educators were inadequately prepared for the teaching and community service tasks which the school and community expected them to perform. For example, the pre-service training of educators at colleges and universities had not equipped them adequately for the demands of OBE. It was also obvious that the effectiveness of INSET management depends significantly on the commitment and administrative competence of school authorities.

Moreover, a significant number of secondary school educators lack the motivation or capacity to upgrade themselves. Many do not have the time and means to study; others feel that they are mature, their student days are over and they are unable to return to studies due to the responsibilities of adulthood. Hayes (1997:107) emphasises that many teachers have a blasé attitude to their work. This is evidenced in the dropout rate of those enrolled in further teacher education once they are in active service as teachers.

In some rural secondary schools education takes place under trees for lack of classrooms. Alternatively, available classrooms are often overcrowded for lack of facilities. INSET management is impossible under these conditions. Another motivational problem noted by Lake (1990:9) is that teachers whose education methods have remained the same for many years are not receptive to new ideas. Moreover, little follow-up support is offered to teachers when they turn to school after participating in INSET and recognition and evaluation of INSET course work is also inadequate.

However, Ravhudzulo (2001:9) observes that in the Limpopo Province, the Department of Education, Arts, Culture and Sport is promoting the introduction of INSET with particular emphasis on subjects for which teachers are in particularly short supply, on unqualified teachers and under qualified teachers with less than M+3. Research into the problem of upgrading the abnormally high percentage of under qualified educators has been limited and sporadic. Under qualified educators have, however, been given a chance by the Department of Education to upgrade their professional competence at various universities where they can enrol for the National Professional Diploma in Education (NPDE). This programme is offered by 17 providers to over 10 000 enrolled participants as a 'pilot' for a new approach to teacher education. Mashile and Vakalisa (1999:9) noted that in order to remedy the lack of legitimate policies at schools and a clear national INSET policy, a number of commissions have been set up to determine policies and regulations that are appropriate for a non-racial, non-sexist and democratic society. Although

not all the new policies and regulations are directly related to INSET, they will nevertheless ultimately impact on the provision of INSET in South African institutions.

Rural secondary schools in the Zoutpansberg East and West circuits have to contend with a particularly severe shortage of qualified educators. The government in consultation with Non-Governmental Organisations (NGOs) such as Kgatelopele, have helped to improve the quality of education in those areas by offering INSET in subjects like English, physical science and mathematics, as well as in school governance for educational leaders.

### **1.2.2 Formulation of the problem**

The problem investigated in this study is: How should INSET programmes be managed within rural secondary school? The main research problem suggests several sub-problems that can be formulated as follows:

- Why are INSET programmes important?
- What problems are experienced with the management of INSET programmes?
- What are the specific problems associated with delivery of INSET in rural areas of South Africa and elsewhere?
- What specific issues need to be addressed with a view to achieving quality management of INSET programmes?
- How are INSET programmes for educators managed in rural secondary schools in the Zoutpansberg West Circuits?
- How can the findings of this study be used to improve the management of INSET programmes in rural secondary schools?

### **1.3 AIMS AND OBJECTIVES OF THE RESEARCH**

The broad aim of the research is to investigate the management of INSET programmes for secondary school educators in rural areas. The specific objectives of the research are indicated below:

- To describe the importance, that is, the purpose and significance of INSET programmes
- To explore the problems experienced with the management of INSET programmes

- To explore the specific problems associated with the delivery of INSET in rural areas of South Africa and elsewhere
- To describe specific issues that need to be addressed with a view to achieving good INSET management
- To investigate the management of INSET programmes in rural secondary schools in the Zoutpansberg East and West circuits
- To develop guidelines to improve the management of INSET programmes in rural secondary schools

## **1.4 RESEARCH DESIGN AND METHODOLOGY**

A research method consists in how materials and sources are used to establish facts and reach conclusions. It is therefore a general strategy that is followed in gathering and analysing the data required to answer the research question at hand (Ravhudzulo 2001:16). The research under review entails a literature study and an empirical investigation.

### **1.4.1 Literature study**

The literature study in this study involves consulting relevant primary and secondary sources. Carefully selected sources on INSET were studied and investigated with the aim of gathering the most reliable, current and relevant data. Primary sources were consulted as original research included issues of the Government Gazette in which relevant policies and legislation have been promulgated and reviews and reports of the Department of Education.

### **1.4.2 Empirical investigation**

Johnson and Christensen (2000:17-18) distinguish between quantitative and qualitative research designs. The former is defined as research relying primarily on the collection of numerical data; the latter is defined as research relying primarily on the collection of non-numerical data such as words and pictures. In this case a quantitative approach was used to conduct the investigation into the management of INSET for secondary school educators in rural areas. Data was collected by means of questionnaires.

#### **1.4.2.1        *Sampling and selection of participants***

As noted by Johnson and Christensen (2000:156), sampling consists in electing representative individuals from a population. For this study, a combination of convenience and purposeful sampling was used. The research sites chosen for this study were eleven secondary schools in the Zoutpansberg West Circuit. The educators, members of the School Management Team (SMT), Heads of Departments (HOD's) and principals of all the schools took part in the research. This totalled 140 participants.

#### **1.4.2.2        *Data collection and analysis***

A structured questionnaire was used to gather data. The questionnaire was considered a suitable quantitative data collection method since it allows the participants to secure lucid, accurate and full accounts based on the personal experience of participants. A questionnaire is a set of questions printed on a form that has to be completed by participants in a research project. The questions may be open or closed with the option to respond either "yes" or "no". In this instance the researcher obtained permission for the research from the District Manager (DM) or the Circuit Manager (CM), as well as from principals, because the study required visits to school managers during school hours to distribute and collect questionnaires. The questionnaire was pilot tested and the final questionnaire was distributed to the staff of the eleven secondary schools in the Zoutpansberg West Circuit. The researcher ensured that assistance was provided when answering questionnaires. Of the total of 140 questionnaires distributed, 114 questionnaires were returned.

Analysis was done by means of calculating percentages.

#### **0.3.1.2        *Validity***

For this study to be valid content and face validity were addressed. These aspects are discussed in detail in chapter 3.

## **1.5 LIMITATION OF THE STUDY**

The data in this study was limited in that the researcher chose eleven rural secondary schools in the Zoutpansberg West circuits according to their accessibility and the willingness of principals and educators to cooperate.

## **1.6 CONCEPT CLARIFICATION**

Key concepts and terms are central to the study and require further explanation.

### **1.6.1 Management**

According to Cheminais, Bayat, Van der Waldt and Fox (1998:4), management refers to practices, activities and processes related to the marshalling of human resources of public organizations in order to contribute effectively and efficiently to the optimal achievement of predetermined organisational goals. Management is about getting things done efficiently and effectively. Therefore, managers ensure that activities proceed as directed according to strategic plans. They also endeavour to secure the participation of stakeholders. Management is usually seen as the higher order functions such as planning, which involves decision-making and organising by professional practitioners. Moreover, management is principally concerned with the determination of policy. It is clear from these defining features of the management function that it depends on the individual person's ability to complete management successfully, that is, it depends on his/her management skills.

### **1.6.2 INSET**

Van Schoor and Van Niekerk (1995:3) maintain that INSET (In-service Education and Training of Teachers) can be seen as loosely interchangeable with staff development and professional development. Some literature refers to INSET as in-service education and training. Ravhudzulo (2001:18) adds that INSET can be defined as all forms of continuing education and training for educators, whether formal or non-formal, whether accredited or non-accredited, and whether personal or professional purposes.

INSET 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. For the purpose of this study the researcher endorses the following view expressed by Ravhudzulo (1997:16): "INSET will be regarded as the function of all structures that have been established within different educational systems to constantly address the changing professional and personal needs of in-service teachers with the view to improve their effectiveness and therefore the quality of learning pupils."

It is clear from the above that INSET encompasses a range of events and activities through which working educators can enlarge their personal, academic or practical teaching skills, their professional competence and their understanding of educational principles and methods. INSET is provided for the benefit of employees of the Education Department so that they can perform their task with maximum efficiency.

### **1.6.3 Secondary school**

A secondary school serves learners aged 11 to 18 years. The secondary school is divided in a junior secondary phase (ages 15 to 17) and the senior secondary phase (ages 18 to 19). Learners are taught by educators with a Secondary Teacher's Diploma (STD) or relevant university degree.

### **1.6.4 Educators**

Section 2 of the South African Schools Act (Act 84 of 1996) provides that "an educator shall be any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides a professional educational service at a school" (Department of Education 1996).

### **1.6.5 Rural areas**

These are areas connected with the countryside, not the city.

## **1.7 OUTLINE OF THE STUDY**

Chapter 1 provides the introduction to the study, the problem formulation and aims of the study. It outlines the research design and methodology used and clarifies certain concepts that are used in this study.

Chapter 2 reviews relevant literature and builds a conceptual framework for an understanding of the management of INSET for secondary school educators in rural areas.

Chapter 3 contains a brief description of the research design and methodology.

Chapter 4 contains the presentation of the collected data, analysis and interpretation of the data.

Chapter 5 provides a summary of the research, the main conclusions, and the recommendations.

## **1.8 SUMMARY**

Concerns were raised in chapter one regarding the implementation of INSET in South African schools, with specific reference to the management of INSET for secondary school educators in rural areas. The research design and methodology that was employed in the study, its aims and objectives, sampling issues and outline of the study were identified. The next chapter is a review of relevant literature in which a conceptual framework is created for an understanding of INSET management for secondary school educators in rural areas.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

In chapter one, a brief reflection of the problem, aims of the study and method of study were given. Launching into in-service work on some aspect of the curriculum without a definite idea about what needs improvement could result in a great deal of wasted time. Effort might be spent on aspects which are working satisfactorily while real problems could be overlooked. The more clearly educators can specify what they would like to improve and what the problems are, the more useful the in-service activity is likely to be. Those who manage INSET should have a thorough grounding and working knowledge of the fields. Such knowledge will enable the providers of INSET to ensure that both the needs of the education system as well as the needs of the individual educator are served.

#### 2.2 INSET

Van Schoor and Van Niekerk (1995:3) maintain that INSET can be seen as loosely interchangeable with staff development and professional development.

##### 2.2.1 INSET and related terms

A wide range of terms are used to refer to in-service education and training. According to Pather (1995:19) a review of the literature reveals that terms such as *in-service education* and *training*, *in-service training*, *in-service education*, *professional development*, *personnel development* and *teacher developments* are often used interchangeably for all the activities that contribute to the continuing education programmes of professionalism in the field of education.

##### 2.2.2 Differences in the interpretation of INSET

Even though briefly discussed in Chapter one, the concept of INSET needs to be looked into. Millineux (1996:5) states that INSET needs to be both effective and efficient to ensure effective education in effective schools by competent education professionals.

Ravhudzulo (2001:39) maintains that it is essential to establish a clearly conceptualised 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. A cardinal definition of INSET is provided by Ravhudzulo (1997:16): “INSET will be regarded as the function of all structures that have been established within different educational systems to constantly address the changing professional and personal needs of in-service teachers with the view to improve their effectiveness and therefore to quality of learning pupils.” This definition was proposed in order to indicate that INSET should involve various structures to delve into the changing professional and personal needs of educators with the view to improve their effectiveness and the quality of learners. According to Ravhudzulo (1997:26) INSET includes activities that intend to develop the personal education of the working educators and the general understanding of the role which they and the school are expected to play in their changing societies.

Le Roux and Loubser (2000:99) see INSET as something that should not be viewed as an isolated or chance event in an educators` career, but as an on-going and continuous occurrence essential for educational and professional efficiency. What they are trying to stress is that INSET should be viewed as a lifelong process and not as something that can take place irregularly. According to Gouden and Mkhize (1990:3), INSET must not be seen narrowly as a variety of courses and activities in which a serving educator may participate for the purpose of extending his professional and academic knowledge, skills and interests. INSET is helpful to educators since they learn a variety of skills. Their professional and academic knowledge improve tremendously because of attending different courses and activities that enhance their understanding.

Perry (in Hopkins 1996:5) defines INSET in the following manner: “School focused training is all the strategies employed by trainers and educators in partnership to direct training programmes in such a way as to meet the identified need of the school, and to raise the standard of teaching and learning in the classroom.”

Henderson (1978:12) sees INSET as structured activities designed, exclusively or primarily, to improve professional performance. Morant (1981:1) astutely points to the dilemma of the definitions concerning INSET by the remark that it “...is probably easier to say when in-service education should occur than to give an immediate definition.” According to Henderson (1978:18), in-service training stems from the teachers’ own self-motivation to improve their

effectiveness and to increase their capacity to develop maximum potentialities of the learners they teach.

Morant (1981:10-15) tends to subscribe to the viewpoint, held by Henderson (1978:18-17) as he believes that INSET supports and assists the professional development or growth that educators ought to experience through their working lives from initial entry into the profession until retirement. Verlagsgesellschaft (1983:11) like Henderson sees in-service education and training as all measures enabling teachers to carry out their job in school and contributing to their professional development.

INSET itself may be described very pragmatically and typically as any activity, usually deliberate and formalised, whereby teachers working beyond pre-service years may upgrade their professional understanding, skills and attitude to broaden their perspectives (Diamond 1991:46).

Bolam (1980:86), who headed the Centre for Educational Research and Innovation (CERI) in England and Wales, defines INSET as “those education and training activities engaged in by teachers, after their initial certification.” He expands the definition by stating that it also includes induction, short courses, school based training and university award-bearing activities. Two years later, Bolam (1982:3) came with another definition which stated that “...those education and training activities engaged in by primary and secondary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.”

Thompson (1981:4-5) defines INSET by saying more broadly that INSET is the whole range of activities by which serving teachers and other categories of educationalists within formal school systems, 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 or she serves. Adams (1975:37) defines the term in-service training to mean the development of the individual which arises from the whole range of events and activities by which serving teachers or educators can extend their personal academic or practical education, their professional competence and their understanding of educational principles and method.

Lake (1990:7) defines in-service training as the kind of further education a person receives whilst in the service of an employer. In this instance it concerns teachers at present in the employment of an education department who are in need of professional development in order to improve their teaching performance and consequent competence in the classroom. INSET is thus a broad concept of which training is a necessary part and which concerns the continuous development of knowledge, skills and approaches necessary for professional effectiveness. Cane (1969:x) defines in-service training as all those courses in which a serving teacher may participate for the purpose of extending his professional knowledge, interests or skill. Preparation for a degree, diploma or other qualification subsequent to initial training is included in this definition.

In-service training, may, therefore, in the most general sense, be taken to include development of educators from the day they take up his first appointment to the day they retire which contributes, directly or indirectly, to the way in which they execute their professional duties (Henderson 1978:11).

The White Paper on Education and Training (Department of Education 1995:15) views INSET of educators as all education and training which is received by teachers and other related personnel, after joining an educational institution. The further training enhances educators' knowledge and understanding of their own and allied discipline enables them to play various roles effectively and meets their changing needs and aspirations and the demands of the system. Moreover, the White Paper on Education and Training (Department of Education 1995:15) sees the main purpose of INSET as to promote the continuous growth of educators. Therefore, INSET aimed at the elimination of inadequate training offered during preservice training, thus improving the performance of educators. Improvements can only occur if educators can change and this presupposes change in educator education. However, INSET aims at upgrading in-service educators professionally and through regular courses at in-service training centres. The competence of serving educators is renewed, permitting them to keep up with the development of the profession and changing needs of learners (Ravhudzulo 1997:27).

Redknap (1977:25) is of an opinion that in-service training would seem to produce a more skilled employee who is a classroom practitioner, whilst in-service education should contribute towards the development of a professional who is capable of initiating further learning experiences for himself and for others.

Gardner (1979:35) asserts in-service training as not merely a stop-gap means of upgrading untrained and unqualified teachers but rather a continuing means of strengthening and renewing the education system through the development of teachers' competence and sense of professional commitment. He envisaged three types of in-service courses:

- Upgrading courses that bring educators from one qualification level to another and lays the basis for career patterns. These courses are intended to improve professional competence and status.
- Specialist courses concentrating on one subject or area of competence.
- Refresher courses which introduce teachers to new curricula and techniques.

According to Millineux (1996:6), teacher in-service training empowers the educator through all the career stages to develop to the most effective level of performance and to adapt to an ever-changing educational environment. Because of the dynamic nature of education as a science, this training process must be continuous, forming an integral part of work life.

In-service education as defined by the United States Department of Health, Education and Welfare (1965), "stresses the importance of the education authorities or education system in the presentation of in-service programmes". They describe in-service training as a programme of systematised activities promoted or directed by the school system, or approved by the school system that contributes to the professional or occupational growth and competence of staff members during the time of their services to the school system (in Henderson 1978:11).

Researchers in the field also use another popular term called "professional development". Cawood and Gibbon (1981:17) define professional development as all attempts made by educational leaders to enhance personal and professional growth of the staff. They refer to development as an "experiential involvement by an educator in a process of growing up - a continuous and never-ending developmental activity". Hoyle (1981:42) defines professional development as the process by which teachers acquire the knowledge and skills essential to good professional practice at each stage of a teaching career.

According to Taylor (1980:380), professional development is all the means available for the teacher to become a better educated person, to develop judgements and skills, and to keep in

touch with ideas and innovations in his or her own cognate fields through active participation in the planning and design of what is offered.

Professional development implies the involvement of the whole staff in the operation and management of the school. It also implies that much of the work of staff development must be directed towards the improvement of the school as well as the professional advancement of individuals. Thus, it can be argued that professional development should embrace personal development (individualised learning) and staff development (the collegiality of group learning/co-learning) the professional development of teachers should then, in any ideal world, be regarded as: “deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities for the harmonious satisfaction of needs” (Bell & Day 1991:4).

Like in the case of professional development, staff development or personnel development is also used drastically by writers. According to Dale (1982:31) staff development is the totality of educational and personal experiences that contribute toward an individual’s being more competent and satisfied in an assigned professional role. He regards in-service education and training as one of numerous functions of staff development. Howey (1985:59) defines staff development as activities followed by teachers, either individually or in groups, to enlarge their capacity as professionals after they have qualified and started professional practice. Gough (1985:35) acknowledges that staff development, INSET, in-service training and in-service education are used synonymously and, where terms are completely interchangeable, there is little point in having different ones. He regards staff development central to teachers’ continuing education needs. Dillon-Peterson (1981:3) states it clearly: “Staff development is a process designed to foster personal and professional growth for individual within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students and continuous, responsible self-renewal for educators and schools.”

In the ultimate analysis, staff development comprises a whole basket of activities. Bradley (1987:192) presents a summary of these which go beyond providing courses for INSET:

- ‘the educator’s improved performance in the present job-developing new ideas, solving problems, overcoming difficulties, thus ensuring continued job satisfaction;
- the enhancement of the teacher’s prospects of career development-preparation for the perceived next stage;
- the teacher being able to help the school strengthen its present performance in a situation where the school, but not the teacher, is perceived to be deficient;
- the school being able to prepare itself to meet future demands on it.’

In the final analysis, it must be taken into consideration while definitions of INSET may vary; INSET itself remains a pivotal element. It provides for the individual needs and aspirations of educators. It contributes immensely towards maintaining an effective and vibrant corps of educators and concurrently/simultaneously improves the quality of education.

### **2.3 INSET: AN INTERNATIONAL PERSPECTIVE**

Globally educator training is regarded as all those courses in which a serving educator may participate for the purpose of enlarging his/her knowledge. The results of training are more readily usable in bringing about practical improvement (Pather 1995:21). Hofmeyr (1991:39) elaborates that some reasons for training educators in developing and developed countries are based on upgrading the qualifications of serving educators who are under-qualified; preparing teachers to cope with new and changing curricula; retraining teachers for new roles; and boosting the morale of educators. However, the quality of teacher training may differ in different parts of the world. In most developing countries there is not a firm foundation of preservice on which to build INSET; nor is there the necessary supportive infrastructure for effective INSET. The problem is more severe in developing countries than in developed countries, where skill, finance and material resources are scarcer. Thus, the challenge for effective INSET in the developing world usually is to provide more and better INSET with fewer resources (Hofmeyr 1991:39).

The nature of the political, economic, social and education systems in each country vitally affects the way in which INSET is planned and provided.

### **2.3.1 Developing countries**

Developing countries share the problem of unqualified and under-qualified educators. However, developing countries have more or less the same aim of empowering their educators by introducing educators' in-service training programmes (Ravhudzulo 1997:27).

In advocating the use of in-service training of educators' qualifications in developing countries, Vaizey (1975:18) says the following: "It is a process of in-service training, the upgrading of educators, which is perhaps the most challenging in the whole developing world, and it is very difficult to see how the upgrading of teachers, their adequate payment and the organization of the education system in relation to local needs can be achieved without a mass administrative effort requiring a great deal of social discipline."

According to Bagwandeem (1993:12-13), the demand or need for improved INSET has existed for many years. INSET is regarded as a refresher course which introduces an educator to new curricula and techniques.

#### **2.3.1.1 Kenya**

Kenya as one of the developing countries was a former British colony. On 12 December, 1963 it became independent of Britain with Jomo Kenyatta as the first president. After independence, Kenya inherited an education system with an under-developed teaching profession. It was lacking in both quality and quantity. Generally, there were few teachers and the majority of them were untrained. The then training colleges enrolled a small number of students and the majority of these had very low academic qualifications (Eshiwani 1993:196).

Otiende, Wamahiu and Karugu (1992:152) are of the opinion that, in terms of educational development in Kenya, the uncertain state of the economy and the high population growth rate have obvious implications. The poor performance of the economic sector in the past imposed severe constraints on resources for educational growth, constraints that are likely to worsen in the foreseeable future rather than improve. Both the quantitative and qualitative development of Kenyan education facilities continue to be affected by economic considerations as the demand for formal education persists in exceeding available resources. It is not possible for the government to provide education facilities to match the rapid rise in population. Currently, about



thirty percent of primary and forty percent of secondary school teachers are still untrained (Otiende *et al* 1992:152).

Eshiwani (1993:197) indicated that after independence the government was committed to the development of education in the country. Otiende *et al* (1992:155) showed that after independence, this yearning for academic education by the African masses was reinforced. Eshiwani (1993:197) added that with the increase in enrolment both in primary and secondary schools, the government had to embark on training programmes for educators to make the education system function. Considerable funds were consequently invested in education by the government, which also had to consolidate several existing training centres. Education at the workplace was given to teachers to help them acclimatise themselves to rapid technological and social changes (Mungai 2002:27).

Although there was a general lack of qualified educators at independence, the lack of secondary school educators was more critical in the inherited education system. There were very few educators trained from the university, college, and even then the majority of them were at diploma level. Therefore, the government has to rely heavily on expatriates through the Teachers for East Africa (TEA) and the American Peace Corps programmes. Indeed, the supply did not meet the demand in secondary education. At the same time, the government wanted its own manpower to man the schooling (Eshiwani 1993:200).

The Ministry of Education, Science and Technology has adopted a Sector Wide Approach to programme Planning (SWAP). A SWAP is a process of engaging all stakeholders in order to attain national ownership, alignment of objectives, harmonization of procedures, approaches and a coherent financing arrangement. Through the SWAP process, the government and development partners have developed the Kenya Education Sector Support Programme (KESSP). KESSP comprises 23 investment programmes focusing on the sector as a whole. The KESSP fits within the broader framework of national policy framework as set out in the Economic Recovery Strategy (ERS) and the session Paper No.1 of 2005 on a Policy Framework for Education, Training and Research. The implementation of the education sector support programme is designed to be in line with the Medium Term Expenditure Framework (MTEF) and annual budget cycle (Kenya Education Sector Support Programme 2005-2010).

According to the Kenya Education Sector Support Programme 2005-2010 (2005:ii), KESSP is based on the rationale of the overall policy goal of achieving Education for All (EFA) and the government's commitment to the attainment of Millennium Development Goals (MDG). Their vision is guided by the understanding that quality education and training contribute significantly to economic growth and expansion of employment opportunities. The government's plan as articulated in the Economic Recovery Strategy (ERS) provides the rationale for major reforms in the current education system in order to enable all Kenyans to have access to quality life-long education and training.

According to Eshiwani (1993:105) the Ministry of Education has articulated several criteria that define efficient schools in Kenya of which well-qualified staff is one. To ensure that this particular criteria is met the inspectorate organises in-service courses and seminars for teachers to keep them up to date with new knowledge and teaching methods (Eshiwani 1993:117). However, Bagwandeem (1993:63) cautions that in developing countries most in-service courses are 'crash' programmes designed primarily to satisfy the needs of under-qualified or untrained teachers in order to upgrade subject matter and pedagogy.

### **2.3.2 Developed countries**

In developed countries the conception of INSET is dominated, inter alia, by factors such as social and economic change, limitations of pre-service education and the need for life-long education for self-renewal and improved school performance (Bagwandeem 1993:15). In developed countries, training is also required in order for the educators to perform work more correctly, effectively and efficiently. Educators are at the heart of the educational process. The meaning of educators' development is situated in their personal and professional lives and in the policy and school settings in which they work. The nature of educating is so demanding that educators are engaged in continuing career long professional development.

Bagwandeem (1993:13) emphasises that resources should be made available in schools. Hofmeyr (1991:2) adds that: "...the larger scale and centralized curriculum development projects of the sixties and early seventies were generally ineffective at improving classroom practice and the once plentiful funds for educational innovation were diminishing." Consequently INSET was seen as a means to resolve such problems. Moreover, educator mobility has been reduced.

Therefore, in some developed countries, such as Britain, teachers are more stable in their positions and are demanding a greater professionalisation and development for themselves.

Bagwandeem (1993:14) is of the opinion that teachers need to adapt to impose changes necessitated by national policy and which may not be directly educational. In Britain, for example, rising the school-leaving age to sixteen necessitated the re-education of teachers on a large scale. Moreover, teachers should become involved on their own volition in the continuous process of curriculum renewal. Here a teacher should be motivated to improve his effectiveness as a professional, and to extend his capacity to maximise his learner's potential. Another facet is the acquisition of academic or professional qualifications. Refreshment, professional growth, adaptation and the improvement of one's status also constitute important elements in the rationale for INSET in most developed countries.

### **2.3.2.1 Britain**

According to Bathmaker (2000:1) the British government has established the National Training Organisation (NTO) to set standards for different occupations. The Department of Education in Britain is responsible for determining policy and exercising control over teacher training. Educators in public schools are to be well qualified with the ultimate aim of achieving a wholly graduate profession. One of the National Training Organisations is the Further Education National Training Organisation (FENTO) which has developed a set of standards for educators in the process of producing educators for teachers in the post school further education system. They are also in the process of producing standards for managers in this part of the United Kingdom (UK) education service.

The National Standards for Training and Supporting Learning in Further Education in Britain are intended to contribute to the training and development of educators in Further Education. During 1997 to 1998, following work on mapping the whole further education sector, the Further Education Staff Development Forum developed the National Standards for Educating and Supporting Learning in Further Education, which aim to cover what is expected of a teacher in further education in England. The development process involved widespread consultation with staff from further education institutions intended consumers of the standards, but rather less with higher education, one of the possible providers of development and training (Bathmaker 2000:14).

According to Vos (1997:44) in-service training in Britain enables educators to prepare for new responsibilities or to keep abreast with new developments in their subjects, in educating techniques or in patterns of school organisation. Most educator training institutions provide further training for serving teachers and provision is also made by local authorities through teachers' centres and their advisory services and by subject and educator associations.

Vos (1997:148-149) indicated that many practising teachers had completed their initial training before the B.Ed degree was established. In order to upgrade such teachers, arrangements were made for them to take the degree later in their careers. In-service courses were introduced for this purpose. A number of teacher training institutions also offer part-time B.Ed courses.

Dunford (1990:1-2) states that extensive support is provided for in-service training for teachers from central government. In-service are determined by schools which contract appropriate providers-local education authorities, higher education and private consultants. It is also possible to become a qualified educator through in-service training.

Day (1999:2) lays down ten principles about the INSET in Britain as follows:

- Educators are the school's greatest assets
- One of the main tasks of all teachers is to inculcate in their students a disposition towards life-long learning
- Continuing, career-long professional development is necessary for all educators in order to keep pace with change and to review and renew their own knowledge, skills and visions for good teaching.
- Educators learn naturally over the course of a career.
- Educators' thinking and action will be the result of an interplay between their life histories, their current phase of development, classroom and school setting, and the broader social and political contexts in which they work.
- Classrooms are peopled by students of different motivations and dispositions of learning, of different abilities and from different background.
- The way the curriculum is understood is linked to educators' constructions of their personal and professional identities.
- Teachers cannot be developed passively, but actively.
- Successful school development is dependant upon successful teacher development.

- Planning and supporting career-long development is the joint responsibility of educators, school and government.

He wanted to indicate that professional development is a serious business, central to maintaining and enhancing the quality of teachers and the leadership roles of principals.

INSET efforts have been made to ensure that all teachers undertake regular in-service training so that they remain up to date with curriculum content knowledge continue to develop their classroom organization and teaching and assessment strategies, and, where appropriate, their leadership roles. All schools find themselves in a management climate that enlarges them to be more independent, more self-governing and increasingly entrepreneurial in seeking the best services and resources to enrich the education they offer their children (Day 1999:4).

Everything is rested on the shoulders of the school. In other words the school itself should be able to deliver a particular activity better (Day 1999:48) According to Bines and Welton (1995:70), the School-Centred Initial Teacher Training (SCITT) scheme gives schools an opportunity to design, organize and provide school-centred initial teacher training courses for graduates which lead to Qualified Teacher Status. The Teacher training Agency (TTA) was responsible with the training of educators and regards teaching as the most rewarding professions. It offers constant intellectual challenge and stimulation, good career prospects and, above all, the opportunity to make a difference. Training takes place almost entirely within schools. Schools, or a consortium which may include several schools, local education authorities (LEAs) and Higher Education Institutions (HEIs), design the training programme lasting for a year, most lead to a Postgraduate Certificate in Education (PGCE) accredited by a HEI (Teacher Training Agency 2005:1).

According to British Council of Learning (2005:1) extensive support is provided for INSET for teachers from central government. INSETs are determined by schools which contract appropriate providers-local education authorities, higher education and private consultants. In England, the Office for Standards in Education (OFSTED) inspects the provision of both primary and secondary ITT courses. The assessment of quality and standards in ITT against a framework agreed between OFSTED and the TTA.

### **2.3.3 Conclusion**

In developing and a developed country numerous INSETs are required and should take the needs of the schools into consideration. Developing countries offer INSET programmes that will remedy poor initial training rather than familiarise teachers with new trends of knowledge, skills and teaching. In developed countries, where good initial training is provided, in-service training programmes are offered. They are, however, intended to keep teachers informed of the latest developments in teaching. INSET makes educators more effective in the classroom. For educators to become more autonomous, flexible, creative and responsible agents of changes in response to the challenges of the day, they must be empowered through INSET. Currently in both developed and developing countries the all-encompassing phrase, in-service education and training, is now commonly used. INSET in most countries is predicated on the need to provide effective and cost-effective programmes that will ensure the continuing education of teachers under-qualified, unqualified or qualified.

## **2.4 INSET IN SOUTH AFRICA**

### **2.4.1 Introduction**

The emergence of the new democratic South Africa has made the challenge of reconstructing South African education urgent. Educator 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 (Ravhudzulo 1997: 50).

As noted by Geduld (2001:1), the old South African education system had not served the country well and was out of step with world trends. The new educational dispensation consists of a Department of Education. The nationalisation of the civil service drained the teaching core of thousands of valuable experienced teachers (Zinn 2000:1). The Education Department furthermore adopted a new educational approach titled Curriculum 2005 based to a large degree on a concept of transformational outcomes-based education. The Department of Education (1997:21) notes that Curriculum 2005 and outcomes-based education include two major justifications, namely the need for a more relevant and effective education system and the need to equalise educational opportunities.

Geduld (2001:1) argues that Curriculum 2005 requires a paradigm shift for teachers regarding their roles as educators, more specifically as regards assessment methods, methods of teaching, classroom management and learning content. The new curriculum seeks to align what happens in schools with both the demands of the global workplace, and the social and political aspirations of the new South Africa. As part of support for the implementation of the new school curriculum, the Department of Education has been compelled to provide teachers with in-service training.

#### **2.4.2 National training**

Reform strategies undertaken by the Department of Education clearly point to the need to focus attention on determining ways to improve teaching performance (Bagwandeem 1993:58). In terms of the Constitution of the Republic of South Africa, 1996, (Act 108 of 1996), the Department of Education is responsible for matters that cannot be regulated effectively by provincial legislation, and also for matters that need to be coordinated in terms of norms and standards at a national level. It has to prepare government policy on education and training for the country as a whole. The vision of the Department of Education, in South Africa, is that its entire people have equal access to lifelong education and training opportunities, which will contribute towards improving their quality of life and building a peaceful, prosperous and democratic society. The mission is to ensure that all South Africans receive lifelong education and training of high quality.

Thus, a massive teacher development programme is necessary and as well as rewards for productivity and quality. Since a national conference on educator development was held in August 1995, most provinces have established planning committees and task teams representative of teachers and teachers' organizations, non-governmental organizations (NGOs) working in the field of teacher development and support, individuals with expertise in this field and universities. The goal of these efforts is to improve the quality of teachers, teaching and the education system as a whole. Hofmeyr in (Chisholm, Motala & Vally 1993-2000:250) of the National Business Initiative (NBI) rightly claims that, "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". The Revised National Curriculum Statement (RNCS) aims at the development of a high level of knowledge and skills for all (Education Labour Relations Council 2003: H-47).

Hofmeyr (1994:37) asserts that professional development of teachers is one of the most vital components of educational reform because teachers are the most critical and expensive education resource, and the major implementers of this new Curriculum 2005. Therefore, INSET is important to reorientate teachers to new goals and values, to prepare teachers to adequately cope with curriculum change, to train them in new teaching/learning methods, and provide them with the necessary knowledge and skills of teaching new learning areas. However, the challenge is to provide effective practice-related in-service training that meets the requirement of the new curriculum and results in improved teaching and learning in the classroom. According to a policy framework for education and training of the ANC (1994:54), effective in-service training is required and is of prime importance to arm educators to adequately move with this new situation in which they find themselves, and even with different roles.

Millieux (1996:6) points out that for training to succeed for staff, they must perceive it to be relevant to their work situation and to be an enjoyable experience. In the White Paper on Education and Training (Department of Education and Training 1995), the central problem facing education and training in South Africa, was highlighted, namely that South Africa has never had a truly natural system of education and training. Because education and training are central activities of our society and are of vital interest to every family and to the health and prosperity of our national economy, the government is committed, as a matter of national importance, to changing education and training in South Africa (Bengu 1997:1). Bengu (1997:1) stressed that the government was committed to the ideals set out in the White Paper, namely that successful modern economies and societies require citizens with a strong foundation of general education, the desire and ability to continue to learn to adapt to, and develop new knowledge, skills and technologies. The most crucial and strategic intervention to transform the education and training system would be through the notion of lifelong learning development, which provides an increasing range of learning possibilities.

The Department on Education has to make sure that the qualifications of under-qualified or unqualified teachers are upgraded. The South African Council of Educators (SACE) is working with the Education Labour Relations Council (ELRC) and the National Department of Educators to upgrade teacher qualifications. Every teacher must have at least a three-year qualification (Cape Gateway 2004:1). The South African Council for Educators Act provides for the establishment of the Council to undertake the registration of educators, promote the professional development of educators and set, maintain and protect ethical and professional standard for



educators (South African Council for Education Act 2000). Moreover, the Education Management Development (EMD) programme of national development includes the creation of an inter-provincial EMD network, exercising influence on service providers to offer appropriate staff development programmes of high quality, and directly commissioning bulk training materials for use in school leadership capacity building programmes (Bengu 1999).

More recently, Naledi Pandor, Minister of Education, (2004) made a strong and direct appeal to the people of South Africa by saying: “Let us share a passion for quality education for all. We need to intervene much earlier and to ensure adequate development opportunities for educators, so that they have the requisite teaching skills.” Furthermore, the address by Pandor at National African Teacher Union (NATU) 86<sup>th</sup> annual conference at Empangeni on the 6<sup>th</sup> July 2004 stated: “One way of re-establishing the former pride of the profession is through the development of quality standards, and then holding people accountable to these. Our public servants are held to performance agreements, and we should expect the same of our teachers. Our people deserve no less. And that is why the Integrated Quality Management System (IQMS) is so important for improving the quality of teaching and education, but also for asserting the public status and image of the teaching profession.”

Pandor (2005) said that the main goal of the project is to improve the quality of education in South Africa by strengthening educator professional development and support. The project has supported the Department of Education’s co-ordination of in-service training policies and procedures. It has also strengthened the capacity of provincial departments of Education in Gauteng, Mpumalanga and Free State, and the specific districts within these provinces to plan, implement, and manage high standard in-service programming to encourage all provinces to follow. According to Pandor (2005) a partnership with Canada has sharpened their understanding of educator training. It has reinforced their commitments to their continuing professional development. It has confirmed that educators are the heart of their education system and their key agents of change and transformation. Government is in the process of finalising a coherent national educator education and development strategy in the form of a national framework for teacher education, accompanied by a realistic implementation and communication plan. The strategy will ensure that teacher training is comprehensive, transformed and sustainable. It will, amongst, others ensure support to educators in their professional practice.

According to Bagwandeem (1993:100) government department have to fulfil their mission and obligation as providers of INSET. The education department maintain the role of a primary *support mechanism* for INSET. Through their leadership, consultative and regulatory functions they facilitate the establishment of INSET programmes that are systematically designed by the Department of Education to improve the quality of services available to the teachers.

According to ANC policy (1994:52), the Ministry of Education and Training, in association with National Council of Teacher Education (NCTE) has responsibility for offering developmental assistance to institutions and other organizations offering INSET. This assistance should encompass curriculum development and assessment procedures, INSET for staff, and other appropriate measures to upgrade the status and capacity of existing teacher education institution. A completely new approach is needed to in-service education or teacher development which is linked to the concept of whole-school review, to career paths and to the continuous challenges of educational transformation and not necessarily to pay-scale increases. Recognition mechanisms might include one-off payment and recognition for promotion. INSET will need to be provided in a carefully targeted way for under-qualified and inappropriately qualified teachers and teacher educators. Sound management of INSET programmes should ensure that the normal running of schools is not unduly affected. According to the IFP Executive Policy Summaries-Education (2000:1) the IFP also strongly advocates the policy of a *well structured* in-service training programme for most practising teachers. These approaches will compensate for low levels of expertise at the operational level of many educators. In order to improve teacher participation rates in in-service training programmes, a system of incentives should be explored and implemented. Consideration could be given to the award of certificates of attendance which would count in the teacher's favour in merit assessment.

### **2.4.3 Provincial training**

South Africa has a single national education system which is organised and managed largely on the basis of nine provincial subsystems. The Constitution of the Republic of South Africa, 1996, (Act 108 of 1996) has rested substantial powers in the provincial legislatures and governments to run educational affairs (other than universities) subject to a national policy framework.

Relations with provincial departments of education are guided by national policy, with which the provincial departments have to set their own priorities and implementation programmes. The

Department's role is to promote the translation of the education and training policies of the Government and the provisions of the constitution into a national framework. The National Council of Teacher Education (NCTE) should liaise closely with provincial councils of teacher education, which have the key responsibilities for planning teacher preparation and development within their provinces (ANC 1994:51). The Department of Education provides active assistance to provincial departments in strengthening their administrative and professional capacity.

Detailed mention of INSET will only be made in the Western Cape Education Department (WCED), Kwazulu-Natal, Gauteng and Limpopo Province.

*The Western Cape Education Department (WCED)* offers in-service training through: The Cape Teaching Institute, Training for specific projects, conducted by head office and district office personnel. Advanced Certificate in Education (ACE) courses are available for teachers of Grade 12 biology, English, mathematics and physical science. The training focuses on upgrading the subject knowledge and teaching skills of educators (Cape Gateway 2004:1). The Minister of Education, Western Cape, Gaum (2003) stated out that he has identified training as a crucial success factor that will receive special attention as the seek to improve the quality of education in the province. Changes in policy on curriculum and learner assessment mean that teachers and school managers need ongoing training and development. WCED has started a new Institute for In-service Teacher Development at the Western Cape College of Education to offer appropriate programmes for teachers in the Western Cape.

In *Kwazulu-Natal* an INSET forum, a joint venture by the provincial Department of Education and Culture and NGO INSET providers, was established. The forum has met regularly since June 1995 and has come up with comprehensive INSET policy recommendations for the province. The forum suggested that the province:

- Establish an educator education institute, which will be open for everyone interested in the provision of educator education. This institute would be a vehicle whereby all role players could readily and consistently initiate and monitor INSET tasks in the province.
- Establish a statutory provincial council for teacher education.
- Establish regional teacher education committees.
- Establish clear and uniform processes for the financial planning and implementation of INSET.

- Establish a comprehensive provincial database which would be regularly update and made available to all teacher education role players.

The Inkatha freedom Party (IFP) believes that one of the most important tasks in education is to improve the quality of teaching. Not only must the qualifications of under-qualified teachers be improved, but high levels of educator performance and dedication should also be demanded. Excellence in the teaching profession needs to be encouraged by rewarding educators who improve their qualifications. In particular, the quality of school principals is one of the most significant elements in an educational system which achieves excellence. School principals have to master a much wider range of skills than educators, since they have major managerial and leadership responsibilities. Hence a special college dedicated to the training of principals would be established, functioning to provide both full-time and part-time training of educators wishing to acquire the more diverse administration, co-ordination, planning, community interaction, negotiation and fund-raising skills required of an effective school principal. Such training would be a strong recommendation in the promotion of educators to the ranks of principals (IFP Executive Policy Summaries-Education 2000:1).

According to Chisholm *et al* (1993-2000:250), provinces have undertaken their own initiatives. In *Gauteng*, for example, people from various organisations, teacher unions, and universities were nominated to serve on a planning committee to focus on the professional development of teachers. The Member of Executive Council (MEC) for education in the province emphasised that Gauteng has already got enough teacher development and support research, and documents such as the National Teacher Audit Report (NTAR), the National Conference on Teacher Development Report (NCTDR), and INSET: Policy Dynamics in South Africa (PDSA) which should enable the committee to carry the process forward. Consequently, the committee's brief should not be to re-invent the wheel but to go beyond a conceptualizing plan and actually facilitate, in conjunction with the Gauteng Department of Education, its implementation.

In the *Limpopo Province*, the Lebowa In-service Training College (LITC) has been working closely with NGOs from Gauteng, Western Cape and Kwazulu-Natal to assist in its teacher development activities. The province draws most of its teacher-education resources from other provinces, because of the meagre presence of NGOs in the province itself. In addition, research done by the Human Sciences Research Council (HSRC) for the province suggested the province

turn one of its colleges near Polokwane into a huge resource centre for teachers and students (Chisholm *et al* 1993-2000:250).

Improvement in teacher quality is sought in the development of initial teacher education, further education and in-service education of teachers (INSET). This reflects a need for special INSET and upgrading programmes leading to professional development of teachers in the Limpopo province. Teacher quality is related to teacher effectiveness. Professional development addresses issues of competence that are measured by an educator's mastery of an academic subject; and that educator's understanding of learners (Mutshekwane 2004:1).

#### **2.4.4 Local government training**

According to Davies (1999:11) in some countries (e.g. United States of America) local or municipal government has a major responsibility for education within the boundaries of the municipal authority.

In South Africa, local government has no direct responsibility for the provision of schooling within its area. The interested parties are the national authorities, the provincial authorities and the structures responsible for the governance of the school internally. The municipal government has been to all intents and purposes excluded (Davies 1999:12). Because the local government is not given any power to make any plan regarding to education, no in-service training for educators can be conducted by the municipality within the schools.

#### **2.4.5 Training offered by District Offices**

Davies (1999:51) maintains that the principal as manager of a school should be supported and guided by departmental officials in regard to matters such as the interpretation, implementation and execution of departmental instructions.

Most district offices in the provinces employ field officers who have a variety of titles and functions, and who enter schools with a view to providing management support. Of these, the District Manager has a responsibility for the overall levels of education administration within the schools in his/her district (Davies 1999:51).

Teams comprising expertise in general school management, leadership, governance, curriculum, staff development, and financial planning are constituted in the districts. They are responsible for monitoring and supporting schools on an on-going basis for purposes of continuous quality improvement. They are also to co-ordinate staff development activities that respond to individual need and the needs of local and national policies and initiatives (Department of Education 2000:19).

In this regard, the Education Department requires certain information from the principal as well as certain levels of professional conduct and skills. Provision must also be made for measures to ensure that the necessary personal and professional development take place.

#### **2.4.6 School-focused in-service training**

The authority for the professional management issues of the schools are vested with the principal of the school, supported by the professional staff. The principal may delegate to an appointee or nominee from the staff, certain functions including quality management matters whenever need arises. The principal or head of an institution is entrusted with the task of planning INSET in full consultation with all staff members. Such a plan reflects institutional goals and national priorities and developments. Covering the same time-scale each institution has to draw up a staff development plan to identify the staffing expertise that will be required to deliver the institutional development plan. Such a plan is expected to identify the individual, departmental and institutional needs and relevant INSET strategies (Hodge & Martin 1984:193). If the principal lacks interest in the development of staff, there is almost no chance that teachers/educators would be motivated to undertake their own development. One such management matter, according to Nixon (1989:1) is in-service education and if done by the school itself can be labelled as a school-focused on in-service and training.

Howey (1985:58) believes that school-focused in-service education can incorporate both on and off site activities and be facilitated both by outside agencies and by the school itself. What is important in any definition of school-focused education is the emphasis it places on the deliberate intention to become trained or to train, and also some standing back from and analysis of the teaching task. Even though the educators' development is sometimes taken to be the responsibility of the departments of education, the school should play an immense part in its implementation. The principal, however, should be taken as one of the key people in personnel

development. According to Hodge and Martin (1984:193) “personnel development really needs to come from within the schools”. Personnel development at school level can ensure the development of individual teachers, the broadening of their outlook, the heightening of their professionalism and, last but not least, and the improvement of their effectiveness (Hodge & Martin 1984:193).

Teachers’ development programmes demand an intensive needs analysis so that areas for educators’ development can be selected and planned for. Educators’ participation in and involvement with their development where they help to determine their individual needs can enhance the success and effectiveness of the educators development programme Bagwandeem (1993:15). The researcher is of an opinion that principals cannot decide on their own about the content of teacher development programmes (Hodge & Martin 1984:194).

Educators must always be the key to quality in any education system as their professional attitudes and morale will determine their learner’s educational experience. In a climate of rapid educational change, requiring new knowledge and skills to implement centrally directed curriculum initiatives and education reforms, the importance of having a teaching force committed to personal and professional development has been inescapable. With the emphasis placed on raising standards and greater public accountability, the call for making in-service education for educators more effective has inevitably remained high on the agenda (Bradley, Conner & Southworth 1994:1).

#### **2.4.7 Educational legislation governing INSET**

The Department of Education (1994:39) notes that without the support of educators, fundamental policy changes can never be put into practice successfully. According to Phungwayo (2002:20), not only are educators responsible for the implementation of policies, they also have a crucial role to play in improving the quality of education and training.

The White Paper on Education and Training recognises that the reconstruction of education is one of the pillars of a national Human Resource Development strategy. It further states that, the successful transformation of the education and training system is ultimately dependant on the professional development and commitment of educators (Department of Education 1995:39).

Management of in-service upgrading of teachers can be noticed as a priority. The Department of Education (1999:37) noted that the highest priority at the moment is the in-service upgrading and re-skilling of educators. The National Education Policy Investigation (NEPI) (1993:236) endorsed the aforementioned view by stating that:

“A thorough going transformation of educator education for democratic ends will involve rethinking not only curriculum context, but also prevailing conceptions of knowledge and education which underpin the curriculum. Analysis of existing conditions and emerging alternatives suggested three main curriculum options for the educator, the first option prioritises INSET, on the assumption that new educators should be moved into the system as quickly as possible and the under qualified educators already in the system require urgent attention”.

As with virtually all levels and forms of education in South Africa, educator education has received the attention of policy-makers in recent years. The new policy on Teacher Education, Norms and Standards for Educators, was gazetted on 4 February 2000 and all new teacher education programmes now need to be designed in accordance with the regulations promulgated in this policy (Robinson 2003:19).

Chapman (1997) has pointed out that one main reason why innovations do not always succeed is that the organisational structure in the country (Department of Education) works against the easy adoption of innovative practices. Information tends to travel down steep hierarchies, but good ideas do not easily travel up or across the hierarchy. A relatively small number of individuals may occupy the top positions and interact with one another frequently, but their agreement with an innovation is no guarantee of its implementation lower down the system. In the same vein, Fullan (1993) argues that successful change depends mostly on a balance of pressure and support, on mixture of top-down and bottom-up strategies.

Dalin (1998:252) argued that, in order for centrally regulated reforms to succeed, pressure and support are of great importance. Furthermore, pressure without necessary support will hardly get the educators anywhere. The more the extensive the challenges, the more the support required. Staff development and training is critical to school improvement. A measure used by whole-school evaluation in judging a school's performance is the amount and quality of in-service training undertaken by staff and its impact on learning and standards of achievement (Department of Education 2000:12).



## **2.5 RURAL INSET PROGRAMME MANAGEMENT**

The ability to measure the results of professional development programmes and activities remains an elusive goal for most educators in rural settings. While learners in classrooms continue to face extensive assessment requirements related to the attainment of educational content outcomes, there has been little effort to assess the impact of professional growth designed to enhance the effectiveness of educational professionals who carry the major responsibility for the facilitation of learning outcomes for all learners. These issues sometimes become more difficult to address in rural schools if there are limited or no resources and support services.

Rude and Brewer (2003:1) argues that the ability to measure the results of professional development programmes and activities for professional educators in relation to improving student achievement is a challenging task for proponents of improved systems designed to enhance teaching and learning outcomes. This challenge is more daunting for teachers and school administrators in rural settings due to the critical shortages of qualified personnel to fill positions, and the sparse resources sometimes available to support professional development programmes and activities.

Rural schools have fewer resources and facilities. Their principals carry heavy teaching and administrative loads and so have little time to function as instructional leaders. Rural educators typically are overworked and consequently do not always welcome staff development, especially if it involves too much change or risk. Furthermore, they are more visible in the community and more vulnerable to community pressure (Hofmeyr 1991:43).

Hofmeyr (1991:43) again indicated that there are many obstacles to staff development in rural areas: Geographical and professional isolation, lack of funding, leadership, personnel and knowledge about staff development, and negative perceptions.

Better rural staff development will result when leadership is strengthened and lessons are learnt from successful rural programmes. Hofmeyr (1991:44) believes that successful rural implementation of change involves stakeholders in planning and delivery, establishes planning strategies early, and lines up assistance for all stages of change.

In the developing world context, Hawes (in Hofmeyr 1991:44) is similarly concerned about the needs and conditions of rural schools. He stresses the impoverishment of rural environments in terms of human and material resources, and the disadvantages rural teachers and children suffer because curricula are framed by and for people from more prosperous urban environment. Consequently, he suggests that educational policy should be framed with isolated rural schools in mind and that all schools should be supplied with an adequate minimum of learning materials, equipment and storage facilities.

Boschee (1996:14) stated that teaching is more intellectually challenging than is generally recognized and that, because the complexity of teaching in rural areas is underestimated, there is little assistance provided to teachers to help them observe, think through and deeply understand their own practice.

Lemmer and Webb (1996:483) took science and mathematics as problems in rural areas and indicated the problems as caused by:

- Lack of training in science and mathematics education.
- Insufficient apparatus and supporting materials.
- Problems associated with teaching science and mathematics in a second or third languages (e.g. conceptualization difficulties, terminology acquisition).
- Lack of support mechanisms, e.g. science and mathematics societies, groups, committees etc.
- Overcrowded classrooms.
- Lack of facilities in general, e.g. many schools do not have electricity and some farm schools do not even have access to water.
- Poor incentives for teachers who wish to upgrade themselves through in-service training.

### **2.5.1 The National Curriculum Statement**

According to Asmal (2003) the government is in the final stage of preparation for the implementation of the RNCS in the foundation phase (grades R-3) in 2004. The documents containing the National Curriculum Statement have been received by every school in the country in their language of choice, and teachers are enthusiastic about it. The revised statements are much simpler to work with, and provide much more guidance to educators about the

expectations and standards. In addition, a teacher guide has been prepared, which assists the educator in developing appropriate learning programmes to achieve the specified outcomes.

In regard to teacher training, a national core team has provided training to officials from every province, including curriculum specialists, subject advisors, and other key staff. They in turn have been training school principals, who are expected to provide instructional leadership in their schools, and to teachers. Reports from provinces and confirmed by monitoring teams, have indicated that this training is proceeding, and that principals and educators feel confident about their ability to make the transition to the new curriculum. Kader Asmal (2003:4) reports that the National Curriculum Statement grades 10-12 were recently approved by the Council of Education Ministers and by Cabinet. This is an important milestone in the transformation of our school curriculum in line with outcomes-based education. The new National Curriculum Statement grades 10- 12 will be accompanied by a new Further Education and Training Certificate (FETC) which will replace the current senior certificate. While the new curriculum will be introduced in grade 10 in 2006, the new certificate will be introduced in grade 12 in 2008.

The Education Multi Purpose Centres (EMPC) are meant to work hand in hand with the principals and educators. Former Education Colleges have been changed to EMPC. Lecturers have been placed there to act as subject advisors. They are providing INSET concerning the introduction of the curriculum statements for grades 10-12. In the Zoutpansberg Circuits West and East, the course has started on the 10 June 2005 and it culminated on 9 November 2005.

## **2.6 PROBLEMS CONCERNING INSET**

In this section an analysis will be made of some current problems in relation to INSET. As Fullan (1982:263) observes, like so many other simple solutions to multifaceted phenomena, the general acceptance of INSET is of no avail without an understanding of the characteristics of effective INSET effort when compared to ineffective INSET efforts.

According to ANC policy (1994:45-46) in-service education has been in ill health for a long time. A major reason for that malady is that educators who know most about their own needs *have had too little to say about it*. Too seldom has in-service education been directed at enhancing school programmes and when it has, it is decreed by state mandate, administrator

edict, or curriculum developers. What we need is a cooperative process of school improvement in which teachers are full partners in decision making.

A serious weakness in INSET planning is that programmes are *not effectively co-coordinated*. The lack of planning and a tendency to rely on ad hoc arrangements compound this problem. Through co-ordination and systematic approaches conflicting messages relevant to INSET will be minimised. Prior planning of courses is a *sine qua non* for effective INSET and in the final analysis cost effective as well. The lack of any conceptual basis in planning and implementing INSET further reduces the effectiveness of the programme (Bagwandeem 1993:63).

Bagwandeem (1993:63) further states that the constraints on INSET that are the direct outcome of administrative chaos resulting from poor planning, create personal hardships for educators. They adversely affect the efficacy of INSET programmes. INSET programmes are viewed as too formal and bureaucratic, purely administrative responsibilities and educator duties are too centralized resulting in an abnormally high degree of dysfunctional administrative planning and scheduling. There is a tendency to forget that a direct connection exist between the INSET of teachers and that of administrators. This suggests, therefore, that administrators themselves should engage in routine professional growth and work collaboratively in planning and coordinating INSET programmes toward educator improvement. Educator and administrator flexibility together with receptivity to constant readjustment is central to INSET.

He goes on saying that closely allied to this problem is the failure to select appropriate activities for implementing programme plans. INSET activities tend to become stereotyped: meetings, lectures, films followed by a buzz session with no real structure involved. The requirement of the programme with regard to time, staff and other resources tend to be ignored (Bagwandeem 1993:63).

Chisholm *et al* (1993-2000:222) see a serious problem of INSET as the failure to prepare teachers adequately to meet the difficulties they will encounter on their return from such courses and the neglect of systematic procedures for following up these experiences within schools. In essence, the mistake has been that of overlooking the central position a school must occupy within any system of in-service education. However, implementation should be done with a purpose.

Inadequate financial projections for INSET are another major bone of contention. Courses and conferences cost time and money. INSET involves cost in terms of time, money for staff, materials and facilities. Educators should be allowed a leave of absence with salary to allow them to study for senior degrees and thereby improve their competency. State finance is generally not made available for this purpose. Undoubtedly, financial inducements constitute a significant factor in the programming of INSET activities. Educators need rewards for overcoming hurdles that may be related but are largely external to their classroom assignments. Appropriate financial incentives should be provided. These incentives could be the touchstones of motivation for the various persons who participated in INSET (Bagwandeem 1993:65).

Dove (1986:212) supported the idea by stating: “It is probably true to suggest, however, that conventional educator training receives regular budgetary allowances whilst in-service programmes are sometimes financed ad hoc and on a shoe-string.”

Bagwandeem (1993:65-66) is of the opinion that another problem concerning INSET involves the professional qualities, aptitude, techniques and skills which in-service tutors and facilitators ought to possess. There is a serious shortcoming in that the knowledge and training acquired by INSET tutors and facilitators have never experienced really effective and powerful training. Unless there is adequate training for INSET tutors and facilitators they will be labelled as ‘remote’ and ‘theoreticians’ with little practical knowledge of contemporary school situations. Staff members for INSET must be respected and established leaders who give a high priority to their responsibility concerning INSET.

A serious constraint in effective INSET is the limited availability of personnel who have time and flexible schedules to work in classrooms. The current role definitions in terms of the organisational structure preclude flexible INSET programmes. New roles, therefore, have to be determined to provide for adequate INSET (Bagwandeem 1993:66).

A further problem related to effective INSET is the provision of release time for teachers for INSET activities. The time aspect is a fundamental barrier in the way of the success of INSET. This factor should not only be seen as a quantitative one but also as an organisational one. It is important to schedule INSET activities in such a way that conflicts are minimized and activities fall into their proper relationship. Without the thoughtful scheduling of INSET programmes

some educators obviously become overloaded in attempting to participate in everything on offer; others find themselves only lightly involved, if at all (Bagwandeem 1993:67).

The problems stated above can be divided into two categories: theoretical and practical or administrative and personal. INSET in South Africa is experiencing problems in as far as changing curricula, content of subject matter, skills, teaching strategies and approaches. There is a limited availability of personnel to work in classrooms. Time aspect is a fundamental barrier in the way of the success of INSET. Inadequate financial projections for INSET are major bone of contention.

## **2.7 SUMMARY**

The literature review aims to complement the rationale established in the previous chapter. The INSET conducted by developing and developed countries has been shortly been discussed. The functions of the Department of Education, provincial, districts, school principal as well as educational policies governing the INSET in South Africa, have been outlined. The literature review established that there were numerous problems with regard to INSET. The management of INSET for secondary school educators in rural areas have been identified and related to trainees and trainers.

The next chapter deals with the research design and methodology.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The literature survey on INSET presented in Chapter 2 indicates the importance of INSET and shows how INSET programmes are used by education systems to equip serving educators to meet the ongoing challenges of education. In the light of this, the empirical study focuses on the management of INSET programmes at rural secondary schools in the Zoutpansberg West Circuit. This chapter describes the research design and procedures used in the investigation, including the selection and sampling procedures, the procedures adopted in constructing the data collection instrument, administering the latter and collecting data. The data gathered was used to address the research question concerning the management of INSET for secondary school educators in rural areas in the Zoutpansberg West Circuit.

#### **3.2.1 AIMS OF THE RESEARCH**

The researcher indicated what he wishes to achieve with the investigation in terms of solving the problem (cf. 1.2.2). The empirical investigation addressed the following sub-problem: How are INSET programmes for educators managed in rural secondary schools in the Zoutpansberg West Circuit?

#### **3.3 RESEARCH DESIGN**

This section describes the research design whereby a survey using a questionnaire was conducted of educators in rural secondary schools in the Zoutpansberg West Circuit.

##### **3.3.1 The pilot study**

A pilot study is used by the researcher to orientate himself/herself to the envisaged investigation. It is a prerequisite for the successful finishing of a research project. It functions exactly the same way as the research problem and so its *modus operandi* is the same (De Vos, Strydom, Fouche, Poggenpoel & Schurink 1998:178). The pilot study is defined as the process whereby the

research design for a prospective investigation is tested. Some researchers view the purpose of the pilot study as an investigation of the feasibility of the planned project, bringing possible deficiencies in the data collection and analysis to the fore. A pilot study can reveal ambiguities, poorly worded questions, questions that are not understood and unclear choices and can indicate whether the instructions to the respondents are clear. In other words, the intention is to understand the meaning of the question to respondents, and how they arrive at their responses and to help improve the wording. Moreover, the pilot study addresses the question of the practicality of the investigation.

The researcher conducted a pilot study to identify issues that had to be clarified before implementing the process of investigation. Therefore, the researcher identified a secondary school with characteristics similar to the schools he wanted to investigate. A pilot questionnaire was compiled and administered to the principal, members of the School Management Team (SMT) and educators. The difficulties experienced in understanding some of the questions in the questionnaire were identified and dealt with. The outcome of the pilot study enabled the researcher to eliminate or refine certain items in the questionnaire.

### **3.3.2 Permission**

Before attempting to visit schools in the Zoutpansberg West Circuit, permission was sought from the relevant administrators to carry out the research and enter the various schools. The researcher drafted a letter (Appendix A) to the Circuit Manager to ask for permission to carry out the research. A copy of the questionnaire (Appendix B) was personally submitted to the Zoutpansberg West Circuit Manager. Permission was granted on the condition that all information gathered would be used for research objectives only.

The researcher then visited the school principals of the selected schools with the letter of approval from the Circuit Manager. The letters addressed to the principals requesting permission (Appendix C) were also personally delivered. The principals verbally agreed to the researchers' request. Arrangements for administering the questionnaires were made with the principals.



### **3.3.3 Selection of participants**

The researcher wanted to gather the most relevant data about the management of INSET for secondary school educators in rural areas. To do this, the researcher selected participants who could be regarded as information-rich. The sites and participants were also deliberately chosen.

## **3.4 RESEARCH METHODS**

The researcher gave attention to the following issues during the research.

### **3.4.1 Ethical measures**

Johnson and Christensen (2000:63) refer to research ethics as a set of principles to guide and assist researchers in deciding which goals are most important and in reconciling conflicting values. The treatment of research participants is of the most important and fundamental issue that the researchers must confront. Ethics deal with the conduct of research with humans which has the potential for creating a great deal of physical and psychological harm (Johnson & Christensen 2000:66). Researchers must be sensitive to ethical principles related to their research topic and face-to-face interactive data collection. Criteria for a research design involve not only the selection of information-rich informants and efficient research strategies but also adherence to research ethics (McMillan & Schumacher 1997:418).

Johnson and Christensen (2000:69) devised the following guidelines which were followed in this study to meet ethical requirements:

- The researcher obtained the informed consent of the participants;
- No deception was justified by the study's scientific, educational or applied values;
- The participants were free to withdraw from the study at any time;
- The participants were protected from physical and mental discomfort, harm and danger that may have arisen from the research procedures;
- The participants remained anonymous and the confidentiality of the participants was protected.

By adhering to the above, the researcher elicited co-operation, trust, openness and acceptance from the participants. Again the participants selected times and places convenient to them for the completion of the questionnaires. McMillan and Schumacher (1997:420) state that manipulation of the participants was avoided by all costs by the researcher. Privacy was assured at all costs.

### **3.4.2 Measures to ensure trustworthiness**

Trustworthiness is largely determined by the extent to which the data represents the actual subjective experience of the participants. Trustworthiness of information is primarily determined by the participants' willingness to communicate their experiences to the researcher freely without fear in an atmosphere of trust. In this investigation, all participants shared information voluntarily and the researcher experienced rapport with them.

### **3.4.3 Measures to ensure validity**

Validity was ensured by the following measures by face validity and content validity. Face validity is determined by the judgement of a knowledgeable person of the research theme. Face validity is a judgement of item relevance (McMillan & Schumacher 1997:233). According to McMillan and Schumacher (1997:234) content validity can be regarded as a test of whether the sample items in the questionnaire are representative of the set from which the sample was drawn and about which generalisations are made. In other words, do the questionnaire items cover the literature review? This is a matter of judgement. In the case of this study, the questions in the questionnaire were reviewed by the supervisor and after adjustments were made, the questionnaire was considered to have content validity. Moreover, the questionnaire was piloted (cf 3.3.1). Finally, a good response rate was received (cf 3.4.4.2) when the final questionnaire was administered.

### **3.4.4 Data collection**

The researcher wanted to gather relevant data about the management of INSET for secondary school educators in rural areas. In order to do this the researcher had to select participants. The schools and participants were accordingly selected as follows.

#### **3.4.4.1      *Sample***

Subjects of population elements are drawn from the population. It is a foregone conclusion that the researcher would take a smaller group from the population and conduct his research with them (the sample). One main aim of research is to discover principles that have universal application. However, to study a whole population in order to arrive at generalisations is often impossible or unpractical. The process of sampling therefore, makes it possible to draw valid generalisations from the population on the basis of careful observation and analysis. A population is any group of individuals that has one or more characteristics in common that are of interest to the researcher (Ravhudzulo 1997:98).

In this study the population comprised the educators, and members of the SMT (n=140) of eleven secondary schools in the Zoutpansberg West Circuit. These educators had all recently been involved in INSET programmes offered by the provincial Department of Education during 2004 and 2005.

The aim of sampling is to reach conclusions concerning the population as a whole. The researcher decided to use purposeful sampling and thereby seek participants who are deemed rich in information. From the data collected through purposeful sampling, it was possible to make reliable inferences about the population from which the sample was drawn.

All the educators and members of the SMT in the eleven schools were selected. This gave a total of 140 respondents and was deemed sufficient for the investigation.

#### **3.4.4.2      *The research instrument and data gathering***

In this study questionnaires were used as a data gathering tool. According to Ravhudzulo (1997:104-105), there are many reasons for choosing questionnaires for a study:

- Questionnaires facilitate the obtaining of facts about current conditions 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.

- The questionnaires provide anonymity to the respondents. As a result respondents are inclined 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.

De Vos *et al* (1998:80) state that questionnaires are the most widely used data collecting technique. According to Van den Aardweg and Van den Aardweg (1993:190), the following are characteristics of a good questionnaire:

- The questionnaire has to deal with a significant topic that the respondent will recognize as important enough to warrant attention. In this study all respondents were personally affected by the provision of INSET and thus, the importance of the topic was ensured;
- It must be attractive in appearance, neatly arranged and clearly duplicated or printed. In this study the questionnaire was neatly typed and the sequence and suitability of items had already been tested in the pilot study;
- Directions are clear and complete and important terms are clearly defined. In this study, clear directions were given in the preamble to the questionnaire;
- It must be as short as possible, but long enough to get the essential data. In this study, the questionnaire comprised closed and open items arranged in six sections and it was gauged that respondents would take about 60 minutes to answer it;
- Each question should deal with a single concept and should be worded as simply as possible. Different categories should provide an opportunity for easy, accurate and unambiguous responses. In this study questions were arranged under six clear headings relating to specific topics;
- Objectively formulated questions with no leading suggestions should render the desired responses. In this study questions were clearly formulated and a limited number of options were provided to closed items.

Questionnaires are a means of gathering data from people by asking them about a topic rather than observing their behaviour. If questionnaires are well managed, they continue to be one of the best available means for getting information from widely spread sources. The aim of the questionnaire was based on the acquisition of the information concerning the management of INSET for secondary school educators in rural areas.

Moreover, the respondents in each school were given the questionnaire to complete during their spare time. Confidentiality was assured from the onset of the research and anonymity of the participants and their schools was guaranteed to all. The aim of the research was explained to the participants and they were assured that data would only be used for research purposes with the view to enhance education.

The researcher personally delivered questionnaires to the selected schools and collected them again after completion. This method of administration is efficient and it consequently simplified the process and response rate. One hundred and fourteen questionnaires were returned which gave a response rate of 78%. Administering the questionnaires was easy as the sample size was manageable and the researcher lived in reasonable proximity to schools.

### **Data processing and analysis**

Quantitative data can be processed and analysed manually or by computer. If the sample is relatively small some statistical analyses can be performed manually with calculators (De Vos 2005:218). In this research the researcher took the responses to each question in the questionnaire and quantified it into percentages doing it manually with a calculator. All the calculations were summarised in tabular form. This type of summary and display of collected data on single variables is called the frequency distribution (De Vos 2005:222). One by one variable (response) will then be analysed mainly with a view to describe that variable. This method is called univariate analysis (De Vos 2005:222).

### **3.5 SUMMARY**

This chapter discussed the research design employed to collect data for the research. Questionnaires were used for this purpose of gathering data. Sampling, construction of the research instrument, the pilot study and data processing were discussed in this chapter.

In the next chapter the results of the empirical investigation are presented and discussed.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF FINDINGS**

#### **4.1 INTRODUCTION**

This chapter presents the data generated by means of questionnaires and discusses the empirical research findings in relation to the management of INSET for secondary school educators in rural areas. The researcher aimed at investigating the management of INSET for secondary school educators in rural areas in addition to answering the question on whether current INSET provision is a suitable tool for secondary school educators' empowerment in rural schools.

#### **4.2 SCHOOLS INCLUDED IN THE RESEARCH**

Schools do not operate in isolation. They form part of the social structures that are found within communities and are, therefore, influenced by both the communities and the context of their environment. However, to understand what is happening in schools, one needs to understand the context of the schools.

##### **4.2.1 The context of the schools**

Zoutpansberg West Circuit is situated about ten kilometers west of Makhado (formerly known as Louis Trichardt) in the Limpopo Province. The Circuit inherited the name of the Zoutpansberg Mountain. In this Circuit there are 22 primary schools, 11 secondary schools and one school for learners with special educational needs which is situated at Tshilwavhusiku Health Centre. There is no library in the area.

Most educators in these schools are not enrolled in further teacher education. Some principals are under-qualified and as a result they struggle to promote educational development and improvement in their schools. The HOD's also lack skills to perform their task adequately. Zoutpansberg West Circuit serves rural schools only. Crime is endemic in the area and schools are frequently vandalized. In most cases, resources that are meant to help the learners and educators, such as computers, television sets and photocopiers are targeted. The community members are afraid or reluctant to protect schools from criminals.

#### **4.2.2 The schools in the research**

Eleven secondary schools were chosen for this study. Some of these schools are well cared for and classrooms are clean. Others are neglected and classrooms are dirty. Learners in some schools wear school uniforms but in other schools boys do not wear full school uniform. In six secondary schools educators were on task when the researcher arrived to distribute questionnaires. The situation with regard to facilities varies, for example, only eight secondary schools have computers. Generally, schools chosen have basic facilities, such as classrooms, running water, toilets, furniture (desks and chairs), though often these facilities are not adequate.

#### **4.3 FINDINGS**

The method used to collect data was the questionnaire. The questionnaire was administered to all the educators and members of the SMT of the eleven secondary schools. 140 questionnaires were distributed to participants. 114 questionnaires were returned for analysis. 26 questionnaires were not returned because the respondents did not find time to complete them and others were preparing for their final upgrading examination. On the questionnaires returned, some were not completely answered. Therefore this left the number of the respondents sometimes reduced from 114. Calculations were done accordingly.

The findings of the questionnaires are discussed as follows.

##### **4.3.1 Policies in support of INSET**

Section 1 of the questionnaire dealt with policies in support for INSET. Respondents were asked to indicate the departmental support for INSET as regards the official written policy on INSET. The researcher wanted to determine if educators are informed of the Department's policy on INSET (Q.1.1), if schools have a copy of the Department of Education's policy (Q.1.2) and whether schools have their own policy on INSET (Q.1.3). They had to indicate whether the INSET programmes are offered according to policy (Q.1.5). The intention was to determine whether the schools and the Department of Education are offering INSET according to the rules and regulations of the INSET policy and if respondents are aware of the INSET policy. The results are depicted in Table 4.1.

**Table 4.1: Policies in support of INSET**

Question	Yes	%	NO	%	Don't know	%	Total
Does the Department of Education, Limpopo province have an official written policy on INSET?	44	38.6	20	17.5	50	43.9	114
1.2 If yes, does your school have a copy of the Department of Education policy?	46	48.4	27	28.42	22	23.15	95
1.3 Does your school have its own policy on INSET?	22	19.5	74	65.5	17	15	113
1.4 Are you informed of the content of INSET policies?	25	22.7	75	68.2	10	9.1	110
1.5 In your opinion, are the INSET programmes offered according to policy?	25	22.1	35	31	53	47	113
Total	162	30	231	42.4	152	28	545

Regarding Q.1.1, 38.6% of the respondents were of the opinion that the Department of Education, Limpopo Province has an official written policy on INSET. However, the majority of the respondents (43.9%) indicated that do not know if there is an official policy on INSET of the Department and 17.5% of the respondents were of the opinion that the Department of Education does not have an official written policy on INSET.

With regard to Q.1.2, virtually half the respondents (48.4%) are of the opinion that the school has a copy of the Department of Education policy, whereas 28.42% of the respondents disagreed. 23.15% of the respondents indicated that they do not know if the school has a copy of the policy.

With regard to the existence of a school policy (Q.1.3), most respondents (65,5%) stated that there is no school policy on INSET. Thus, they indicated that most schools are run without an INSET policy. Only 19.5% agreed that an INSET policy exists in schools. 15% of the respondents did not know if schools had an INSET policy.



Regarding Q.1.4 the majority of the respondents (68.2% and 9%) indicated that they are not informed of the content of INSET policies. Only 22.7% suggested that they are informed of INSET policies.

As a result of this lack of knowledge about policies, either issued by the Department or the school, most teachers (31% and 46,9%) are unable to judge if INSET programmes are offered according to policy (Q.1.5).

Overall, the majority of the participants were not informed about the policies regarding INSET. Hawes (in Hofmeyer 1991:44) suggests that educational policy should be framed with isolated rural schools in mind and should be widely adequately disseminated to these schools.

#### **4.3.2 The Department of Education's support of educators attending INSET workshops**

The support of the Department was investigated in terms of:

- Funds to buy supportive material/resources
- Follow-up visits
- The establishment of teacher's centres or curriculum development centres

Respondents were requested to say whether the Department of Education supports them in terms of funds to buy supportive materials/resources, follow-up visits and the establishment of teachers' centres or curriculum development centres (Appendix B, Q.1.7). The intention was to verify if schools get assistance from the Department with regards to finance, follow-up visits after INSET workshops and if there is provisions of teacher's centres or curriculum development centres. Table 4.2 indicates the findings.

**TABLE 4.2: The Department's support of educators attending INSET workshops**

	To great Extent		Some extent		Not at all		Total
	(n)	%	(n)	%	(n)	%	
1.7.1 Funds to buy supportive material/ resources	15	13.2	47	41.2	52	45.6	114
1.7.2 Follow-up visits	8	7.1	45	40.2	59	52.7	112
1.7.3 The establishment of teacher's centres or curriculum development centres	13	11.6	53	47.3	46	41.1	112
Total	36	10.1	145	42.8	157	46.4	338

Concerning Q.1.7.1, 45.6% of the respondents indicated that they do not receive funds to buy supportive material/resources at all. However, 54.6% of respondents benefited to a great extent (13,2%) and or to some extent (42,8%).

Regarding Q.1.7.2, 52.7% indicated that the Department does not make follow-up visits after INSET workshops. However, 7.1% and 40.2% stated that follow-up visits to schools are provided to a great extent and some extent.

Concerning responses to Q.1.7.3, only 11,6% of respondents indicated that teacher's centres or curriculum development centres had been established. The majority appeared unaware of such support.

Overall, 46.4% of the respondents indicated that there are no funds, follow-up visits or provision of teachers' centres or curriculum development centres by the Department of Education. However, the literature shows that all schools should be supplied with a minimum of learning materials, equipment and storage facilities (cf. Chapter 2). Teachers benefit greatly from follow-up visits which serve to sustain skills learned during INSET and teacher centers are beneficial to the implementation of INSET.

### **4.3.3 Suggestions for support provided by the Department of Education**

Q.1.8 was an open item which allowed teachers to suggest other measures of support which could be offered by the Department of Education.

The majority of the respondents (71.9%) did not answer this item. However, the following responses were obtained from the remaining respondents.

- Establishment of teacher centres in each circuit.
- Introduction of councils to support learners in their learning programmes.
- Establishment of subject committees.
- Schools should be supplied with learning materials.
- School visits should follow-up workshops.
- Provision of learner support centres.
- INSET year plan indicating dates of workshops should be provided to the schools at the beginning of the year.
- Subject advisors should advise educators during every quarter of the year.
- Educators should be given incentives when they have attended INSET to encourage further participation.
- Educators' salaries should be increased if they have obtained further educational qualifications, i.e. instead of a once-off cash bonus.
- Educators should be subsidised for attending workshops with regard to travel and accommodation.

Although the above suggestions were derived from the minority of participants, they are judged to be useful and many could be implemented without excessive cost.

### **4.3.4 Evaluation of current INSET support for participating schools**

Q 1.9 provided an opportunity for respondents to describe their view of current INSET support at the schools in which they are working. Responses relating to schools currently receiving INSET support appear in Table 4.3 (Appendix B, Q.1.9).

**TABLE 4.3: Schools currently receiving INSET support**

Question	Responses				Total
	YES	%	NO	%	
1.9 Is your school currently receiving any INSET support?	42	37.5	70	62.5	112

Data indicated that the majority (62.5%) of the participants are of the opinion that their school is not currently receiving any INSET support. Less than a half of the respondents (37.5%) were of the opinion that their school is currently receiving INSET support.

Literature finding indicated that the main goal of the INSET is to improve the quality of education in South Africa by strengthening educator professional development and support (Pandor 2005). According to Pandor, Minister of Education, (2005) a partnership with Canada has reinforced the Department's commitments to continuing professional development (cf. Chapter 2).

Open items (Q.1.9.1 and 1.9.2) invited respondents to give their views on the benefits received if their school is currently receiving any INSET support. The following are some benefits of INSET support in the schools represented by respondents:

- Improvement of teaching styles.
- Knowledge concerning the National Curriculum Statement.
- Provision of teaching manuals and study guides.
- Teachers had gained knowledge of the Integrated Quality Management System

Other suggestions made regarding INSET support for schools were:

- INSET should be conducted quarterly by the subject advisors and examiners.
- All schools should be supported or given INSET programmes.
- There should be regular visits to the school by school support service teams and education specialists.
- INSET should be done to ensure quality teaching and create a positive environment.
- INSET should be for all teachers for the benefit of the school and not only selected teachers.

- INSET policies should be distributed to all schools.

#### 4.3.5 Selection of educators to attend INSET training

Section 2 dealt with arrangements for INSET training.

Q.2.1 dealt with the selection of educators for training. The respondents were requested to indicate who had selected them to attend INSET training. In response, 37.7% respondents indicated that principals select educators to attend INSET training and a small percentage (4.3%) indicated that educators are selected by deputy principals to attend INSET training. However, 27.1% of the respondents showed that circuit managers are responsible for the selection. A third (30.7%) of the respondents indicated that educators attend INSET training on a voluntary basis.

#### 4.3.6 Timing of INSET workshops

The respondents were asked to indicate when educators and management staff attend INSET workshops (Appendix B, Q.2.2) and the findings are indicated in Table 4.4.

**TABLE 4.4: Timing of INSET workshops**

	Always		Frequently		Seldom		Not at all		Total
	(n)	%	(n)	%	(n)	%	(n)	%	
2.2.1 During school time	14	13.9	17	16.8	49	48.5	21	20.8	101
2.2.2 Over week-ends	13	13.7	12	12.6	51	53.7	19	20	95
2.2.3 During school holidays	15	15	14	14	56	56	15	15	100
Total	42	14.2	43	14.5	156	52.7	55	18.6	296

In response to Q.2.2.1, only 13.9% indicated that educators always attend INSET workshops during school time. With regard to Q.2.2.2, 26.3% of respondents indicated that educators always or frequently attend workshops during weekends. Moreover, with regard to Q.2.2.3, 56% of the respondents indicated that educators seldom attend INSET workshops during school

holidays. Only 29% had the experience of always or frequently attending INSET workshops during school holidays.

#### **4.3.7 Provision of lodging, travel and daily allowance, certificate of attendance and refreshments during INSET**

The respondents were requested to give their opinion regarding the provision to educators who attend INSET, of lodging, daily allowance, travel allowance, certificate of attendance and refreshments when INSET lasts more than one day (Appendix B, Q.2.3). Findings are indicated in Table 4.5.

**TABLE 4.5: Provision of lodging, daily allowance, travel allowance, certificate of attendance and refreshments during INSET**

	Always		Mostly		Sometimes		Never		Total
	(n)	%	(n)	%	(n)	%	(n)	%	
2.3.1 Lodging	36	33.6	31	28.97	32	29.9	8	7.5	107
2.3.2 Daily allowance (subsistence)	22	20.2	12	11.0	56	51.4	19	17.4	109
2.3.3 Travel allowance	21	19.3	15	13.9	54	50	18	16.7	108
2.3.4 Certificate of attendance	12	11.5	12	11.5	63	60.6	17	16.3	104
2.3.5 Refreshments when INSET lasts more than one day	43	38.1	41	36.3	27	23.9	02	1.8	113
Total	134	24.8	111	20.5	232	42.9	64	11.8	541

The results show that roughly half of the respondents (42.9%) were of the opinion that there is sometimes provision of lodging, daily allowance, travel allowance, certificate of attendance and refreshments when INSET lasts for more than one day. Furthermore, 24.8% indicated that lodging, daily allowance, travel allowance, certificate of attendance and refreshments are always provided.

#### 4.3.8 Involvement of educators in the design of the INSET programme

The respondents were requested to give their opinion with regards to the involvement of educators in the designing of the INSET programme (Appendix B, Q.3.1).

**TABLE 4.6: Involvement of educators in the designing of the INSET programme**

	Always	Mostly	Sometimes	Never	Total
(n)	6	0	26	82	114
%	5.3	0	22.8	71.9	100

Table 4.6 indicates the responses to Q.3.1. The table shows that 71.9% of the respondents indicated that educators are never involved in the designing of the INSET programme. Less than a third (22.8%) of the respondents indicated that educators are sometimes involved in the designing of the INSET programme and only 5.3% are of the opinion that educators are always involved in the designing of the INSET programme.

An open item (Q.3.2) requested respondents to mention areas of involvement (Appendix B, Q.3.2). Most responses to this indicated that educators were involved in the planning of the INSET programme when inputs were required for the NCS and when a year plan for INSET was compiled.

#### 4.3.9 New content covered during INSET

The respondents were asked to give their opinion on the extent to which the instructional content covers work new to educators (Appendix B, Q.3.3). Findings are indicated in Table 4.7.

**TABLE 4.7: The extent to which new content is covered**

	Very great	Great	Moderate	Less	Total
(n)	10	24	52	28	114
%	8.8	21.0	45.6	24.6	100

The overall picture revealed by the results in Table 4.7 show that 45.6% of the respondents are of the opinion that the content covers moderately new work. However, 24.6% are of the opinion that the content covers new work to a less extent. About a third of the respondents (21.0% and 8,8%) are of the opinion that the content is new to respondents.

#### 4.3.10 Issues related to study material

Q.3.4-3.6 deal with the organisation and volume of study material. As the questions are closely related, they are grouped together and the findings indicated in Table 4.8.

**TABLE 4.8: Issues related to study material**

Questions	Responses				Total
	YES	%	NO	%	
3.4 Was the content organised in a useful manner?	68	59.6	46	40.4	114
3.5 Were the objectives clearly stated?	68	59.6	46	40.4	114
3.6 Was the amount of learning material manageable?	50	43.9	64	56.1	114
Total	186	54.4	156	45.6	342

Respondents appeared divided on the issues of study material. More than half (59.6%) of the respondents indicated that the content was well organised and objectives are clearly stated; 40.6% of the respondents were of the opinion that the objectives are not clearly stated and 56.1% were of the opinion that the learning material was not manageable. The 43.9% of the respondents indicated that the amount of learning material was manageable; 56.1% differed.

Q.3.9-3.10 dealt with the quality of handouts during workshops. As these questions (Appendix B, Q.3.8-3.10) are closely related, they are grouped together and the findings indicated in Table 4.9.



**TABLE 4.9: Quality of handouts during INSET**

Questions	Responses				Total
	YES	%	NO	%	
3.8 Do trainers provide educators with instructional materials and handouts after an INSET workshop?	92	80.7	22	19.3	114
3.9 Were the INSET materials clear to read?	88	77.2	26	22.8	114
3.10 Were the INSET materials easy to read?	80	70.2	34	29.8	114
Total	260	76.0	82	24.0	342

Concerning the availability of handouts (Q.3.8), the majority of the respondents (80.7%) indicated that the trainers provide educators with instructional materials and handouts during an INSET workshop. Only 19.3% of respondents disagreed. Regarding readability of materials (Q.3.9 and 3.10) most respondents (77.2%) are of the opinion that the INSET materials were clearly formulated and most (70.2%) respondents showed that the INSET materials were easy to read. It can be deduced from the results that the majority of the respondents were satisfied with the quality of INSET handouts.

#### 4.3.11 Fulfilment of objectives of INSET workshops

Respondents were asked to indicate the extent to which educators regard INSET workshops offered by the trainers as fulfilling their educational objectives (Appendix B, Q.3.7).

**TABLE 4.10: Fulfilment of objectives**

	A great extent	Some extent	Not at all	Total
(n)	15	83	16	114
%	13.2	72.8	14.0	100

The majority of the respondents (72.8%) feel that INSET workshops offered by the trainers only fulfil educators' educational objectives to some extent. 14.0% indicated that INSET workshops offered by the trainers did not fulfil educational objectives at all. Only 13.2% showed that educational objectives of educators were fulfilled.

#### 4.3.12 Expertise of trainers

The respondents were requested to give their opinion regarding the general level of expertise of trainers of INSET (Appendix B, Q.4.1 and 4.2) and the findings are indicated in Table 11. Item 4.2 was open ended and asked for reasons for choice.

**TABLE 4.11: The general level of expertise of trainers of INSET**

	Poor	Average	Good	Excellent	Total
(n)	7	40	66	1	114
%	6.1	35.1	57.9	0.9	100

Just over half (59%) of the respondents indicated that the general level of expertise of trainers of INSET is good or excellent whereas 35.1% of the respondents are of the opinion that the general level of the expertise of trainers of INSET is average. Only 6.1% indicated that the general level of the expertise of trainers of INSET is poor. Respondents were able to give reasons why they felt the general level of expertise of trainers is good (Q.4.2). Reasons given included:

- Trainers are well prepared
- Trainers are knowledgeable

#### 4.3.13 Problems encountered in attending INSET workshops

The respondents were requested to give their opinion with regard to problems encountered while attending INSET workshops (Appendix B, Q.4.3). The intention was to find out whether the INSET is well organised or not. Respondents were able to give their own views with regard to venue, starting and finishing time, duration of training, materials and staff.

Most respondents indicated no problems with the venue. The venue is always clearly defined. However, some indicated that sometimes they are not informed about a change of venue. Most problems mentioned related to the late arrival of educators which caused a delay to the starting time of the workshops. Similarly, most respondents stated that the INSET ended earlier than stipulated time. Most felt that the length of the period of training was satisfactory.

#### 4.3.14 Attendance and usefulness of training in 2005

Q.4.3.7 and 4.3.8 dealt with attendance of INSET workshop held in May/June and July 2005 (Appendix B, Q.4.3.7 and 4.3.8)

**TABLE 4.12: Attendance of INSET workshops**

Question	Responses				Total
	YES	%	NO	%	
4.3.7 Did you attend the INSET workshops held in May/June and July 2005?	49	43.0	65	57.0	114

Just over half the respondents (57.0%) never attended the INSET workshops held in May/June and July 2005 while 43.0% had attended. The reasons for not attending were because specific learning areas were selected as topics for the workshops, such as Maths and Life Orientation and educators teaching those learning areas had been compelled to attend.

Respondents were also asked to indicate the usefulness of the INSET (Appendix B, Q.4.3.9). The findings with regard to the usefulness of workshops are indicated in Table 4.13.

**TABLE 4.13: Attending INSET is helpful**

Question	Responses				Total
	YES	%	NO	%	
4.3.9 Did you find attending INSET helpful?	74	64.9	40	35.1	114

The majority of the respondents (64.9%) indicated that they find attending INSET helpful. The remaining 35.1% did not find INSET helpful and reasons indicated in the open ended item (4.3.10) were as follows:

- Trainers were in a hurry.
- The learning activities were rushed as there was insufficient time.
- The programme was rushed.

#### 4.3.15 Follow-up after workshops by trainers

The respondents were asked to give reasons as to whether the trainers make any follow-up or provide educators with any form of support system after workshops or not (Appendix B, Q.4.3.11).

**TABLE 4.14: Follow-up after workshops by trainers**

Question	Responses				Total
	YES	%	NO	%	
4.3.11 Did the trainers make any follow-up or provide you with any form of support system after workshops?	30	26.3	84	73.7	114

The great majority (73.7%) of the respondents indicated that the trainers did not make any follow-up or provide them with any form of support system after workshops.

#### 4.3.16 Suggestions for effective INSET workshops

The respondents were asked to give suggestions for the improvement of the planning and presentation of effective INSET workshops (Appendix B Q.4.3.12). The following recommendations were advanced:

- Teachers should be involved in the planning of INSET.
- Facilitators should be well prepared and trained.
- INSET workshops should be conducted throughout the year.
- Educators and management team should be notified in advance.
- Attendance certificates should be provided.
- Trainers must do workshops continuously and they must also visit schools to check whether educators are implementing what they have been taught.
- INSET should cover all learning areas.

Moreover, the respondents were requested to give their opinion on the standard of INSET workshops (Appendix B, Q.4.4).

**TABLE 4.15: The standard of INSET workshops**

	Very high	High	Moderate	Low	Very low	Total
(n)	01	19	74	14	06	114
%	0.8	16.7	64.9	12.3	5.3	100

The overall picture revealed by the results in Table 4.14 is that 64.9% of the respondents rate the standard of INSET workshops moderate and 16.7% of the respondents are of the opinion that the standard of INSET workshops is high or very high. It can be deduced from the results that as the majority of the respondents are of the opinion that the INSET workshops can be rated of a moderate or high standard.

Table 4.16 indicates if respondents benefited from the INSET workshops or not (Appendix B, Q.4.5).

**TABLE 4.16: The benefit of INSET workshops**

	YES	Partly	NO	Total
(n)	27	66	21	114
%	23.7	57.9	18.4	100

Most (23,7% and 57.9%) of the respondents indicated that they had benefited from the INSET workshops. Only a minority (18.4%) indicated that they did not benefit at all from the INSET workshops.

#### **4.3.17 Evaluation of the workshop by workshop participants**

The respondents were asked to indicate whether workshop participants had been given the chance to evaluate the workshop by means of written feedback (Appendix B. Q.4.8).

**TABLE 4.17: Evaluation of the workshop by participants**

	YES	NO	Total
(n)	50	61	114
%	45.0	55.0	100

Roughly half the respondents (55%) had not been given the opportunity to provide a written evaluation of the workshop. The rest (45%) indicated that the workshop was evaluated by means of a written feedback.

In terms of INSET’s effectiveness regarding the functioning of the school, respondents were asked to indicate what means are used to evaluate the impact of INSET in their school (Appendix B, Q.4.9 and 4.10).

**TABLE 4.18: Measurement/evaluation of the effectiveness of INSET in school**

	Classroom visits by principal/HOD	Analysis of senior certificate results	Questionnaires to teachers	Total
(n)	42	35	34	111
%	37.8	31.5	30.6	99.9

A third (37.8%) of the respondents indicated that the effectiveness of INSET in their school is measured/evaluated by principal or Head of Department through classroom visits. A third (31.5%) is of the opinion that the effectiveness of the INSET in their school is measured or evaluated by making an analysis of senior certificate results. The rest (30.6%) indicated that this is done by giving the teachers questionnaires to fill in.

Q.4.10 gave respondents the chance to suggest other means of evaluating INSET programmes by means of an open-ended question. The following means of evaluation of INSET programmes were indicated:

- Formation of group discussions on a monthly basis.
- School visits by subject advisors.
- Circuit managers should form school clusters whereby knowledge and skills can be shared and sustained.
- Comments on evaluation questionnaires given to educators after workshop should be given attention by INSET trainers after workshops.

#### 4.3.18 Sharing INSET training with other colleagues

The respondents were asked to indicate if participants of INSET workshops are encouraged to share information with colleagues in their own schools or from neighbouring schools (Appendix B Q.5.1).

**TABLE 4.19: Sharing of INSET information with colleagues**

	YES	%	NO	%	Total
5.1.1 In their own schools	96	86.5	15	13.5	111
5.1.2 From neighbouring schools	62	55.9	49	44.1	111

The majority of the respondents (86.5%) indicated that participants of INSET workshops are encouraged to share information with colleagues in their own schools whereas 13.5% indicated that participants of INSET workshops are not encouraged to share information with colleagues in their own schools. The results show that a smaller percentage of participants (55.9%) are of the opinion that they are encouraged to share information with colleagues from neighbouring schools. The findings suggest that a certain amount of dissemination of knowledge is achieved after INSET.

Q.5.2 explored how such sharing takes place: staff meetings, workshops and short talks (Appendix B, Q.5.2).

**TABLE 4.20: Strategies for sharing information with colleagues**

Question	YES	%	NO	%	Total
5.2 How is this done?					
5.2.1 Staff meetings	97	90.7	10	9.3	107
5.2.2 Workshops	69	64.5	38	35.5	107
5.2.3 Short talks	64	59.8	43	40.2	107

The overwhelming majority (90.7%) of the respondents are of the opinion that participants of INSET workshops are encouraged to share information with colleagues through staff meetings. Two-thirds (64.5%) of the respondents stated that information is shared with colleagues through

workshops and 59.8% indicated short talks. These findings suggest that a considerable amount of dissemination of information is done.

Moreover, the respondents were requested to indicate other measures that can be used to encourage participants of INSET workshops to share information with colleagues (Appendix B Q.5.3) by means of an open-ended item. The following measures were identified:

- Colleagues should encouraged other staff to participate in future workshops.
- Formation of school clusters.
- Formation of subject committees.
- Meetings with other educators from neighbouring schools should be arranged.
- INSET materials should be made available to all educators, including those who did not attend workshops.

Furthermore, the respondents were requested to give their opinion concerning the role INSET plays in curriculum development at their school (Appendix B, Q.5.4). 57.8% of the respondents indicated that INSET plays a central role in curriculum development at their school; only 13.1% indicated that the role is incidental to INSET. 28.9% respondents indicated that INSET plays no role at all in curriculum development at their school. It can therefore be deduced that the majority (57.8%) are of the opinion that INSET plays a prominent role in curriculum development.

#### **4.3.19 Link between curriculum and INSET**

The respondents were asked to indicate if teachers are trained to undertake curriculum development after INSET training (Appendix B, Q.5.5).

**TABLE 4.21: Educators are trained to undertake curriculum development after INSET**

	YES	NO	Total
(n)	53	61	114
%	46.5	53.5	100



Table 4.21 shows that respondents were divided on this issue as 53,5% were of the opinion that teachers are not trained to undertake curriculum development after INSET training and 46.5% indicated that teachers are trained to undertake curriculum development after INSET training.

Regarding support for curriculum development at school level in terms of the availability of teacher's centres, school media production centres, curriculum development teams and technical help to produce resources (Appendix B, Q.5.6), Table 4.2.2 indicates the findings.

**TABLE 4.22: Support for curriculum development**

Question	Adequate		Limited		No support		Total
	(n)	%	(n)	%	(n)	%	
5.6 Is there support for curriculum development at school level in the availability of:							
5.6.1 Teacher's centres	21	18.4	42	36.8	51	44.7	114
5.6.2 School media production Centres	08	7.0	30	26.3	76	66.7	114
5.6.3 Curriculum development Teams	14	12.3	48	42.1	52	45.6	114
5.6.4 Technical help to produce resources	09	7.9	28	24.6	77	67.5	114
Total	52	11.4	148	32.5	256	56.1	456

67.5% of the respondents are of the opinion that there is no support for curriculum development at school level in terms of the availability of technical help to produce resources; whereas 24.6% indicated that support for curriculum development at school level with regard to technical help to produce resources is limited. 66.7% indicated that there is no support for school media production centres and 7.0% of the respondents indicated that there is adequate support for curriculum development based on school media production centres. But 26.3% showed that the support on school media production centres is limited. 45.6% respondents indicated that there is no support for curriculum development at school level in the availability of curriculum development teams whereas 42.1% is of the opinion that the support is limited. The responses of the respondents suggest that little support for curriculum development at school level is available in terms of teacher's centres, school media production centres, curriculum development teams and technical help to produce resources.

Furthermore, the content of INSET is dependent on the selection made by the school. There are no common syllabi to standardise the content of INSET in secondary schools. This may result in the selection of irrelevant content by the uninformed educator. The respondents were asked to

show how the content of INSET linked to the traditional curriculum goals of the school (Appendix B, Q.5.7)

**TABLE 4.23: Link between INSET content and curriculum goals**

A very great extent		A great extent		Not sure		Some extent		Not at all	
(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
01	0.8	20	17.5	32	28.0	48	42.1	13	11.4

Most participants felt that there is some link between the content of INSET with traditional curriculum goals of the school. A small percentage (18.3%) of the respondents rated this to a very great or great extent while 42.1% of the respondents indicated that the content of INSET links up with traditional curriculum goals of the school to some extent. The reason that the rest did not indicate a link could be because INSET focuses on skills development whereas traditional curriculum goals focus on the understanding, assimilation and application of the content.

Finally, respondents were asked to suggest strengths and weaknesses of INSET programmes (Appendix B, Q.16.1). This open item gave the respondents the opportunity to give their own opinions. The following comments on the strengths and weaknesses were given:

- INSET programmes need to be differentiated, according to the educators’ needs.
- Department of Education should introduce INSET centres, train more trainers to train educators, monitor trainers and provide resources, encourage educators by awarding certificates and diplomas of attendance.
- Educator centres should be created in each circuit so that educators could get guidance and support but reduce travelling costs.

INSET should be introduced to all teachers not only selected educators as all require ongoing development.

#### **4.4 SUMMARY**

This chapter presented the data on management of INSET for secondary educators in the Zoutpansberg West Circuit. The data was collected by means of questionnaires completed by educators. Based on the above findings and analysis, respondents identified strengths and weaknesses of INSET provision, which require the attention of the Department of Education which is the main provider and planner of INSET programmes. The next chapter deals with the summary of the findings and recommendations.

## **CHAPTER FIVE**

### **SUMMARY AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This study has dealt with management of INSET for secondary school educators in rural areas with a view to developing guidelines for educators and school management teams in secondary schools. Such guidelines, which have suggested themselves on the basis of this exploratory study, are aimed at improving future INSET practice.

INSET programmes should be continuously maintained as it is required as an integral part of human resource development to maintain a well-functioning education system. INSET should be closely supervised to ensure its effectiveness. There must be a follow-up assessment of every INSET session since evaluation of proper control of INSET can contribute significantly to the professional growth of educators.

According to Ravhudzulo (1997:176) the challenge that we face in the democratic South Africa is to create an education and training system that will ensure that the resources and potentials in our society are developed to the full. To achieve this we need to develop a competitive, confident, critical, creative and committed educator. The existing educator education programmes and curricula should be carefully monitored in order to develop critical thinking, problem solving skills, and assessment and evaluation skills.

According to Ravhudzulo (1997:177), it is much easier to change the teaching approach of a pre-service educator than to alter the ingrained methods, habits and views of the experienced educator. Thus, INSET cannot be neglected. INSET is an absolute necessity for the improvement of quality of those educators in the system. For INSET to be effective, it should be an on-going process with suitable follow-up activities to monitor the effective implementation of the experienced change.

## **5.2 SUMMARY OF THE RESEARCH**

In this section, an overview of the study is presented in the light of the research problem set forth in 1.2.2. The researcher set out to investigate the following:

- How should INSET programmes be managed within rural secondary school?
- Why are INSET programmes important?
- What problems are experienced within the management of INSET programmes?
- What are the specific problems associated with delivery of INSET in rural areas of South Africa and elsewhere?
- What specific issues need to be addressed with a view to achieving quality management of INSET programmes?
- How are INSET programmes for educators managed in rural secondary schools in the Zoutpansberg West Circuit?
- How can the findings of this study be used to improve the management of INSET programmes in rural secondary schools?

A literature study provided a conceptual framework for the study (cf. Chapter 2). Furthermore, the management of INSET for secondary school educators in rural areas was explored by means of an empirical investigation using all the educators and members of School Management Teams as respondents in eleven secondary schools in the Zoutpansberg West Circuit. A questionnaire was used to gather data (cf. Chapter 3; Appendix B).

### **5.2.1 Literature review**

The literature review investigated the different definitions of INSET, each which contribute a unique dimension to its understanding. Thereafter, educator INSET was explored in developing countries, Kenya (cf. 2.3.1.1) and South Africa (2.4). This provision was contrasted with INSET in a developed country such as Britain (cf. 2.3.2.1).

The literature review showed that since independence, education in Kenya has been seen as a means to train more human resources to enhance economic development, distribute national income, create national unity and reduce national disparities. Developing countries share the problem of large numbers of unqualified and under-qualified educators and aim to empower

educators by introducing educators' in-service training programmes. The INSET is largely based on the upgrading of knowledge of learning areas, skills training and providing information about new teaching strategies and approaches (cf. 2.3.1.1).

The literature review revealed that in the new democratic South Africa, Curriculum 2005 has required a paradigm shift for educators regarding their roles as educators, and as regards assessment methods, methods of teaching, classroom management and learning content. The new curriculum also seeks to align the curriculum content with the demands of the global workplace (cf. 2.4.1). In Britain, the literature review showed that the British government has established a National Training Organisation (NTO) to set standards for different occupations. The Department of Education in Britain is responsible for determining policy and exercising control over teacher training (cf. 2.3.2.1). The National Standards for Training and Supporting Learning in Further Education in England are intended to contribute to the training and development of teachers in Further Education.

Moreover, the literature indicated that in all countries in rural areas there is a critical shortage of qualified personnel to fill positions, and the sparse resources sometimes available to support professional development programmes and activities (cf. 2.5).

The literature review identified problems pertaining to INSET. Such problems are as follows:

- INSET programmes are not always effectively co-ordinated
- INSET sometimes lacks a conceptual basis for planning and implementing INSET and this further reduces the effectiveness of the programme.
- Poor INSET planning results in chaos (cf. 2.6).

### **5.2.2 The empirical investigation**

The study used a questionnaire to obtain the required empirical data from all the educators in the eleven secondary schools in the Zoutpansberg West Circuit. All the educators had attended INSET of some or other kind based on their work's jurisdiction (cf. Chapter 4). The responses to the questionnaire were analysed. The questionnaire addressed issues related to the policies in support of INSET, INSET and curriculum, involvement of educators and school management team in the designing of INSET, issues related to study material, general level of expertise of

trainers of INSET, problems encountered in attending INSET workshops, the standard of INSET workshops and INSET and content.

An overwhelming majority of the respondents indicated that they are not informed of the content of INSET policies (cf. 4.3.1). Hawes (in Hofmeyr 1991:44) suggests that educational policy should be framed with isolated rural schools in mind (cf. Chapter 2).

In terms of funds, follow-up and educator's centres or curriculum development centres support offered by the Department (cf. 4.3.2), respondents were divided. The literature review shows that all schools should be supplied with an adequate minimum of learning material, equipment and storage facilities (cf. Chapter 2). Moreover, the findings showed that only a third of respondents indicated that they benefited from the INSET support from the school (cf.4.3.4). Literature study indicates that even though the educators' development is taken to be the responsibility of the Department of Education, the school should play an immense part in its implementation. The principal, however, should be taken as one of the key people in personnel development (cf. 2.4.6)

In terms of selection for training, the selection was evenly split between principals, circuit managers and voluntary attendance (cf. 4.3.5). The literature study indicates that in regard to educator training, national core team has provided training to officials from every province, including curriculum specialists, subject advisors, and other key staff. They in turn have been training school principals, who are expected to provide instructional leadership in their schools and to educators (cf. 2.5.2). Times for INSET training seem to be split between school time, weekends and holidays (cf.4.3.6). According to the literature study (cf. 2.5.2) the most recent INSET workshops in the Zoutpansberg West Circuit which most respondents attended were held during school holidays from June to November 2005. Bagwandeem (1993:67) asserts that the timing of training is a fundamental barrier in the way of the success of INSET (cf. 2.4.8).

The results show that the majority of the participants were of the opinion that there is some provision of lodging, daily allowance, travel allowance, certificate of attendance and refreshment, when INSET lasts for more than one day to the educators who attend INSET workshops (cf. 4.3.7). According to Bagwandeem (1993:65) appropriate financial incentives should be provided. These incentives could be the touchstones of motivation for various persons who participated in INSET (cf. 2.6). Furthermore, most educators are not generally involved in the designing of the INSET programme (4.3.8). Literature study indicates that educators'

participation in and involvement with their development where they help to determine their individual training needs can enhance the success and effectiveness of the educators development programme (cf. 2.4.6).

In terms of the content covered during INSET, new work is usually covered (cf.4.3.9). The literature study shows that the new Revised National Curriculum Statements are much simpler to work with, and provide much more guidance to teachers about the expectations and standards and teachers should be acquainted with them through INSET (cf. 2.5.2). Moreover, most respondents felt that content was well organized, the objectives are clearly stated and the work manageable (cf. 4.3.10).

Overall respondents were satisfied with the general level of expertise of trainers of INSET and trainers were generally well prepared (cf.4.3.12). The Government Gazette (Department of Education 2000:19) confirms that teams comprising expertise in general school management, leadership, governance, curriculum, staff development, and financial planning have been constituted in the districts. They are responsible for monitoring and supporting schools on an ongoing basis for purposes of continuous quality improvement. They are also to coordinate staff development activities that respond to individual needs and the needs of local and national policies and initiatives (cf. 2.4.5). Bagwandeem (1993:65-66) is of the opinion that problems concerning INSET involves the professional qualities, aptitude, technique and skills which in-service tutors and facilitators ought to process. There is a serious shortcoming in that the INSET tutors and facilitators themselves have not been adequately trained. Unless there is adequate training for INSET tutors and facilitators they will be labelled as 'remote' and 'theoreticians' with little practical knowledge of contemporary school situations. Staff members for INSET must be respected and established leaders who give a high priority to their responsibility concerning INSET (cf. 2.6).

Thus, the majority of the respondents felt that INSET workshops offered by the trainers fulfilled educators' educational objectives to some extent (cf. 4.3.11). The venue for training did not generally present a problem but starting times were not adhered to and workshops were often truncated (cf.4.3.13). Literature study shows that the scheduling of INSET can be a fundamental barrier to its success (cf. 2.6). On the whole, the majority of the respondents indicated that they find attending INSET helpful although this is difficult to measure (cf. 4.3.14). Rude and Brewer (2003:1) argue that the ability to measure the results of professional development programmes



and activities for professional educators in relation to improving student achievement is a challenging task (cf. 2.5).

In terms of follow-up, most respondents indicated that the trainers did not make any follow-up or provide them with any form of support system after the workshop (cf. 4.3.15). According to Hofmeyer (1994:37), INSET is important to reorientate educators to new goals and values, to prepare educators to adequately cope with curriculum change, to train them in new teaching/learning methods, and provide them with the necessary knowledge and skills of teaching new learning areas (cf. 2.4.2). But for INSET to reach these goals, follow-up is necessary to sustain knowledge and skills.

In spite of this most respondents indicated that they benefited from the INSET workshops (cf.4.3.16). However a serious shortcoming of workshops is that participants are not always given the opportunity to give written feedback which could be used to improve practice (cf.4.3.17). Ways INSET was evaluated in schools was divided between the principal or HOD's classroom visit, an analysis of senior certificate results and by giving educators questionnaires to fill in.

In terms of sharing of information gained in INSET (cf.4.3.18), the majority of the respondents indicated that participants of INSET workshops are encouraged to share information with colleagues in their own schools through talks, workshops or staff meetings.

Finally, INSET appears to play a role in curriculum development at their school (cf. 4.3.19). According to Bradley *et al* (1994:1) in a climate of rapid educational change, requiring new knowledge and skills is essential to implement centrally directed curriculum initiatives and education reforms (cf. 2.4.6). However, most respondents are of the opinion that there is no support for curriculum development at school level in terms of technical help, school media production centres and availability of curriculum development teams.

### **5.3 RECOMMENDATIONS**

Certain recommendations for the improvement of practice are made based on the literature and the empirical investigation.

### **5.3.1 Departmental support for INSET**

It is recommended that:

- Educators and school management team should strive to develop themselves as professional educators and managers by studying new education policies, thereby acquiring sound knowledge of policy development.
- The school management team should be acquainted with the INSET Policy of the Department of Education. The latter should ensure that INSET policies are available at all schools.
- School managers should make sure that they design their own written school policy on INSET. Issues which should be addressed are the selection of educators for INSET, incentives from the school, permission to attend workshops if held during school time and strategies to share information with staff who did not attend.
- The Department of Education should regularly follow up INSET training with visits to schools.

### **5.3.2 Funding for INSET**

School managers should have skills in financial management of schools which should include more effective ways of obtaining school fees and donations from the community to assist teachers with travelling and accommodation expenses when attending INSET.

School managers should co-operate with prominent figures in the community, as well as community leaders to approach business people and big companies for financial support and make these resources and facilities available at school. The Department of Education should provide norms and standards for schools to meet the increasing demands of managing the INSET support programme. The presence of sufficient funds will improve attendance of workshops.

The school managers should draw up their school INSET plans and ensure that they follow the plan for the development of their educators and SMT.

### **5.3.3 Follow-up of INSET**

The recommendations concerning follow-up are as follows:

- The school managers should employ an effective monitoring system and invite trainers back to their schools if there is a need after INSET.
- INSET trainers should build a sound relationship with educators and SMT for supportive assistance.
- School managers should provide feedback to the INSET trainers to show appreciation of their work.

### **5.3.4 The standard of INSET workshops**

The recommendations regarding the standard of INSET workshops are as follows:

- An evaluation should be made of INSET programmes after workshops.
- The design of the INSET programme for educators and SMT needs to be reviewed.
- Resources and facilities for INSET workshops need to be extended and improved.
- INSET trainers should also receive appropriate training and development.

## **5.4 CONCLUDING REMARKS**

The aim of the study was to assess the existing practice of the INSET for secondary school educators in rural areas. The study was based in the schools under Zoutpansberg West Circuit in the Vhembe district in Limpopo province. INSET training is needed to assist educators meet the new goals and values of the culture of learning and teaching. INSET training is of importance to educators in order to move with new school development and curriculum changes. INSET is one of the most vital components of educational reconstruction. It is hoped that one of the products of this study will be the stimulation of further research of related aspects of INSET of educators in general.

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## APPENDIX A

P0 BOX 3338  
LOUIS TRICHARDT  
0920  
09-09-2005

THE CIRCUIT MANAGER  
ZOUTPANSBERG WEST  
PRIVATE BAG X704  
TSHILWAVHUSIKU 0938

Dear Sir

### **REQUEST FOR RESEARCH AUTHORITY**

I am a student at the UNIVERSITY OF UNISA. At present I am enrolled for the Master's Degree: Education Management.

To complete the requirements for this Masters Degree, I have to do research for my dissertation entitled: Management of in-service education and training for secondary school educators in rural areas. This requires the co-operation of school managers in the institution and the district. I will share the requirements with you and, if necessary, I will provide feedback on the research.

Thank you very much for helping me to reach my goal. It means a lot to me as an educator who would like to take responsibility for professional development and who would like to contribute to the development of In-Service Training Teams in the district.

You are welcome to contact my supervisor, **Dr C. Meier**, at (012) 429-4482{w} if you need more information about the MEd: Educational Management.

I am humbly requesting a response in writing as soon as possible.

Yours sincerely

Livhalani Frank Rathogwa

861-661-2

**{Name and Surname}**

**{UNISA STUDENT NUMBER}**

## APPENDIX B

### QUESTIONNAIRE

#### The management of INSET for secondary school educators in rural areas

**Please note:**

- \* This questionnaire is to be administered to the educators and the school management team of Zoutpanberg West Circuit. The information you provide is confidential and will be used for research purposes only.
- \* Do not write your name or the name of your school on this questionnaire.
- \* The acronym INSET is used for all teacher in-service education and training programmes in this questionnaire. Should you encounter any problem understanding this questionnaire, please do not hesitate to ask me for clarity.
- \* Study the following statements and mark the appropriate block with an X.

#### 1. INSET POLICIES

	Yes	No	Don't know
Does the Department of Education, Limpopo Province have an official written policy on INSET?			
1.2 If yes, does your school have a copy of the Department of Education policy?			
1.3 Does your school have its own policy on INSET?			
1.4 Are you informed of the content of INSET policies?			
1.5 In your opinion, are the INSET programmes offered according to policy?			

1.6 The Department of Education supports the educators and management team who attend INSET workshops in the following ways:

	To a great extent	Some extent	Not at all
1.6.1 Funds to buy supportive material/resources			
1.6.2 Follow-up visits			
1.6.3 The establishment of teacher's centres or curriculum development centres			

1.7 If you can think of other measures of support by the Department of Education, please write them down in the space below:

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	<b>Yes</b>	<b>No</b>
1.8 Is your school currently receiving any INSET support?		

1.8.1 If yes, what benefits have you received?

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1.8.2. If no, what is your opinion about INSET support?

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## 2. ARRANGEMENTS

2.1 Educators/management team to attend INSET training are selected by:

2.1.1 Circuit managers	
2.1.2 Principals	
2.1.3 Deputy principals	
2.1.4 They attend on a voluntary basis	

2.2 Educators and management staff attend INSET workshops:

	<b>Always</b>	<b>Frequently</b>	<b>Seldom</b>	<b>Not at all</b>
2.2.1 During school time				
2.2.2 Over weekends				
2.2.3 During school holidays				

2.3 Does the Department of Education provide educators /management team attending INSET workshops with:

	<b>Always</b>	<b>Mostly</b>	<b>Sometimes</b>	<b>Never</b>
2.3.1 Lodging				
2.3.2 Daily allowance (subsistence)				
2.3.3 Travel allowance				
2.3.4 Certificate of attendance				
2.3.5 Refreshments, when INSET lasts more than one day				

## 3. CONTENT

3.1 Are educators and the management team involved in the design of the INSET programme?

<b>Always</b>	<b>Mostly</b>	<b>Sometimes</b>	<b>Never</b>

3.2 If so, mention the areas of involvement:

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3.3 To what extent does the content cover work which is new to you?

Very great	Great	Moderate	Less

	Yes	No
3.4 Was the content organized in a useful manner?		
3.5 Were the objectives clearly stated?		
3.6 Was the amount of learning material manageable?		

3.7 To what extent do you regard INSET workshops offered by the trainers as fulfilling your educational objectives?

A great extent	Some extent	Not at all	
		Yes	No
3.8 Do trainers provide educators with instructional materials and handouts after an INSET workshop?			
3.9 Were the INSET materials clear to read?			
3.10 Were the INSET materials easy to read?			

#### 4. PRESENTATION

4.1 What is the general level of expertise of trainers of INSET?

Poor	Average	Good	Excellent

4.2 Please give a reason(s) for your answer in question 4.1

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4.3 What problems have you encountered in attending your INSET workshops regarding the following:

4.3.1 The venue

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4.3.2 Starting time of INSET workshops.

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4.3.3 Finishing time.

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4.3.4 Duration of the training period.

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4.3.5 INSET materials.

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4.3.6 Training staff

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4.3.7 Did you attend the INSET workshop which was held in May/June and July 2005?

Yes	No

4.3.8 If “no” to 4.3.7. Give the reason why you did not attend?

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4.3.9 Did you find attending INSET helpful?

<b>Yes</b>	<b>No</b>

4.3.10 If “no”, why

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4.3.11 Did the trainers make any follow-up or provide you with any form of support system after workshops?

<b>Yes</b>	<b>No</b>

4.3.12 Suggestions and recommendations for the improvement of the planning and presenting of effective INSET workshops.

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4.4 How do you rate the standard of INSET workshops?

<b>Very high</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Very low</b>

4.5 Did you benefit from the INSET workshops?

<b>Yes</b>	<b>Partly</b>	<b>No</b>

If “yes”, how?

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4.7 If “no”, why not?

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4.8 Do educators and/or the management team who attended a workshop, evaluated the workshop by means of a written feedback?

Yes	No

4.9 How is the effectiveness of INSET measured /evaluated in your school?

Classroom visits by principal/HOD	Analysis of senior certificate results	Questionnaires to teachers

4.10 If there are other means of evaluating INSET programmes, please specify.

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## 5. FOLLOW-UP

5.1 Participants of INSET workshops are encouraged to share information with Colleagues:

	<b>Yes</b>	<b>No</b>
5.1.1 In their own schools		
5.1.2 From neighbouring schools		

How is this done?

	<b>Yes</b>	<b>No</b>
5.2.1 Staff meetings		
5.2.2 Workshops		
5.2.3 Short talks		

Other measures

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5.4 What role does INSET play in curriculum development at your school?

5.4.1 Central to INSET	
5.4.2 Incidental to INSET	
5.4.3 No role at all	

Are teachers trained to undertake curriculum development after INSET training?

<b>Yes</b>	<b>No</b>
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Is there support for curriculum development at school level in the availability of:

	<b>Adequate</b>	<b>Limited</b>	<b>No support</b>
5.6.1 Teacher's centers			
5.6.2 School media production centers			
5.6.3 Curriculum development teams			
5.6.4 Technical help to produce resources			

How does the content of INSET link up with your traditional curriculum goals of the school?

A very great extent	A great extent	Not sure	Some extent	Not at all

**6. OPEN QUESTION**

6.1 Any other comments you wish to make concerning strength and weakness of the whole INSET programme. Please feel free to express your feelings frankly.

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*I am most grateful for your time*

*Thank you for your cooperation and for sacrificing your valuable time.*

## APPENDIX C

P.O.BOX 3338  
Louis Trichardt  
0920  
12-09-2005

The principal

Request for research authority

### **TOPIC: MANAGEMENT OF IN-SERVICE EDUCATION AND TRAINING FOR SECONDARY SCHOOL EDUCATORS IN RURAL AREAS**

I am a registered Master of Education student at UNISA, conducting an important research in connection with: Management of in-service education and training for secondary school educators in rural areas. I request permission to conduct research in your school.

The findings will be based on educational values to all stakeholders. The confidentiality of participants will be highly respected at all costs.

Your cooperation will be highly appreciated.

Yours faithfully

Mr. L.F.Rathogwa