

**THE EFFECT OF BASIC EDUCATION TEACHER DIPLOMA
GRADUATES ON THE QUALITY OF EDUCATION IN SELECTED
PRIMARY SCHOOLS IN THE KUNENE REGION, NAMIBIA.**

by

PRISKILA NAMBAHU

2011

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by

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Title of thesis

THE EFFECT OF BASIC EDUCATION TEACHER'S DIPLOMA GRADUATES ON THE QUALITY OF EDUCATION IN SELECTED PRIMARY SCHOOLS IN THE KUNENE REGION, NAMIBIA.

Key terms:

Effect; Basic education; Quality of education; Graduates; Primary schools; Teacher training; Learner's performance; Effective teaching and learning; Learner-centred education; Professionalism; Teaching skills; school's achievement rate

The effect of Basic Education Teacher's Diploma (BETD) Graduates on the quality of education in primary schools in the Kunene region, Namibia.

ABSTRACT

Acknowledging the various benefits that can be reaped from good quality education in schools, the primary aim of this study was to explore and investigate the effect of the BETD Graduates on the quality of education in primary schools, in Kunene region.

Seventeen primary school principals took part in the study. They completed a questionnaire and the data was analysed using a qualitative method. Four main categories were investigated: (i) socio-demographic information (ii) the implementation of the BETD skills (iii) job performance and (iv) organizational effectiveness.

This study suggests that there is a strong relationship between the type and quality of teacher education and its effect on the achievement and performances of learners in particular and the school in general. Therefore the quality of education in schools can be determined by the quality of the teachers on the ground.

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Last, but not least, I thank my parents and friends for their support and my fellow colleagues at Etoshapoort Junior Secondary School and Outjo Circuit 3 in Kunene region for the encouragement and motivation they have given me.

DEDICATION

With love to my family: My Parents, sisters & brother
and my son.

**"There is no one as powerful
as a person who feels
loved and supported"**

Arnold M. Patent

DECLARATION

Student number: **41649494**

I declare that **“The effect of Basic Education Teacher’s Diploma graduates on the quality of education in selected primary schools in the Kunene region, Namibia”** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

.....

Ms. P. Nambahu

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Date

NOTICE OF INTENTION TO SUBMIT DISSERTATION/ THESIS FOR EXAMINATION

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I HEREBY GIVE NOTICE THAT I INTEND TO SUBMIT MY DISSERTATION/ THESIS FOR EXAMINATION WITH A VIEW TO THE GRADUATION CEREMONY TO BE HELD DURING

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SIGNATURE

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CHAPTER 1

1.1 Introduction

This chapter presents the background to the research problem, i.e. the effect of Basic Education Teacher Diploma graduates on the quality of education in selected primary schools in the Kunene region, Namibia. The problem statement will be elaborated on in detail and the research questions, research objectives, the significance of the study, its limitations and the research methodology used outlined. Lastly, the researcher will present the operational definition of terms to be used in the study and an overview of the organization of the study.

1.2. Background and motivation of the study

The Constitution of the Republic of Namibia guarantees the right to free and compulsory education for all children from the age of 6 to 16, or the end of Primary education, whichever comes first. The Government of the Republic of Namibia aims to provide a ten year basic education for all. As stated in “*Towards Education for all*” (Ministry of Education 1993c:3 and 67), the new educational system of Namibia is guided by four goals: access, equity, quality, and democracy. All children and young people should have access to equitable education, through a democratic system. Such a system requires broad participation in decision making and the clear accountability of those who are our leaders. This does not mean that every decision in a school must be subjected to a vote or that young children have the same influence as their parents. Instead it means that the government must diligently and consistently facilitate broad participation when making major decisions about education and their implementation. Democratic education for a democratic society requires

teachers to be active creators and managers of the learning environment and not its masters or caretakers.

The Namibian government should structure the education system so that the organizations its participants choose to form, for example teachers and student unions, can play active roles alongside the community in shaping, guiding and assessing the education system. An education system based on democracy makes provision for a democratic pedagogy, a methodology which promotes learning through understanding, and practice directly towards empowerment to shape the conditions of one own life. As such, democracy relates closely to the curriculum intentions of basic education and to the context of the school in society. The capacity for and rate of learning is affected by many physiological factors with which someone is born. However, environmental and external factors also play a significant role (Farrant 1996:107). For successful learning outcomes, learners must assume responsibility for their own learning and studies. They must embrace anything they find potentially alienating and make it their own. They need to participate in the construction of the system and share the responsibility for its results. Education is the foundation for both development and democracy. Building these foundations must be a conscious process in which all learners are engaged (Ministry of Education 1993c:41-42).

The aim of teacher education in Namibia is to provide all learners with competent, fully qualified, committed teachers so that their education is equitable, relevant and meaningful, of high quality and conducted in a stimulating and supportive atmosphere. Teacher education for basic education must first and foremost meet the needs for the professionalization of teachers in other words, nurture a person who is committed, has a sense of responsibility, knowledge and skills, which can be used to raise the quality of education

through the use of various integrated technologies in the entire country (BETD Curriculum 1993).

Teacher preparation for basic education is not seen as the final stage of formal education, nor as the completion of teacher education. The rapidly increasing and changing state of knowledge, and the new demands that are made on the role and function of the teacher, make it impossible to regard initial teacher education as an isolated part of the career. Rather, it provides a selection of knowledge and experience as the first entry into the teaching profession, an initial step in an ongoing process of professional growth and development (Ministry of Education 1993c:80-83).

Consequently, the Ministry of Education should incorporate evaluation and assessment strategies in the Basic Education Teacher's Diploma (BETD) curriculum to ensure that prospective teachers can only complete their studies once they have met all quality grades and requirements to ensure a good level of professionalism, knowledge and skills in all graduates. In-service training must also be part of the teacher's career to maintain professionalism and quality of work and conduct.

According to Preston and Kennedy(1994:27) professionalism, quality work and conduct of teachers can be achieved through the Namibian professional standards and competencies for teachers. The following important steps should therefore ensure that:

- There is clear articulation of the philosophy and principles on which education in general, and teacher education in particular, is based in Namibia.
- Guidelines for teacher education reform incorporating those values, plus the Professional Standards, are integrated into a cohesive framework

- The implementation of standards and competences occurs in ways which provide scope for flexibility, experimentation and research, and which encourage individuals and groups to critically reflect on their work, and on the competency requirements
- There is acknowledgement that assessment of pre-service and in-service teachers is based on contextual judgments which are inferred rather than directly observed
- An acknowledgement that a concentration on the production of discrete, overt tasks has limited application to professional education, and
- Recognition that performance (whether it is the production of documents such as a scheme of work, or classroom presentation) cannot be simplistically equated with competence. Rather than a teacher's competence is the integration of a complex combinations of personal attributes (knowledge, skills and attitudes/values) that enable performance of a variety of tasks in particular contexts (Preston & Kennedy 1994:27).

Two ideas are implicit in the word education. The first is that of leading a learner into new areas of knowledge and experience. The second is of feeding, growing and developing knowledge. Both point to the fact that education is an essential process in human development (Farrant 1996:18). Here are a few characteristics or elements of education:

- Education is a universal practice engaged in by societies at all stages of development.
- Education is generally accepted as being the activity through which people are assisted in learning to know and do certain things.
- Education aims to assist the learner in acquiring certain knowledge, skills and attitudes.

- Education occurs throughout the life of a person and refers to the teaching-learning situation; the educator teaches the learners and assists them in learning what is being taught.
- Education is the planned activities to prepare learners for their roles in life.
- Education describes the total process of human learning by which knowledge is imparted, faculties trained and skills developed.
- There are a range of forms in which education can be provided such as formal, non-formal, and informal. Schooling is only one of these forms (Farrant 1996:18-19).

1.3 Background of the study

1.3.1 Purpose of the BETD

In order to meet the challenges of equitable, quality and democratic basic education for all, the Basic Education Teacher Diploma (BETD) was introduced in 1993. The Ministry of Education set a standard teacher training timeframe, to ensure that teachers will be well equipped with the necessary skills at the end of the three years training to teach grades 1-10. Before independence a teaching certificate was awarded after two years. After independence it was extended to a three year teaching diploma (the BETD). The demands of Basic Education are such that a three-year full-time study is considered to be the minimum amount of time required to gain a qualification to teach grades 1-10. It is divided into three phases: Lower primary (gr. 1-4), Upper primary (gr. 5-7) and Junior secondary (gr. 8-10).

1.3.2 The structure of the BETD

The first year of the Basic Education Teacher Diploma provides a common

foundation, with emphasis on children's educational and developmental needs, educational theory and practice, and classroom situation. During the second year, prospective teachers will continue their foundation and begin to specialize in their Grades 1-7 or Grades 4-10. Those who focus on the lower grades will emphasize early childhood education, curriculum and English communication skills. Those who focus on the upper grades will have a common core and a particular emphasis on English plus humanities or mathematics and sciences or pre-vocational preparation. Both the common foundation and the specialization will continue into the third year, with further refinement of subject area expertise. Prospective teachers will spend part of their time each year working directly in schools (Ministry of Education 1993:82-83).

See Appendix A pg. 147, for the BETD structure, BETD pg. 148 and Transcript pg. 149, for an outline of the content and modules, criteria and outcomes.

1.3.3 Demands, aims and challenges on the BETD

One of the demands of the new Basic Education in Namibia, and thus the Basic Education Teacher Diploma, is to develop a system of assessment and evaluation that is consistent with the stated principles of learner-centered, interactive teaching and learning: learning by understanding and learning through productive activities and cooperation. A principle of positive achievement is used to assess what the prospective teachers know, understand and can do. This principle entails that a variety of assessment techniques be used and that counseling, tutoring, and other remedial assistance become an integral part of assessment procedures. The purpose is to provide conditions for our new teachers to succeed rather than to concentrate on weeding out failures (Ministry of Education 1993:59, 81-82).

The aim of Basic Education is to provide a balanced, relevant and coherent programme of instruction and learning. Basic Education provides aesthetic, social and economic, linguistic and literary, mathematical, spiritual, moral and ethical, physical, natural scientific and technological tuition (Ministry of Education 1993:59, 81-82). The basic education curriculum allocation is presented in Appendix B (see pg. 150). Basic education should put in place a strong foundation for all learners in primary schools. Teachers must be well equipped with all necessary assets needed to impart knowledge and give specialized assistance to learners. During this critical time, a learner needs to be holistically taught in schools. The learner needs support to develop his/her full potential.

Circumstances at home have changed drastically over the past few decades and symptoms of these changes are visible in the high divorce rate, prevalent deviant behavior, personality disorders and permissiveness (Zimba 2007:19). The learner may, for example, live in an upsetting, disorganized household with insufficient medical and dental care and unbalanced nutrition. Violence, alcohol and drug abuse, unemployment, low income, lack of proper housing, juvenile delinquency, lack of public transport, housing needs and a complete lack of infrastructure in rural areas have a negative impact on basic education. As a result of these disadvantages, special assistance is necessary to help and support the learners in schools, and the BETD graduates must be made cognizant of this fact (Zimba 2007:19).

1.3.4 The BETD Curriculum

The broad BETD Curriculum sets out the foundation of and parameters for the (BETD) by stating the introduction-rationale, aims, professional competencies,

structure, approaches, assessment and evaluation in the document. For example, it outlines what areas of learning and subjects are to be studied and how teaching and assessments are to be done. It also includes the main principle for the language medium of instruction, and for teaching learners with special needs. All teachers should familiarize themselves with this document, and work together to fulfill the intentions of the curriculum and use it to further develop teacher education to the benefit of all learners in Namibia (Ministry of Education 1993c:80).

Learner-centered education presupposes that teachers have a holistic view of the learner, valuing the learner's life experience as the starting point in the learning process. Teachers should be able to select content and methods on the basis of a shared analysis of the learner's needs, use local and natural resources as an alternative or supplement to ready-made study materials, and thus develop their own and the learner's creativity.

The basic education curriculum guide provides the framework for devising subject syllabi and materials to be used in the various subjects and areas of learning so that the goals and aims can be put into practice in a consistent way. This curriculum should be used by schools and teachers to guide the planning, organization and implementation of learner-centered teaching and learning at school.

Schools have a special responsibility for using this curriculum guide together with the various subject syllabi to identify locally relevant content within a common framework. In this way, learners will experience their education as being meaningful for them at the same time as following a common curriculum for all Namibians. A learner-centered approach demands a high degree of learner participation, contribution and production (Ministry of Education 1993c:84).

The learner-centered model paradigm is to produce learning and to create effective learning environments. Barr and Tagg (1995:21) describe this learning model as one that “frames learning holistically, recognizing that the chief agent in the process is the learner. Thus, students must be active discoverers and constructors of their own knowledge”. Carl Rogers’ book, *Freedom to Learn* (1969), further supports the need for learners to take control over their learning.

Rogers (1969:89) believed that learners must be trusted to develop their own potential and encouraged to choose both the way and direction of their learning. Learning-centered assumptions suggest that learners should have meaningful control over what and how things are learned, plus how the learning outcome is measured. This concern for the learner acquiring meaningful control of the learning process has been called “student centered” or “learner centered” but more appropriately should be called *learning-centered learning*.

The learner-centered concept is also supported by a study begun in the early 1990s by the American Psychological Association (APA). The APA issued a report in 1993 that identified twelve learner-centered principles. In 1997, the APA revised the report, identifying fourteen learner-centered psychological principles. The fourteen principles were sub-divided into the following four groups: (1) Cognitive and Metacognitive Factors; (2) Motivational and Affective Factors; (3) Developmental and Social Factors; and (4) Individual Differences. All fourteen of the principles are used to deal holistically with the learner-centered concepts.

The first principle under the Cognitive and Metacognitive factor in the APA (1997) report deals with the nature of the learning process. This principle states that “successful learners are active, goal-directed, self-regulating, and assume personal responsibility for contributing to their own learning (APA, 1997:7).

The psychological principle that learners need to take responsibility for their own learning is the cornerstone of *learning-centered learning*.

In a more traditional education environment, faculty has generally been given the control over course goals and/or learning objectives. In a learner-centered environment, the learner is typically given some choice over the course's learning objectives. Tasks such as learning strategies and doing assignments have been the responsibility of the student. In this area, faculty may want to work more collaboratively with learners to develop more effective learning strategies for a particular course or subject. As with course objectives, the measurement of learning outcomes has generally been the domain of the faculty.

In a learning-centered environment, learners may use a variety of ways to measure their learning. Faculty can develop a number of measurement instruments so that learners may select the assessment that emphasizes their strengths. Learner-centered environments hinge on the ability of faculty members to see themselves as facilitators of learning and not solely as subject area experts (Reynolds 1999:45).

Namibia's Vision 2030 views education as follows:

As required by this Vision, the country will operate a totally integrated, unified, flexible and high quality education and training system that prepares Namibian learners to take advantage of rapidly changing global environment, including developments in science and technology. This, in turn, would contribute to the economic and social development of citizens

(Office of the President 2004: 267)

The long-term vision for Namibia stated in *Vision 2030* (NPC 2004:4) is to transform Namibia into a Knowledge Economy (KE). Improved education is

considered to be a key component to attaining this vision. Improved education has been identified as essential in the national development goals and through this citizens will be equipped with competences that support a KE.

1.4 Motivation of the study

The Government of Namibia and civil society expect better school results based on the new and upgraded teacher education training. Therefore, it is true to assert that:

The best indicator of the quality of an education system is students' learning achievement. In the case of Namibia, diverse measures point to a decidedly ineffective system... students' performance on the 2001 JSE examinations show that more than half (53.6%) of the candidates failed to attain the minimum requirement for entry into senior secondary school.

(World Bank 2005: 202)

This statement indicates that the Namibian system is failing, even after a huge injection of funds into teacher education by the Government of the Republic of Namibia. Despite these interventions, the performance of learners in basic education has not improved over the years. Commenting on the examination results for the academic year 2006, the secretary general of the Namibia National Teachers' Union bemoaned the performance:

...there is still a huge number of learners who leave school and become part of the unskilled workforce. Last year, only 3 393 from a total of 27 669 learners qualified to enter into senior secondary schooling. Our concern is, where will the 24 246 others be dumped by the system? The

same applies to grade 12 results. Thus, one can conclude that the current education system produces approximately 40 000 dropouts every year.

(New Era Newspaper, 2 Feb 2007:6)

The situation seems to deteriorate as time passes and is becoming apparent to the majority of stakeholders in the teacher training process. The BETD course and its graduates are not effectively and productively addressing the needs that they were intended to do. This is clearly stated by Mr BollenChataa, a lecturer at the Caprivi College of Education in the Department of Education Theory and Practice:

Today there is a BETD graduate at almost every school in the whole of Namibia. Thanks to the Government and the people of Sweden. Unfortunately, 10 years or so after the introduction of the reform, many, including educational practitioners, are not satisfied with the quality of the BETD graduates in terms of content and content delivery to the recipients who are the learners. There is a nationwide outcry about the whole programme. Some of the criticisms are not based on mere gut-feelings but on empirical and scientific evidence.

(New Era Newspaper, 25 July 2008: 8)

Some schools are still facing challenges, for example there are still learners in the 8th grade, who cannot even read and write their own names. There are still learners who cannot work out basic mathematical calculations in their books. It must be remembered that the achievement of a learner is a direct reflection of a teachers' performance. Such situations are contrary to the stated intention of educating teachers to meet the expectations of both government and society. This challenge questions the direct link between training and the performance of teachers at BETD level (B. Chata, Caprivi College of Education, Namibia).

This research will assist the educational planners and policy makers to re-focus on the following aspects of education in general and teacher education in particular:

- Refocusing on quality and democracy in education
- Improve understanding of learner and learning centered approaches to teaching, assessment and classroom management in schools
- Emphasize on improving the lower primary phase, particularly in the teaching of literacy and numeracy
- Introduction of training for pre-primary teachers

1.5 The Research Problem

The training period for the Basic Education Teacher's Diploma programme is three years. This is one year more than the pre-independence teacher training programmes which had a maximum period of two years of training (Ministry of Education Namibia 1993:75-76). In these three years, the Ministry of Education requires that each teacher undergo and master the broad competencies of teacher training, i.e. teaching skills, professionalism, responsibility, communication skills and interpersonal and social skills (Ministry of Education 2007d:80). Once learned, these must be transferred to the classroom so that learners can benefit from the training that the teacher went through.

In practise, however, there seems to be a lack of support of learners, especially those with learning difficulties. The fact that there are learners in their 8th grade who do not yet know how to read and write shows that support for the learner was not forthcoming and that they did not follow through on their lessons.

According to Zimba (2007:17), this situation may be viewed from two angles: firstly, the inadequacy of the BETD teacher training programme and secondly, the incapability of teachers to implement the competencies acquired during their training period.

The Ministry of Education introduced the three-year BETD in 1993 and believes that it is sufficient to educate and equip prospective teachers with all the necessary knowledge and skills to become professional teachers at the end of their training.

According to Bandura (1977:191), student teachers sometimes underestimate the complexity of teaching and end up expressing feelings of frustration when they see the difference between the required teaching standards and their own teaching, a situation that has come to be known as “reality shock”. Graduate teachers might not be well informed and exposed to the different conditions in schools, and when they start with the actual teaching they tend not to know what is awaiting them in reality. This study will explore this situation and assess the graduate teacher’s performances and contributions in schools.

Quality education should not only be viewed from the perspective of learner and teacher activity in the class, but should include a study of work behaviour and organisational effectiveness. Equally important are the work ethics and values upheld by teachers (Kopelman 1986:90). The teacher’s personal values should, amongst others, include a high degree of professionalism, exemplary general behaviour, self-discipline and respect.

In the light of the above discussion, the following research problem can be defined:

The researcher wants to determine whether the BETD program has adequately prepared the graduates during their three year training in order

for them to produce better results and improve the quality of education especially in primary schools.

1.6 Research Question

To be able to optimise the research problem, the following main research question for this study is:

- a) What are the effect of the three years teacher training on the performance of the BETD graduate teachers in primary schools?

- **Sub-questions**

- i) What is the role of BETD trainees in the organisational effectiveness of the school?)
- ii) Could the BETD trainees cope in the classroom situation with the skills learned?

1.7 Research aim and objectives

This study has the following aims and objectives regarding the role of the BETD trainees:

- a) to determine the extent to which teachers implement the training competencies they acquired in the BETD training;
- b) Which of the training competencies have the greatest impact on the performances of the teacherseffectiveness;

1.8 Significance of the Study

Teachers in Namibia have been able to pass the survival stage of their craft, they are able to control their classes, have a good rapport with their students and present their lessons systematically (Ministry of Education 2005a:107).

The crucial concern is that teachers have become stagnant and find it challenging to embrace new changes in their profession. This changes includes new teaching methodologies, new curriculum and syllabus implementation techniques and the use and integration of information communication technologies in the teaching and learning process. In short, ineffectiveness in the teaching profession creeps in because teachers do not know how to cater to the diverse needs of their learners, because of various issues such as the training they receive, curriculum differences and a lack of practical experience. Therefore the BETD training students receive is vital for their effectiveness as teachers.

Actual problems in teaching includes a lack of resources, the remoteness of some schools, poor learner performance and language barriers. As far as it could be established, no previous analysis or study dealing with the balance between teacher training on BETD level and the quality of education in schools has been undertaken. This research is, therefore, one of the few studies conducted in Namibia that can help to fill the knowledge gap in this field.

The study of achievement and underachievement among learners have been studied by various authors (Mowes, 2007; Martins, 2004; Dearden, 2006).

However, not much attention has been paid to the aspect of the effectiveness of teachers. Instead, other aspects like those pertaining to inclusive education, special education and industrial activities have been studied. For instance,

Mowes(2007) investigated the effect of BETD training on the competence of teachers to handle inclusive classrooms in Namibia. The study concluded that the BETD programme is seriously deficient in this aspect. Yet another study by Zimba(2007) was undertaken in Namibia with the purpose to determine BETD graduate teachers' support to students with learning backlogs.

The result of the study indicated that, while quantitatively teachers were found to have supported students in that category, qualitatively teachers did not ensure that all students followed their teaching throughout the learning process.

Policy makers, school managers and teachers could use this present research to improve their practices. Future researchers could use this study as a guide for further research and investigations. It may also provide them with both theoretical and practical knowledge of the relevance of the educational and training programmes in Namibia.

1.9 Delimitation of the field of study

This study has a few delimitations. Firstly, eighteen school principals sampled for this study will be limited to those schools offering Primary school education, because this is the phase which employs a large majority of BETD graduates. Secondly, the school principals were required to have observed the BETD graduates' class teaching at least twice during the past year, and that expressly for the purpose of assessing their teaching competency.

Secondly, in the first round all data for this study was collected through a questionnaire and consequently all primary results analysed stem from this source. This first round of data collection was followed by personal interviewing of the school principals involved in the questionnaire. The reason for the follow

up interviewing was to eliminate the shortcomings of the closed ended questions of the questionnaire by asking open ended questions in the interviews.

Questions asked were restricted to the teaching and learning processes of those holding a BETD in various primary and upper primary schools of circuit 3, Kunene education region. Teachers who were not BETD graduates were not included in the survey, even though they might have had similar investigative issues.

Finally, this study only covered Outjo circuit 3 in the Kunene region of the Republic of Namibia, (find an attachment of a map of the Kunene region on pg. 160). The majority of the Primary schools in the region are situated in Circuit 3 and so the study effectively reflects the situation and needs of this population. Therefore, as a result of these delimitations, the findings of this study cannot be generalised to include other regions and countries even though they may have similar teacher training programmes in place.

1.10 Literature Review

In order to determine the impact and effects that the school system accrues in Namibia as a result of training teachers on BETD level, a literature review encompassing both local and international studies and documentations was done. The literature consisted of relevant circulars, publications, newspapers and official documents pertaining to the Namibian teacher training programmes. The literature review also elaborated on the findings of some of the previous studies carried out in this area of research.

Professor K. Zeichner, a prominent scholar at the University of Wisconsin-Madison, in the USA, who also happens to be a strong supporter of teacher

education development in Namibia since independence, has expressed his views about the struggle over teacher education. He maintains that teacher education should work towards teacher research and reflective praxis and by that challenge “the hegemony of academic researchers over the production of educational knowledge” (Zeichner, 1994:26).

The BETD works along the same idea through the implementation of critical inquiry as a practitioner research approach. Therefore, when it is said, that there is a lack of attempts to understand what is going on in schools, such statements seem to be based on attitudes towards teacher education and teacher educators in general and ignoring the real attempts to link professional training and schooling in the BETD (Zeichner, 1994:26).

In another study carried out at the Research Centre for the Education and Labour Market, Maastricht University in the Netherlands, Bourghans and Heijke (2005:133), assert that there are many factors that account for a learner’s achievement. Some of these are: individual characteristics and abilities, the contribution received from parents and the quality of input from the school such as quality teaching, efficient supply of educational resources and teaching aids, equipment and facilities.

A committed employee is less likely to be absent and more likely to be productive than a non-committed employee. Reyes (1990) argues throughout his book that the issues of work performance, productivity and work commitment are inextricably related to the personal attributes of teachers, and will play a role in the effectiveness of teachers in the learning process.

Many other suitable research articles and books are discussed in Chapter Two.

1.11 Research method and design

A research design is a plan that governs what will be done and to whom, what will be measured, how and when data will be collected and how the results will be interpreted (Bless and Higgson-Smith 1995:63). Babbie (1998:89) states that a research design addresses the planning of scientific inquiry – designing a strategy find something out.

There are two well-known and recognized approaches to research, namely; qualitative and quantitative approaches. Creswell (1994:181) highlights the difference between the two methods by explaining that, “in contrast to quantitative research, qualitative research assumes that there are multiple realities, that the world is not an objective thing out there but a function of personal interaction and perception. It is a highly subjective phenomenon in need of interpretation rather than measuring beliefs and facts from the bases of perception.” Both the quantitative and qualitative research approach was chosen for this study and is explained further in Chapter 3. This study is about the experiences of teachers and learners as role players and partners in the education system. In this regard, Grove (1993:65) comments: “I wanted to describe experiences as they are lived.” Mertens (1998:169) concurs saying that qualitative research is used to understand and describe an event from the participants’ point of view.

Creswell (1994:181-182) highlight the characteristics of qualitative research in education:

- Qualitative researchers are concerned primarily with process rather than with outcomes or products.
- Qualitative researchers are interested in understanding the meaning that people have constructed.

- The researcher is the primary instrument for data collection and analysis.
- Qualitative research involves fieldwork as a research strategy. The researcher builds abstractions, concepts, hypotheses and theories from details.
- The product of a qualitative study is richly descriptive. These descriptions are derived from participants' responses and documents.

Generally speaking quantitative research is used to answer questions about relationships between measured variables with the purpose of explaining and predicting things. In contrast, qualitative research is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participant's point of view.

The qualitative approach is also referred to as the interpretative, constructivist or positivist approach. Both approaches involve similar processes, for example the formation of one or more hypotheses, a review of related literature, the collection and analysis of data. Qualitative research often starts with general research questions rather than a specific hypothesis, an extensive amount of verbal data is collected from a small number of participants, organised into a form giving it coherence, and it makes use of verbal descriptions to portray the situation studied (Leedy and Omrod 2001:100).

As stated both the quantitative and qualitative research method was employed in this study. Even though in the title the word "effect" was used, it is clear that the qualitative research method would be the best method to explain the role and effect the BETD would have on the quality of education. It is suitable for this study, because qualitative research is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and

understanding the phenomena from the participants' point of view. Qualitative researchers often start with general research questions rather than a specific hypothesis, collect an extensive amount of verbal data from a small number of participants, organise those data into some form that gives them coherence, and use verbal descriptions to portray the situation they have studied. A qualitative study is more likely to end with tentative answers (Leedy and Omrod 2001:101).

Qualitative research encompasses several approaches to research that are, in some respects, quite different from one another. Yet all qualitative approaches have two things in common. First, they focus on phenomena that occur in natural settings that is, in the real world. And second, they involve studying those phenomena in all their complexity. Qualitative researchers rarely try to simplify what they observe. Instead, they recognise that the issue they are studying has many dimensions and layers and so they try to portray the issue in its multi-faceted form (Leedy and Omrod 2001:147).

As can be deduced from the references above, a qualitative research method could be the more suitable method to be used but to overcome the shortcomings of this method it was decided to use a questionnaire with closed ended questions as well, and much information was obtained through this questionnaire (see Appendix C on pg. 155). According to Leedy and Omrod (2001:149), the use of questionnaires has definite advantages over other methods of collecting data.

In comparison to the use of an interview procedure for example, a questionnaire is much more efficient because it requires less time, is less expensive and permits collection of data from a much larger sample. Confidentiality of the respondents can be guaranteed, because they do not necessarily have to identify themselves to the researcher and their answers are not judged based on their identity. They can be far away and feel freer to answer unanimously on paper.

The questionnaire can be administered to subjects through the mail.(Leedy and Omrod 2001:147).

To enhance the value of the study it was decided to verify and confirm the questionnaires findings with follow-up face-to-face interviews where possible, and telephone calls to discuss the findings with the principals of the 17 schools involved. Open ended questions will be used in this regard. (See appendix Cpg.157). The findings of the study also indicates that less than 60% of the school principals agreed that the BETD graduates are implementing their learned skills from training”. The study could also not record a “very good” or “excellent” rating in some categories pertaining to quality education rendered by the BETD graduates in these primary schools. Therefore the follow up interviews were very useful and necessary.

1.12 Population and Sampling

According to Babbie and Mouton (2001), a study population is the aggregate of elements from which a sample is selected. Bless and Higson-Smith (in De Vos 2002:306) refer to a population as the set of elements that the researcher focuses on and to which the obtained results should be generalized. Polit and Beck (2006:506) describe the population as an entire set of individuals having some similar characteristics.

The accessible population in this study comprised of all school principals in primary and junior primary schools in Outjo circuit 3, in the Kunene region of Namibia. Outjo circuit 3 is one of the three educational circuits in the Kunene educational region, and Kunene is one of the 13 regions in Namibia. Generally, a primary school has grades 1 to 4 and a junior primary grades 5 to 7. The reason for selecting this population is that, these are the levels where basic

education is taught and where BETD graduates mainly employed. Outjo circuit 3 has a total of 18 primary schools.

Sampling refers to the process used to select a portion of the population for the study (Maree 2007:79). Qualitative research is generally based on non-probability and purposive sampling.

For the purpose of this study, purposive sampling was used, were 18 school principals heading primary schools in Outjo circuit three, in the Kunene region were handpicked for inclusion in the sample on the basis of the cases' judgment (Cohen, Manion and Morrison 2000:103).

A purposive sample is a sample selected in a deliberative and non-random fashion to achieve a certain goal. In a focus group, for example, one may want to consciously seek out respondents at both ends of a spectrum (as well as some in the middle) to insure that all viewpoints are adequately represented. One might also preferentially recruit subjects who have the best knowledge and experience in an area of study (Cohen, Manion and Morrison 2000:104).

In this study the principals included are directly working with the BETD graduates on a daily basis in their schools, and some of the principals are products of the same teacher training program themselves. The primary phase level became the targeted level for this study, because that is the level where the majority of the graduates are teaching, based on their college obtained teaching diplomas. Purposive sampling is therefore suitable for this study, because the subjects have the best knowledge and experience in the area under study.

In addition, Patton (2002 cf. Maree 2007:257), explains that in purposive sampling, the sample size is small and is purposefully selected from those individuals who have the most experience with the studied phenomenon.

1.13 Data collection

Data collection is a detailed description of the data gathering procedures of a planned investigation. The description covers specific techniques to be employed (De Vos 1998:100).

Data for this study was collected through the use of questionnaires prepared in English, which is the medium of instruction used in all government schools in Namibia. The questionnaire was administered to Primary school principals because they are in the position to realise and observe the teachers who are experiencing and implementing the results of the BETD programme in their schools.

The researcher made appointments with the identified school principals. The questionnaires were delivered both in person and by mail to remote schools. Sufficient time was given for their completion. The researcher made use of the advantages of paper-pencil questionnaires to reach the majority of the study population. The respondents completed the questionnaire and did not take part in any face to face interviews. All data and results were acquired from the questionnaires received back from the schools. This was followed up by the interviewing of the seventeen out of the eighteen school principals at a later stage.

According to (Leedy and Omrod 2001:197), paper-pencil questionnaires can be sent to a large number of people, including those who live thousands of miles away. They save the researcher travel expenses and postage is typically cheaper than long-distance telephone calls. The social scientist who collects data with a questionnaire and the physicist who determines the presence of radioactivity with a Geiger counter are at just about the same degree of remoteness from their respective sources of data (Leedy and Omrod 2001:198). From the perspective

of survey participants, this distance has an additional advantage: people can respond to questions with the assurance of anonymity and so may be more truthful than they would be in a personal interview, particularly if they are talking about controversial issues. The findings from the questionnaire of this research will be followed up with semi-structured interviews with the respondents to substantiate the findings through open-ended questions.

1.14 Data analysis

Data analysis is defined by Burns and Grove (1997:521) as “a method to reduce, organize, and give meaning to data gathered or construction that emerged and these are constructed into a meaningful whole.” The responses from the questionnaire were analyzed in the following order:

- Collected data was analyzed through a process of grouping responses into categories that brought together similar ideas, concepts of themes discovered.
- After the analysis was completed, data was grouped into categories that allowed for the comparison of different responses, identification of themes examined and enabled better understanding of concepts (Rubin and Rubin 1995:228).

The researcher then compiled all data for the final report. It was critically analysed and interpreted before a summary of the research findings was written. It was summarised in such a way that it reflects the sample size and characteristics without unnecessary duplication. Each questionnaire was treated separately to determine its dependability in order to produce quality results. In order to have any effect upon educational theory or practice educational research studies must be rigorous and present results that are acceptable to other

educators and researchers (Merriam, 1998:120). To accomplish this task, studies must be of high quality and results must be trustworthy and dependable.

(Merriam, 1998:125) contends that with qualitative research the focus is on understanding and explaining the world as others have experienced it and it is assumed that multiple realities exist. Thus, there is no benchmark upon which to measure repeatability or upon which to establish traditional reliability. Guba and Lincoln (1985, as cited in Creswell, 1998 and Trochim, 2006) alternatively propose the term dependability, which is intended to be analogous to reliability. Rather than focusing on the ability of others to replicate results, the intent becomes having others concur that the results are sensible and consistent with the collected data (Merriam, 1998:130).

1.15 Conceptual analysis

1.15.1 Education

Education is an intentional activity characterised by planned execution, for example, with regards to aims and objectives, content, methods and evaluation. It is an activity that provides the learner with knowledge, skills and attitudes through which the learner can become a balanced person equipped for different spheres of life. It is an activity with an interpersonal nature occurring between a person who, for some other reasons, has the competence to teach, namely the educator, and another person, who has need of education, namely the learner (Steyn, 2002:34-35).

1.15.2 Basic education

Basic education refers to the whole range of educational activities that take place in various settings (formal, non-formal and informal), that aim to meet basic learning needs. According to the International Standard Classification of

Education (ISCED), Basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). In countries (developing countries in particular), basic education often also includes pre-primary education and or adult literacy programs (Accessed on 25 February 2008, http://www.unesco.org/education/gmr_download/chapter1.pdf).

1.15.3 Primary school

A primary school (from the French *école primaire*) is an institution in which children receive the first stage of compulsory education known as primary or elementary education. Primary school is the preferred term in the United Kingdom and many Commonwealth Nations, and in most publications of the United Nations Educational, Scientific, and Cultural Organisation (UNESCO: 2005). Children generally attend primary school from around the age of four or five until the age of eleven or twelve (Accessed on 16 July 2002, <http://www.etymonline.com/index.php>).

1.15.4 Quality of education

Quality education involves improvement of intellectual potential and the establishment of effective resource capacity through effective teaching and learning. Gunter (1979: 182) contends that while teaching is more specifically concerned with the development of the intellect, on the one hand, education on the other hand, is aimed at the development of the whole child, or the child in his totality, with the child as an indivisible spiritual, physical unity in his total existential situation.

Quality education also refers to a situation where learners who are healthy, well-nourished and ready to participate and learn together with the support of their families and communities. They have the following in common:

- Environments are healthy, safe, protective, gender-sensitive and provide adequate resources and facilities.
- Content is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and life skills, and areas such as gender, health, nutrition, HIV/AIDS prevention and peace are also covered.
- Processes in which trained teachers use child-centred teaching approaches in well-managed classrooms and schools with skilful assessment aimed to facilitate learning and reduce disparities.
- Outcomes encompass knowledge, skills and attitudes, and are linked to the national goals for education and positive participation in society (UNESCO 2005:3).

1.15.5 The role of the school principal regarding quality education

The school principal is the highest-ranking administrator in an elementary, middle or high school. The highest-ranking school level administrator in some private schools is called the head master. Principals, headmasters and others responsible for the overall operation of a school are often called school leaders. In an era of shared decision-making and site-based management, the term *school leader* may also be used to refer to other school administrators and leaders within the school such as assistant principals, lead teachers, and others participating in leadership activities (Accessed on 20 June 2009, <http://www.education.stateuniversity.com>).

Ngubane (2000: 36) advocates that principals, as leaders, have to play a strategic role in not only managing, but also initiating change. The principal is required to make necessary changes so that new methods of education are introduced gradually. Chetty (2003: 119) believes that when change is introduced, the

organisation moves to another level. The movement to the new level should take place in such a manner that all stakeholders are part of the process of development. It is during this period of change that principals have to ensure that the transition takes place smoothly.

According to Chetty (2003: 119), the principal should be prepared to think critically about matters such as culture and tradition, and about other related subjects such as cultural transmission, equal opportunity, equality and equal rights. For schools to meet the needs of the community, the school has to adapt to changing circumstances. However, the complexity of introducing change may lead to conflict, resistance, aggression, opposition, suspicion and the like Chetty (2003: 119).

Fullan and Stiegelbauer (1991: xii - xiii) affirm that change is part of daily realities and hence, that managers resisting the inevitable are likely to become less effective.

1.15.6 The influence of learning

Learning is the process by which we acquire and retain, attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behaviour patterns or physical growth. The capacity for learning is closely related to innate physiological factors and the rate of learning depends on both inherited and environmental factors (Farant 1996:107).

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."

-Albert Bandura, **Social Learning Theory**, 1977

The social learning theory proposed by Albert Bandura has become perhaps the most influential theory of learning and development. While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning.

His theory added a social element, arguing that people can learn new information and behaviors by watching other people. Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behaviors.

There are three core concepts at the heart of social learning theory. First is the idea that people can learn through observation. Next is the idea that internal mental states are an essential part of this process. Finally, this theory recognizes that just because something has been learned, it does not mean that it will result in changed behavior. Accessed on 03 November 2010,

(<http://psychology.about.com/od/developmentalpsychology/a/sociallearning.htm>).

1.15.7 The role of the teacher/ educator in quality education

A teacher is any person who teaches, educates or trains another person or who provides a professional educational service, including professional therapy and psychological services at any public school, Further Education and Training Institution, departmental office or Adult Basic Education and who is appointed in a post on any educator establishment (Brunton and Associates 2003:C-3).

In this study, an educator or teacher is a person who is employed in an educator position at an establishment or institution, for the purpose of educating learners.

The educator offers remedial, psychological and other services that are needed in that environment.

1.15.8 Educational training of professionals or teachers

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeship and provides the backbone of content at institutes of technology. In addition to the basic training required for a trade, occupation or profession, observers of the labour-market recognise today the need to continue training beyond initial qualification: to maintain, upgrade and update skills throughout an employer's working life. People within many professions and occupations refer to this as professional development (Accessed on 29 October 2010,

<http://www.wikipedia.org/wiki/Training>).

In this study, this term applies to the three year period undertaken by candidates in Colleges of Education in Namibia, qualifying them to teach the basic level of education at schools. During this period a combination of formal and informal activities are undertaken by institutions of higher learning in order to mould a rounded and competent teacher.

1.15.9 Teaching skills to ensure quality education

According to UNESCO (2005) student teachers must be able to teach their subject through a learner-centred approach. This approach is based on the view that each learner within a given context is able to learn at his/her own speed. Material prepared for teaching should, therefore, cater for the diversity of learners targeted. This is a process of addressing and responding to the wide variety of needs of all learners through increasing participation in learning in

cultures and communities and reducing the tendency to exclude education (Accessed on 25 February 2008, <http://www.unesco.org>).

1.16 Chapter division

Chapter 1 contains the background, motivation and statement of problem, research objectives, significance of the study, operational definition of terms, scope of the study and lastly the methodological process followed in the study.

Chapter 2 provides a literature review and the researcher elaborates on the findings of some of the previous studies carried out in this area of research. The theoretical framework of this study is explained.

Chapter 3 maps out the research method used to collect data from the sample. It also deals with the design for the study, and sample and sampling procedures. Finally, research procedures, data collection and data analysis techniques are presented.

Chapter 4 presents an analysis and discussion of the results and gives a summary of the research results.

Chapter 5 provides conclusions and recommendations based on the research findings.

1.17 Conclusion

This chapter provides an introduction to and contextualisation of the research area of this study. It presents the statement of the problem and the questions that will be looked into in order to acquire the needed answers to this phenomenon

The mission of teacher education in Namibia is to provide all learners with competent, fully qualified, committed teachers, so that education is of high quality and is conducted in a stimulating and supportive atmosphere. In order to meet the challenges of equitable quality basic education, BETD was introduced in 1993 and continues to date in the four teacher education colleges in Namibia. The research focuses on the period of 2004 to 2010, in the existence of the BETD program and the contributions of this specific program's graduates towards the quality of education in schools.

CHAPTER 2

LITERATURE REVIEW

2. Introduction

This study is formulated to determine whether the BETD program has adequately prepared the graduates during their three year training in order for them to produce better results and improve the quality of education especially in primary schools. This chapter looks at the concepts used in this study, relevant theories or models which has a bearing on the study will be reviewed. This reviews includes literature on teacher training and the performance of teachers in schools.

2.1 The philosophy of education in Namibia since Independence

The philosophy of education reflects those essential principles of the nation of Namibia, “equity, justice, democratic participation, and respect for human dignity” (Ministry of Education 1993c:32). These values are espoused in Article 20 of the Constitution and are further articulated and explained in *Toward Education for All* (1993). There have been a great many documents, reports and proposals written about Namibian education since the early 1990's when the Constitution and *Education for All* were published, however, there has been no revision of the original major goals: Access, Equity, Quality and Democracy.

2.1.1 The four major goals of education in Namibia

Access to education

In *Toward Education for All* (Ministry of Education 1993:31) it is stated that “the Government's first commitment is to provide universal Basic Education. Ultimately every Namibian is to have ten years of general comprehensive education” and “within the formal school system, the first stage will be universal primary education” (Ministry of Education 1993c:32). “First, we must expand capacity... we must also be sure that those schools are adequately staffed” (Ministry of Education 1993:33). However, the authors made it clear that simply having access to schooling was not enough stating: “we must be clear that our focus is on learning and not simply on schooling” (Ministry of Education 1993c:34).

Equity in education

Equality of access to schooling was the second commitment of the Government. Equality was defined as “sameness” and as reflecting in “an egalitarian school system... in which the competence of the teachers, the availability of materials, and the quality of learning do not depend on race, or gender, or family origin” (Ministry of Education 1993c:34). Within this definition was also recognition of the need for affirmative action to provide support for those who had experienced discrimination in the past.

Quality of education

The third major goal was to improve the quality of the schools, their resources and facilities and the education system as a whole. Rejecting the definition of quality based primarily on examination results, the authors defined quality as including both access and equity as indicators of quality. They argued that the education system should encourage and reward individual achievement by developing instructional strategies that would “make it possible for learners from varying backgrounds and with differing abilities all to progress” (Ministry

of Education 1993c:39). Learner centered teaching approaches were therefore identified as essential to attaining quality.

Democracy in education

Recognizing that, prior to Independence, the majority of Namibians knew little about the rights and responsibilities of citizenship in a democracy, the fourth major goal of democracy was described as both the past reason for the struggle to become independent, and the future central purpose of education at all levels. The authors of *Toward Education for All* recognized that it would not be enough to talk about democracy, stating “to teach about democracy, our teachers – and our education system as a whole – must practice democracy” (Ministry of Education 1993c:41). Thus education at all levels was to be developed as a democratic process.

Following from these goals the most appropriate teaching and learning approaches were identified and included: active learning, learner-centered education, learning-for-understanding, careful and continuous monitoring of learning where both the teacher and learner take responsibility for the processes.

Teaching begins by knowing the interests of learners, their level of maturity, previous experiences and knowledge of the subject being taught. The emphasis is on the quality and meaningfulness of learning. Hence, all teaching methods must strive to facilitate and encourage learning and the overall approach must be learner-centered (Ministry of Education 1993b:60).

In terms of access, whilst there is still a need to continue to build schools, particularly in remote areas, the education system has been so successful in increasing the number of schools and in providing access that the greatest

pressure now is to provide greater access to grades 11 and 12 (Ministry of Education 2005). This was noted by Alexander(2004:5):

... much has been achieved in Namibia, especially in ensuring the widest possible access to education by building schools across the country and in reducing illiteracy at an impressive pace.

However, with the rapid expansion of the school education system, the issue of quality seems to have received less emphasis to the point that, in 2000, amongst the SACMEQ countries, Namibian grade 6 learners were ranked third lowest in reading (out of 14 countries) and lowest in mathematics (out of 12 countries) (Ministry of Education 2004). Apart from the pressures caused by the rapidly expanding system, there are a number of other contributing factors. Many of may stem from the significant difference between the previous educational approaches and those that flow from the education philosophy articulated in *Toward Education for All* (Ministry of Education 1993).

Possibly the biggest challenge for the *Toward Education for All* philosophy was the well-entrenched teaching, assessment and classroom management practices of the previous regime. Not only were these approaches strongly entrenched in the practices of the teachers and the schools, they were equally embedded in the assumptions of learners who experienced these practices on a daily basis. Changing the understandings and therefore teaching practices of teachers – as well as prospective teachers – about what constitutes good teaching practice is well recognized worldwide as being very, very difficult.

The importance and inclusion of the four philosophical goals in any education system namely access, equity, quality and democracy has also been emphasized by Alexander(2004:5) and Steyn and Wolhunter (2002:176).

2.2 Approaches and methods used in teacher education in Namibia

Teaching and learning in the BETD is based on the learner-centered approach. The Broad Curriculum Ministry of Education(1998:7) describes this approach as building “on the child’s experience and active participation, aiming to make learning relevant and meaningful to the child.” This instructional methodology may have had its origins in the Progressivist Education philosophy with Dewey’s ideas of ‘child centered learning’ at the beginning of last century. Although Progressivism is rooted in the spirit of social reform, its approach to education is that learning is most effective when it follows the child’s interests and needs. The roles of teachers are to guide the child’s learning, and to create learning environments that focus on the child’s needs, interests, purposes, capacities, and desires (Gutek 1988:297).

Social Reconstructivism, on the other hand, “assert that educators should originate policies and programmes to reform society. Teachers, they say, should use their power to lead the young in programmes of social engineering and reform” (Gutek,1 988:299). Schools are, therefore, tasked with the responsibility to examine the cultural heritage critically and to emphasize the elements that can be used in the needed reconstruction of society.

In education, because it is an applied discipline, rather than a pure discipline, there is a long tradition of taking ideas from different philosophical perspectives and blending them into approaches to teaching, learning, assessment and classroom and school management.

In Namibia these two philosophical approaches (plus ideas from other theories such as Constructivist learning theories) have been brought together. Social Constructivism has possibly been important because of the strong emphasis since Independence and in *Toward Education for All* for education to be

democratic and for education to teach learners how to behave democratically and to understand the “obligations and rights of citizenship” (Ministry of Education 1993c:41).

The combination of these philosophical roots of learner-centered education as the focus of the instructional process is highlighted in the report on a desktop analysis of the Namibian Teacher Education syllabus of the BETD Broad Curriculum (Van Harmelen 1999:2). However, the author points out that “there is considerable disjuncture between the epistemology which the curriculum advocates and its translation into programmes of study that reflect this philosophy” (Van Harmelen 1999:2).

The origins of this disconnection are not known but its impact is widely experienced in the difficulty teacher educators and student teachers have in conceptualizing learner-centered education. There is additional confusion because of the persistence of the underlying assumptions that informed all schooling practices in the previous regime. Van Harmelen (1999:3) states:

Adopting a learner centered approach within social constructivist epistemology, it must be emphasized, implies more than simply a methodological shift in understanding and acceptance of what constitutes knowledge and how it is acquired. This in turn has far reaching systemic implications that permeate every dimension of teaching/learning.

An example of the extent of the change that is required from traditional to learner-centered and learning centered teaching, is that “teaching from the textbook” needs to be replaced with teachers competent in content and methods of inquiry that are interdisciplinary and focused on the learning of key competences (Gutek 1988 NQA 2006a, Ministry of Education 2007b). Learner-centered and learning centered teaching is not, therefore, simply a matter of

implementing different teaching approaches such as project-based learning or group work. As indicated in Table 1 (below), any teaching approach, even lecturing, can be adapted to be learner or learning centered. The significant element is the teacher's knowledge of and skills and attitudes towards learning and teaching. A learning or learner centered teacher is constantly monitoring the learners, adapting what they are teaching and how they teach in order to guide the learners.

The Table indicates just how much overlap there is between learning-centered and learner-centered approaches, as well as how different they both are from the traditional approach. In this Table the information about learning centered approaches is most closely aligned to the view of competences.

Table 1: Comparison between three approaches to knowledge, learning and assessment

	Approach to knowledge	Approach to learning	Approach to assessment
Traditional	Transmission of content - textbook driven Teacher responsible for telling/questioning	Learners accept given information / memorization	Examination of knowledge and recall of facts Focus on summative assessment Norm referenced
Learning centered	Content presented in ways that promote understanding and active involvement of the learners All teaching approaches can be used provided that they are appropriate for purpose	Experiential, problem-based, active learning High expectation for all to succeed – clear criteria for success Careful monitoring of learning Learners learn to take responsibility for learning	Application of content to social context is tested Formative and summative assessment - against predefined criteria - to provide feedback
Learner centered	Begin from learner's understanding and context All teaching approaches can be used provided that they are appropriate for purpose	Experiential, active learning Learner as meaning maker – deep learning High expectation for all to succeed Monitoring to ensure that the learners understand	Learner's interpretation of meaning is tested Informal assessment to provide feedback Formative and summative formal assessment

Source: Ministry of Education 2007b– 2007c

2.3 Related literature

2.3.1 Teacher education strategies in developing countries

Since Namibia is a *developing* country, it can draw lessons and strategies from others to improve its own quality of education. According to Bitzer (2002:157) the following teacher education strategies were more and less effective in developing countries:

More effective strategies for teacher education and training

- Grass-roots, bottom-up, teacher-centered reforms;
- Teacher centers and teacher circles focus;
- Teacher designed and written curriculum materials developed from Ministry of Education guidelines;
- Major expenditure of time and money on in-service training;
- Training primarily in school settings;
- Emphasis on actual classroom behaviors;
- Long-term in-service programmes with extensive follow-up;
- Teacher training as a life-long continuum;
- Classroom teachers as textbook, workbook and curriculum guide writers;
- Appropriate technology and training based on the needs and economic level of the country;
- Teacher as community leader;
- Pre-service and in-service education coordinated and integrated;
- Teachers are given a chance to visit and observe other classrooms;
- Teacher training begins with expressed teacher needs and demands;
- Teachers are given a chance to upgrade their formal education, not just their pedagogical skills;

- Self-study and self-learning are seen as critical.

It is very important to have continuous teacher training programmes for teachers in place, both pre-service and in-service so as to avoid stagnation and encourage improvement in quality education in schools. The importance of such training programmes are pointed out in the actual recommendations of this study in Chapter 5.

Less effective strategies for teacher education and training

- Ministry of Education designed and implemented reforms;
- University or normal school focus;
- Ministry of Education designed and written curriculum;
- Major expenditure of time and money on pre-service training;
- Training primarily at universities, normal schools or ministries of education;
- Emphasis on certificates and diplomas;
- Short-term in-service workshops with little or no follow-up;
- Teacher training as a one-time pre-service phenomenon;
- University professors with little or no school experience as authors;
- Inappropriate technology and training for the needs and economic level of the country;
- Teacher as outsider, with little or no community involvement;
- Pre-service and in-service education separate and unconnected;
- Teachers are isolated and never given a chance to learn from other classroom settings;
- Teacher training begins with theoretical considerations, possibly connected to teacher needs and demands;
- Teachers are given little or no chance to further their education;

- Only knowledge mediated by the ministry or universities is acceptable.

Source: Bitzer(2002:157)

The above comparison is rather self-explanatory and a few brief comments will suffice. From an overall perspective it reflects the underlying belief that teacher effectiveness is a primary factor that accounts for a learner's achievements. Related to this is the debate about how much of teacher effectiveness is due to the innate abilities of students and how much is due to education programmes. It is furthermore clear that the strategies are very practical and do not focus on philosophical programme orientations such as the prevailing categories of the humanistic, social reconstructionist, technological and academic fields (McNeil 1990:1).

2.4 Teacher education models, Paradigms and Perspectives

It makes sense to take note of teacher education models, paradigms and perspectives in developed and developing countries in order to broaden the scope of the present and the relevance of its recommendations.

2.4.1 Teacher education models

The ongoing debate about how teacher education courses should be structured and sequenced has resulted in a multitude of structural teacher education models (Scannell1989:1-9). The European models mainly consist of four common components (Moon 1998:6):

- studies in educational sciences;
- academic subject studies;
- studies in subject matter methodologies; and
- teaching practice.

As expected, considerable variations exist in the detail of such teacher education models in different countries regarding issues such as the length of the programme; total weeks of teaching practice; centralization or decentralized control of the programmes; different types of partnerships in the design and delivery of the programmes; the pedagogical aims of academic subjects; the values to be developed in teachers and principles underpinning the curriculum, e.g. relevance and learner-centeredness (Moon 1998:6-36).

Some of the teacher education models reflect particular theoretical perspectives, such as an instructor-centered, student-centered, learning community-centered or interactive model (Moore 2006:1-5). Teacher education models at McGill University and the University of Calgary in Canada focus on culture, because of their multicultural student population, and the cultural diversity that address intercultural, multicultural and anti-racist perspectives (University of Calgary, 2006:2).

The Eastern Mennonite University has a Reflective Teaching Model which incorporates five categories of knowledge: (a) knowledge of self as teacher, (b) knowledge of content, (c) knowledge of teaching and learning, (d) knowledge of students and (e) knowledge of schools and societal contexts. The model addresses not only knowing but also practice or doing and the dispositions or being of a teacher (Eastern Mennonite University 2006:1). Although the model does not mention roles, the reference to doing and dispositions suggests that the model incorporates at least some roles as well.

The Longwood University in Virginia, USA, follows an 'Interdisciplinary Teacher Preparation Model' where the teacher preparation programme has four components: General Education, Liberal Studies, Pedagogy and Field Experiences. Each component is carefully constructed to prepare candidates in line with the Virginia Standards of Learning over four years. The General

Education component is designed to meet general education goals such as disciplined, informed and creative minds. The Liberal Studies component provides a strong background in content areas and is offered on a high level of cooperation between different faculties. The Pedagogical component of the programme is designed to develop a well-rounded school practitioner and includes learner growth and development, instructional strategies and methods, assessment, media and technology, classroom management and exceptional learners. The Field Experience component immerses trainee teachers in real-world classrooms to observe and apply knowledge and skills (Longwood University 2005:1-4).

The teacher preparation model of the University of Louisiana is a Four Level of Effectiveness model. These levels focus not on the content of the teacher programme, but rather on the ways that teacher programmes are designed and implemented, the impact of the programme on prospective teachers' performances and the growth in a learner's learning(Burns 2005:1-2):

Level 1: Effectiveness of the planning of the teacher preparation programme.

Level 2: Effectiveness of the implementation of the teacher preparation programme.

Level 3: Effectiveness of the impact of the teacher preparation programme on the performance or accountability of candidates.

Level 4: Effectiveness of the growth in learners taught by the candidates who completed the teacher preparation programme.

This model offers a strategic view on teacher education as opposed to typical more operational views of models. Some universities in Washington, D.C. use an Interstate Performance-based Model where the standards are agreed upon by several states and described in terms of knowledge, dispositions and

performances. The performance-based model thus describes what teachers should be able to do rather than the courses that they should take. These performances are developed around five standards, namely, (a) Teachers are committed to students and their learning; (b) Teachers know the subjects they teach and how to teach those subjects to diverse learners; (c) Teachers are responsible for managing and monitoring student learning; (d) Teachers think systematically about their practice and learn from experience; (e) Teachers are members of learning communities (Interstate New Teacher Assessment and Support Consortium 1992:7-8).

The University of New Orleans also follows a performance-based model, focusing on six roles of teachers (Sharpton2006:6). At Murdoch University in Western Australia a Competency Model is followed that is based on teacher roles, just as is the case with performance models. The Murdoch model incorporates six roles related to effective teaching and four roles related to teacher leadership (Barrett1997:4-22). Performance-based models focus mainly on the roles of teachers which inform the course content of the teacher preparation programme.

Namibia has incorporated fourteen roles in its standards (Ministry of Education 2006:9). This is quite a bit more than the roles of the models above.

At Pennsylvania State University, the teacher preparation model of the College of Education emphasizes that teachers are lifelong learners. The model is grounded in responsiveness to research, best professional practices and the national professional standards. The five national standards are: (a) Educators are lifelong learners; (b) Educators understand learning and development; (c) Educators possess discipline knowledge and pedagogical understanding; (d) Educators manage and monitor learning environments; and (e) Educators are

members of multiple learning communities (Penn State College of Education, 1999:1-7).

Purdue University has a Research and Best Practice Model for the initial and advanced teacher programmes. The Initial teacher programme focuses on the following seven areas which are similar to roles:

- Focus on the learner and assess growth and outcomes.
- Adapt instruction to diverse learners.
- Use current and emerging technologies.
- Teach effectively by integrating content and pedagogy.
- Understand individual development of students.
- Practice inclusive education.
- Collaborate with teachers, parents and community.

The fact that the general education of teachers and the occupational roles are not reflected could be criticized since that would have accommodated the perspective of education as including both education and training. The Purdue Advanced Teacher Education Programme incorporates both general and occupational components as it focuses on the following six areas or roles (Purdue University 2003:1-2):

- Think critically and reflectively.
- Synthesize knowledge.
- Create knowledge.
- Communicate knowledge.
- Engage in professional development.
- Participate actively in their profession.

Although one could question the separation of occupational roles in the initial preparation of teachers from the more general education of the advanced

roles of the Purdue model, the main contribution of the research and best practice model appears to be that the roles or areas are based on a combination of real best practices and research.

In addition, Scannell (1989:8-9) identifies the following American Council on Education findings concerning the characteristics of highly regarded teacher education programmes:

- A concept of good teaching is apparent and consistent in courses and field experiences.
- Pedagogical theory is taught in the context of practice. Theory includes growth and development, learning theory and subject content knowledge.
- Extended field experiences are articulated and sequenced with theory. Field experiences are designed to enhance what is studied in theory and to provide candidates with the opportunity to apply and see theory in action.
- Well-defined standards guide coursework and clinical experiences and their assessment.
- School or university partnerships are based on shared beliefs and cooperating teachers have the abilities and dispositions to build on what the teacher education programmes presented to candidates.
- Assessment is comprehensive and bonded to instruction and results are used to ensure the intended learning.

In summary, there are a great many features of effective teacher education programmes to be considered in both a structural and conceptual format. This shows that there is no one best format for teacher education programmes. Although the conceptualization of 'what a good teacher is' varies in countries there are similarities across the models, e.g. similar basic roles of teachers such as being a facilitator of learning and that assessments are analysed and formulated as exit and intermediary outcomes. Subject knowledge of teachers

and the understanding of learners and the learning process are also recurring issues.

Further similarities across models are the ability to apply different teaching methods and technology, the importance of field experience or teaching practice and the recognition of cultural diversity. Continuous professional development, the importance of partnerships and the realization that the ultimate criterion of effective teaching is the growth in learners' learning are common factors of all teacher education models.

2.4.2 Teacher education paradigms

A paradigm in teacher education is constituted by a matrix of beliefs and assumptions about the nature and purposes of teaching, learning and education. It is however, the purpose in particular that distinguishes one paradigm from another (Reddy, Menkveld and Bitzer 2007:3).

Reddy *et al.* (2007:3) elaborate on five paradigms that underpin teacher education models: The **academic** paradigm emphasizes the transmission of knowledge and development of understanding. Some authors relate this orientation to 'traditional or instructor-centered' approaches (Moore 2006:1). The **practical** paradigm is mainly concerned with using school experience as a source of learning, while the **technological** (Competency based education - CBE) paradigm emphasizes the acquisition of clearly defined competencies. More accurately, the CBE paradigm designs, develops, delivers and documents instruction and assessment in terms of its intended outcomes (Alexander 2004:1). The latest developments regarding CBE impact on all aspects of teacher education models, including the degree of control of government regarding the design and implementation of programmes via national standards; the role and academic freedom of institutes offering teacher education;

internships and professional licensing of teachers and the number of years of programmes which are replaced by NQF levels and credits.

The **personal** paradigm places the teacher's personal development as central to teacher preparation. The **critical** or **social reconstructionist** paradigm regards teacher preparation as a crucial element towards creating a more just and democratic society. MacKinnon (2006:2) contends that education should not just prepare teachers to function in the world as it is, but also to effect change in the world. That implies that teachers should not only be conversant with best practices but be able to contribute to its development and as such act as 'change agents'. Whatever the paradigm, all are concerned with developing teachers' knowledge, skills and values.

2.5 Changing definitions of quality

There are many different approaches to quality in education worldwide. Some are based on research into best practice, some on quantitative measures such as numbers of schools, learners and teachers, or of learners' achievement on specific tests. Others are based on ideas such as efficiency and competence imported from business and industry.

Throughout the last decade the United Nations Education, Scientific and Cultural Organization (UNESCO) has focused on quality and access, as prime determinants to assess whether their international programme to attain education for all has been achieved. They argue that learners who fail at school do so at least partly because of poor quality education.

The declaration from the Dakar International Conference (2000) defined quality education as having the following attributes: desirable characteristics of

learners, including healthy, motivated learners, suitable processing needs (competent teachers that use active pedagogies), relevant content of curricula, and systems providing good governance and equitable resource allocation (UNESCO 2005:29).

A UNESCO International Commission on education identified the four pillars of education throughout life as:

- Learning to know (focusing on learners building their knowledge of indigenous and external things);
- Learning to do (focusing on the application of what is learned);
- Learning to live together; and
- Learning to be (emphasising the skills needed for each individual to reach their full potential).

Placing the learner at the centre of the educational experience, they state that quality education allows the individual to reach their full potential in their cognitive, emotional and creative capacities. This definition of quality is similar to that outlined in the Namibian educational philosophy and interpretation of learner-centered education in *Toward Education for All*. It also mirrors the core skills and basic competences defined for Basic Education (Ministry of Education 2007b). These Basic Education skills and competences now clearly define what teachers are required to teach learners. This close alignment can be used to emphasise and re-focus quality in teacher education.

2.5.1 Quality education

Penington (1994:80) is of the opinion that preoccupation with measurable competencies at every level will not solve the problem of standards. This argument is sound if it is recognized that quality is determined by many factors such as education aims instead of large intakes of students, overall lack of

resources and staff expertise, assessments of type of student admitted, teaching effectiveness, the organization of content and forms of assessment (Green 1994:6-7). Achieving quality, therefore, requires a total quality systems approach.

The definition of quality higher education would partly depend on a person's view of what higher education should be. The following have been associated with the meaning of quality: (a) quality as exceptional; (b) quality as perfection; (c) quality as value for money; (d) quality as transformation; (e) quality as an attainment of standards (Technical committee on the revision of norms and standards for educators in South Africa 1998:140).

Another view is that it is not the quantity prescribed but the actual quantity attained by students that constitute quality. Poor quality can be seen as irrelevant knowledge in a programme, to have no competencies developed or to have the quality of a programme measured against time spent in it instead of having met the standards specified by outcomes. In many cases students cannot apply knowledge to real problems, are unable to see problems holistically, do not possess specialized knowledge and do not meet the competency and employability expectations of employers and government (Penington 1994:70).

The massification of higher education due to political pressures in terms of numbers influences the quality of university education. Developmental courses (also referred to as bridging, pre-entry or foundation courses) have been introduced in many universities in an effort to address past discriminations irrespective of their acceptance of competency-based approaches. Penington (1994:71) argues that higher education institutions should not address prior system deficiencies. These prior problems must be remedied in the relevant phases by addressing all fundamental issues contributing to quality education, from teacher recruitment to school management. This appears to be a sound

argument but in the meantime the Namibian schooling reality and access and equity needs balanced and appropriate foundation programmes that are cost-effective and promote quality.

2.6 Conceptual framework

2.6.1 Education

Education can be defined as an intentional activity characterised by its planned execution, for example, with regards to aims and objectives, content, methods and evaluation. It is an activity providing learners with the required knowledge, skills and attitudes that prepare them to become a balanced person within different spheres of life. It is an activity of an interpersonal nature occurring between a person who is competent to teach, namely the educator, and another person, who has need of education, namely the learner (Steyn 2002:34-35).

2.6.2 Basic education

Basic education refers to a whole range of educational activities that take place in various settings (formal, non-formal and informal), that aim to meet basic learning needs. According to the International Standard Classification of Education (ISCED), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). In countries (developing countries in particular), basic education often also includes pre-primary education and /or adult literacy programmes

(25 February 2008, http://www.unesco.org/education/gmr_download/chapter1.pdf).

2.6.3 Primary school

A primary school (from French *école primaire*) is an institution in which children receive the first stage of compulsory education known as primary or

elementary education. Primary school is the preferred term in the United Kingdom and many Commonwealth Nations, and in most publications of the United Nations Educational, Scientific, and Cultural Organisation (UNESCO: 2005). Children generally attend primary school from around the age of four or five until the age of eleven or twelve (Accessed on 16 July 2002, <http://www.etymonline.com/index.php>).

2.6.4 Quality of education

According to Fowler and Fowler (1990: 373&977), the definition of the word "quality" and "education" is as follows:

- Quality: a degree of excellence (Fowler, 1990: 977).
- Education: Among many definitions, the researcher regarded the following definition by Fowler and Fowler (1990: 373) relevant to this study: "A systematic instruction aimed at development of character or mental powers." "Quality education" will therefore mean the imparting of education information with a degree of excellence, ensuring that the recipient is able to comprehend what is being disseminated and that he/she can apply it in everyday life when the need arises.

Quality education involves improvement of intellectual potential and the establishment of effective resource capacity through effective teaching and learning. Gunter (1979: 182) contends that while teaching is more specifically concerned with the development of the intellect, on the one hand, education on the other hand, is aimed at the development of the whole child, or the child in his totality, with the child as an indivisible spiritual, physical unity in his total existential situation.

The National and Regional Departments of Education, through the education Promotion and Development Unit, is responsible for providing strategic leadership for the development of policies and programmes in order to ensure access to quality education for all learners in the system. Quality education may be achieved over a period of time by replacing the old curriculum with a new curriculum aimed at meeting the needs of a democratic Namibia and establishing democratic governance in schools. Through establishing a system to promote life-long learning and rendering professional support, some development could be achieved towards providing a better education.

Quality education aims at more than just knowledge, skill and independent thought. It is especially concerned with the positive formation of a moral character and the development of the entire personality of the emerging adult (Gunter, 1979: 182). In this study "Quality education" refers to a high standard of education and excellence in the teaching and learning process.

Quality education also refers to a situation where learners who are healthy, well-nourished and ready to participate and learn together with the support of their families and communities. They have the following in common:

- Environments are healthy, safe, protective, gender-sensitive and provide adequate resources and facilities.
- Content is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and life skills, and areas such as gender, health, nutrition, HIV/AIDS prevention and peace are also covered.
- Processes in which trained teachers use child-centred teaching approaches in well-managed classrooms and schools with skilful assessment aimed to facilitate learning and reduce disparities.

- Outcomes encompass knowledge, skills and attitudes, and are linked to the national goals for education and positive participation in society (UNESCO 2005:3).

2.6.5 The role of the school principal regarding quality education

The school principal is the highest-ranking administrator in an elementary, middle or high school. The highest-ranking school level administrator in some private schools is called the head master. Principals, headmasters and others responsible for the overall operation of a school are often called school leaders. In an era of shared decision-making and site-based management, the term *school leader* may also be used to refer to other school administrators and leaders within the school such as assistant principals, lead teachers, and others participating in leadership activities.

(Accessed on 20 June 2009, <http://www.education.stateuniversity.com>).

Ngubane (2000: 36) advocates that principals, as leaders, have to play a strategic role in not only managing, but also initiating change. The principal is required to make necessary changes so that new methods of education are introduced gradually. Chetty (2003: 119) believes that when change is introduced, the organisation moves to another level. The movement to the new level should take place in such a manner that all stakeholders are part of the process of development. It is during this period of change that principals have to ensure that the transition takes place smoothly.

According to Chetty (2003: 119), the principal should be prepared to think critically about matters such as culture and tradition, and about other related subjects such as cultural transmission, equal opportunity, equality and equal rights. For schools to meet the needs of the community, the school has to adapt to changing circumstances. However, the complexity of introducing change may

lead to conflict, resistance, aggression, opposition, suspicion and the like Chetty (2003: 119).

Fullan and Stiegelbauer (1991: xii - xiii) affirm that change is part of daily realities and hence, that managers resisting the inevitable are likely to become less effective.

2.6.6 The influence of learning

Learning is the process by which we acquire and retain, attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behaviour patterns or physical growth. The capacity for learning is closely related to innate physiological factors and the rate of learning depends on both inherited and environmental factors (Farant 1996:107).

i) Mental states are important to learning.

Bandura noted that external, environmental reinforcement was not the only factor to influence learning and behavior. He described intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories. While many textbooks place social learning theory with behavioral theories, Bandura himself describes his approach as a 'social cognitive theory.

ii) Learning does not necessarily lead to a change in behavior.

While behaviorists believed that learning led to a permanent change in behavior, observational learning demonstrates that people can learn new information without demonstrating new behaviors.

iii) The Modeling Process

Not all observed behaviors are effectively learned. Factors involving both the model and the learner can play a role in whether social learning is successful. Certain requirements and steps must also be followed. The following steps are involved in the observational learning and modeling process:

- **Attention:**

In order to learn, you need to be paying attention. Anything that detracts your attention is going to have a negative effect on observational learning. If the model is interesting or there is a novel aspect to the situation, you are far more likely to dedicate your full attention to learning.

- **Retention:**

The ability to store information is also an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning.

- **Reproduction:**

Once you have paid attention to the model and retained the information, it is time to actually perform the behavior you observed. Further practice of the learned behavior leads to improvement and skill advancement.

- **Motivation:**

Finally, in order for observational learning to be successful, you have to be motivated to imitate the behavior that has been modeled. Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing other experience some type of reinforcement or punishment. For example, if you see another student rewarded with extra credit for being to class on time, you might start to show up a few minutes early each day.

Food for Thought

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."

-Albert Bandura, **Social Learning Theory**, 1977

Accessed on 03 November 2010

<http://psychology.about.com/od/developmentalpsychology/a/sociallearning.htm>.

2.6.7 The role of the teacher/ educator in quality education

A teacher is any person who teaches, educates or trains another person or who provides a professional educational service, including professional therapy and psychological services at any public school, Further Education and Training Institution, departmental office or Adult Basic Education and who is appointment in a post on any educator establishment (Brunton and Associates 2003:C-3).

In this study, an educator or teacher is a person who is employed in an educator position at an establishment or institution, for the purpose of educating learners. The educator offers remedial, psychological and other services that are needed in that environment.

2.6.8 Educational training of professionals/ teachers

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of

apprenticeship and provides the backbone of content at institutes of technology. In addition to the basic training required for a trade, occupation or profession, observers of the labour-market recognise today the need to continue training beyond initial qualification: to maintain, upgrade and update skills throughout an employer's working life. People within many professions and occupations refer to this as professional development (Accessed 29 October 2010,

(<http://www.wikipedia.org/wiki/Training>).

In this study, this term applies to the three year period undertaken by candidates in Colleges of Education in Namibia, qualifying them to teach the basic level of education at schools. During this period a combination of formal and informal activities are undertaken by institutions of higher learning in order to mould a rounded and competent teacher.

2.6.9 Teaching skills to ensure quality education

According to UNESCO (2005) student teachers must be able to teach their subject through a learner-centred approach. This approach is based on the view that each learner within a given context is able to learn at his/her own speed. Material prepared for teaching should, therefore, cater for the diversity of learners targeted. This is a process of addressing and responding to the wide variety of needs of all learners through increasing participation in learning in cultures and communities and reducing the tendency to exclude education (*Accessed on 25 February 2008, <http://www.unesco.org>*).

2.6.10 Effective teaching and learning

Teaching effectiveness is dependent on the interaction between the instructor's subject-matter knowledge and teaching (pedagogical) ability. The following

scenarios illustrate the nature of the complex interaction between these two critical variables:

1. An individual may possess a substantial amount of subject-matter knowledge but be unable to design and implement instructional methods to enhance student learning due to a lack of pedagogical ability.

2. An individual may possess some generic pedagogical skills but have only limited subject-matter knowledge and so be predisposed to ineffective teaching.

These scenarios show that it is impossible to be an effective teacher without being competent in both subject-matter knowledge and pedagogical ability. Consequently, although subject-matter knowledge is a necessary prerequisite for effective teaching, it is not the sole determinant. What then is effective teaching? The answer is found in the four aces of effective teaching and learning below:

The four aces of effective teaching and learning

The *Four Aces of Effective Teaching* (Walls 1999:7) summarise the most common recommendations made on teaching-effectiveness in the research literature. They provide the strongest links between what teachers can do and the learning that students achieve. The Four Aces represent a consolidated way of thinking about the process of teaching as it influences the product (student learning). In many ways they are catalysts for learning. Student learning is better, faster, and/or more long-lasting when teachers are able to play the Four Aces. These are:

Ace 1: Outcomes

The first Ace of Effective Teaching concerns the utilization of an outcomes-based instructional orientation. Outcomes enable students to focus their attention on clear learning goals. These outcomes inform students of where they are going and how they will get there. Outcomes provide the teacher with a framework for designing and delivering course content. They enable teachers to assess student learning as a measure of their own instructional effectiveness. More effective teachers use designated outcomes as a basis for the establishment of curricular alignment. Curricular alignment is the degree to which the employed instructional methods and assessment techniques enable the student to acquire and/or demonstrate desired outcomes.

Ace 2: Clarity

The second Ace of Effective Teaching involves the clarity of instruction. Effective teachers typically provide students with highly explicit directions and explanations concerning course organisation and content. When delivering instruction, nothing should be left to chance. If students are not meeting expectations, the methods of delivery may lack the required degree of clarity. When a teacher tells, shows, and makes the message available from alternate perspectives to alternate senses, that teacher is engaged in effective instructional practice. Also, the course should be structured in such a way that it affords students the opportunity to make connections between new material that is presented and the concepts that they have already learned. This instructional strategy is referred to as curricular scaffolding. When a teacher helps students connect new information with what they already know, the teacher assists them in the accurate organisation of information.

Ace 3: Engagement

The third Ace of Effective Teaching is engagement. This principle suggests that students learn by doing. The formal lecture represents an archaic model defined by the instructor as deliverer and student as receiver. This model exemplifies one-way communication and perpetuates an incomplete model of education. Accordingly, teachers must create a dynamic, educational environment that affords students the opportunity to practice every concept that they are learning. Effective teachers utilise instructional strategies that engage students repeatedly throughout the entire lesson. This engagement should begin early in the lesson and continue throughout the lesson introduction, body and closure. As a general rule, a teacher should limit a lecture to no more than thirty minutes before employing a learning activity that actively engages all students (Walls and Cather 1987:8). These engagement activities facilitate the development of the knowledge, skills and attitudes that will enable the student to accomplish previously identified lesson outcomes. This type of curricular alignment is a critical component of an effective, student-centered learning environment.

Ace 4: Enthusiasm

The fourth Ace of Effective Teaching is enthusiasm. As obvious as it may seem, “if you hate to teach it, your students will hate to learn it”(Sean, 2002:3). Conversely, if you love to teach it, your students may very well love to learn it. Enthusiasm is contagious. More effective teachers display a high level of enthusiasm that reflects their professional competence and confidence. These characteristics are derived from the individual teacher’s subject matter, knowledge and instructional experience. Teachers begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active by moving among students. The most critical component for fostering classroom enthusiasm, however, is student success. It is the teacher's responsibility to

establish a classroom environment that facilitates a high degree of student achievement. Ultimately, high levels of student achievement are a powerful motivator for both student and teacher (Sean, 2002:3).

A brief summary of effective teaching and learning

A teacher's primary responsibility is to facilitate learning. Research literature on teacher effectiveness provides an excellent guide to doing the job well. The Four Aces of Effective Teaching (outcomes, clarity, engagement, and enthusiasm) provide essential order in a potentially chaotic field. The aces represent principles that, when systematically implemented, enhance student learning and can be used as a vehicle for continual self-examination to improve instructional effectiveness. The basic tenets of the Four Aces of Effective Teaching should be stock items in the arsenal of conscientious objectors to bad education. Therefore, if you fancy yourself a student advocate who does not want to gamble with instructional practice and student learning, then bet on a sure thing and stack the deck in favor of your students by utilizing the four aces of effective teaching (Sean, 2002:3).

2.7 Conclusion

In this chapter, the philosophical framework and background of the Namibian education in general and teacher education in particular have been evaluated and reviewed. Related literature in teacher education in developing countries was discussed. This chapter has also given an overview of some of the teacher education models, paradigms and perspectives in developed and developing countries. Finally, the conceptual framework of this study was presented in detail. The literature reviewed shows that teacher education has a bearing on

quality education in schools and also on the quality of teachers contributions and performances in schools in general. In the following chapter the methodology of the study will be discussed.

CHAPTER 3

RESEARCH METHODOLOGY

3. Introduction

This chapter maps out the method in which the researcher collected data from the sample group. It deals with the design of the study, the research framework, and the sampling procedures. Finally, research procedures, data collection and data analysis techniques are presented. These issues were addressed to some lesser extent in the first chapter as well.

3.1 Design of the study

The design of the study describes the type of research to be conducted. There are many research designs which can be used depending on the nature of the study. Two are the qualitative and quantitative design. The distinction between quantitative and qualitative research methods is generally that the quantitative approach is objective and relies heavily on statistics and figures whilst the qualitative approach is subjective and utilises language and description (Lee 2003:88).

3.1.1 Quantitative approach

Quantitative research is defined as research that is aimed at testing theories, determining facts, providing statistics and demonstrating relationships between variables and prediction (Garbers 1996:282). According to Lee (2003:87) the quantitative research method is derived from natural sciences that emphasise objectivity, measurement, reliability and validity. Standardised methods and techniques like experiments, surveys, structured observation and interviews are

used to realise these ideals of diagnosis, treatment, control and prediction (Garbers 1996:282).

The strength of quantitative methods is that they produce quantifiable data that enables the researcher to generalise the situation to certain larger populations. Quantitative measures are usually most appropriate in conducting needs assessments or the evaluation and comparisons of outcomes with baseline data. However, it fails when the phenomenon under study is difficult to quantify (Mutai 2001:119).

3.1.2 Qualitative approach

The term qualitative research encompasses several approaches to research that are, in some respects, quite different from one another. All qualitative approaches have two things in common. First, they focus on phenomena that occur in natural settings – that is in the real world. And second, they involve studying those phenomena in all their complexity (LeedyandOmrod, 2001:147). The word qualitative implies an emphasis on processes and meanings that are not rigorously examined or measured (Denzinand Lincoln 1994:4). Research studies that investigate the quality of relationships, activities and situations are referred to as qualitative (WallenandFraenkel 2001:432). A qualitative method is designed to provide the researcher with the perspective of a specific target audience through immersion in a culture or situation and direct interaction with the behaviour under study. Common techniques of qualitative method are observations, interviews and focus group discussions (Giddens 1993:63; Nunan 1992:7). This method helps researchers understand the meaning people attach to social phenomena and illuminates the mental processes underlying behaviours (Novak 2002:80). Ideas generated during data collection, analysis and measurement tend to be subjective. In qualitative research the results may vary depending upon the how and who is conducting the research (Patton 1990:59).”

The advantage of using qualitative methods is that they generate rich, detailed data whilst keeping the participants' perspective intact and providing a context for human behaviour. Qualitative researchers study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Scott and Usher (2000:3) clearly state that the choice of what type of research to carry out will depend on the purpose of the research, the research questions explored and the kind of data required. Lee (2003:87) summarises saying that these are two different approaches based on different paradigms and different assumptions about ontology and epistemology, that are two human phenomena rather than two different sets of research techniques.

In a qualitative research interview, the purpose is to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996:189).

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents after completion of questionnaires e.g., to further investigate their responses (McNamara, 1999:97).

This study has therefore, employed semi-structured interviews which can be used to lead to the development of new ideas, or to the discovery of new dimensions of a problem under study. Semi-structured interviews may be used as a follow-up to explore issues that have emerged from a questionnaire in more depth (Miller, 200:12). Semi-structured interviews can be described as follows:

- follow-up interviews, after the data analysis from the questionnaires for confirmation of the findings.

- Interviews in which neither the question nor the answer are predetermined and rely on social interaction between the researcher and informant to elicit information.
- A way to understand the complex behavior of people without imposing any prior categorization which might limit the field of inquiry.
- A natural extension of participant observation relying entirely on the spontaneous generation of questions in the natural flow of an interaction (Patton 1990:105).

During the planning and conducting of the actual research work, time and distance were considered and it became evident that questionnaires will be used to reach participants in remote schools timely and to keep the population sample as planned. A questionnaire with close end questions with ratings of a 1-5 scale was distributed to the participants. While the main research methodology of this study is qualitative and the questionnaires were meaningfully used as they form part of the information gathering tool. In the light of the above mentioned criteria it was decided to incorporate the quantitative data collection method and the qualitative approach to enable the researcher get the most complete set of data possible. Patton (in De Vos et al 2005:390) argue that is not necessary to be a qualitative methods purist and stated that qualitative data can be collected and used in conjunction with quantitative data because this can contribute to methodological rigour.

To enhance the value of the study it was decided to verify and confirm the questionnaires findings with follow-up face-to-face interviews where possible, and telephone calls to discuss the findings with the seventeen principals of the primary schools involved. Open ended questions will be used in this regard. (See appendix C pg. 157 in this regard)

3.2 Research framework

The objective of this study is to examine the effect of BETD graduates on the quality of education in selected primary schools in the Kunene region, Namibia. By implication this means that one should also look at the role played by these teachers in teaching and learning and at the same time determine if they are effective as teachers.

The focus of the theoretical framework is quality education. Though quality in industries can be separated into technical and functional, this does not apply in education. It becomes artificial in the educational context because of the overlapping role participants in education have in the education process. Provision of technical quality in relation to teacher education includes policies around resources, access, curriculum and teacher education programmes. Functional quality relates to issues around success rate, methodology and the delivery of a system (Gerwel 1994:4).

Quality is influenced by many factors, including work behaviour, job performance and organisational effectiveness (Rahimah1992:157). The work behaviour of teachers is very important because, as professionals, teachers need to behave in such a way that they are exemplary to their learners, by being positive in both their actions and towards the teaching and learning process. An exemplary teacher will be able to encourage and to capture the interest of the learners and in the process reap good results and performances. A school is more or less effective depending on the criteria used to measure effectiveness. Hoy and Miskel (1982:329) identified the following criteria to determine the effectiveness of the school as an organisation:

- *Adaptability*: Professional educators should be able to identify the forces of change and initiate new policy directives to meet the needs of new requirements.

- *Achieving goals:* The success of the school is measured by public opinion (parents, authorities and pupils) and to a great extent by the cognitive skills acquired there. Other less measurable goals such as motivation, creativity, self-confidence and aspirations co-determine cognitive development and also indirectly determine effectiveness.
- *Satisfaction:* The work satisfaction of staff and the enthusiasm and loyalty of pupils are factors which are difficult to measure but indicate the school's effectiveness.

According to Fowler and Fowler (1990: 373&977), the definition of the word "quality" and "education" is "Asystematic instruction aimed at development of character or mental powers."

"Quality education" will therefore mean the imparting of education information with a degree of excellence, ensuring that the recipient is able to comprehend what is being disseminated and that he/she can apply it in everyday life when the need arises.

Quality education involves improvement of intellectual potential and the establishment of effective resource capacity through effective teaching and learning. Gunter (1979: 182) contends that while teaching is more specifically concerned with the development of the intellect, on the one hand, education on the other hand, is aimed at the development of the whole child, or the child in his totality, with the child as an indivisible spiritual, physical unity in his total existential situation.

The National and Regional Departments of Education, through the education

Promotion and Development Unit, is responsible for providing strategic leadership for the development of policies and programmes in order to ensure access to quality education for all learners in the system. Effective education may be achieved over a period of time by replacing the old curriculum with a new curriculum aimed at meeting the needs of a democratic Namibia and establishing democratic governance in schools. Through establishing a system to promote life-long learning and rendering professional support, some development could be achieved towards providing a better education. Effective education aims at more than just knowledge, skill and independent thought. It is especially concerned with the positive formation of a moral character and the development of the entire personality of the emerging adult (Gunter, 1979: 182). In this study "quality or effective" education refers to a high standard of education and excellence in the teaching and learning process and the role played by the BETD teachers.

3.2.1 BETD teacher training

Training in this study hinges on the five broad competencies enshrined in the BETD training programme. These competencies must be mastered by every student by the end of their three year study period. These include: teaching skills, professionalism, responsibility, communication skills and interpersonal and social skills (Ministry of Education 2007d: 15).

Graphically, it is represented as follows:

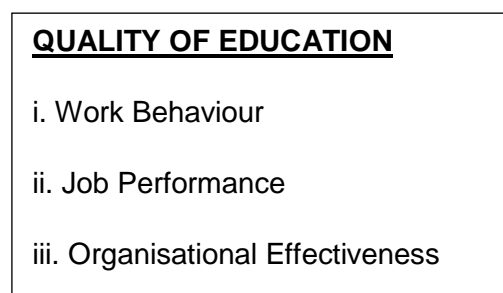


Figure 3.1: A Research framework

3.2.2 Training competencies

i) Teaching skills

Student teachers must be able to teach their subject through a learner-centred approach through self-discovery strategies. This approach is based on the ideology that learners within the classroom environment will be able to learn based on their own speed and ability. Therefore, material prepared for teaching should cater for a diversity of needs. It is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion with in and from education (Accessed on 25 February 2008,

http://www.unesco.org/education/gmr_download/chapter1.pdf).

ii) Professionalism

Graduate teachers should be able to demonstrate professional behaviour and courtesy to fellow teachers, learners and parents. This includes the prowess to be able to handle problematic classes well, willing to take on extra workload, perseverance, tolerance and resourcefulness.

iii) Responsibility

BETD graduates must be able to demonstrate that they are responsible by not seeking kickbacks for work performed. They should have dignity and be dedicated to the profession. They need to have a good work ethic to encourage learners to achieve good results.

iv) Communication skills

Graduates should be able to communicate effectively, both in general, and in terms of teaching and sharing knowledge in Basic Education. They should have a good level of English proficiency and to be able to transmit knowledge effectively to the learners.

v) Interpersonal and social skills

Graduates should be able to construct meaningful relationships with their learners by being role models to them, in order to promote efficient teaching and learning. Since quality in education is the main focus of this study, it is important to determine whether a teacher's work behaviour, job performance and organisational effectiveness affect the quality of education in schools, and whether the BETD graduates implement the training competencies learned during their training in schools.

3.3 Data collection technique

Data collection description provides a detailed outline of the data gathering procedures for a planned investigation. It covers the specific techniques to be employed (De Vos: 1998:100). Qualitative researchers operate under the assumption that reality is not easily divided into discrete, measurable variables. These are often referred to as research instruments but the bulk of their data collection is dependent on personal involvement in the original setting. Rather than sample a large number of people with the intent of making generalisations, qualitative researchers tend to select a few participants who can best shed light on the phenomenon under investigation. Both verbal and non-verbal data may be collected (Leedy and Omrod 2001:102).

Data collection is the vehicle through which researchers collect information to answer research questions and support and defend all conclusions and recommendations based on the findings of the research (Mertens 1998:285). The collection of the data allows researchers to anchor what they wish to discuss in the empirical world. The primary purpose of gathering data is to gain the ability to construct reality in ways that are consistent and compatible with the setting of an inhabitant.

This study makes primary use of a questionnaire to collect data from the respondents, which is later followed by semi-structured interviews. As stated by Gray (1987:195), the use of a questionnaire has definite advantages over other methods of collecting data. They are:

- The questionnaire can be hand delivered to respondents and collected personally. This is a cost effective and reliable way to distribute it.
- When it is difficult to contact the respondents, questionnaires can produce quick results.
- It is a convenient method of collecting data. Respondents can complete it in their own time.
- The assurance of anonymity is great
- Wider coverage of issues is possible through the questionnaire.

According to (Leedy and Omrod 2001:197), paper-pencil questionnaires can be sent to a large number of people, including those who live thousands of miles away. They save the researcher travel expenses and postage is typically cheaper than long-distance telephone calls. From the perspective of survey participants, this distance has an additional advantage: people can respond to questions with the assurance of anonymity and so may be more truthful than they would be in a personal interview, particularly if they are talking about controversial issues. A questionnaire is one of many ways information can be obtained” McMillan &

Schumacher (1997:252). In the light of the above mentioned criteria it was decided to incorporate the quantitative data collection method with the qualitative approach to enable the researcher get the data needed. Patton (in De Vos, 2005:390) argue that is not necessary to be a qualitative methods purist and stated that qualitative data can be collected and used in conjunction with quantitative data because this can contribute to methodological rigour.

Questionnaires often make use of checklists and rating scales. This study makes use of a five point scale: This was done to make it easier for the respondents to answer due to time constrains.

EXAMPLE:

1	2	3	4	5
Excellent	Very Good	Good	Average	Below Average

Based on the aforementioned advantages of questionnaires and considering the remoteness and distance between the researcher and the selected respondents, the questionnaire was the most suitable data collection instrument for this study.

The questionnaire is designed to solicit views and responses from the respondents, to explore the main questions of this study, i.e. a)to determine whether the BETD program has adequately prepared the graduates during their three year training in order for them to produce better results and improve the quality of education especially in primary schools.

The questionnaire is divided into two sections: training and job performance.

3.3.1 Training questionnaire (Section A)

This section consists of 16 items. It is divided into two parts, each concentrating on a particular dimension in this study.

Part I deals with the demographics of the teachers being assessed. It consists of the number of years the assessed teacher has been teaching. This is included because only teachers who have been teaching for at least a year are eligible to participate in this study. The other aim is to ascertain whether the school principals concerned had assessed the teachers at least once in the past year and so be in a position to be able to report on the progress and performance of the teachers.

Part II deals with the implementation of the BETD training competencies by the graduates, as per the BETD Broad curriculum. These competencies are: adequate teaching skills, professionalism, communication skills and interpersonal and social skills. This section enables the school principal to rate whether and to what degree the teachers implement the skills learned during the BETD in the teaching and learning process in their classrooms.

3.3.2 Quality and Performance questionnaire (Section B)

This section consists of two parts (10 items) which address the effect of job performance, resource utilization and organisational effectiveness.

Part I deals with job performance and has 4 items which solicit information on the performance of the teacher at work in facets such as subject content, knowledge, learner-centred teaching, teaching aids and material utilization and behaviour towards learner's work.

Part II addresses the organisational effectiveness of the school and has three items which solicit information on learner's performances and achievements in

tests and examinations and how the school and its image has changed for the better or worse as a result of the employment of the BETD graduates. It is important for this study to find out whether schools are performing and functioning well because of the inclusion of BETD graduate in schools.

The sampled schools are under the supervision of an education Inspector, therefore, the first thing required was to get permission from the inspector of Education supervising the selected schools (see letter on page 161). The researcher made appointments with the school principals of all sampled schools. The questionnaires were personally hand delivered to the nearby schools and mailed to the remote schools. All respondents were allowed sufficient time to complete the questionnaire and sign the letter of consent (see letter on page 162). After three weeks, the researcher collected the questionnaires from the nearby schools and started making follow-up inquiries with the schools required to mail their completed questionnaires. The questionnaire was in English which is the medium of instruction in all government schools in Namibia.

3.4 Population and sampling

A study population is the aggregate of elements from which a sample is selected. Polit and Beck (2006:506) describe the population as an entire set of individuals sharing similar characteristics. The population of this study comprised of some of the school principals at primary schools in Circuit 3, of the Kunene region, Namibia. A primary school starts from grade 1 to 7. The reason for selecting this population is that primary schools are one of the phases or levels where BETD graduates are employed.

Qualitative research is generally based on non-probability and purposive sampling. Sampling refers to the process used to select a portion of the

population of the study (Maree 2007:79). In purposive sampling, the sample size is small and is purposefully selected from those who have the most experience of the studies' phenomenon. Purposeful sampling is done to increase the utility of information obtained from small samples. Furthermore, purposeful sampling requires that information be obtained about variations among the subunits before the sample is chosen (Maree 2007:257).

Purposive sampling was used in this study, because primary schools were selected on the basis that they are hosting the BETD graduates under study.

In the Kunene region, there are 51 schools, divided per phase as follows: 38 primary, 8 combined and 5 secondary schools. The sample for this study was 18 primary schools out of the 38 in the region. Although it was 18 primary schools principals sampled for the questionnaire, only seventeen of them responded.

3.5 Data analysis

There is no single right way to analyse data in a qualitative study. The researcher begins with a large body of information and must through inductive reasoning sort and categorise it and gradually distil it to a small set of abstract, underlying themes. Even in content analysis, an approach that on the surface may seem quite straightforward and matter-of-fact can become more complex. Often, the researcher can only determine the specific characteristics to be studied after carefully scrutinizing the body of material (Leedy and Omrod 2001:160).

Morehouse (1994:127) views data analysis as the process through which one understands more about the phenomenon under investigation and describes what one has learnt with a minimum of interpretation. Burns and Gove (1997:521)

define data analysis as a method to reduce, organise and give meaning to data gathered so that it can be constructed into a meaningful whole.

According to Jorgenson (1989:107) analysis of data is the breaking-up, separating or disassembling of research material into pieces, parts, elements or units. When facts are broken down into manageable pieces, the researcher is able to sort and sift them, searching for types, classes, sequences, processes, patterns or wholes. Qualitative approach uses the interpretative techniques that seek to describe, decode, translate and come to terms with the meaning in the world (Lee 2003:92).

Based on the above description, the data for this study was critically analysed in order to make all interpretations understandable and find conclusions based on the results. Data was then grouped and analysed in such a way that it reflects the sample size and characteristics without duplicating answers. Each questionnaire was individually assessed to determine its dependability and to ensure that it produce the required quality results.

Five phases of data analysis were utilised in the study. These were identified by Marshall and Rossman (1999:152):

- Organising data: each participant's response is organised.
- Generating categories, themes and patterns: information separately and later compared with information received from other participants received is divided into categories to show similarities and differences for the easy identification of patterns in the study.
- Testing emergent understandings: this step tests the correct understanding of interpretations by the researcher. The researcher needs to ask questions such as: did the respondent understand the question and does the

researcher understand the response? This assists the researcher to identify words that are difficult to understand.

- Searching for alternative explanations: some words or responses might not be easy to understand. In this case the researcher must initiate alternative ways of interpreting and understanding responses.
- Writing the report: after all effort is made to try and make sense of the recorded materials, the researcher compiles the information and writes a report on the findings. Conclusions are then drawn.

Structured questionnaires and semi-structured interviews are often used in mixed method studies to generate confirmatory results despite differences in methods of data collection, analysis, and interpretation (Kendall, 2008:19).

Questionnaires and interviews are often used together in mixed method studies investigating educational assessment (Brookhart& Durkin, 2003; Lai &Waltman, 2008). While questionnaires can provide evidence of patterns amongst large populations, qualitative interview data often gather more in-depth insights on participant attitudes, thoughts, and actions (Kendall, 2008:19).

In a structured questionnaire, participants respond to prompts by selecting from predetermined answers (e.g., Likert scales, multiple choice responses); these data are typically analyzed quantitatively. In a semi-structured interview, interviewers begin with a small set of open-ended questions, but spend considerable time probing participant responses, encouraging them to provide detail and clarification; these data are generally analyzed qualitatively (Brookhart& Durkin, 2003:5).

Based on the above literature, it was deemed suitable for this study to employ semi-structure open-ended questions interview after the questionnaire data was analyzed. This was done to solicit the opinions of the same respondents and to ensure a more practical and true reflective conclusion of the study findings.

3.6 Conclusion

This chapter described the design and method to be used in data collection and analysis. It further explained the strategies for data collection and described how they were used in the data gathering process. Chapter Four presents the data analysis and findings of the study.

CHAPTER 4

RESULTS ANALYSIS AND DISCUSSIONS

4. Introduction

In this chapter, firstly findings from the questionnaire will be presented and discussed. The questionnaire was used to solicit views to explore the main question of this study: to determine whether the BETD program has adequately prepared the graduates during their three year training in order for them to produce better results and improve the quality of education especially in primary schools. A summary of the findings will be presented. Secondly, confirmation of the study findings was done through interviews with the same respondents, this deliberations will also be presented in this section.

4.1 Findings and discussions: Questionnaire

The questionnaire was sent to 18 primary school principals in Circuit 3, of the Kunene Region. There are only 18 Primary schools in Circuit 3, hence this sample number. Out of 18 questionnaires, 17 (94%) returned the completed questionnaire after three weeks. A copy of the questionnaire is included as Appendix C on page 155. The timeous return rate is quite encouraging as it indicates that appropriate feedback and views were given. The questionnaire consisted of close ended questions of “yes/no” or “agree/disagree” and was divided into different sections and categories. Below is the detailed summary of the responses in these sections and categories.

4.2 Socio-demographic information

It was found that, within the schools that were sampled, there are BETD graduates who have been in the teaching profession for between 1 and 10 years. The majority of the graduates (35%) have 7-9 years of teaching experience and 29% have 1-3 years of experience. 24% indicated 2-6 years of experience and 12% had spent ten or more years in the teaching profession. This group which have more than ten years teaching experience, have mainly gone through the BETD in-service training, they have been teaching and studying at the same time. These findings are useful for this research because the number of years that a person has taught has a bearing on the quality of education and the learners' rate of achievement. These figures indicate that quality education can be expected because of their many years of teaching experience and qualifications. See the Table 4.1 for the results.

Table 4.1 Socio-demographic information

Years	Range of years of graduates experience in schools	Percentage %
<i>1 – 3</i>	<i>5</i>	<i>29</i>
<i>4 – 6</i>	<i>4</i>	<i>24</i>
<i>7 – 9</i>	<i>6</i>	<i>35</i>
<i>10+</i>	<i>2</i>	<i>12</i>
Total	<i>17</i>	<i>100</i>

Table 4.2 indicates that the majority of the BETD graduates, 59% are teaching in Lower Primary Phase followed by 29% of the graduates in Junior Secondary Phase and 12% in Upper Primary Phase. The Senior Secondary Phase is 0%, because BETD graduate teachers are not academically qualified and trained to teach the senior secondary level. (See appendix D, pg. 158 for the enrollment rate and phase levels available in Colleges of Education for the past five years). The 35% unveiled in these findings, substantiate this assumption that most of

the BETD graduates are employed in Lower Primary Phase and so are an appropriate sample for this study.

4.2 Phase/level taught by graduates

Phase/level	Number of schools	Percentage %
Lower primary	10	59
Upper primary	2	12
Junior secondary	5	29
Senior secondary school	0	0
Total	17	100

It is normal procedure for principals to carry out evaluations and assessments during class visits. Seventy six percent (76%) of the principals indicated that they have evaluated and assessed the teachers in their schools more than once in the past year. Eighteen percent(18%) of the principals visited their teachers once in the past year and 6% indicated that they had conducted more than three class visits in the past year. This practice helps to assist the teachers to improve and implement new methods and strategies to ensure quality teaching and learning in the classroom. This in turn has a positive effect on the learner achievement rates. Table 4.3 below presents the findings.

4.3 Assessment class visits

Assessment	Number of class visits	Percentage %
Once	3	18
More than once	13	76
More than 3 times	1	6
Total	17	100

4.2.1 Implementation of the BETD training teaching skills

Tables 4.4 – 4.8 give an indication of the respondents' evaluation of whether the BETD graduate teachers are implementing the teaching skills that they acquired during their BETD training. The responses range from strongly agree to strongly disagree.

Table 4.4 Encourage learner's critical thinking and creativity

<i>Skill implemented</i>	<i>Number of school principals</i>	<i>Percentage %</i>
1. Strongly agree	4	23
2. Agree	8	47
3. Not sure	3	18
4. Disagree	2	12
5. Strongly disagree	0	0
Total	17	100

The first point to take note of in the above table is that the majority of the principals (47%) are in agreement that the BETD graduates teachers do implement the skills that they have acquired during their training. The principals agree that the graduates encourage the learners to develop critical thinking and creativity. Critical thinking skills help the learners to improve the way they do class work and assignments. The learners will be able to think for themselves and not always wait on the teacher or restrict themselves to subject textbooks. Twenty three percent (23%) of the principals strongly agree that the graduates encourage learner's critical thinking and creativity. Followed by 18% of principals who are not sure of the graduate's skills implementation methods and 12% say that the graduates do not encourage learner's critical thinking and creativity. No respondent strongly disagrees with the graduate teacher skills

implementation methods. These findings suggest that the graduates do implement the skills learned during the three years of teacher training.

4.2.2 Establish and maintains learners development needs.

On the specific skill of the establishment and maintenance of learners developmental needs in the classroom situation, 59% of the principals agree and 12% strongly agree that the graduates do establish and maintain the learners developmental needs during their classroom activities. Seventeen percent (17%) of the principals disagree that the graduates establish and maintain the learners developmental needs, 12% of the principals are not sure of the graduates skills implementation methods in their teaching, and none strongly disagree. (See Table 4.5)

Table 4.5 establishes and maintains learners developmental needs

<i>Skill implemented</i>	<i>Number of school principals</i>	<i>Percentage %</i>
1. Strongly agree	2	12
2. Agree	10	59
3. Not sure	2	12
4. Disagree	3	17
5. Strongly disagree	0	0
Total	17	100

4.2.3 Activates learner’s prior knowledge and experience

Considering the learners prior knowledge and experiences is crucial in measuring their understanding of a specific lesson or topic. The highest rating of 58% from principals indicates that they are in agreement and 11% strongly agree that the graduates do give consideration to relevant aspects of learners’ prior knowledge, skills and experiences in order to promote learning during classroom activities. Twenty four percent (24%) of the principals are not sure, and 6%

disagree which indicates that the graduates do not tap into the learners prior knowledge and experiences during their teaching and learning process. These kinds of strategies ensure that the teacher achieves the goals and objectives of the lesson, because he or she must teach from the known to the unknown. Table 4.6 illustrates the findings.

Table 4.6 Activates learner’s prior knowledge and experience

<i>Skill implemented</i>	<i>Number of school principals</i>	<i>Percentage %</i>
1. Strongly agree	2	11
2. Agree	10	58
3. Not sure	4	24
4. Disagree	1	6
5. Strongly disagree	0	0
Total	17	100

4.2.4 Creating appropriate strategies to reach lesson objectives

Every subject and lesson topic is unique, hence the importance of creating appropriate strategies to reach lesson objectives. The majority of the principals (47%) agree and 23% strongly agree that the graduates create appropriate strategies during their lesson presentation to enhance the achievement of lesson objectives and good results from learners. Some of the principals (24%) are not sure and 6% strongly disagree that the graduates create appropriate strategies during their lesson presentations. In general, if teachers can implement innovative teaching methods, it will ensure quality education. Table 4.7 shows the degree of implementation of this skill.

Table 4.7 Creates appropriate strategies to reach lesson objectives

<i>Skill implemented</i>	<i>Number of school principals</i>	<i>percentage</i>
1. Strongly agree	4	23
2. Agree	8	47
3. Not sure	4	24
4. Disagree	1	6
5. Strongly disagree	0	0
Total	17	100

According to the Namibian Learner-centered education policy (1993), the range of learning activities should not be limited to academic processes. The teacher and learners can bring a large number of things into the classroom to be looked at, examined, drawn, painted, copied, read, taken to pieces and put together again. Learners can practice a number of psychomotor skills not previously possible. Materials can be used which guide and stimulate learning. The materials will encourage self-study and self-learning in an environment where the teacher is always ready to provide support. In this study, principals were asked to rate their teachers efforts to improve teaching through new and innovative methods. The majority of the principals (52%) agree and 18% strongly agree that indeed the graduate teachers try out new and innovative teaching methods during their lessons. On the other hand 18% of the principals disagree and 12% are not sure of any innovative teaching methods taking place in their schools. This scenario could reflect the unavailability of resources and materials in remote rural schools of the region. (See Table 4.8)

Table 4.8 Tries innovative methods

<i>Skill implemented</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Strongly agree	3	18
2. Agree	9	52
3. Not sure	2	12
4. Disagree	3	18
5. Strongly disagree	0	0
Total	17	100

It is important to note the pattern that has emerged in this section, where by the majority of the principals are in agreement that the BETD graduates teachers do implement the skills that they acquired during their training. A lower percentage represents those principals who do not agree with the graduates implementing their skills in schools. This could have a positive effect on the achievement rate of the learners in particular and the schools in general.

4.3 Professionalism

This section gives an overview of the Principals rating of the professionalism and work ethic of the BETD graduates in their schools.

4.3.1 Positive attitude

One of the broad goals of the code of conduct for Namibian teachers (1993), is for teachers to support and guide learners to develop acceptable social discipline, social courtesy and tolerance for different cultures. Teachers should assist learners in acquiring the necessary knowledge and skills to interpret and understand the world around them. In this endeavor, teachers must encourage learners to achieve their full potential and take responsibility for it. This kind of positive attitude and energy from the teachers will produce good and positive learners and results. The principal rated this skill as well and 47% are in

agreement and 12% strongly agree that the BETD graduate teachers have a positive attitude towards their work and learners in the classroom. While 24% disagree and 17% are not sure of the graduate’s attitudes. Table 4.9 presents these findings.

Table 4.9 Positive attitude

<i>Skill implemented</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Strongly agree	2	12
2. Agree	8	47
3. Not sure	3	17
4. Disagree	4	24
5. Strongly disagree	0	0
Total	17	100

4.3.2 Dignity and dedication

The primary task of a teacher is teaching. In this matter he/she accept the responsibility for effective teaching of subjects and other responsibilities as delegated. The code of conduct for teachers (1993) stipulates that teachers should set the tone for good learner discipline by being present themselves (regular attendance of the school and lessons), managing their own and the learners’ time effectively (perform instructional duties as required by the timetable and competency standards) and by being firm but fair with learners. The highest rating of 47% in the findings of this study in this regard shows that school principals agree that the graduates in their schools are dignified and dedicated professionals and 12% strongly agree with the above statement. Nevertheless, 23% of the principals disagree and 18% are not sure whether teachers act with dignity and dedication in their schools. These findings are in Table 4.10 below.

Table 4.10 Dignity and dedication

<i>Skill implemented</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Strongly agree	2	12
2. Agree	8	47
3. Not sure	3	18
4. Disagree	4	23
5. Strongly disagree	0	0
Total	17	100

4.3.3 Teaching service ethics

Together with other members of the Public Service, teachers are subject to the provision of the Public Service Act, 1995 and the Public Service Staff Rules. However, teachers are in a unique position as educators of children. The general conduct, habits, language and private lives of teachers have a strong influence on their learners. In *Guidelines for School Principals* (Ministry of Education 2005a:48), they state that this influence should be positive but can be negative if a teacher's own lifestyle and conduct sets a negative example:

The findings in this regard, as tabulated in 4.11, shows that 59% of the principals agree with the graduates' teaching service ethics in their schools. Twelve percent (12%) strongly agree with these sentiments. Some principals (18%) disagree with the level of service ethics of the graduates and 11% are not sure of their teacher's service ethics. Teachers should, therefore, abide by and comply with the Code of Conduct for teachers and maintain high standards of personal and professional behavior at all times.

Table 4.11 Teaching service ethics

<i>Skill implemented</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Strongly agree	2	12
2. Agree	10	59
3. Not sure	2	11
4. Disagree	3	18
5. Strongly disagree	0	0
Total	17	100

4.3.4 Teacher's Performance

Every learner in Namibia is entitled to the best possible education in a school of high quality. Every school should strive to achieve the ideal of being a centre of excellence. While it is recognized that many schools still do not have adequate facilities and materials or fully trained teachers, it is a proven fact that quality education can be provided in situations that are less than ideal (Ministry of Education, 2005b:3). Effective teaching and learning is the core business of every school. The most important management task of the principal is to ensure that the prescribed curriculum is effectively implemented, that time is efficiently utilized, that teachers teach and that learners learn. Thus, the teacher will perform well in his or her subject and yield good results from the learners. Based on the findings in Table 4.12, 53% of the principals agree and 12% strongly agree that the graduate teachers perform well in their subjects. Teacher performances differ from school to school and 18% of the principals are not sure, while 17% are in disagreement with teachers' performance in their school.

Table 4.12 Teacher's Performance

<i>Skill implemented</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Strongly agree	2	12
2. Agree	9	53
3. Not sure	3	18
4. Disagree	3	17
5. Strongly disagree	0	0
Total	17	100

Teacher performance is measured by:

- The skills, knowledge and responsibilities a teacher exhibits through his or her daily practice as measured through observation and a teacher portfolio.
- The gains the teacher produces in student achievement on standardized tests, criterion referenced standardsbased assessments, and performance assessments.
- The gains a school produces on standardized tests, and criterionreferenced standards-based assessments, and performance assessments (Schacter 2000:9).

4.3.5 Role model

Teachers are expected to be role models for learners in this area. Anti-social behavior by learners is often learnt from adults. The Code of Conduct for teachers clearly stipulates that teachers must conduct themselves inside and outside of school time in a manner befitting a professional and must use every opportunity to protect and promote the reputation and goodwill of their school. Teachers should endeavor to present a positive image of their school by dressing smart and by discussing their school, their learners and other colleagues in a positive manner while maintaining appropriate confidentiality. In the schools

sampled, 41% of the principals agreed that the teachers are good role models for their learners in schools, 24% strongly agree in this regard. Eighteen percent (18%) of the principals are not sure and 17% are in disagreement concerning the role modeling of the graduate teachers. Table 4.13 presents these findings.

Table 4.13 Teachers as role models

<i>Skill implemented</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Strongly agree	4	24
2. Agree	7	41
3. Not sure	3	18
4. Disagree	3	17
5. Strongly disagree	0	0
Total	17	100

The highest rating from principals in this section, concerning the graduates professional conduct, indicates that the teachers have a positive attitude and responsibility towards their learners. They carry out their duties with dignity and dedication. The teachers' performance is good and they are role models for their learners. A comparatively low percentage of principals are not sure or do not agree with the graduates' professional conduct. Professionalism is essential in any career or organization.

4.4 Communication skills

In this section the respondent used the yes/no key to rate the communication skills of the graduate teachers.

4.4.1 Problem solving

Teachers should endeavor to create learning and teaching environments where learners feel secure and happy and which will facilitate their development into

skilled, mature and confident adults. The dignity and worth of every individual must be recognized and respected and communication between individuals must be honest and sincere. Mutual trust and confidence should prevail among colleagues and between teachers and learners.

Teachers should, in their daily interaction with each other and with learners, try to reinforce that which is positive in the other individuals and discourage that which is negative and damaging to personal growth. This statement is enshrined in the Teachers Code of Conduct, 1993. A teacher with good problem solving skills is an asset to any school because he/she will not be part of the problems but rather part of the solution. This school of thought agrees with the findings of this study where 71% of the principals said “Yes”, the graduates possessed the necessary problem solving skills desired to solve school problems and challenges. Twenty nine (29%) of the principals said “no,” the graduates do not possess the required problem solving skills needed to help solve school problems. Table 4.14 presents these findings.

Table 4.14 Problem solving

<i>Problem solving</i>	<i>Number of school principals</i>	<i>Percentage</i>
Yes	12	71
No	5	29
No response	0	0
Total	17	100

4.4.2 Initiation of projects for school improvement

Teachers need to be pro-active when it comes to projects aimed at improving the school. Whether through infrastructural development or pass rate improvements and achievements, teachers have to be on the forefront of it all. In the primary schools sampled in this study, 65% of the principals indicated that the graduates

initiate and suggest projects for school improvement. The remaining 35% said “no,” the graduates do not initiate school improvement projects. See Table 4.15.

Table 4.15 initiation of projects for school improvement

<i>School improvement projects</i>	<i>Number of school principals</i>	<i>Percentage</i>
Yes	11	65
No	6	35
No response	0	0
Total	17	100

4.4.3 Appropriate level of language usage with learners

Teachers are responsible for improving the learners’ aural/oral skills. This is done through discussions, reflecting and reporting, training their perceptual skills by using different types of reading techniques and materials and developing their writing skills through summaries, note taking and the writing of papers and reports.

Because the language medium is English, all teachers are by default, teachers of English. In addition to equipping the learners with subject-specific terminology and discourse, teachers must make themselves aware of the limited language skills of the learners and use methods that provide opportunities for them to advance these skills (Ministry of Education, 2005b:116). In this study, 65% of the principals said “Yes,” the graduate teachers use an appropriate language level with their learners during their class lesson activities and 35% do not agree with the level of language used by the teachers in their schools. Table 4.16 reveals these findings.

Table 4.16 Appropriate language use with learners

<i>Language use</i>	<i>Number of school principals</i>	<i>Percentage</i>
Yes	11	65
No	6	35
No response	0	0
Total	17	100

In this section the majority of the principals are in agreement that the graduates possess good communication skills when solving school problems. They initiate and suggest projects for school improvements. The Principals have indicated that the teachers use appropriate language levels with learners during the teaching and learning process. A low percentage of the principals are in disagreement with the graduate teachers' communication skills in their schools.

4.5 Job performance

The main aim of the Basic Education teacher diploma is to develop the professional expertise and competencies which will enable the teacher to optimize the new Basic Education for the learners, and to be fully involved in promoting change and educational reform in Namibia.

Basic Education strives to:

- Develop awareness of the varying roles and functions of a teacher and their commitment to the teaching profession.
- Enable the teacher to meet the needs and abilities of the individual learner through organization, management and assessment of the teaching and learning process.
- Prepare the teacher to be able to develop and use the creative and expressive abilities and skills of the learners.
- Develop the ability to create learning opportunities which enable learners to explore different ways of knowing and develop the whole range of their thinking.

- Provide the student with sufficient breadth in curriculum content and depth in selected subject areas to be able to identify and select basic knowledge content for learners and to organize and sequence content and learning situations appropriately.

BETD Broad Curriculum (1994:4)

These are some of the aims of the Basic Teacher Education Diploma course. This study aims to ascertain whether these have been achieved in graduates by assessing their job performance in the workforce.

4.5.1 Learners active participation in lessons

When the new education policy for Independent Namibia was formulated after March 1990, learner-centered education was chosen as a basis for the reform. According to *Education for All*, “teacher-centered instruction is inefficient and frustrating to most learners, and certainly is not consistent with education for all”. Hence, we will have to help both our teachers and learners to become skilled at developing and working in learner-centered settings” (NEC 1993:10).

Learner-centered education takes as its starting point the learner as an active, inquisitive human being, striving to acquire knowledge and skills to master his or her surrounding world. The learner brings to a school a wealth of knowledge and social experience gained from the family, community and interaction with the environment. This knowledge and experience is a potential which can be utilized and drawn upon in teaching and learning. A learner-centered class should, therefore, be productive, ordered, interactive, and enriched for the interest and enjoyment of the learner’s potential (Ministry of Education, 2005a:114).

The question here is: Do the BETD graduate teachers actively involve learners in their teaching and learning processes? The findings in Table 4.17 provide a good indication of this.

According to the school principal's views and observations, 35% of them indicated that often the graduates do actively involve learners in their lessons as per the learner-centered policy. Sometimes the graduates do actively involve learners in lessons that accounted for 29% of the principals, while 12% indicate that this happens only seldom. Twenty four percent (24%) say that it is always true that learners are active participants in the teaching and learning process. From the analysis of this finding, it is safe to assume that more still needs to be done to ensure that teachers fully implement and practice learner-centered education.

Table 4.17 learners active participation in lessons

<i>Active participation</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Never true	0	0
2. Seldom true	2	12
3. Sometimes true	5	29
4. Often true	6	35
5. Always true	4	24
Total	17	100

4.5.2 Good command of subject (s) content knowledge

One of the aims of basic education, as stated in the beginning of this section, is to provide learners with sufficient breadth in curriculum content and depth in selected subject areas to be able to identify and select basic knowledge content for learners, and to organize and sequence content and learning situations appropriately. Are the BETD graduates demonstrating a good command of

subject content knowledge through accurate instructions in their lessons? This answer is in Table 4.18.

According to their principals, the graduates often (30%) and always (29%) demonstrate a good command of subject content knowledge through accurate instruction. Twenty nine percent (29%) indicated sometimes and 12% that seldom did the graduates possess a good command of subject content knowledge.

Table 4.18 subject (s) content knowledge

<i>Subject content knowledge</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Never true	0	0
2. Seldom true	2	12
3. Sometimes true	5	29
4. Often true	5	30
5. Always true	5	29
Total	17	100

4.5.3 The Teacher creates a conducive atmosphere for learning

“It is at the individual school level where it will be decided whether quality education is achieved for every learner, and it is the individual school principal who will contribute to a more effective education service delivery system by providing a conducive atmosphere for learning” (Ministry of Education 2005: 45).

Teachers need to create a conducive atmosphere at all times in their classrooms for effective teaching and learning to take place. The ratings in this regard are in Table 4.19. The Graduates (24%) always and often (23%) create a conducive atmosphere for learning in their classrooms. The majority of the principals (41%) indicated that the graduates sometimes do create a conducive environment

but there are still 12% who indicate that the graduates never create a conducive learning environment for their learners.

Table 4.19 creates conducive atmosphere

<i>Conducive atmosphere</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Never true	2	12
2. Seldom true	0	0
3. Sometimes true	7	41
4. Often true	4	23
5. Always true	4	24
Total	17	100

4.5.4 Monitoring learners progress through assessment methods

In learner-centered education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. The main purpose of assessment is to get a reliable picture of the progress of the learner in terms of achieving the basic competencies of the syllabus.

The information gathered about the learner's progress and achievements should be used to give them feedback about their strong and weak points; where they are doing well and why, and where they need to try harder and how to do so. The progress and achievement of the learners can be used by the teacher to evaluate the teaching and learning process in terms of the relevance of content, learner participation, appropriate methods of teaching, optimal use of group work, individual work, teacher-directed teaching *etc.* (Ministry of Education, 2005:106).

BETD graduates are trained in the usage of a variety of assessment methods. They are also well versed with the learner-centered education assessment methods. However, are they putting it into practice in their schools? This

information is presented in Table 4.20. The principals (41%) indicate that the graduates always use the appropriate assessment methods for learner progress. While 29% sometimes and 18% often say this is true. Twelve percent (12%) account for those principals who only seldom observe the graduates implementing and practicing the correct assessment methods in their lessons.

Table 4.20 learners assessment

<i>Learners assessment</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Never true	0	0
2. Seldom true	2	12
3. Sometimes true	5	29
4. Often true	3	18
5. Always true	7	41
Total	17	100

This section presented a mixture of ratings with the majority of the principals indicating that it is sometimes, often and always true, that the BETD graduates involve learners actively during their lessons. They also indicated that graduates have a good command of their subject knowledge and create a conducive learning environment in their classrooms. For growth and development of the learners, the teachers always and often monitor learners' progress for alternative remedial teaching or appraisals.

4.6 Resources utilization

This section is designed to present the rating of the teacher's abilities to utilize the resources and teaching aids at their disposal to enable effective teaching and learning to take place in the classroom.

4.6.1 Appropriate usage of teaching aids

Effective learning and teaching is closely linked to the use of materials (e.g. books, posters, charts etc) and media (e.g. radio, newspapers, audio cassettes, films etc). The teacher must select and develop the most appropriate materials and media for the learners so as to enrich and reinforce the learning process and assist them in achieving the learning objectives (Ministry of Education, 2005:102). Teachers should be able to use appropriate teaching aids effectively and efficiently to achieve good results in their subjects. The BETD graduates are rated on this aspect in Table 4.21.

Twenty nine percent (29%) of the principals rated the teaching aid usage by graduates as good, followed by 18% for both good and excellent usage of teaching aids by graduates in their classrooms. Lastly, 29% for average usage of teaching aids in lessons of the graduates. These findings show that more still needs to be done by the graduates to have a high excellent rating for appropriate teaching aid usage.

Table 4.21 Appropriate usage of teaching aids

<i>usage of teaching aids</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Excellent	3	18
2. Very good	3	18
3. Good	6	35
4. Average	5	29
5. Below average	0	0
Total	17	100

4.6.2 Achievement of curriculum objectives

The curriculum guide states what is intended in the goals and aims of each school phase, what areas of learning and subjects are to be studied and how

teaching and assessment should be done. It includes the main principles for the language medium of instruction and for teaching learners with special needs. The curriculum should be used by schools and teachers to guide the planning, organization and implementation of learner-centered teaching and learning at the school. Schools have a special responsibility to use these curriculum guides together with the various subject syllabi to identify local relevance within a common framework. In this way learners can experience their education as meaningful and at the same time follow a curriculum which is applicable to all (Ministry of Education, 2005:93). Are the BETD graduates reaching and achieving the set curriculum goals in their schools? The answer is found in Table 4.22.

There is no excellent implementation and achievement of the curriculum objectives in all schools sampled. The principals (35%) indicate a very good rating for curriculum objectives achievement and another 35% account for average objective achievement. Thirty percent (30%) say a good curriculum objective achievement exists in their school. Learners need to benefit from a well prepared curriculum document that is being put in to practice and so there is the need for teachers to be pro-active and focus on the attainment of the curriculum set goals and objectives.

Table 4.22 achievement of curriculum objectives

<i>curriculum objectives achieve</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Excellent	2	0
2. Very good	9	35
3. Good	3	30
4. Average	3	35
5. Below average	0	0
Total	17	100

4.6.3 Syllabus completion

The main cross-curricular themes, which are integrated throughout the curriculum in all phases, are anchored in the syllabi of various carrier subjects, where the theme corresponds to the subject content. In order for learners to experience the inter-relatedness of different subject disciplines in understanding such issues, aspects of a topic from different subjects should be coordinated in lesson plans so that the same topic is treated in different subjects at the same time (Ministry of Education 2005a:101). These syllabi need to be completed in a certain time period of the year, in each subject and by every teacher. The school principals give their rating on this aspect based on the BETD graduates in their schools, in Table 4.23.

On syllabus completion, the majority of the principals (41%) rated the graduates on average, followed by 35% good and 18% very good on syllabus completion in their schools. Only 6% accounted for the excellent rating for syllabi completion by the graduates.

Table 4.23 syllabus completion

<i>Syllabus completion</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Excellent	1	6
2. Very good	3	18
3. Good	6	35
4. Average	7	41
5. Below average	0	0
Total	17	100

To summarize, on resource utilization, the majority of principals rate the BETD graduate good to average on the appropriate usage of teaching materials during their teaching lesson presentation. This can lead to the effective completion of the syllabus and achievement of the curriculum objectives in their subjects in

particular and in the school in general. A low percentage indicates the rating for very good to excellent resource utilization by BETD teachers. This shows that they still need to put more effort to achieve excellence, thereby ensuring effective and quality education in schools.

4.7 Organizational effectiveness

In order to find out the effectiveness of the BETD graduates in organizations, the principals' ratings will be analyzed in this section.

4.7.1 Learners achievement rate in tests and examination

Measurement in education, just like in any other field of science requires instruments calibrated according to a standard scale. The most common instrument of measurement in education are tests and examination which, if well-constructed, can successfully measure pupils' performance on a percentage scale and clearly discriminate between their merits. Very often results of public examinations are taken as a reflection of the quality of teaching. As a result, teachers often gear their teaching to getting good results (Farrant 1996:146). In Table 4.24, findings of this study indicate the learner's rate of success and achievement in tests and examination. According to the principals, 59% indicated that sometimes the learners achieve a high rate of success in tests and examinations in their respective subjects. Twenty nine (29%) said this was often true and 6% for both always and seldom that the graduates produce good results in examinations. There needs to be a consistent pass rate for tests and examinations in schools for the schools to build up a good organizational image.

Table 4.24 learners achievement rate

<i>Achievement rate</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Never true	0	0
2. Seldom true	1	6
3. Some times true	10	59
4. Often true	5	29
5. Always true	1	6
Total	17	100

4.7.2 Teacher's contribution towards attainment of schools set goals

Apart from teaching, teachers are also expected to do extracurricular activities or to serve on different committees in the school for the benefit of the school. These contributions and efforts are geared towards maintaining and achieving a set of goals for the school. How do the BETD graduates contribute towards the achievement of their school's goals and objectives? Table 4.25 gives an indication of their contribution.

The highest number of the principals (65%) indicated that the graduates often contribute to the achievement of the school's set goals. Eleven percent (11%) are in agreement that the graduates always contribute and 24% are of the view that the graduates only contribute towards the school's set goals sometimes.

Table 4.25 contribution towards set goals

<i>Contributions</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Never true	0	0
2. Seldom true	0	0
3. Sometimes true	4	24
4. Often true	11	65
5. Always true	2	11
Total	17	100

4.7.3 School overall achievement rate in regional and national examination

Educational testing achieves two main things: It provides factual information about children's abilities and performances and it enables meaningful comparisons and classifications to be made. Neither of these is possible on the basis of subjective assessment arrived at by some vague kind of impression. They can only be achieved by careful and objective measurement using reliable standards. The most common form of testing used in education to assess learning is the examination (Farrant1996:148). How are the learners faring in their regional and national examinations in the schools where the BETD graduates are teaching? Table 4.26 gives the ratings in this regard.

The majority (53%) of the principals are of the opinion that the graduates often contribute to the high achievement rate of the schools in the regional and national examinations. Twenty four percent (24%) of the principals indicated that the graduates always contribute while 23% are of the opinion that the graduates only contribute to the high achievement rate in their schools sometimes.

Table 4.26 school achievement in examinations

<i>Regional and national exams</i>	<i>Number of school principals</i>	<i>Percentage</i>
1. Never true	0	0
2. Seldom true	0	0
3. Sometimes true	4	23
4. Often true	9	53
5. Always true	4	24
Total	17	100

A pattern has emerged from the results analyzed thus far: two rating categories always ended up outweighing the rest. In this study, the majority of the

principals indicated that the graduates often and sometimes set and achieved a high rate of success in their subjects. The same rating also shows that the teachers contribute towards a positive internal environment to achieve set goals and share responsibilities with others in the school. The indication is also that they sometimes and often contribute to the school overall achievement in circuit or cluster examinations. A low percentage indicates that the graduates always contribute to the effectiveness of the organization by achieving set goals, and show a positive internal environment and high rate of achievement on cluster circuit examination results. Once again, one is tempted to think that much still needs to be done to ensure a consistently high quality of education in schools through the efforts of the BETD graduates.

4.8 Summary of Quantitative research findings

This study aims to examine whether the BETD program has adequately prepared the graduates during their three year training in order for them to produce better results and improve the quality of education especially in primary schools, e.g. effective teaching and transmitting of knowledge to learners to obtain good results. Other questions investigated are:

- What is the role of BETD trainees in the organisational effectiveness of the school?
- Could the BETD trainees cope in the classroom situation with the skills learned?

Before the findings of this study are presented, it is interesting to take note of a statement from the BETD Broad Curriculum:

The BETD is not seen as the final stage of formal education, or as the completion of teacher education. The rapid increasing and changing state

of knowledge and the new demands that are made on the role and function of the teacher, make it impossible to regard initial teacher education as an isolated part of a career. Rather, it provides a selection of knowledge and experience as the first induction into the profession, an initial step in an ongoing process of professional growth and development.

(BETD, The Broad curriculum 1998:1)

All sampled schools have teachers who have been employed for at least 1-9 years and have been assessed by their supervisors more than once to ascertain their quality and improvement. Nevertheless, the following results show that more than half of the school's quality of education and results are still not very good or highly rated. Garwel (1994:5) indicates that one of the problems with quality is the way it is assessed. Any programme that is implemented with the aim of attaining certain goals needs to be subjected to assessment. Though this is a complex process, quality can be assessed in terms of success in examinations and appraisals.

Fewer than 60% of the principals agreed that the BETD graduates are implementing their skills. This can explain why the study could not record a very good or excellent rating in some of the categories pertaining to quality education rendered by BETD graduates in these primary schools.

It is important for teachers to put into practice what they have learned in theory or through experiment during their teacher training. NIED (1998:51), affirmed that, while training, student teachers should of course acquire the necessary academic subject knowledge, pedagogical foundation and methodological skills to equip them for their task as teachers.

Oxenhan (1984:102), indicates that among teachers who are trained, there is often low morale, low professional commitment and a simple unwillingness to

do the job properly. Low pay, poor working conditions and poor prospects are cited as causes.

Professionalism and good work ethic is very important in any career. According to the findings, 50% of the principals are satisfied with the professional conduct and work ethics of the BETD graduates in their schools. To ensure quality education in these primary schools, professionalism needs to be rated excellent because it is only through an effective and competent teacher that learning can successfully take place.

Whitehurst (2003:3) states that individual differences in teachers will never go away but that powerful instructional systems and new effective forms of professional development should reduce those differences to the point that every teacher should be good enough so that no child is left behind.

Unprofessionalism and unethical conduct in the teaching profession can lead to low job performance, as the findings of this study reveals that 32% is the highest rating for the graduates job performances in these Primary schools.

One of the key components for the delivery of quality in education is the availability of resources (Gerwel1994:4). The rating for the resource utilization in these primary schools by BETD graduates is, on average, 35 percent. This includes the methods and ways the teachers utilize teaching materials, the completion of the syllabus and the achievement of curriculum objectives. Resource utilization also has a bearing on the quality of education and learners achievement rates in schools.

Arend (2009:84), confirms that within the classroom, the teacher plays a specialized role, particularly as regards the planning of lesson units. To be able to do this, the teacher must be able to identify and formulate objectives, analyze content, plan learning, consider teaching methods and sequences of

constructional learning event and be able to evaluate them effectively. The focus, therefore, is on achieving the critical learning outcomes.

This study reveals that the type and quality of teacher training has a bearing on the graduates' job performance in schools and the level of skills implementation in the classroom situation. This can determine the quality of education and the achievement rate of learners.

It has been established that the knowledge of how children learn most effectively does not necessarily change the ways in which teachers teach. There needs to be a much more effective practical application of the educational theory learned during training (Farrant 1996:97).

Forty nine percent (49%) of principals said that the teachers often contribute towards organizational effectiveness. This rating indicates the level of contributions towards the achievement of school set goals and objectives, the achievement of high test and examination results by the school in their circuit/cluster assessments. Therefore, the quality of the teacher training can determine the level of contributions of the graduates towards the effectiveness of their organization and school. There is strong evidence that the quality of the teacher has a large impact on students' achievement rates (Rockoff, 2004:8, Hanushek, 2005:17, Rivkin, 2005:17).

4.9 Confirmation of findings

i) Participants

To overcome any possible shortcomings of the closed ended questions of the questionnaire, a semi-structured interview including all the seventeen school principals who have completed the questionnaire was conducted. This interview

was primarily for confirmation of the findings of this study, derived from the questionnaires. The interview consisted of six semi-structured questions based on the findings, but also allowed space for individuals to express themselves outside the boundaries of these questions should they wish to. (See appendix C pg. 157 in this regard)

4.9.1 Discussions: Interview

1. The findings of this study indicates that less than 60% of the school principals agreed that the BETD graduates teachers are implementing their learned skills from training. The study did not record a “very good” or “excellent” rating in some categories pertaining to quality education rendered by BETD graduates teachers in these primary schools.

- ❖ All the seventeen principals interviewed confirmed the findings, and adding that still more need to be done or changed to have a 100% implementation of skills from the BETD graduates, especially in primary schools. They have indicated that they are not entirely putting the blame on the graduates, because sometimes the graduates might be willing to implement theory into practice, but their respective schools does not have supportive teaching and learning facilities in the form of resource rooms, computers, laboratories, libraries, science equipments to mention just a few.

2. What immediate changes would you recommend if any to improve the effects of this teacher diploma?

- ❖ The principals indicated that they would want the BETD to become a four years education degree course and have a complete year dedicated to teaching practice in schools by the student teachers before graduation.
- ❖ This suggestion is not far off the mark, as the Ministry of education is busy currently merging the Colleges of Education with the University of Namibia (UNAM) to implement B.ed degree for student teachers as from 2011, to replace the BETD.
- ❖ Over the years several reviews over the BETD syllabi and curriculum were made. One such review was made by Van Harmelen (1999:68) who was critical about the way the syllabi were constructed at that time. In her criticism the author specifically criticized what she identified as:
 - Subjects broken into arbitrary compartments with no recognition of the interrelated nature of subject areas
 - Each topic subdivided into many unrelated facts rather than conceptual understanding, and
 - Superficial presentation which does not enable student teachers to move beyond what is in the school syllabus
 - Assessment based on recall rather than understanding or applied knowledge.

Van Harmelen (1999) went on to suggest that teacher education programmes need to provide potential primary teachers with:

- A clear understanding of concepts within their area of specialization up to at least the level of first or second year of university courses
- How those concepts are developed through learning experiences

- How to interpret subject syllabi into effective learning experiences that will lead to conceptual understanding
- The capacity to monitor learning, anticipate areas of difficulty, identify individual differences in understanding and adapt their lessons accordingly
- Opportunities to experience various teaching, learning and assessment strategies
- Integration of standards and competences with content, especially in assessment tasks, so that the view of 'teaching as an applied science' is implemented at all stages of training

Since the publication of that review, the BETD syllabi have been rewritten to take account of those criticisms. There has been substantial work done to improve both the coherence and links within the content areas and the assessment requirements within the program. (Below find an extract of the Ministerial strategic plan to implement the replacement of BETD with B.ed degree through UNAM).

Strategic plan (extract)

Time Frame	Component	Recommendation(s) and Activity	Responsibility
June 2010	Policy development completed	Revise policy on mandates of UNAM and	NCHE &
		Revise Higher Education Act to recognize merger of colleges and UNAM	NCHE & ACTET
January 2010	Merger completed	Negotiate the merger between the colleges and the Faculty of Education in	UNAM, MoE & colleges
		Define the management model for the	UNAM &

2009 – 2013	Upgrading of TE qualifications	Upgrade current teacher educators qualifications to the minimum of Level 8	Teacher Educators
June 2008	programme development UNAM	Review entry requirements for graduates	UNAM
June 2009		Develop a Graduate Diploma to teach Literacy, Numeracy, Pre-Primary and	UNAM academic staff
		Develop a qualification to facilitate articulation between the new diploma to be offered at the colleges and higher degrees	UNAM academic staff
March 2009	Curriculum development for the new diploma	<p>Ensure curriculum and syllabi meet requirements of NQA accreditation criteria</p> <p>Ensure subjects are aligned with school subjects</p> <p>Programme should include English proficiency and ICT for educators</p>	UNAM FoE; NIED; colleges

Reform of the BETD and B.Edprogrammes
Mandates

						Mandate for JS to move to UNAM implemented 2009	
Adjust enrolment patterns	Colleges cease enrolling students for secondary phase	Commence with 200 additional secondary trainees at UNAM in 2009	UNAM enrol students for both phases of secondary teaching	Colleges phase out JS trainees in BETD			All new secondary trainees enrolled at UNAM
	Colleges focus on teaching primary, including pre-primary	Phase out JS BETD and introduce new Primary programme	New Primary programme ready to begin Jan 2011	Teaching BETD Primary phases			Teaching new Primary programme

Source: UNAM, 2009

3. The study could not record an “excellent” rating for professionalism and good working ethics. 32% is the highest rating in this regard, in these primary schools.

- ❖ All the principals have agreed that the BETD graduate teachers in their schools have poor to below average professionalism and work ethic. They indicated that this might be attributed by their ages and maturity levels by the time they start teaching in schools. Some of the principals have alluded that even the graduates teachers dress code, hairstyles and language use have a negative impact on their professional career. The principals have indicated that they provided the teachers with ministerial documents pertaining to work ethics and professionalism during their induction programmes, but in vain. The principals are therefore appealing to the Ministry of Education to incorporate professional conduct as a subsection during their studies, so that the graduates are prepared and willing to conform with their career code of conduct. In-service workshops and refresher seminars were also suggested in this regard.

4. On resources utilization and curriculum objectives attainment, the BETD graduates were rated on 35%.

- ❖ The principals agreed with the low rating, stating that sometimes the graduate teachers have no clue of what is going on in their respective subjects syllabus and curriculum. It takes the graduate’s time to get acquainted with the basic documents needed for effective learning and teaching to take place. The principals indicated that this situation have a definite bearing on quality education in these primary schools. They are calling upon the education ministry to avail basic documents to the student teachers and emphasize more on subject content mastering rather than on methodology alone during training.

- ❖ Lack of knowledge and experience on the completion and utilization of the curriculum and syllabus will affect the learner's progress, and learners will not be well equipped with the necessary subject knowledge to sustain them in that specific grade, the principals indicated. To remedy the situation, the principals suggested that the student teachers should spend a whole year during their training in schools doing practical teaching and familiarizing themselves with all documents pertaining to their area of specialization.
- ❖ The principals stated that other factors that contribute to the teachers not achieving and completing their curriculum and syllabus are for example lack of commitment and motivation towards their career. Principals has shown interest and are willing to continue mentoring and coaching these graduates on all crucial aspects of teaching and learning in their schools, instead of waiting for the education department to turn the tide around.

5. The study findings revealed 49% rating for the BETD graduates contributions towards organization effectiveness and achievement of high tests/examinations results in their circuits/region.

- ❖ Once again the principals has confirmed this findings, stating that the lack of subject content knowledge and commitment towards their schools as organizations played a major role in the BETD graduates low rating on effectiveness in schools. According to the principals, they have crafted different programmes to incorporate the graduates into the school's missions and objectives for effective and better contributions from the graduate teachers.

6. Any comment or additional information about these findings in particular or the graduates in general?

- ❖ The principals have shared their experiences in this regard, and indicated that the BETD graduates should not be allowed to teach their minor area of specialization, especially if that minor field is lower primary, because the lack of subjects content knowledge at that level will break down the standard of education, hence the primary phase teachers must be the best teachers in the schools.
- ❖ The principals also emphasized the need for English communication skills to be incorporated in all the college courses for improved language use in schools. The principals have shown gratitude and appreciation towards the Ministry of Education for crafting a strategic plan for replacing the BETD with a BEd degree in education at all colleges, saying the move was a step in the right direction and that it was long overdue.

The following chapter will present most if not all the profound suggestions and recommendations that have filtered through the semi-structured interview with the principals concerning the quality of the BETD graduates teachers on education in their schools in particular and in the country in general.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSION

5. Introduction

This chapter presents the answers to the study questions and provide recommendations based on the findings of this study and related literature. Limitations encountered during the research process of this study and area for further research will be indicated. Finally, a conclusion will drawn based on the findings of the study.

5.1 Answering the research question

At the beginning of this study, the following research question was posed (see Chapter 1, pg. 15).

- a) Did the BETD program adequately prepared the graduates during their three year training in order for them to produce better results and improve the quality of education especially in primary schools.

In comparing and analyzing the data that was collected, it is evident that the BETD graduate has rendered positive results on the quality of education in the primary schools where they are employed. Although their job performance and contributions might be standard rated by the majority of the principals, it is evident that their effort in transmitting knowledge to the learners using their acquired skills has and will continue to make a positive difference in their schools. The graduates produce results based on their teacher training skills from

Colleges of Education (See summary of areas of specialization for student teachers in Colleges for 2006 in Appendix E, pg. 160).

5.1.1 Answering other research sub-question(s)

The research question presented in Chapter 1 spurred two additional sub-questions, which have been investigated:

- a) What is the role of BETD trainees in the organisational effectiveness of the school?
- b) Could the BETD trainees cope in the classroom situation with the skills learned?

To answer the first sub-question, it was necessary to focus on the BETD graduates only, to specifically find out about the role of the BETD training and the graduates' contributions to organizational effectiveness. As the data collected from the school principals shows (see Table 4.25 pg. 109), the graduate teachers contributions to organizational effectiveness is rated as standard. The respondents indicated that the majority of the graduates "often" contribute to organizational effectiveness. They also share responsibilities in the school set-up goals and contribute to the positive image and success of the school as an organization. This indicates clearly that the graduate teacher's training has a bearing on what and how they deliver and perform in schools. It is clear that the BETD training have a bearing on the graduate's contributions towards organizational effectiveness.

The last sub-question is answered through the data presented in Table 4.5 – 4.8(see pg. 88 - 91). Here the respondents agreed that the majority of the graduates did implement the skills they acquired during their training in their classrooms.

This is supported by the high percentages that show that the graduates establish and maintain learner's developmental needs and try out new innovative methods during the teaching and learning processes.

5.2 Rationale for Recommendations

The training of teachers for Basic Education level, first and foremost must meet the needs for professionalism of the teacher, a person whose commitment and sense of responsibility, knowledge and skills will raise the quality of education in the country.

The BETD program is based on a democratic pedagogy, a method which promotes learning through understanding and practice directed towards the autonomous mastering of living conditions and which relates closely to the curriculum intentions of Basic Education in the context of the school in society. The findings in Chapter 4, pg.105 indicate curriculum attainment in schools.

It is a professional program directly related to the demands and challenges of Basic Education. The focus of Basic Education is on the learner's needs, potential, and abilities. Teachers must, therefore, have sufficient knowledge and skills to be able to interpret syllabi and subject content on the basis of the aims and objectives of Basic Education and relate these to the learner. Learner-centered education presupposes that teachers have a holistic view of the learner, valuing the learner's life experience as a starting point for their studies.

Teachers should be able to select content and methods on the basis of a shared analysis of the learner's needs, use local and natural resources as an alternative or supplement to ready-made study materials, and thus develop their own and

the learners' activity. A learner-centered approach demands a high degree of learner participation, contribution and production.

In the historic and cultural context of Namibia today, and the nature of the teaching profession needs teachers who are adequately qualified, self-reliant, motivated and enthusiastic. Teachers must be able to meet the challenges of an educational system in change and development. The teacher is a key person for the development of a nation and has a lot of potential as a local resource for the community. It is, therefore, essential that the teacher relates closely to the community and can help integrate school and life outside the school for the learner (BETD Broad Curriculum, 1998:2).

It is against this background and based on the findings of this study that the following recommendations are made:

RECOMMENDATIONS

5.2.1 School levels/phases appropriate for BETD

Based on the findings of this study, Lower Primary was found to be most suitable and appropriate place for the BETD graduates. This can be attributed to the fact that the BETD program professionally and academically prepares student teachers to teach only from grade one to ten, and not senior secondary phase. Therefore, it will be beneficial for primary schools, if they employ BETD graduates to lay a strong foundation in their lower grades because that is the phase that the graduates are qualified to teach according to their qualifications.

5.2.2 Preparedness for realities on the ground

A well-equipped and prepared teacher will always present an interesting and effective lesson to the benefit of the learners and in turn produce good results in his or her subject. Based on the findings, the majority of the principals indicated

that they agree, but not strongly agree that the BETD graduates are prepared for the realities on the ground. This can be attributed to the fact that school environments differ and that the circumstances in which the graduates find themselves is not similar. According to the BETD Curriculum, graduates are supposed to do school based studies, where they carry out practical teaching in schools, for some weeks each year. This kind of practical does give them insight into and some experience of what the working life of a teacher will be like.

This study recommends that the school based practice continue but that it be extended from weeks to months or even term(s). The students should rotate between different schools and regions so as to be well informed and prepared for the different conditions and circumstances on the ground in all regions.

5.2.3 Implementations of skills in schools

The principals taking part in the study agree that the graduates do implement the methods and skills learned during their three years of training at Colleges of Education. However, the majority do not strongly agree that the graduates fully and effectively implement their skills to impart and transmit knowledge to the learners.

It is very important to consider the different conditions in schools. It is here that equity in education can be put into practice. The Ministry of Education should equip all schools with the minimum educational resources, equipment and facilities such as libraries, laboratories, copiers, computers, overhead projectors and textbooks to mention just a few. This should help with the effective implementation of teaching methods and skills by teachers.

If equity is not applied in schools, the lack of resources can and will continue to be an obstacle to quality education. Teachers might be willing and prepared to use their experiences and knowledge in the classrooms, but with little or no

resources, it will not be effective and might not yield the desired results in schools.

5.2.4 Resourcefulness of BETD graduates in schools

The resourcefulness of the graduate teachers has been rated good to average by the majority of the school's principals. This once again goes hand and hand with the conditions in schools, for example, a lack of resource material and technology. New teachers should be resourceful, because they have new ideas, strategies, methods and technology. They need a positive attitude, willingness, dedication and professionalism which includes intrinsic motivation in order to bring improvements in schools.

This study recommends that BETD graduates be given the necessary assistance through inductions and mentorship. They should be coached so that they are able to blend their abilities and experiences with the existing ones of the school.

The BETD teachers also need In-Service training to avoid stagnation and to ensure continuous improvement. Teachers should attend innovative workshops to enhance their subject content knowledge. They should be exposed to information and communication technologies (ICT), in order to adjust to the ever-changing teaching and learning environments.

5.2.5 Professionalism

Professionalism in this study is only rated as standard because the majority of the principals only agreed but did not strongly agree with the professional conduct of the graduates. Teachers need to be role models to their learners and have good work ethics.

This study recommends an intensive induction program for all graduate teachers to ensure that professionalism is well rooted from the beginning of the teacher's

career. Refresher courses and workshops should be held to ensure continuity, progress and professional growth. Policies and regulations on work ethic and conduct should be available and reinforced in all schools.

5.2.6 Job performances

The findings of this study indicate that graduate teachers often and always perform in different aspects of their work. They have a broad knowledge of their subject content and use the correct methods and strategies to achieve good results.

More still needs to be done to have teachers and learners that consistently performing well. This study suggests that ICT facilities be made part of the teacher learning processes in schools.

5.2.7 Organizational effectiveness

BETD graduates can contribute to organizational effectiveness if they are well equipped and assisted in their work environment. The majority of the principals rated the graduates' contributions standard and said that they "often" and "sometimes" contribute to organizational effectiveness.

Teachers can only contribute effectively when they are well-placed, especially according to their field of specialization and in the correct school phase or level. Teachers will also do well if exposed to work environments outside their schools.

5.2.8 Further recommendations were unearthed during the confirmation of findings interview, about the BETD program in general:

❖ List of Recommendations

- That the mandate of the colleges be changed so that they provide initial training for teachers for both phases of primary education (pre-primary and primary grade 1-7).
- This could possibly lead to a name change, for example Diploma of Primary Education (DPE) or Primary Education Degree (preferably a degree, e.g. B.Ed Primary Education).
- The four colleges of education be merged with the Faculty of Education at the University of Namibia.
- That as one of the first steps in the merger process, processes of quality assurance be implemented in the colleges in line with quality assurance processes in tertiary institutions.
- Within the Namibian education philosophy attention be given to the definition of quality as a mechanism to re-focus teacher education on quality as one of the four philosophical principles.
- Students enroll in the ICT and English Proficiency for Teachers course and show proof of certification prior to graduation.
- That the primary program includes training for multi-grade teaching, remedial or compensatory teaching, inclusive education, multicultural teaching, classroom management, assessment and counseling.
- That Lower Primary place more emphasis on the academic theories and functional knowledge, as well as the teaching approaches for pre-primary, code switching, multi-grade teaching, literacy and numeracy, & remedial and compensatory teaching, so that they more closely address the changing needs of schools and learners.

Finally, this study is not recommending a new or different philosophy for education in Namibia. What is being recommended is: *Re-focusing* on the goals of quality and democracy by drawing on more recent research that has been done by UNESCO which reflects the requirements of the Basic Education curriculum. This is a *re-emphasis* on learner-centered teaching and what it means to be a teacher for a learning community

5.3 Limitations encountered

The limitations of this study should also be addressed. Firstly, the sample included only Principals supervising BETD graduate teachers in Primary Schools in Circuit 3, in the Kunene region. The remoteness of some schools and time constraints were some of the challenges encountered. Secondly, the teacher training focused on in this study does not include other teacher training programmes in other regions and countries that may have similar teacher training programmes in place.

5.4 Recommendations for further studies

The long-term vision for Namibia stated in *Vision 2030* (NPC 2004:4) is to transform Namibia into a Knowledge Economy (KE). Improved education is considered to be a key component to attaining this vision. Improved education has been identified as essential in the national development goals and through this citizens will be equipped with competences that support a KE.

It is argued that the General Education system is currently not effectively preparing learners to contribute to that vision. There is particular concern about the high numbers of learners who do not progress beyond Grade 10 because of both poor performance and lack of available school places. There is also strong

criticism that learners in both the upper primary phase and junior secondary phases have poor skills in numeracy and literacy. Such problems in schooling have led to strong criticism of teachers and the training of teachers.

It is against this background that this study pinpoints further areas for research which can help improve the quality of Teacher Education and to provide an implementable Teacher Education Reform Plan (TERP).

Further studies should aim at improving the quality of Teacher Education through three inter-related areas:

- i) Improved management of the colleges of education;
- ii) Improved effectiveness and productivity of teacher educators; and
- iii) Improved curricula.

Further studies looking into the improvement of the basic education curriculum should include:

- Improved understanding of learner centered approaches to teaching, assessment and classroom management.
- Emphasis on improving the Lower Primary phase, particularly in the teaching of literacy and numeracy.

5.5 Conclusion

It is the opinion of the researcher that the quality of education in schools and the performance of teachers is and will be influenced by the type of teacher training they have gone through. Consequently, teachers will contribute and offer their services to schools according to what they know and did during their training. This study affirms that any teacher training programme and the BETD in particular can and will affect the quality of education in schools where the

graduates are employed. This theory and affirmation can be found in other studies (see Rockoff, 2004:8, Hanushek, 2005:417, Rivkin, 2005:417).

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Appendix A

Structure of the BETD

Year 1
Foundation block
Subjects to be completed

Year 2
Core block
Subjects to be completed

* Education Theory and Practice* English communication

* Mathematics

* Arts and culture

* Intergrated natural science

* Handwork and technology

* Social science

* Human movement

* Languages

* Basic information science

Year 3
Specialisation block and
School based studies

Areas of specialisation

<..... >Phases of specialisation

* Lower Primary level

* Lower primary Gr. 1- 4

* Mathematics and science

* Upper primary Gr. 5 - 7

* Commerce

* Junior secondary Gr. 8 - 10

* Social science

* Languages

* Pre- vocational subjects

BETD is a three year course, consisting of theory and practice training



Serial number: 000217

MINISTRY OF BASIC EDUCATION AND CULTURE
MINISTRY OF HIGHER EDUCATION, VOCATIONAL TRAINING,
SCIENCE AND TECHNOLOGY

BASIC EDUCATION TEACHER DIPLOMA

This is to certify that

Priskila Nambahu

ID. no: 75080200197

has successfully fulfilled the requirements for the
Basic Education Teacher Diploma
which was awarded with **Credit**

on: 15 April 2000

and is certified to teach

Grades: 1 - 7

Major: Social Science 5 - 7

Minor: Lower Primary Education

This document is a true reproduction of the original which was examined by me and my observations, the original has not been altered in any way.
J.N. 20/10/00

NAMIBIAN POLICE
KUISEBMOND
20 OCT 2000
CHIEF POLICE

A. S. Swartz
Director
National Institute for
Educational Development

[Signature]
Rector
Ongwediva College of Education

[Signature]
Registrar
University of Namibia



Ongwediva College of Education

Tel. 065-230001 Fax 065-230006 email ocedanes@iafrica.com.na P. Bag X5507 Oshakati Namibia

TRANSCRIPT

097244 Student Number	Nambahu Priskila Name
social science 5-7 Major Subject	Ipe 1-4 Minor Subject

Foundation Block

In term 1 and 2 the following subjects were successfully completed:

Education Theory and Practice
Mathematics
Integrated Natural Science
Social Sciences
Languages
Basic Information Studies

Core Block

The following subjects were successfully completed:

English Communication Skills
Arts & Culture
Handwork & Technology
Human Movement

Specialisation Block

	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9	Final Grade
ETP	Credit	Credit	Complete	Credit	Credit		Distinction	Credit
Ipe 1-4		Complete	Complete	Distinction	Complete		Distinction	Credit
soc. sc 5-7	Distinction	Credit	Credit	Credit	Complete		Credit	Credit
SBS				Credit		Distinction		Credit
Action Res.						Credit		

Promotion grade

Credit

Date:

Signature:

[Signature]
Rector

(Ongwediva College of Education)

Distinction
Credit
Complete

Well above basic requirements
Beyond basic requirements
Fulfill basic requirements

NAMIBIAN POLICE
KUISEBMOND

20 OCT 2003

MINISTRY CHARGE OFFICE

1990-11-20

Appendix B

Time allocation for a one-language curriculum

AREA OF LEARNING	GRADE 1				GRADE 2				GRADE 3				GRADE 4			
	SUBJECT	P	%T		SUBJECT	P	%T		SUBJECT	P	%T		SUBJECT	P	%T	
LINGUISTIC AND LITERARY	English Language Handwriting	8	25.9		English Language Handwriting	10	27.8		English Language Handwriting	8	22.1		English Language Basic Information Science	8	20.6	
		3	9.7			3	8.4			2	5.5			1	2.6	
MATHEMATICAL	Mathematics	8	25.8		Mathematics	9	25		Mathematics	9	25		Mathematics	9	23.4	
NATURAL SCIENTIFIC SOCIAL & ECONOMIC	Environmental Studies (Natural Science, Health, Nutrition, Environment Awareness, Civics, History, Geography)	4	12.9		Environmental Studies (Natural Science, Health, Nutrition, Environment Awareness, Civics, History, Geography, Economics)	6	16.7		Environmental Studies (Natural Science, Health, Nutrition, Environment Awareness, Civics, History, Geography, Economics)	6	16.7		Natural Science & Health Education (Natural Science, Health & Nutrition Environment Awareness) Social Studies (Civics, History, Geography, Economics)	5	12.8	
															5	12.8
AESTHETIC	Arts (Music, Dance, Drama, Art)	4	12.9		Arts (Music, Dance, Drama, Art)	4	11.1		Arts (Music, Dance, Drama, Art)	4	11.1		Arts (Music, Dance, Drama, Art)	4	10.3	
SPIRITUAL AND ETHICAL	Religious Education Assembly	2	6.4		Religious Education Assembly	2	5.5		Religious Education Assembly	2	5.5		Religious Education Assembly	2	5.1	
PHYSICAL	Physical Education & Health Awareness	2	6.4		Physical Education & Health Awareness	2	5.5		Physical Education & Health Awareness	2	5.5		Physical Education & Health Awareness	2	5.1	
TECHNOLOGICAL									Craft & Technology	3	8.4		Craft & Technology	3	7.7	
TOTAL		20 hrs 40 mins	31	100		24 hrs 26	100		24 hrs	36	100		26 hrs	39	100	
CO-CURRICULAR ACTIVITIES	<ol style="list-style-type: none"> 1. School Sport 2. Cultural activities 3. Involvement in community 															

AREA OF LEARNING	GRADES 5 - 6				GRADE 7				GRADE 8 - 10			
	SUBJECT	P	%T		SUBJECT	P	%T		SUBJECT	P	%T	
LINGUISTIC AND LITERARY	English Language Basic Information Science	8	20.6		English Language Basic Information Science	7	18		English Language Basic Information Science	6	15	
		1	2.6			1	2.6			1	2.5	
MATHEMATICAL	Mathematics	9	25		Mathematics	9	25		Mathematics	5	12.5	
NATURAL SCIENTIFIC	Natural Science and Health Education (Health Education and Environmental Awareness)	5	12.8		Natural Science and Health Education (Health Education and Environmental Awareness)	5	12.8		Life Science Physical Science	4	10	
SOCIAL & ECONOMIC	Social Studies (Civics, History, Geography, Economics)	5	12.8		Social Studies (Civics, History, Geography, Economics)	5	12.8		Geography History	3	7.5	
AESTHETIC	Arts (Music, Dance, Drama, Art)	4	10.3		Arts (Music, Dance, Drama, Art)	4	11.1		Arts-in-Culture	1	2.5	
SPIRITUAL AND ETHICAL	Religious Education Assembly	2	5.1		Religious Education Assembly	2	5.1		Religious and Moral Education Life Skills	2	5	
PHYSICAL	Physical Education & Health Awareness	2	5.1		Physical Education & Health Awareness	2	5.1		Physical Education	2	5	
TECHNOLOGICAL	Options: One of: 1. Craft & Technology 2. Home Ecology (Needlework, Clothing & Home Science) 3. Elementary Agriculture	3	7.7		Options: One of: 1. Craft & Technology 2. Home Ecology (Needlework, Clothing & Home Science) 3. Elementary Agriculture	3	7.7		Pre-Vocational Option 1 Pre-Vocational Option 2	4	10	
TOTAL		26 hrs 39	100		26 hrs 39	100			26 hrs 40 mins	40	100	
CO-CURRICULAR ACTIVITIES	<ol style="list-style-type: none"> 1. School Sport 2. Cultural activities 3. Involvement in community 4. Activities promoting the ethos of the school 5. Educational tours 6. Other 											

P = PERIODS %T = TIME

Appendix C

SCHOOL MANAGER'S (Principal) QUESTIONNAIRE

SECTION A: TRAINING QUESTIONNAIRE

Objectives: The purpose of this study is to elicit views on the effect of the BETD graduates employed in Namibian schools through the evaluation of their performance in the implementation of competencies learned in the BETD, and their general contribution to quality education in schools. Your cooperation and feedback are sought.

Instruction: Please answer all questions as sincerely and honestly as possible. Circle the relevant option that reflects your opinion. I would encourage you to take a stand, instead of being uncommitted or uncertain, if at all possible. All responses will be kept confidential, and for research purposes only.

1. PART I : SOCIODEMOGRAPHIC INFORMATION

1. Experience of the BETD graduate(s) being assessed:

- a. 1-3 years teaching experience
- b. 4-6 years teaching experience
- c. 7-9 years teaching experience
- d. 10 years and above teaching experience

2. Phases mostly taught by the BETD graduate(s):

- a. Lower primary
- b. Upper primary
- c. Junior secondary

3. How many times did you assess the teacher in the last year?

- a. once
- b. more than once
- c. more than three times

2. PART II : IMPLEMENTATION OF THE BETD TRAINING TEACHING SKILLS

Key:

1 = Strongly agree

2 = Agree

3 = Not sure

4 = Disagree

5 = Strongly disagree

1. Encourages learners to extend their own thinking and be creative

1 2 3 4 5

2. Establishes and maintains a rapport with learners in ways that are appropriate to learners' developmental needs

1 2 3 4 5

3. Help learners to activate relevant aspects of their prior knowledge, skills, experience, and cultural resources in order to promote learning

1 2 3 4 5

4. Creates and selects appropriate evaluation strategies that are linked to the goals and objectives of the lesson

1 2 3 4 5

5. Puts more efforts to improve teaching (trying new innovative method)

1 2 3 4 5

3. PROFESSIONALISM

1. Handles problematic classes with positive attitude (does not complain or condemn/give up on those classes)

1 2 3 4 5

2. Shoulders teaching responsibility with dignity and dedication

1 2 3 4 5

3. Uphold Teaching Service ethics in his/her work and action

1 2 3 4 5

4. Performs in what he/she teaches

1 2 3 4 5

5. Is considered as a good role model by learners in general

1 2 3 4 5

4. COMMUNICATION SKILLS (Please circle Yes or No)

1. Behaves proactively in desiring to solve school problems

Yes No

2. Initiates and suggest projects for school improvement

Yes No

3. Uses appropriate level of language with learners

Yes No

SECTION: B

5. PART I: JOB PERFORMANCES

Use the following scale to measure the teacher's job performances

1 = Never true	2 = Seldom true	3 = Sometimes true
4 = Often true	5 = Always true	

1. Learners actively take part in teaching and learning process

1 2 3 4 5

2. Teacher demonstrates command of content knowledge through accurate instruction

1 2 3 4 5

3. Teacher creates a conducive atmosphere for learning, e.g. learner centred education sitting arrangement, subject-related poster, etc.

1 2 3 4 5

4. Teachers monitors learners' understanding of content through a variety of means (CASS, projects, homework ets)

1 2 3 4 5

6. RESOURCES UTILIZATION

Use the following scale to rate the teachers ability in the areas below:

1 = excellent	2 = very good	3 = good	4 = average	5 = below average
---------------	---------------	----------	-------------	-------------------

1. Use appropriate teaching materials

1 2 3 4 5

2. Achieves the objectives in the curriculum

1 2 3 4 5

3. Completes the syllabus in accordance with student ability and on time to make room for revision

1 2 3 4 5

7. PART II: ORGANISATION EFFECTIVENESS

(Please circle the appropriate number using the key below):

Key: 1 = Never true 2 = Seldom true 3 = Sometimes true
4 = Often true 5 = Always true

1. Learners' achievements in tests and examinations is of high rate of success/ quality

1 2 3 4 5

2. This teacher has contributed toward a positive internal environment to achieve set goals by you as a manager through helping and sharing responsibility with others

1 2 3 4 5

3. The school is rated high among other school in the same cluster of schools, because of overall high achievements in regional and national examinations

1 2 3 4 5

Return this questionnaire to: **Ms. P. Nambahu**

P.O. box 79

Outjo

Namibia

OR

Hand deliver it to: **Etoshapoort Jun. Sec. School**

Jack Francis street

Etoshapoort location (outjo)

Before the 20th of June 2010

Thank you for your time and contributions

Appendix C

Face to face/ Telephonic interview with the Principals

SECTION C: STUDY FINDINGS INTERVIEW QUESTIONS

Objectives: The purpose of this study is to elicit views on the effect of the BETD graduates employed in Namibian schools through the evaluation of their performances in the implementation of competencies learned in the BETD program, and their general contribution to quality education in Namibian schools in general and in the Kunene region in particular. Your cooperation and feedback are sought.

NOTE: This interview questions are based on the findings of this study.

Please answer all questions as sincerely and honestly as possible. All responses will be kept confidential, and strictly for research purposes only.

.....

1. The findings of my study indicates that less than 60% of the school principals agreed that the BETD graduates are implementing their learned skills from training. The study did not record a “very good or “excellent” rating in some categories pertaining to quality education rendered by BETD graduates in these primary schools. Can you agree with this? What about the other 40%, can you give any reason?

2. What immediate changes would you recommend if any to improve the effects of this teacher diploma?

3. The study could not record an “excellent” rating for professionalism and good working ethics. 32% is the highest rating in this regard, in these primary schools. Do you agree with this findings? What would you say is the reason for this “low” 32%? How would you improve this?

4. On resources utilization and curriculum objectives attainment, the BETD graduates were rated on 35%. Do you think this aspects has a great bearing on quality education in these primary schools? Do you think you will be able to do something yourself or would you expect the Education Department to do something about this state of affairs?

5. The study findings revealed 49% rating for the BETD graduates contribution towards organizational effectiveness and achievement of high tests/examination results in their circuits/region. What would you say, why their contributions are so low, what reasons can you think of?

6. All in all, do you have any comment or additional information that you would like to highlight about these findings in particular or about the BETD graduates in general? Will you keep on appointing these teachers with this qualification or would you prefer teachers with other qualifications and why?

Thank you for your time and contributions to part take in this interview

.....

Appendix D : Student teachers enrollment in Colleges (2002-2006)

COLLEGES OF EDUCATION

Years	2002			2003			2004			2005			2006			Grand Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
1. Enrolment	984	1008	1992	961	1144	2105	965	1236	2201	1038	1255	2293	1089	1217	2306	10897
2. Graduates	353	307	660	331	297	628	307	308	615	327	343	670	291	397	688	3261
Lower Prim 1-4	25	68	93	28	67	95	33	60	93	26	62	88	29	100	129	498
Upper Prim 5-7	132	119	251	96	111	207	96	104	200	96	108	204	64	120	184	1046
8 Junior Sec 8-10	196	120	316	207	119	326	178	144	322	205	173	378	198	177	375	1717

Source: NIED

Appendix E: (Area of specialization statistics in Colleges 2006)

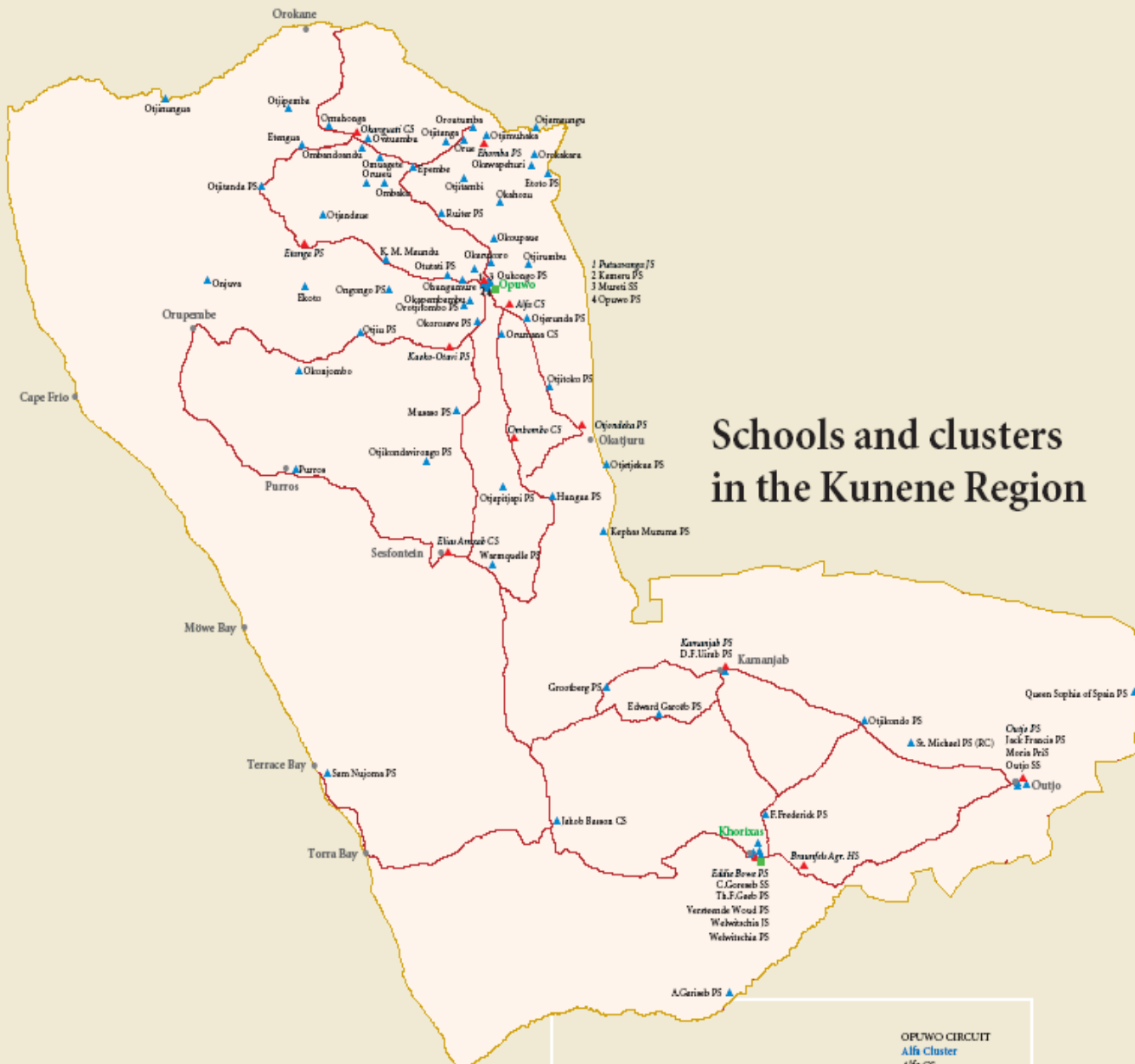
Enrolment per Areas of Specialization

Subjects	Student teachers			Specializations					
				Gr. 1-4		Gr. 5-7		Gr. 8-10	
	T	M	F	M	F	M	F	M	F
TOTAL	2 306	1 089	1 217						
Agric.and LS	139	77	62					77	62
Arts	34	15	19			15	19		
Commerce	93	43	50					43	50
Home Science	59	13	46			4	15	9	31
INS	224	128	96			21	12	107	84
Languages	460	208	252			70	107	138	145
Lower Prim.	398	109	287	109	287				
Mathematics	284	151	133			20	13	131	120
Maths. and INS	252	129	123			129	123		
Social Sciences	344	201	143			78	58	123	85
Technical Stud.	21	15	6					15	6

Number of Graduates

PHASE OF SPECIALISATION	TOTAL	MALE	FEMALE
TOTAL	688	291	397
GR. 1-4	129	29	100
GR. 5-7	184	64	120
GR. 8-10	375	198	177

Source: NIED



Schools and clusters in the Kunene Region

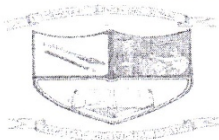
Map production in August 2007 by:

RAISON Research and Information Service of Namibia
for:
Ministry of Education

gtz Basic Education Programme
Deutsche Gesellschaft für Technische Zusammenarbeit

- OPUWO CIRCUIT**
 - Alfa Cluster**
 - Alfa CS
 - Orumana CS
 - Otjerunda PS
 - Elanga Cluster**
 - Opuwo PS
 - Elanga PS
 - K. M. Maundu PS
 - Ohungumure PS
 - Okarakom PS
 - Ongongo PS
 - Orotjombombo PS
 - Otjandana PS
 - Otutari PS
 - Ekoto
 - Kaoko-Otavi Cluster**
 - Kaoko-Otavi PS
 - Musaso PS
 - Okapembambu PS
 - Okonjombo PS
 - Okorosave PS
 - Onjuva PS
 - Otjikondavirongo PS
 - Otjitungua PS
 - Otju PS
 - Omutliva
 - Ondje
 - Ozonungu
 - Ombombo Cluster**
 - Ombombo CS
 - Hungua PS
 - Otjapitjapi PS
 - Otjondaka Cluster**
 - Otjondaka PS
 - Kephas Muzama PS
 - Otjetjeka PS
 - Otjoko PS
 - Onguta
 - Sesfontein Cluster**
 - Elias Amzah CS
 - Purros PS
 - Warmquelle PS
- EPUPA CIRCUIT**
 - Okangnath Cluster**
 - Okangnath CS
 - Etengua PS
 - Ombaka PS
 - Ombandaundu PS
 - Omagete PS
 - Omhonga PS
 - Oruseu PS
 - Otjandana PS
 - Otjipemba PS
 - Ovtuambu PS
 - Ehomba Cluster**
 - Ehomba PS
 - Epembe PS
 - Orotumba PS
 - Orue PS
 - Otjamangwa PS
 - Otjinzuhaka PS
 - Otjintambi PS
 - Otjitunga PS
 - Opuwo Primary Cluster**
 - Kaweru PS
 - Ekoto PS
 - Okahoru PS
 - Okawapehuri PS
 - Okopane PS
 - Oukongo PS
 - Ruiter PS
 - Ekoto West
 - Otjitsoko
 - Ondao PS
 - Orokakam
 - Otjirumbu PS
 - Opuwo Secondary Cluster**
 - Muret SS
 - Putuvanga JS
- KHORIKAS CIRCUIT**
 - Kamanjab Cluster**
 - Kamanjab CS
 - D.F.Ulirab PS
 - Edward Garoeb PS
 - Grootberg PS
 - Khorbas Primary Cluster**
 - Edlie Bove PS
 - A. Ganteb PS
 - F. Frederik PS
 - Sam Nujoma PS
 - Th.F.Gaeb PS
 - Venteende Woud S
 - Welwitschia PS
 - Khorbas secondary cluster**
 - Brauryfels Agr. HS
 - C. Goreseb SS
 - Jakob Basson CS
 - Outjo SS
 - Welwitschia JS
 - Outjo Cluster**
 - Outjo PS
 - Jack Francis PS
 - Moria Pri S
 - Queen Sophia PS
 - Otjikondo PS
 - St. Michael's PS

Permission granted
J. Aucuttiekerk
2010/4/22



Etoshapoort Junior Secondary School

Tel no.: 067 – 313990

Fax no.: 067 – 313918

P.O. Box 166

Outjo

Enquiries: Ms. P. Nambahu

19 April 2010

To: The Inspector of Education
Kunene Region
Outjo Circuit 3
P. O. Box 11
Outjo
Namibia

Attention: Mr. van Niekerk A. J.A

Dear Sir

RE: PERMISSION TO CONDUCT RESEARCH QUESTIONNAIRES IN PRIMARY SCHOOL OF OUTJO CIRCUIT 3, KUNENE REGION

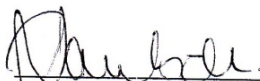
I, Ms. P. Nambahu, the Principal of Etoshapoort Junior Secondary School, in Outjo Circuit 3, Kunene Region, is busy studying through UNISA, for my Master in Education. This is my second year and I am doing a full Dissertation Research study.

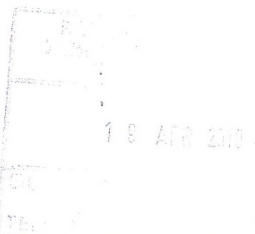
It is against this background that I am requesting Permission to conduct my research questionnaire in all the Primary Schools in circuit 3, which are under your supervision. The questionnaire is about the effect of BETD Graduates on the quality education in Primary Schools in Kunene region.

With your permission I will send the questionnaire to the Principal to complete together with their teachers as from 26th of May to 20th of June 2010 and return it to me in an appropriate time frame, in order for me to compile the data.

Counting on your usual cooperation and understand in this regard.

Yours in Education.


MS. NAMBAHU P.
THE PRINCIPAL



cc. All Primary School Principals, Circuit 3, Kunene Region, Namibia

CONSENT

The effect of the BETD graduates on the quality of education in Primary schools, in the Kunene region, Namibia.

PriskillaNambahu

Outjo Circuit 3,

Kunene region, Namibia

May/June 2010

I consent to be a participant in a study to be conducted by PriskillaNambahu.

The nature of the research project has been fully explained to me. I am submitting myself for participation in this research project and understand what will be expected of me. I understand that any personal identifying information will not be reported and that I remain anonymous.

.....

(date)

.....

(signature)