

**TEACHER PROFESSIONALISM AND MOTIVATION  
IN A CULTURE OF TEACHING AND LEARNING**

**BY**

**MANKOLO XAVERINE LETHOKO  
PHILOSOPHIAE DOCTOR (PhD) UP 2002**

**TEACHER PROFESSIONALISM AND MOTIVATION  
IN A CULTURE OF TEACHING AND LEARNING**

By

**MANKOLO XAVERINE LETHOKO**

**B.A.Ed, BEd (Education Management), MEd (Education Management)**

Submitted in fulfillment of the requirements  
for the degree

**PHILOSOPHIAE DOCTOR (PhD)**

in the department

**EDUCATION MANAGEMENT**

in the

**FACULTY OF EDUCATION  
UNIVERSITY OF PRETORIA**

**SUPERVISOR: DR JAN HEYSTEK**

## ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to the following people, who helped me to complete this thesis.

### TO WHOM IT MAY CONCERN

My Creator, God, for my existence, who provided me with wisdom, perfect grace and good health. This thesis has been language edited, and alterations have been made

My family where necessary. However, the ideas of the researcher remain.

My supervisor, Dr. Ian Haywood, for his guidance and support.

Marguerite Ambrose

My supervisor, Dr. Ian Haywood, 15 December 2000

The Department of Education for providing me with the opportunity of doing the postgraduate study.

Dr. John van der Merwe and Mrs. Lize van der Merwe for their financial support of my study.

Mrs. S. Dube, who is all my love, for her love and support.

Marguerite Ambrose, for her love and support.

All the teachers and principals who patiently responded to my queries.

All my friends who helped me in every way, who gave me the moral support, patience and perseverance.

I thank you all for your love and support. May God bless you all.

Marguerite Ambrose

## ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to the following people, who helped me to complete this thesis successfully:

- ❖ My creator, God, for my existence, who provided me with wisdom, perseverance and good health.
- ❖ My lovely parents, 'Mamohlomi and Mpiriele Lethoko for a wonderful upbringing, encouragement and trust in me, my sister Morontsi, and my two brothers Tsosane and Molibeli for their support.
- ❖ My sponsor, the Meltzer Foundation from the University of Bergen, NORWAY, and the project co-ordinators: Prof. Otto Fuglestad and Dr Solvi Lillejord from Norway and Prof. Louis Calitz from the University of Pretoria.
- ❖ My supervisor, Dr Jan Heystek, who gave me immeasurable and inspiring guidance and assistance throughout my study.
- ❖ The Department of Education management staff for their assistance during the preparation of this thesis.
- ❖ Dr Mike van der Linde and Mrs Louw for helping me with the statistical part of my study.
- ❖ Mrs A Grobler, who typed my work diligently and patiently.
- ❖ Marguerite Ambrose, for editing the final draft of this thesis.
- ❖ All the teachers and principals who willingly completed my questionnaires.
- ❖ All my friends who helped me in various ways, who gave me words of encouragement, patience and perseverance.

I thank you all for your unwavering support. May God bless you all.

**Mankolo Xaverine Lethoko**

ABSTRACT

TEACHER MOTIVATION AND PROFESSIONALISM AS PREREQUISITES FOR  
A POSITIVE  
**DECLARATION OF ORIGINALITY**

CANDIDATE I, Mankolo Xaverine Lethoko, declare that the  
SUPERVISOR thesis I am submitting to the University of Pretoria for the  
DEGREE degree of Philosophae Doctor (PhD) has not been submitted by  
INSTITUTION me to any other institution. It is my own work, and all the sources  
used or quoted in this study have been acknowledged by means of  
complete references.

.....  
M X Lethoko

## ABSTRACT

### TEACHER MOTIVATION AND PROFESSIONALISM AS PREREQUISITES FOR A POSITIVE CULTURE OF LEARNING AND TEACHING

CANDIDATE MANKOLO XAVERINE LETHOKO  
SUPERVISOR DR J HEYSTEK  
DEPARTMENT EDUCATION MANAGEMENT  
DEGREE PHILOSOPHAE DOCTOR

It is nearly seven years since South Africa became a democratic state decades after apartheid. The country is now faced with numerous challenges in all facets of life, that is, politically, economically, socially, and most importantly, educationally. Since 1994, the new democracy has started with the reconstruction of dilapidated school buildings, the redistribution of resources and funds to the previously disadvantaged schools, ensuring proper functioning of governance structures at all levels, making the new curricula work, and proper implementation of the new legislation. However, while a new education system is being reconstructed, there is a greater task awaiting all the stakeholders in education, that is, the transformation of the attitudes of teachers and learners regarding their respective roles, which is that teachers must teach, and learners must learn. Teachers are the ones charged with the primary duty of ensuring that the teaching and learning process takes place in schools. Therefore, teachers as adults, parents and professionals, have to lead by example, be self-disciplined and dedicated to their work. Then learners are more likely to follow suit and do their work as it is expected. At the present moment the teachers' motivation and professional ethos leaves much to be desired.

During the apartheid era, both teachers and learners would not go to school on the first day of school, or even longer, as part of the defiance campaign against the apartheid regime. Most teachers and learners still do not take the first day of schooling that seriously. To some teachers, it has not dawned to them that democracy comes with duties and responsibilities

that people have to bear in mind. It is really disappointing to see the Minister of Education and the Department of Education officials 'run around' the schools in the entire country to ensure that teaching takes place on the first day of school. The teachers' motivation to teach, their professionalism and dedication towards the restoration of the culture of learning and teaching is very much questionable. Nowadays, teaching is no longer viewed as a calling and a prestigious profession in which teachers commit themselves to the education of learners. Teachers are like workers, who are more focused on their rights, their working conditions and salaries, sometimes at the expense of the learners' time. As a result, there is an urgent need for a shift in the teachers' attitudes and behaviour with regards to their work and the teaching profession as a whole. Then the transformation can be spread to the learners, parents and the wider community.

The nine-percent increase with regards to the learner passrates for the 2000 matric results is a positive sign towards the improvement of learner performance and the culture of learning and teaching. This implies that teachers need to improve their motivation and professionalism, so as to increase the passrates even more this year. This can help in the enhancement of the culture of teaching and learning in schools.

From the empirical research undertaken through the use of questionnaires, interviews and observation, it has become apparent that the external factors in the teachers' environment are the most demotivating factors for teachers. These include: poor salaries, unsatisfactory facilities, crime and violence in schools, abolishment of corporal punishment, poor management of schools, poor parental co-operation in school-related matters, unsatisfactory teacher training and many other factors. The influence of teacher unions in the teaching profession is also a controversial issue regarding teacher professionalism.

Several recommendations are made in respect of the Department of Education, Teacher Training Institutions, teacher unions, principals, teachers, parents and the wider community as stakeholders in education. These recommendations and ways to improve teacher motivation, professionalism and ultimately, the culture of learning and teaching will

hopefully benefit all the stakeholders in education, and contribute in stimulating further research.

## KEYWORDS

Teacher

Principal

Motivation

Intrinsic motivation

Extrinsic motivation

Achievement motivation

A profession

Professionalism

Teacher unions

Culture of teaching and learning



## OPSOMMING

### ONDERWYSER PROFESSIONALISME EN MOTIVERING IN 'N ONDERRIG EN LEERKULTUUR

KANDIDAAT : MANKOLO XAVERINE LETHOKO  
TOESIGHOUER : DR JAN HEYSTEK  
DEPARTEMENT : ONDERWYSBESTUUR  
GRAAD : PHILOSOPHIAE DOCTOR

Suid Afrika is reeds sewe jaar lank 'n demokratiese staat en word deur politieke, ekonomiese, sosiale, en heel belangrik, opvoedkundige uitdagings gekonfronteer. Die nuwe demokratiese regering het reeds begin om skool geboue te herbou, om hulpbronne en fondse te herverdeel tussen voorheen minderbevoorregte skole, om die goeie werking van regeringstrukture te verseker, om die nuwe leerplanne toe te pas, en om nuwe wetgewing behoorlik te implimenteer. Alhoewel die opvoedkundige sisteem hervorm word, wag daar 'n groter taak op aandeelhouers in die opvoedkunde, naamlik, die transformasie van die houdings van onderwysers en leerders jeens hul onderskeie take. Dit is die plig van onderwysers om toe te sien dat onderrig en leer plaasvind. As volwasse beroepslui moet hulle derhalwe 'n goeie voorbeeld stel en toewyding en self-dissipline toe pas. Leerders sal dan meer geneë wees om hul onderwysers se voorbeeld te volg. Tans laat die motivering en professionele etos van leerkragte veel te wense oor.

In hierdie studie is onderwysers se professionele gedrag en motivering om onderrig te gee ter sake. Die studie behoort 'n leerkultuur te bevorder. Alle mense voel die behoefte om deel te neem aan spesifieke soorte gedrag. Onderwysers moet intrinsiek en ekstrasiek gemotiveer wees om onderrig te gee. Hierdie studie sal daarop wys dat daar verskillende faktore is wat onderwysers demotiveer, en dat onderwysers nie prestasie-gemotiveer is nie. Intrinsieke faktore wat onderwysers demotiveer sluit die volgende in: 'n gevoel dat onderwys die verkeerde loopbaankeuse was, die lae aansien wat die beroep geniet, 'n vrees vir die

rasionalisasie- en herontplooiingsproses, swak leerderprestasie, en 'n gebrek aan erkenning vir goeie werk. Die ekstrinsieke faktore wat onderwysers demotiveer sluit die volgende in: onbevredigende salarisse, swak onderwysersopleiding, swak infrastruktuur en fasiliteite, misdaad en geweld aan skole, en die afskaffing van lystraf. Swak salarisse, lankal 'n twisappel tussen onderwysunies en die Department van Onderwys, is die grootste demotiveringsfaktor volgens onderwysers. Onderwysers se motivering is laag want salarisse kan nie aan basiese behoeftes voldoen nie.

Professionele gedrag in die onderwys sluit belangrike faktore in soos die standaard van kwalifikasies, vakkennis, verskaffing van indiensopleiding, en die grondvesting en goeie bestuur van Suid-Afrikaanse Raad vir Opvoedkunde (SARO) en die toepassing van SARO se gedragskode. Onderwysunies het ook 'n belangrike rol te speel in die beroep, want hul verteenwoordig onderwysers in die Raad vir Arbeidverhoudinge in Onderwys (RAVO) en hou 'n oog oor die arbeidsregte en werksomstandighede van onderwysers. Ongelukkig is sommige unies bekend vir hul deelname aan militante aktiwiteite. Dus is die vakverenigingswese 'n netelige kwessie.

In die studie word verskeie aanbevelings aan die Departement van Onderwys, opleidingsinstellings vir onderwysers, onderwysunies, ouers, en die groter gemeenskap gemaak. Hopelik sal al die aandeelhouers baat vind by die aanbevelings aangaande onderwyser motivering, professionele gedrag en die leerkultuur, en sal die studie verdere navorsing stimuleer.

## **SLEUTELWOORDE**

onderwyser

skoolhoof

motivering

intrinsieke motivering

ekstrinsieke motivering

## TABLE OF CONTENTS

	PAGE
prestasiemotivering	
'n professie	
professionalisme	
onderwysunie	
onderrig-en-leerkultuur	
1.1 MOTIVATION OF THE STUDY	2
1.1.1 Political changes in South Africa	2
1.1.2 University Degree Certificate number	3
1.1.3 The Department of Education: the efforts to restructure and reconstruct education	4
1.1.3.1 Legislation	5
a) Education (Basic Education) Act of 1993	6
b) South African Schools Act, no. 84 of 1996	12
c) Other legislation	13
1.1.3.2 Curriculum 2005	14
1.1.3.3 Human Resource Development	15
1.1.4 The research topic	15
1.2 PROBLEM STATEMENT	17
1.3 AIM OF THE INVESTIGATION	17
1.4 MOTIVATION	18
1.5 RESEARCH DESIGN	19
1.5.1 Site of the research	19
a) Primary source document	19
b) Secondary source	20
c) Tertiary source	20
1.5.2 Empirical research	20
1.5.2.1 Questionnaire	20
1.5.2.2 Interviews	20
1.5.2.3 Observation	20
1.7 CHAPTER DIVISION	20
Chapter 1	20
Chapter 2	21
Chapter 3	21
Chapter 4	21
Chapter 5	21
Chapter 6	21

## TABLE OF CONTENTS

	PAGE
<b>CHAPTER 1</b>	
<b>INTRODUCTION AND DEMARICATION OF THE STUDY</b>	
1.1 INTRODUCTION AND DEMARICATION OF THE STUDY	1
1.2 MOTIVATION OF THE STUDY	6
1.2.1 Political changes in South Africa	6
1.2.2 Unsatisfactory Senior Certificate results	8
1.2.3 The Department of Education: the efforts to restructure and reconstruct education	9
1.2.3.1 Legislation	10
i) Education Labour Relations Act of 1993	10
ii) South African Schools Act, no. 84 of 1996	12
iii) Other legislation	12
1.2.3.2 Curriculum 2005	13
1.2.3.3 Human resource management	14
1.2.4 The nine-point plan	15
1.3 PROBLEM STATEMENT	17
1.4 AIM OF THE INVESTIGATION	17
1.5 HYPOTHESIS	18
1.6 RESEARCH DESIGN	18
1.6.1 Literature review/research	18
a) Primary source document	18
b) Secondary sources	19
c) Tertiary sources	19
1.6.2 Empirical research	19
1.6.2.1 Questionnaires	19
1.6.2.2 Interviews	19
1.6.2.3 Observation	20
1.7 CHAPTER DIVISION	20
Chapter 1	20
Chapter 2	21
Chapter 3	21
Chapter 4	21
Chapter 5	21
Chapter 6	22

Chapter 7	22
1.8 CLARIFICATION OF CONCEPTS	22
1.8.1 Motivation	22
1.8.2 Achievement motivation	23
1.8.3 Profession and professionalism	23
1.8.4 Culture of learning and teaching	24
1.8.5 Positive learning climate	25
1.8.6 Effective teaching	25
1.8.7 School climate	25
1.8.8 “In loco parentis”	26
1.8.9 Principal	27
1.8.10 Educator	27
1.8.11 Learner	27
1.9 SUMMARY	27

## CHAPTER 2

### FACTORS INFLUENCING TEACHERS WHICH IMPACT ON THE CULTURE OF LEARNING AND TEACHING

2.1 INTRODUCTION	29
2.2 SOUTH AFRICA’S EDUCATION SYSTEM FROM 1980 TO 1990	31
2.2.1 Introduction	31
2.2.2 The Cillié Commission (1980)	31
2.2.3 The De Lange Commission (1981)	32
2.2.4 The Government White Paper (1983)	36
a) Statutory provision for the organised teaching profession	38
b) The training of teachers	38
2.3 SOUTH AFRICA’S EDUCATION SITUATION FROM 1990 ONWARDS	40
2.3.1 Introduction	40
2.3.2 The Culture of Learning and Teaching (COLT)	42
2.3.2.1 Characteristics of learners affecting COLT	43
Before the 1994 elections	43
Post elections – learner attitudes and behaviour	43
2.3.3 Characteristics of teachers affecting COLT	44
Pre-election teacher behaviour and attitudes	45

Post election teachers' attitudes and behaviour	46
2.4 A PROFESSION AND THE CHARACTERISTICS OF A PROFESSION	48
2.4.1 A unique and essential service	50
2.4.2 The importance of intellectual ability and knowledge of subject-matter for the practice of the profession	51
2.4.3 The right of self-determination for both the individual practitioner and The profession	52
2.4.4 Emphasis on services rendered rather than on financial reward	53
2.4.5 A comprehensive self-governing organisation for the profession	54
2.4.6 A profession requires sustained in-service growth	55
2.4.7 A clear, unambiguous code of conduct, adapted to changing demands made on the profession	56
2.4.8 The professional authority of the practitioner of the profession and rendering of service	58
2.5 POSITIVE CHARACTERISTICS OF TEACHERS	60
2.6 MOTIVATION	64
2.6.1 Introduction	64
2.6.2 Definition of motivation	65
2.6.2.1 Intrinsic motivation	68
a) Interest	69
b) Competence	69
c) Curiosity	70
2.6.2.2 Extrinsic motivation	71
2.6.3 Maslow's hierarchy of needs	72
2.6.4 Achievement motivation	74
2.6.5 McGregor's theory of X and Y	75
2.6.5.1 Introduction	75
2.6.5.2 Theory X	76
2.6.5.3 Theory Y	77
2.6.5.4 Assumptions of theory Y	77
2.7 FACTORS THAT HAVE LED TO A LOSS OF TEACHERS MOTIVATION	81
2.7.1 Political instability in the apartheid years	81
2.7.2 Political instability in the 1990s and onwards	82
2.7.3 A Unionist approach to teaching	83
2.7.4 Poor parental co-operation	83
2.7.5 Violence in schools	84
2.7.6 Poor administration and management of schools	85
2.7.7 Poor infrastructure and facilities	85
2.7.8 Poor performance of learners	86

2.7.9	The conduct of learners	87
2.7.10	Salaries	87
2.8	SUMMARY	88

### CHAPTER 3

#### POLICIES AND LEGISLATION INFLUENCING TEACHERS AND THE CULTURE OF LEARNING AND TEACHING

3.1	Introduction	89
3.2	Legislation	91
3.2.1	Introduction	91
3.2.2	The Republic of South African Constitution Act of 1996, no. 108	91
3.2.3	Education Labour Relations Act 1993, no. 146	93
3.2.4	Employment of Educators Act, no. 76 of 1994/1998	94
3.2.5	The Labour Relations Act of 1995, Act 66	96
3.2.6	National Education Policy Act, no. 27 of 1996	97
3.2.7	South African Schools Act no 84. of 1996	98
3.3	Professional bodies in the South African education	101
3.3.1	Introduction	101
3.3.2	South African Council of Educators (SACE)	102
3.3.2.1	Functions and powers of SACE	103
3.3.3	Education Labour Relations Council (ELRC)	104
3.3.4	The South African Qualifications Authority (SAQA)	105
3.4	Policies and resolutions	107
3.4.1	Introduction	106
3.4.2	Curriculum 2005	107
3.4.2.1	Criticisms against Curriculum 2005	109
3.4.3	The workload resolution	111
3.4.4	The rationalisation and redeployment process	112
3.5	The COLTS campaign	113
3.5.1	Introduction	113
3.5.2	Components of COLTS	114
3.5.3	COLTS campaign projects	115
3.5.3.1	DOE-led projects	115
	a) System project	115
	b) Finishing and Winter schools	116
	c) Youth/Community Colleges programme	116
	d) National Schools Building programme	116

3.5.3.1.1	Collaborative projects with non-state partners	116
	a) Miracles in education	116
	b) SABC TV COLTS drama: <i>Yizo Yizo</i>	117
	c) Human rights in education	117
	d) Dialogue and drama projects	117
	e) Creating a crime-free, violence free learning environment	117
3.5.4	Conclusion	118
3.6	The role of Teacher-Unions in the improvement of teacher motivation and professionalism	118
3.6.1	Introduction	118
3.6.2	History of trade unionism in South Africa	119
	a) The 1900s up to the 1980s	120
	b) The 1976 era and onwards	121
3.6.3	The emergence of militant teacher organisations 1980 and onward	121
3.6.4	The role of unions in COLT	123
3.7	Nine Education priorities	125
3.7.1	Introduction	125
3.7.1.1	Priority 1	127
3.7.1.2	Priority 2	127
3.7.1.3	Priority 3	127
3.7.1.4	Priority 4	127
3.7.1.5	Priority 5	128
3.7.1.6	Priority 6	128
3.7.1.7	Priority 7	129
3.7.1.8	Priority 8	129
3.7.1.9	Priority 9	129
3.8	Summary	130
<b>CHAPTER 4</b>		
<b>THE EMPIRICAL RESEARCH</b>		
4.1	INTRODUCTION	117
4.2	AIMS AND OBJECTIVES OF THE EMPIRICAL RESEARCH	117
4.3	THE POPULATION AND THE SAMPLE	118
	4.3.1 Types of sampling used for the two provinces	120
4.4	EMPIRICAL RESEARCH METHODS	125
	4.4.1 Introduction	125
	4.4.2 Questionnaires	125
	4.4.3 Interviews	129



4.4.4	Observation	131
4.4.5	Reliability and validity	134
4.4.5.1	Introduction	134
4.5	SUMMARY	135
<b>CHAPTER 5</b>		
<b>FINDINGS, ANALYSIS AND INTERPREATION OF THE EMPIRICAL DATA</b>		
5.1	INTRODUCTION	136
5.2	AIMS AND OBJECTIVES	136
5.3	ANALYSIS AND INTERPRETATION OF THE INTERVIEW SCHEDULE RESPONSES	137
5.3.1	Introduction	137
5.3.2	Membership for SATU, SADTU and NAPTOSA	138
5.3.3	Unions' aims and objectives	139
5.3.4	Unions' policies	140
5.3.5	Are teachers professionals?	140
5.3.6	Characteristics of a professional teacher	141
5.3.7	Teacher motivation	141
5.3.8	What can the unions do to improve COLTS and increase teacher motivation and professionalism?	142
5.3.9	Acts, policies, resolutions and councils in the education system	143
5.3.10	Industrial action and teachers' professionalism	144
5.3.11	Perceptions about unions	145
5.4	CONCLUSION	145
5.5	ANALYSIS AND INTERPRETATION OF QUESTIONNAIRE	146
5.5.1	Introduction	146
5.5.1.1	Biographical details	147
5.5.1.2	Teaching experience	148
5.5.1.3	Qualifications	150
5.5.1.4	Principals' reasons for choosing the teaching profession	152
5.5.1.5	Teachers' reasons for choosing the teaching profession	161
5.5.1.6	Professional characteristics of teachers and principals	169
5.5.1.7	Positive characteristics of teachers and principals	174
5.5.1.8	Characteristics of COLT	177
5.5.1.9	Reasons for teachers' loss of COLT	182

5.6	GUIDELINES FOR THE IMPROVEMENT OF COLT	193
5.6.1	Introduction	193
5.6.1.1	Department of Education	195
5.6.1.2	The Teacher Training Institutions	197
5.6.1.3	Principals	199
5.6.1.4	Teachers	200
5.6.1.5	Parents and the community (PAC)	202
5.6.1.6	Unions	204
5.7	SUMMARY	206
<b>CHAPTER 6</b>		
<b>IMPROVING THE CULTURE OF TEACHING AND LEARNING</b>		
6.1	INTRODUCTION	208
6.2	PROFESSIONALISM	208
6.2.1	Introduction	208
6.2.2	Teacher training	209
6.2.3	Subject knowledge	213
6.2.4	Provision of in-service training	214
6.2.5	The establishment of the South African Council of Educators (SACE)	218
6.2.6	Code of conduct	220
6.3	MOTIVATION	223
6.3.1	Introduction	223
6.3.2	Maslow's hierarchy of needs	225
6.3.3	Achievement motivation	227
6.3.4	McGregor's theory of X and Y	229
6.3.4.1	Introduction	229
6.3.4.2	Theory X	229
6.3.4.3	Theory Y	230
6.3.4.4	Assumptions of theory Y	231
6.4	PARENTAL COLLABORATION	237
6.5	CONCLUSION	238
6.6	SUMMARY	239

**CHAPTER 7**  
**CONCLUSIONS AND RECOMMENDATIONS**

7.1	INTRODUCTION	240
7.2	SUMMARY	240
7.3	CONCLUSIONS	242
	7.3.1 Interviews	242
	7.3.2 Questionnaires and Observation	246
7.4	RECOMMENDATIONS FOR THE IMPROVEMENT OF COLT	252
7.5	LIMITATIONS OF THE STUDY	258
7.6	RECOMMENDATIONS FOR FURTHER RESEARCH	258
7.7	SUMMARY	259
	<b>BIBLIOGRAPHY</b>	260

#### LIST OF FIGURES

Figure 4.1	Response rate for Gauteng province	121
Figure 4.2	Response rate for Northern province	124
Figure 4.3	Total number of respondents	124

#### LIST OF TABLES

Table 1.1	Provincial matric results from 1996-1999	5
Table 3.1	The composition of the ELRC	88
Table 5.1	Composition of SADTU, SATU and NAPTOSA	138
Table 5.2	Unions' interpretation of acts/policies/councils in education	142
Table 5.3	Present position of respondents according to province	147
Table 5.4	Respondents' teaching	148
Table 5.5	Highest qualification of respondents	150
Table 5.6	Principals' reasons for choosing the teaching profession	152
Table 5.7	Principals' reasons for choosing the teaching profession in the Northern Gauteng and Provinces	158
Table 5.8	Teachers' reasons for choosing the teaching profession	161
Table 5.9	Teachers' reasons for choosing the teaching profession in the	

	Gauteng and Northern Province	166
Table 5.10	Principals' and teachers' yes-response to the reasons for choosing the teaching profession	168
Table 5.11	Principals' and teachers' response regarding professional characteristics	171
Table 5.12	Principals' and teachers' response regarding positive characteristics	174
Table 5.13	Teachers' characteristics regarding COLT	177
Table 5.14	Summarised table of principals, teachers and learners in respect of the characteristics of COLT	182
Table 5.15	Principals' and teachers' responses to factors within teachers related to a negative COLT	183
Table 5.16	Principals' and teachers' responses to factors outside teachers related to a negative COLT	187
Table 5.17	Pairwise comparisons for the DOE	196
Table 5.18	Pairwise comparisons for TTI	198
Table 5.19	Pairwise comparisons for principals	200
Table 5.20	Pairwise comparisons for teachers	201
Table 5.21	Pairwise comparisons for PAC	203
Table 5.22	Pairwise comparisons for unions	205

## APPENDICES

Appendix 1	Components of COLTS	275
Appendix 2	Interview schedule for unions	276
Appendix 3	Questionnaires for teachers and principals	283

## LIST OF ABBREVIATIONS

SQA South African Qualifications Authority

AIDS	Acquired Immune Deficiency Syndrome
AFT	American Federation of Teachers
ANC	African National Congress
COLT	Culture of Learning and Teaching
COLTS	Culture of Learning, Teaching and Services
COSATU	Congress of the South African Trade Unions
COTEP	Committee on Teacher Education Policy
DETU	Democratic Teachers Union
DOE	Department of Education
ELPTU	East London Progressive Teachers Union
ELRA	Education Labour Relations Act
ELRC	Education Labour Relations Council
HIV	Human Immunodeficiency Virus
HSRC	Human Sciences Research Council
LRA	Labour Relations Act
MEd	Master in Education
NAPTOSA	National Professional Teachers Organisation of South Africa
NEA	National Education Association
NEUSA	National Education Union of South Africa
NGO	Non-Governmental Organisation
NOWETU	North-West Teachers Union
NQF	National Qualifications Framework
NTNTA	Northern Transvaal Native Teachers' Association
PAC	Parents and Community
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SA	South Africa
SABC	South African Broadcasting Corporation
SACC	South African Certification Council
SACE	South African Council of Educators

SADTU	South African Teachers Union
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SATU	South African Teachers Union
SAVO	South African Students Voluntary Organisation
SGB	School Governing Body
STNTA	Southern Transvaal Native Teachers' Association
TATA	Transvaal African Teachers' Association
TNTA	Transvaal Native Teachers' Association
TTI	Teacher Training Institutions
TUATA	Transvaal United African Teachers' Association
WECTU	Western Cape Teachers Union