CHAPTER 1

1.1 INTRODUCTION AND DEMARCATION OF THE STUDY

After the 1994 democratic elections, South Africa embarked on a reconstruction of the education system, which had been left in ruins by the apartheid regime. In *A policy framework for education and training* (1995: 3) the African National Congress (ANC) pointed out that education and training under apartheid has been characterised by the following three key features: a system fragmented along racial lines and ethnic lines, and has been saturated with the racial ideology and educational doctrines of apartheid; there is a lack of access or unequal access to education and training (that is between black and white learners) at all levels of education and training; and lastly, there has been a lack of democratic control within the education and training system whereby students, teachers and parents have been excluded from decision-making process. As it has been outlined above " the racial ideology and the educational doctrines of apartheid implied that there was a marked disparity between the administration and control, funding, teacher training and the standard of education between blacks and whites during the apartheid era" (Behr 1988: 29-32). The mentioned problems mainly featured in the formerly black schools; therefore this research will focus on these schools. The research area will be Gauteng and the Northern province. More detail about the population and samples will be discussed in Chapter 4.

The 1994 democratic elections "signaled a move away from the determination of policy by a white minority state for a black majority to a re-orientation to redressing inequalities and nation-building between white and black South Africans" (Kallaway, Kruss, Fataar & Donn 1997: 50). As the Department of Education (1999: 7 & 2001a: 44) puts it "it is impossible to exaggerate the degree of inequality in our education system in terms of material conditions and professional capacity, and hence the gravity of the task we are engaged in." As a result, this country has been faced with an erroneous task of redressing the situation in order to improve the education system, especially in the black schools. Moreover, under apartheid, black schools were denied adequate professional support services such as in-service training for teachers and monitoring what goes on in the schools (Brew 2000: 1). The author continues to point out that the situation worsened in 1999 as the provincial education departments further reduced the support services because of budgetary constraints.

On the other hand, the government through the Department of Education has implemented numerous changes in the education since the beginning of the new democracy, these changes include the formation of nine provincial departments, revision of funding norms for schools, redistribution of resources, promulgation of new legislation in education, the establishment of the South African Council of Educators, and the implementation of Curriculum 2005 in all schools (Department of Education 2001a: 1). In other words, there has been what could be called an educational 'transformation or reconstruction' in South Africa since 1994. Nonetheless, what many policy-makers and reformers have not yet understood is that an educational reform or reconstruction implies teachers also need a reform in terms of teacher training, teacher pre-service and in-service (Torres 1996: 448). This argument is also supported by Jansen (2000: 94) when he says that the making of policy in South Africa is best described as a struggle for the achievement of a broad political symbolism that would mark the shift from apartheid to post-apartheid. The author continues to say, " we search in vain for a logic in policy-making connected to any serious intention to change the practice of education "on the ground". In this case, the ground could refer to the school level, which includes teachers (who are the main focus of this study), principals, parents and the entire community.

Therefore, in as far as teachers are concerned many changes without sufficient teacher training may create problems with teacher motivation and professionalism because change creates new situations which maybe scary for the teachers, thus teachers may loose their motivation because they might think that they are not up to the required level of training. According to Vandevelde (1988: 11) motivation refers to forces both within the individual and in the environment which drive human beings to behave in certain ways, and that a systems orientation is involved in so far as forces within the individual and in the environment feed back to the individual. From this definition, it can be deduced that there are intrinsic as well as environmental or extrinsic variables which can affect the teachers' motivation to work hard. There are two types of motivation that is intrinsic and extrinsic. Intrinsic motivation is an innate, rather than derivative, it is manifest as curiosity and interest which motivate task engagement even in the absence of outside reinforcement or support (Boggiano & Pittman 1992: 170). The most critical factor involved with intrinsic motivation seems to be self determination which can lead to self-actualisation, for a determined person is more likely to be able to fulfill his/her potential (Boggiano & Pittman 1992: 9).

According to Maslow (1970: 37) self-actualisation is the highest point on the pyramid of the hierarchy of needs. This can be an example of an intrinsic factor which can motivate people. The issue of teachers' salaries has been a bone of contention between the teachers and the employers for a long time. Financial rewards such as a person's salary is an extrinsic motivator which may have an implication or negative impact on intrinsic motivation of a person. In addition, the National Union of Educators (NUE) Comment asserts that while teachers are not necessarily motivated by money, nonetheless they can be demotivated by insufficient salaries which cannot cover all of their basic needs such as food, shelter and others. However, in order to satisfy the higher order needs such as safety, love and belonging, self-esteem and self-actualisation, the lowest needs have to be satisfied first (Child 1997: 54). Then, when these physiological needs are satisfied, maybe the teachers could be motivated to work hard and improve their professionalism so as to enhance COLT in schools.

On the other hand, extrinsic motivation pertains to an activity that is more directly instrumental and adaptational, based upon people's needs to respond to socially prescribed demands, limits and patterns of behavior (Child 1997: 62). Factors outside the teacher, which include his/her environment, may have a negative impact on the teachers' motivation. For instance, according to Maslow (1970: 38) the most basic needs include food, shelter, water, oxygen and warmth. These are extrinsic factors which have an impact on the teachers' motivation. Thus as Alderman (1999: 6) puts it, extrinsic factors can lower intrinsic motivation when a person's lowest needs are not satisfied. Alderman (1999: 6) continues to point out that intrinsic motivation plays a major role in what we do, how hard we work and what extremes we will go in order to give the best. In addition, Van der Westhuizen (1991: 198) asserts that in McGregors' Y theory the willingness of people to attain certain goals is closely linked to the reward that a person eventually receives, and that this reward does not necessarily refer to material things, but to the satisfaction of so-called higher hierarchical needs such as acceptance, prestige, self-confidence and self-realisation that a person achieves according to Maslow (1970: 40). For instance, the learners' achievement as an extrinsic factor is more likely to boost the teachers' intrinsic motivation as they will know that the learners' performance reflects the teachers' hard work.

The intrinsic factors can include a feeling that teaching is a wrong choice of a profession, lack of acknowledgement and praise when a teacher performs well, and the teachers' fear for their lives because of crime and violence in schools (Mashile & Mellet 1996: 223; Lethoko 1999: 25). Moreover, there are environmental factors which can demotivate teachers such as political instability during the apartheid era, a unionist approach to teaching, poor management of schools, and poor infrastructure and facilities (Chisholm & Vally 1996: 14; Mnisi & Shilubane 1998: 7; and Lethoko 1999: 27). These factors are discussed in detail in Chapter 2, section 2.7. On the other hand, teachers can be motivated by being acknowledged when they do well, by being made part of the decision-making process and being consulted before changes are implemented and by making the teachers' working conditions better, for instance, providing them with necessary teaching materials and resources.

The teachers' motivation is very important since " the successive psychological stages in developing creative individualism, which is the substance of motivation, are heavily influenced by a person's work environment" (Minarik 1992: 40). This implies that the situation in the work environment, which refers to schools in this case, can have either a positive or a negative impact on the teachers' motivation to perform well. This research will focus on factors that may have a negative influence on teacher motivation. The teachers' level of motivation may have an impact on their professionalism and the culture of teaching and learning (COLT). In addition to the possible influence of motivation on the culture of teaching and learning, the research will focus on the role of professionalism of teachers, and the possible influence it may have on COLT. According to the Department of Education (2001b: 80) in the *Implications for implementing the Revised National Curriculum Statement,* this country needs teachers who are "socially and politically critical and responsible, professionally competent and in touch with current development of his/her area of expertise". A profession can be described as "a vocation or calling especially the one which involves some branch of advanced learning or science" (Thompson (ed) 1995: 1092). This implies that for a person to be in a certain profession, he/she has to undergo some kind of advanced learning so as to be able to practice as a professional in that field. Professionalism is defined by Thompson (ed) (1995: 1092) as the qualities or typical features of a profession or of professionals especially competence, skill, etc. In the teaching field, there are both academic and personal requirements in order for one to be a recognised as a qualified teacher. For instance, some professional characteristics of teaching include the teachers' intellectual capability, knowledge of subject matter, and sustained in-service and pre-service (Steyn 1999: 207). The personal characteristics include being a role model to learners

and community at large, a feeling that a teacher is providing a unique and essential service to community, a sense of public service and a service to others ethos (Smith & Schalekamp 1997: 10). There may be numerous factors which may have a negative influence on teacher professionalism such as the past political situation and the current one, insufficient pre-service and in-service training may have a negative influence on teacher professionalism. Chapter 3, sections 3.2, 3.3 and 3.4 discuss some attempts by the Department of Education to help to increase teacher professionalism.

Furthermore, Minarik (1992: 38) cites that motivation is a psychological process that closely interacts with the work environment. This implies that the work environment, which refers to the school environment in this case, has a crucial role to play in the teachers' motivation. According to the Department of Education (1999: 14) there has been a problem of dysfunctional education institutions, especially schools, which is one of the most bitter and pathetic legacies of the apartheid era and the struggle for democracy. As a result of this problem in schools, the Department of Education launched the Culture of Learning, Teaching and Services campaign in 1997 (Department of Education 1999: 14). This campaign urges community involvement in restoring a sense of professional responsibility among those educators who have lost their professional self-respect, in urging learners to make disciplined use of the opportunity to study, in combating crime and violence in schools, and in ensuring that officials in education departments exemplify the service to others ethic, the improvement of physical infrastructure, the development of school management and governance capacities, and engagement with learners' and educators' attitude towards teaching and learning (Department of Education 2001a: 30).

In a way, the Department of Education established this campaign in order to try and improve the teachers' work environment so that they can be motivated to work hard and improve their professionalism. Furthermore, a conducive environment to teaching and learning, which is one of the components of the culture of teaching and learning, can be depicted by proper infrastructure, safe environment and dedicated learners, is more likely to motivate teachers to work hard and be as professional as possible while executing their duties. These three concepts, namely, motivation, professionalism and the culture of learning and teaching are discussed in more detail in Chapter 2, sections 2.3, 2.4, and 2.5.

However, as Steyn (1999: 206) puts it, efforts to improve schools frequently focus on a search for quick fixes which include new programmes, new curricula and approaches, new methods of student assessment and reporting student achievement, all of which are hoped to transform the education system. Programmes and materials may or may not bring about effective improvement on their own, but the people in the system can do that (Steyn 1999: 206). Therefore, in striving towards the improvement of the entire education system and schools in particular, it is important to focus on the important to focus attention and energies on the improvement of the people (DuFour & Berkey 1995: 2). For the purpose of this research, the improvement of the people will focus mainly on the teachers' motivation and professional capacity in an attempt to enhance the level of COLT in schools.

The next section discusses in detail the reasons why this study was undertaken.

1.2. MOTIVATION OF THE STUDY

After the 1994 democratic elections, many changes took place in the education system and politically when the new democratic dispensation began to operate. A change in the political terrain influenced a change in all sectors of life including education. The factors which are discussed in this section can have an influence on teacher motivation, professionalism and the culture of learning and teaching. For instance, Labour Relations Act of 1995, which was amended in 1998, gives all employees including teachers the powers to bargain freely with the employer(s). This can be a motivating factor for teachers to know that the law gives them a right to discuss with the employer various issues concerning their employment, remuneration and other issues. The factors discussed below will focus us on the political changes in South Africa, matric results, legislation, curriculum 2005, human resource management and the nine-point plan.

1.2.1 Political changes in South Africa

During the 1980s calls were made by political leaders such as Mandela and Sizulu for pupils to return to schools while their education problems were being negotiated between the community representatives and the authorities (Hartshorne 1990: 70). During the time when learners took to the streets in protest marches from the beginning of the 1970s up until the early 1990s, teachers had no one to teach and some teachers also took to the streets and joined protest

marches. As a result, some teachers lost their motivation to teach as they spent a lot of time idling, whilst those who were motivated began to loose their motivation since the learners were not interested in their studies (Kitchen 1988: 45).

In 1994, SA held its first democratic elections. The new democracy promised a brighter future for all South Africans in all sectors of life, including education. The politicians have made impressive statements and the Department of Education (DOE) to describe what the education system in the new democracy should be like. These statements include:

- Lifelong learning and outcomes based education
- Schools should be centres of excellence
- Quality education for all against all odds (African National Congress 1995: 7).

After the democratic elections, the new Government implemented numerous changes which include the following:

- Unitary, non-racial education departments replaced the apartheid structures
- The nine provincial departments and the national Department of Education function as a single national system
- Provincial governments are allocated an equitable share of national revenue and are responsible for dividing their own budgets
- Quality improvement and benchmarking of teaching and learning
- The South African Schools Act of 1996 has brought all the children under one school roof in peace and freedom; and compulsory school attendance is mandatory for children from six to fifteen years
- Curriculum 2005 has been designed to lift the education system
- A National Qualifications Framework developed by the South African Qualifications Authority integrates education and training at all levels
- The Educators Employment Act of 1998 and the South African Council of Educators (SACE) govern the teaching force. Teachers organise and bargain freely with their employers (Republic of South Africa 1998a: 6).

The holding of the first democratic election in South African was perhaps the most significant event in the unfolding national reconstruction, which was characterised by a democratic breakthrough (Kallaway, Kruss, Fataar and Donn 1997: vi). Despite all these political changes and changes within the education system itself, some problems are still evident especially in

2001a: 7). Amongst the problems outlined above, this study will focus mainly on teacher motivation and professionalism which are likely to enhance COLT in schools.

1.2.2   Unsatisfactory Senior Certificate results

In the South African education system, the Senior Certificate (matric) examination, which is written at the end of Grade 12, is the first external check on performance in the school system. Table 1.1 shows the average of the Senior Certificate results in the nine provinces since 1996 up to 1999.

- Table 1.1: Provincial matric results from 1996-1999
- MATRIC RESULTS (1996-1999)

Province	Percentage
1. Western Cape	78,6
2. Northern Cape	66,9
3. North West	56,5
4. Gauteng	55,7
5. Kwazulu-Natal	54,1
6. Mpumalanga	48,6
7. Eastern Cape	45,1
8. Free State	44,8
9. Northern Province	35,9

Source: Department of Education 1999a: 4)

According to Table 1.1, only two provinces in the Cape, namely, the Northern and the Western Cape have results which are over 65%. The Northern Province has the lowest percentage in terms of learner performance, and the Gauteng province as opposed to the Kwa-Zulu Natal province which has 54.1% and North-West province which has 56.5%, Gauteng province has been chosen because of its accessibility to the researcher and the fact that it is urban as compared to the Northern province which is more of a rural area. As the Department of Education (2001a: 18), in the *Education in South Africa: Achievements since 1994* puts it, intra-provincial inequalities is one of the main challenges facing the Department of Education,

compared to the Northern province which is more of a rural area. As the Department of Education (2001a: 18), in the *Education in South Africa: Achievements since 1994* puts it, intra-provincial inequalities is one of the main challenges facing the Department of Education, and this is most evident in the disability of many disadvantaged schools to improve education outputs and outcomes. This report continues to assert that the key contributory features to this inequality are teacher quality, management capacity, income levels of parents and the literacy and learning levels amongst parents (Department of Education 2001a: 18).

From 1995, the matric results released since then have been provided with no racial breakdown of passrates by race or ex-department (Mokgolane & Vally 1996: 1). Without this racial breakdown, the matric results could be misleading since some provinces have more of historically privileged schools which are more resourced and house mostly white students such as the Western Cape (Brew 2000: 2). Therefore the results of some provinces which have more of the historically disadvantaged black schools such as the Northern Province whereby there is a lack of resources, poverty, lack of school governance, poorly trained teachers and many other problems (Mokgolane & Vally 1996: 1). Since the 1994, the matric results have fluctuated in all provinces with minor improvements here and there. Despite these differences, so far there has been no other alternative used to measure learner performance in this country despite the obvious inequalities in the various provinces. One of the reasons given for a low performance of some provinces refers to the quality of teachers. As a result of this factor, this study will focus mainly on teacher motivation and professionalism which could help to contribute to the enhancement of learner performance. Principals will also be included in the empirical research because they are teachers and they are also managers and leaders in the school. As a result, their contribution in this study is essential.

1.2.3 The Department of Education: the efforts to restructure and reconstruct education

After the 27 April 1994 democratic elections, a number of changes began to surface. For instance, new national and nine provincial departments have been fully instituted to replace the old seventeen ethnic-based ex-departments of education (Berkhout 1996: 1). A number of acts and legislation related to education have been passed to ensure harmony between all the stakeholders in education and to improve the teachers' working conditions. Metcalfe (1997: 5) also points out that the leadership, management and administration of the school is crucial in

ensuring a tone and ethos conducive to learning and teaching. This implies that better functioning schools have principals who inspire confidence and are fully motivated to perform their duties. The Department of Education has implemented the following acts which could improve the education system, and thus may influence on teacher motivation, professionalism, and COLT.

1.2.3.1 Legislation

i) Education Labour Relations Act of 1993 (ELRA) and Labour Relations Act no. 66 of 1995, (LRA).

The ELRA was one of the first promulgated acts to be specifically meant for teachers amongst other civil service legislation. The Labour Relations Act No. 66 of 1995 which applies to all government employees, including teachers, later replaced it. The ELRA (1993) advocated for the creation of the Education Labour Relations Council (ELRC) whose function is to provide a platform whereby employers and employee organisations meet and pursue the establishment of agreements on matters of mutual interest through consultation. The council (ELRC) initiated the formation of the South African Council of Educators (SACE) in October 1994 and SACE is accountable to the ELRC (Republic of South Africa 1998a: 12). The council enhances professional standards by:

- maintaining a register of qualified teachers or teachers who are under-qualified and in the process of becoming qualified
- advising on the distribution and supply of teachers
- overseeing standards of entry into the profession
- exercising disciplinary powers in terms of its code of conduct (Maree 1995: 40-45).

The LRA was amended in 1998, and it became known as the Labour Relations Act, number 127 of 1998. According to the LRA (1995) certain generally recognised labour rights, for example, to strike, to join a union, are available for educators. The LRA has the following objectives:

- to change the law governing labour relations and, for that purpose-
- to give effect to section 27 of the Republic of South Africa Constitution (1996);
- to regulate the organizational rights of trade unions;
- to promote and facilitate collective bargaining at the workplace and at sectoral level;

- to regulate the right to strike and the recourse to lockout in conformity with the Republic of South Africa Constitution (1996);

- to promote employee participation in decision-making through the establishment of workplace forums;

- to provide simple procedures for the resolution of labour disputes through statutory conciliation, mediation and arbitration (for which purpose the Commission for Conciliation, Mediation and Arbitration is established), and through independent alternative dispute resolution services accredited for that purpose;

- to establish the Labour Court and Labour Appeal Court as superior courts, with exclusive jurisdiction to decide matters arising from the Act;

- to provide for a simplified procedure for the registration of trade unions and employers' organizations, and to provide for their regulation to ensure democratic practices and proper financial control;

- to give effect to the public international law obligations of the Republic relating to labour relations;

- to amend and repeal certain laws relating to labour relations; and

- to provide for incidental matters (Department of Labour 1995: 2).

According to the South African Council of Educators Act of 2000 (Republic of South Africa 2000a: 1), the objectives of SACE' is:

- to provide for the registration of educators

- to promote the professional development of educators and

- to set, maintain and protect ethical and professional standards for educators, by means of the functioning of the main council.

This implies that the Department of Education seeks to promote labour peace in education, so that teachers can do their work effectively. In a way, SACE has been established to ensure that teachers adhere to the professional standards as they are stipulated in the SACE's code of conduct and other relevant legislation such as the National Education Policy Act (1996) and the Employment of Educators Act (1998). In a way, the enactment of legislation can make teachers to be aware that their profession is being recognised and the Department of Education and the ELRC are taking care of their rights and working conditions. As a result, this legislation in a way can motivate teachers to perform their job well and be professionals so as to help to enhance COLT in schools.

ii) South African Schools Act, no. 84 of 1996

The South African Schools Act (SASA), no. 84 of 1996 addresses the issues of the governance, organisation and funding of public schools. It sets out the requirements for the involvement of all relevant stakeholders in key decision-making through elected governing bodies (Republic of South Africa 1996c: 4). Teachers form part of the school governing body in a school according to SASA (1996c: 6, section 23 (2). This implies that teachers have a say in matters, which affect them personally and professionally within the school. In this body, they can discuss any problems and situations with the principal, parents, and learners which may have an influence on teacher motivation and professionalism. The most popular debate concerning SASA (1996) is the abolishment of corporal punishment, and the prohibition was challenged in the Constitutional Court, but the appeal was dismissed (Department of Education 2000c: 1). As a result, schools have been left with the responsibility of identifying and implementing alternative disciplinary procedures and practices. For instance, development of a code of conduct for each school, encouragement of parental involvement in disciplinary matters, the establishment of a disciplinary committee, the withdrawal of some privileges, etcetera. The Department of Education has also prepared a document which guides teachers on how to discipline learners and it has been distributed to schools since 2000 (Department of Education 2000c: 1).

In a way, SASA has given teachers a 'forum' whereby the can meet parent and learner representatives so as to be able to discuss important and emerging issues in the school regarding the teaching and learning process amongst other things. The teachers' inclusion in the School Governing Body (SGB) may contribute towards teacher motivation and professionalism because they can voice and their grievances, and also become part of the decision-making process.

iii) Other legislation

There is the National Education Policy Act of 1996, the Employment of Educators Act of 1998, the South African Constitution of 1996 and different provincial legislation from various provinces has been put in place since 1994. All this legislation has some provision for

teachers as stakeholders in education. This implies that teachers' form a crucial part in the education system. The Department of education both at national and provincial level takes care of them in order to enhance their performance.

1.2.3.2 Curriculum 2005

Together with the structural changes in the education system, the curriculum has moved away from the rote learning and content driven curricula of the past (Department of Education 2001a: 22). Curriculum 2005 is based on the achievement of critical outcomes at the end of each phase. These outcomes are skills-focused and encourage the development of creative, flexible learners (Gauteng Education and Training Council 1999: 7). The implementation of this curriculum cannot materialise without the participation of teachers. According to the Department of Education (2000b: 60) the process of training and orientating teachers for implementation of Curriculum 2005 began in 1997. Then the Department of Education commissioned the Media in Education Trust (MiET), a non-governmental organisation to provide a core of 20 officials from each province with a basic understanding of Curriculum 2005. Thereafter these officials were expected to cascade the knowledge to the district officials who will in turn take the knowledge to teachers at school level.

In the long run, the cascade model has not been as successful as it was hoped it would be. This is confirmed by the report of the review committee on Curriculum 2005 (Department of Education 2000b: 62) reveals that amongst other problems, the main problems experienced revolved around teacher training which was said to be too abstract and insufficiently focused on what the theory meant in practice. On the other hand, the implementation of Curriculum 2005 places a huge burden on the shoulders of those teachers who are lazy, those who lack motivation and dedication and those who do not want change, even if it is for the better. Many teachers are nervous and have doubts about their ability to make such a change, and they complain about the extra workload and extended working hours in which they have to attend orientation programmes (Lekota 1999: 6).

Nonetheless, the success of this curriculum depends entirely on the teachers' participation and dedication to put into practice what they have learned from the orientation programmes (Gauteng Education and Training Council 1999: 51). Teachers are the primary implementers of this new curriculum. Hence, their willingness to work hard and appropriate training which can

help them to implement this new curriculum plays an important role if this curriculum is to succeed. According to Potenza (2001: 7) the training that teachers should receive should focus on deepening learning area knowledge, how to teach and assess in out-comes based way, and how to evaluate and select high-quality textbooks. This type of teacher training could help to boost teacher motivation since they would be well-trained and confident to implement curriculum 2005. Their professionalism can also be increased as their subject knowledge would be more enhanced through a more focused type of training. In such circumstances, teachers might be able to assist in the enhancement of COLT.

1.2.3.3 Human resource management

Education in South Africa depends on the teachers' work for they are the people who do the actual teaching in the classroom. Furthermore, focusing on people or investing on "human capital" has been a major focus of many companies, be it in industries and factories which focus more on production, or even in organisations and the corporate world. In this particular type of job sector, the main challenge for business organisations and employees is to keep employees highly motivated and tuned into the company's goals (Miskell & Miskell 1994: v; Topchick 2000: 7). Another significant factor regarding the quality of human resources deals with the kind and quality of training that the employees have which is more likely to have a direct impact on their production (Thomson 1993: 52). Although teaching as a profession is not part industrial and factory job sector, the use of this metaphor involving factory workers and their level of production, which is directly related to the workers' motivation to do the work, their level of training and how skilled they are to perform the assigned task is aimed at motivating that teachers need to be motivated and professional in order to perform their duties effectively. As Heyns (2000: 160) puts it, educational organisations depend for their success on the quality, commitment and performance of the people who work there. These people include the government officials, teachers, principals, parents, learners and members of the entire community.

Thus, the management of the human resources is one of the most salient aspects of school management. Human resources in schools could mean principals, teachers, learners, parents and members of the wider community. However, amongst all the stakeholders and role-players in education, teachers are the people endowed with the sole responsibility to teach the learners and make sure that learning takes place, with parents as co-teachers. Since teachers form part

of the human resources at schools, it is important to investigate how can the teachers' motivation and professionalism help to enhance learners' academic achievement and the culture of learning and teaching.

1.2.4 The nine-point plan

The Republic of South Africa Constitution of 1996 (section 29) places a compelling duty on the government to respect, protect, promote and fulfill everyone's right to a basic education, including adult basic education, and to take reasonable measures to make further education progressively available and accessible.   Asmal (1999: 5) asserts that all modern nations with strong democratic traditions and successful economies have invested heavily in the education and training of their people.   It is through this mandate and duty that the DOE is determined to implement the nine priorities in the education system, and within those nine priorities targets were set.   The nine priorities are listed below:

NINE- POINT PLAN (Asmal 1999: 10-18)

1   We must make our provincial systems to work by making co-operative government work

2   We must break the back of illiteracy among adults and youths in five years

3   Schools must be centres of community life

4   We must end conditions of physical degradation in South African schools

5   We must develop the professional quality of our teaching force

6   We must ensure the success of active learning through outcomes-based education

7   We must create a vibrant further education and training system to equip youth and adults to meet the economic and social needs of the 21st century

8   We must implement a rational, seamless higher education system that grasps the intellectual and professional challenges facing South Africans in the 21st century

9   We must deal urgently and purposefully with the HIV/AIDS emergency in and through the education and training system.

These nine points are discussed in detail in Chapter 3, section 3.7. The success of the nine-point plan depends on the contribution of all the stakeholders in education. However, the fifth and the sixth priorities depend directly and primarily on the teachers' contribution and

willingness to work hard. Asmal (1999: 12) points out that professional development for teachers, combined with effective professional support will make a major impact on the teachers' morale and the quality of service they render. From the nine-point plan, it is obvious that lack of teacher motivation and professionalism are some of the major backlogs in the education system. Therefore, if the teachers are not motivated to perform well and work hard, their level of professionalism can be more likely to be minimal. Such a situation can affect COLT adversely in schools. As a result, this study will focus on teacher motivation and professionalism as prerequisites for a positive COLT. The positive COLT can enhance the learners' performance, make schools centres of community life, encourage parental participation in school matters, and restore the occupational prestige of the teaching profession.

To conclude, South Africa is still in the infancy stages of its democracy and freedom. As the country seeks to reconstruct its education system and address all its inequalities of the past, it is also faced with international challenges. These challenges which are both local and international might not be easily met if the schools, especially the teachers who are the focus of this study, are not adequately prepared to face them. Again, the impact of globalization for societies demands that all countries to improve and upgrade their education systems in all its facets, that is administratively, in curriculum, funding, resources, legislatively and otherwise. Thus, South Africa like all the other countries of the world wants to join the international hub of globalization and quality education for all and lifelong learning.

Finally, the relationship between the reasons given for this study in section 1.2 and the topic is that if teachers are not motivated to teach well, this situation maybe be detrimental to their level of professionalism because even if a teacher is fully qualified, he/she might not implement what she/he has learnt and has been trained to do. Therefore, such a qualified person could fail to be resourceful to a school and the entire education system. In addition, a teachers' lack of motivation to perform his/her duties may also have a great impact on that person's attitude towards their work which could influence his/her professionalism negatively. In such circumstances, a demotivated teacher who is also unprofessional is more likely to be unable to discipline learners, to be punctual to class, to prepare for his/her lessons well in advance and to have healthy relationships with the principal, parents learners and his/her colleagues. As a result, the environment around him/her might not encourage a positive culture of learning and teaching in schools would enhance the teachers' work even more. Hence, these three aspects:

teacher motivation, teacher professionalism and the culture of learning and teaching are the cornerstones of this study.

1.3 PROBLEM STATEMENT

The research problem, which will direct this investigation, can be formulated as follows:

How can teacher motivation and professionalism help them to perform their duties effectively in order to ensure a positive culture of learning and teaching in black secondary schools in the Gauteng and Northern Province?

From this main problem, the following sub-questions can be deduced:

- What are the factors that have led to the teachers' loss of motivation and professionalism?
- How can teachers assist and contribute in the establishment of a conducive environment for learning and teaching in schools?
- How can the Department of Education, teacher unions, principals, teacher training institutions, parents, and the community help to improve teacher motivation and professionalism, which are prerequisites for a positive culture of learning and teaching?

1.4 AIM OF THE INVESTIGATION

a) To emphasise the importance of the role of teachers in the enhancement of learner achievement in schools.

b) To determine those factors which have contributed to the teachers' lack of motivation and professionalism to perform their duties effectively.

c) To provide guidelines for teacher motivation and professionalism as prerequisites for the establishment of a positive learning and teaching culture.

d) To give recommendations to teachers, principals, parents and the community, unions, the Department of Education, and the Teacher Training Institutions on how to improve teacher motivation and professionalism.

1.5   HYPOTHESIS

Sufficiently qualified, motivated, and professional teachers can help to enhance learners' academic performance, and restore the culture of learning and teaching in black schools.

1.6   RESEARCH DESIGN

The research design used in this study has been described in more detail in Chapter 4. This research will use the following research design:

1.6.1   Literature review/research

According to Garbers (1996: 305), a literature review is a systematic and circumspect search to trace all the published and unpublished information about a specific subject in whatever terms it exists, and to collect useful sources. The literature research is valuable because it provides answers to the researcher's following questions:

- What have others said about the topic?
- What theories address it?
- What research has been done previously?
- Are there consistent findings or do past studies disagree? (Babbie1992: 110).

This research will use primary source documents, secondary sources, and tertiary sources such as books, recent articles in journals, newspaper articles, reference documents such as dictionaries, government policy documents and reports.

a) Primary source document

These include the following: newspaper articles, educational journals, and acts of parliament, departmental circulars and government publications. Information from these sources is retrieved directly from the original sources (Garbers 1996: 308). When using primary sources, this implies that the person uses the most original documents; hence these are the most reliable sources (Neuman 1997: 396).

b) Secondary sources

These comprise information that has already been processed by someone (Garbers 1996: 308). These include research reports, dissertations and theses, books, journal articles, reviews and summaries. Secondary sources are also useful because they sometimes contain primary elements like personal statements on primary sources, thus they are still original in some way.

c) Tertiary sources

These include encyclopedias, thesauri and dictionaries, which are reference books. According to Fowler (1988: 74) "a discipline-oriented need for reference books and textbooks usually gives rise to tertiary sources". These sources can be useful when a general review of the topic is needed, for instance the meaning of a word such as "professional" and "worker".

1.6.2   Empirical research

The term "empirical" simply means based on experience (McBurney 1994: 1). Hence, the use of questionnaires, interviews and observation as the empirical research design implies that the researcher gets in contact with the people or objects being studied. The empirical research consisted of posted and self-administered questionnaires, structured interviews and non-participant observation. Chapter 4 discusses the research methodology in detail.

1.6.2.1 Questionnaires

Questionnaires are used to collect information on an existing situation or to obtain standards or norms with which existing situations may be compared (Calitz 1998: 14). They can be used to determine people's feelings, motivations, plans, beliefs and their personal educational and financial background. Fowler (1988: 76) advises that good questions are reliable, easy to understand, valid and provide consistent measures in comparable situations. More often than not, a questionnaire may or may not be a suitable instrument for the task depending on the type of respondents (Rossi, Wright & Anderson 1983: 195). For instance, if a questionnaire is given to a group of people in the rural areas who are illiterate, this might be a futile exercise. In this research, questionnaires were posted to the 300 Northern Province and 270 Gauteng secondary schools to be completed by the principal and two level one teachers in each school.

1.6.2.2 Interviews

An interview is an oral exchange of information between an interviewer and an individual or a group of individuals (Lukhwareni 1995: 10). There are two types of interviews, that is face-to-face interviews and telephone interviews. Interviewers in a face-to-face interview can direct the attention of the respondents to the material, motivate them to answer the questions carefully and explain the meaning of a question if necessary (McBurney 1994: 199). Even though face-to-face interviews can be costly in terms of travelling, they can be easily conducted as one can do them whilst some other respondents are completing the questionnaire. In this research, structured, face-to-face interviews were conducted with three teacher unions/organisations officials, and informal interviews will also be conducted with principals and teachers in the schools which were visited.

1.6.2.3 Observation

Observation is research conducted in such a way that the subjects' behaviour is disturbed as little as possible by the observation process (McBurney 1994: 171). The research only engages in minimal, clarifying interaction, whereby his interventions are confined mainly to seeking clarification and the meaning of ongoing events (Schatzman & Strauss 1973: 60). This implies that the observer is revealed not only as an observer, but he looks interested and personable. Then, the people who are observed temporarily forget the presence of the observer and the situation nearly returns to "normal". The researcher visited 30 schools in the Pretoria area, and made observations regarding the teachers' behaviour inside and outside the classroom. This could help to complement what data collected through the use of questionnaires. The relationship between the teachers, learners and principals was also be closely observed.

1.7   CHAPTER DIVISION

Chapter 1

This chapter will consist of:

- An introduction and demarcation of the study
- Motivation for the study
- The research problem
- The aims of the study

- The hypothesis
- The research methodology
- A study plan and conclusion

Chapter 2

This chapter will focus on a literature review which deals with the role of teachers in the improvement of the culture of learning and teaching, the changes which were implemented in the education system since 1980 and onwards (the Cillie commission, the De Lange commission, white papers and legislation). The situation in schools from 1990 onwards will also be discussed giving particular attention to the teachers and learners' behaviour and attitudes towards teaching and learning. The three major concepts of this study, which are the culture of learning and teaching (COLT), professionalism and motivation, will form part of this chapter. The factors, which have led to the loss of motivation and professionalism from teachers, will also form part of this chapter.

Chapter 3

This chapter will deal with what the Department of Education is doing or has done to improve the teachers' professionalism, working environment and conditions (e.g. SACE, ELRC and others). The role of teachers unions and organisations, school governing bodies and principals, in as far teacher's motivation and professionalism is concerned, teacher motivation and professionalism will also be discussed.

Chapter 4

This chapter will discuss the population sample, sampling methods, the type and number of respondents, and the empirical research design that will be used in the study. Questionnaires will be distributed to teachers and principals to complete, formal and structured interviews with union officials will be done, and non-participant observation in 30 schools will be conducted. The advantages and disadvantages of using this research design will also form part of this chapter.

Chapter 5

The findings of the collected data will be analyzed and interpreted. Then conclusions will be made from the findings.

Chapter 6

This chapter will deal with what the Department of Education (DOE), teacher training institutions, unions, principals, teachers, parents, and the community can do to assist and contribute towards teacher motivation and professionalism so that COLT can be improved in the schools.

Chapter 7

In this chapter conclusions will be made from the study, then recommendations, which will be derived from the results of the collected data, will be given. The summary of the entire study, limitations of the study and the suggestions for further study will also form part of this chapter.

1.8   CLARIFICATION OF CONCEPTS

1.8.1   Motivation

Motivation is a concept used as an explanation or rationale for the way a person or an organism behaves. It can also be defined as an energiser or a driving force, a desire or an urge that causes an individual to engage in certain behaviour (Mwamwenda 1995: 259). The extent to which motivation is or is not stimulated depends on the nature of the environment – whether it is dull or exciting. This is idea supported by Evans (1999: 1) by saying that if school managers and leaders are to get the best out of the teachers, they need to understand what kind of things raise or lower teachers' morale, and what motivates or demotivates them. Chapter 2, section 2.7 deals with those factors which can demotivate teachers in South Africa. There are two types of motivation, which are intrinsic and extrinsic motivation. **Intrinsic motivation** is the natural tendency to pursue personal interests and exercise capabilities, seek out and conquer challenges, and **extrinsic motivation** is experienced when a person knows that he/she will earn a grade, avoid punishment, get an incentive or be rewarded in some way (Woolfolk 1995: 332; Child 1997: 54). Intrinsic motivation is superior and preferable because when people engage in an activity because the activity itself is rewarding, there is no need for a reward or incentive (Boggiano & Pittman 1992: 3). The authors also add that an individual may be moved to satisfy curiosity or to achieve effectance and control and this constitutes an individuals' extrinsically motivated behaviour, whilst other activities may be pursued for reward or recognition, these are

extrinsically motivated behaviours. An extensive discussion on motivation and motivational theories applicable to the teachers is discussed in Chapter 2, section 2.6.

1.8.2   Achievement motivation

Achievement motivation is intrinsic in the sense that achievement becomes a dominant concern for a person, it is expressed in restless driving energy aimed at attaining excellence, getting ahead, improving on past records, beating competitors, finding unique solutions to difficult problems (Alschuler, Tabor & McIntyre 1970: 6; Boggiano & Pittman 1992: 2; Beerens 2000: 23). Evans (1998: 101) asserts that the need for achievement has to be the most prominent need in teachers' lives, and the challenging nature of that task should activate the achievement-oriented behaviour of the teacher. In a sense, the teachers' achievement is depicted in the learners' performance in class. In On the other hand, Alderman (1999: 11) points out that the teachers' personal capability such as effort, perseverance, concentration and punctuality can be good signs of a teacher who is motivated to achieve. This is a kind of motivation that is expected of a professional teacher.

1.8.3   Profession and professionalism

A profession indicates an occupation characterized by:
- specialist knowledge based on scientific research and theories
- a long period of training,
- mechanisms created by its members to control entry standards and selection (which is one of the functions of SACE),
- the administration by members of their own rules of conduct (Teachers Code of Conduct), and
- a "service to others" ethos which means that the interests of the client come first (Badenhorst 1987: 143; Schreuder, Du Toit, Roesch and Shah 1993: 11.

The teaching profession fits very well into this definition, hence it can be said that teaching is a profession.   The four cornerstones of professionalism given by Bondesio, Beckmann, Oosthuizen, Prinsloo & Van Wyk (1989: 147) prove this:
- professional training provided by teacher colleges, technikons and universities, and in-service courses,

- professional task performance inside and outside the classroom, this includes teaching, disciplining learners, being a role model, etcetera,

- professional conduct (as it is stipulated by the SACE's code of conduct),

- professional control and the legal requirements in the teaching profession (which is exercised by SACE, the ELRC and SASA 1996).

Bondesio *et al* (1989: 146) point out that each profession has a particular status and image in the community which, influences the way people judge teaching and the way teachers feel about their occupation (to be discussed later in Chapter 5). Lemmer & Badenhorst (ed) (1997: 5) say that being a professional means to have a calling or vocation to a field of work which does something with or for the people. The authors continue to say that people in professions are expected to take a high level of responsibility, ethical behaviour is expected, and that is respecting and working for moral standards. This implies that if teaching is to be considered as a profession, teachers have to show signs of professionalism, such as being punctual, preparing for and attending classes, being a role model and disciplined, ability to discipline learners, having healthy a relationship with learners, colleagues, principals, parents and the community (See Tables 5.11 and 5.21 for these characteristics).

1.8.4   Culture of learning and teaching

- This refers to the learners' and teachers' commitment, dedication and determination to perform their respective duties (Smith & Schalekamp 1997: 4). This culture depends on:
- the input and motivation of teachers and learners
- personal characteristics of learners and teachers
- school-related and societal factors
- factors in the family life of learners (Smith & Schalekamp 1997: 4).

The culture of learning, teaching and services campaign has come up with a slogan that "teachers must teach, learners must learn and managers must manage". According to the Department of Education (1999a: 14) the culture of learning and teaching involves the restoration of a sense of responsibility among those teachers who have lost their professional self-respect, in urging learners to make disciplined use of their opportunity to study, in combating crime and violence in schools, and in ensuring that officials in education departments exemplify the service ethic. In the school situation, the culture of learning and

teaching is depicted by both the teachers' and learners' punctuality, dedication to perform their respective tasks, discipline and self-discipline, and many others. According to the Department of Education (1999a: 23) the culture of learning and teaching campaign sought to raise the visibility of dysfunctional education institutions especially schools.

Appendix 1 shows the components of COLTS as it described by the Department of Education (1. And also a further description of COLT is given in chapter 2, section 2.3.

1.8.5 Positive learning climate

Positive learning climate refers to a greater understanding of the learners' needs in as far as learning is concerned. It is characterised by the mood that allows teachers "to teach in a competent and professional manner, and for students to devote their time and energy to their school work" (Masitsa 1995: 15). A positive learning climate depends on various variables such as the availability of the necessary infrastructure, the teachers' experience and expertise, the learners' readiness to learn, and many other factors (Evans 1998: 20).

1.8.6 Effective teaching

Effective teaching is best estimated in relation to a teacher's goals, in other words, whether the goals are achieved or not during the teaching process (Evans 1998: 75). This could imply that effective teaching is sometimes equated with successful teaching whereby learners pass the examination at the end of the year. According to Beerens (2000: 11) effective teaching also varies depending on the student characteristics, subject matter demands and the teachers' instructional goals. Nonetheless, when the teacher's goals are achieved at the end of the lesson and the learners' show signs of having learned something, then the teaching can be said to have been effective (Brown & Atkins 1988: 4).

1.8.7 School climate

This refers to the perceivable influence of all aspects of the school (the nature of the work, the people, the architecture, and the environment, the history and culture, the organisational structure, the leadership style and interpersonal relationships) on the attitude, motivation and work of all the people in the school (Badenhorst 1987: 79). Furthermore, Alderman (1999: 11)

states that the task of schools is to forster a will to learn and the teachers' role is to encourage both confidence and high achievement in the learners. This implies that the climate and the environment has to be conducive so that both teachers and the learners can be able to perform their duties as expected.

1.8.8 "In loco parentis"

The literal translation of this Latin expression is "in the place of the parent" and this concept developed from the South African common law (Bondesio *et al* 1989: 104). This implies that teachers under common law are empowered to teach the children good values and morals, to impose discipline in the school situation and protect the child against dangers and evils, by virtue of the fact that they act on behalf of the parent (Van Wyk 1987: 73). However, this does not imply that parents have to abandon their responsibility as primary educators (Monyooe 1998: 10). It implies that parents and teachers are partners, teachers exercise their authority of academic professional status, whilst parents exercise their of parental authority.

1.8.9 Principal

A principal means an educator appointed or acting as head of a school (Republic of South Africa 1996a: 4). In this study, 'principal' will be used synonymously with 'manager', 'leader' or 'headteacher'.

1.8.10 Educator

According to the Employment of Educators Act (1998a: 1) an educator means any person who teaches, educates or trains other persons or who provides educational services including professional therapy and education psychological services at any public school or further education training institution (Republic of South Africa 1998a: 1). The term 'educator' will be used synonymously with 'teacher' in this study.

1.8.11 Learner

Learner means any person receiving education, or obliged to receive education in terms of the SASA (Republic of South Africa 1996a: 5). The term 'learner' will be used interchangeably with 'pupil' or 'student' in this study.

1.9 SUMMARY

Since 1990, a number of changes were implemented in the political and educational systems, such as the banning of all apartheid legislation including Bantu Education (1953). After the first democratic elections in the country in 1994, more and more changes were implemented in the education system, so as to improve the system, improve the pass rates and, most importantly, to improve working conditions for principals and teachers. This was an attempt to try and boost teacher morale, motivation and dedication to work more effectively and efficiently. New policies have been formulated and legislation passed so as to improve the whole education system. The major question is what should be done to motivate teachers to work hard and enhance their professionalism. It is important for teachers to know that democracy comes with a huge responsibility for them. Society expects the teachers to improve their performance, dedication and professionalism in the execution of their duties. On the other hand, the other role-players, such as the Department of Education, principals and unions, also have an important task to ensure that the school climate is conducive to teaching and learning, and also that teacher motivation and professionalism is enhanced so as to improve the COLT in schools.

Chapter Two will discuss the role of teachers in the improvement of COLT, and their behaviour and attitudes towards the new dispensation. The three major concepts of this study, namely COLT, motivation and professionalism, will also be discussed in detail in the next chapter.