

CHAPTER 2

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

2.1 INTRODUCTION

South Africa's education system before 1994 was heavily influenced by the politics of the time, especially the passing of the Bantu Education Act of 1953. The political changes that came about with the implementation of the Act influenced the trends that education took from 1953 onwards. Learners viewed schools as political battlefields, where they could hold meetings, plan strikes, protest marches, class boycotts and stay-ways (Brooks & Brickhill 1980: 20). Teachers also joined in the struggle; they organised and participated in class boycotts, protest marches and chalkdowns (Hartshorne 1991: 68). The intensity of the struggle in education led to a major 'explosion' in 1976, which was later to be called the 1976 Soweto uprising. On that day placards were distributed and shown to the educational authorities, the police, the community and the world at large through mass media. Slogans were chanted and freedom songs were sung. The most popular slogan was 'liberation first, education later' (Brooks & Brickhill 1980: 21). However, because of police intervention, the march turned into a massacre and the butchering of innocent people. At the end of the riots 575 people were killed, at least 3 907 injured and massive damage had been caused to state and private property (Behr 1988: 37).

In the meantime the education of the black child was in jeopardy. The learners developed an anti-academic attitude, whilst the teachers lost their professional ethos (Smith & Schalekamp 1997: 2). These teachers suffered from a debilitating loss of self-respect and motivation as a result of working within a system of which they disapproved (Kitchen 1988: 68). During this critical time, the teachers lost their culture of teaching and the learners lost their culture of learning. This implies that the teachers' attitude towards teaching became negative: their commitment, dedication, determination and willingness to teach deteriorated because of the instability and violence in schools, and the learners who were not prepared to be taught. For learners, slogans such as 'liberation first and education later' became a

reality as schools were closed, destroyed and burnt down. That was the beginning of the erosion of the culture of learning and teaching (COLT). The political situation during the apartheid regime made schooling difficult for black students whilst their black counterparts continued to learn, thus black schools ended up in a deep crisis.

In April 1994, South Africa witnessed the first democratic elections after decades of apartheid rule. As the Minister of Education, Kadar Asmal puts it in the preface for *Education in South Africa: Achievements since 1994*, “fear was replaced by hope, repression by democratic freedom, exclusion and division by the possibilities of inclusiveness and unity” (Department of Education 2001a: 3). As a result, a massive national project to take down the scaffolding of apartheid began in all sectors of society including education. There has been numerous changes in governance, legislation, curricula and funding. To sum it up, there has been a policy for everything from early childhood development to language in education to school finance to higher education, laws have been made, amended and re-made, discussion documents have been followed by Green papers that have been followed by White papers (Jansen 2001: ix). Some of the legislation and policies will be discussed in later in Chapter three.

This chapter will discuss the main components of the study which include the definitions of COLT, characteristics of a profession and professionalism, motivation and some motivational theories applicable to this study. The factors that have led to the loss of COLT and the teachers’ positive characteristics will also be discussed.

The next section will discuss South Africa's education system from 1980 until the time when the apartheid-influenced structures in education were repealed. The impact of apartheid on the education system, its inherited disparities and inequalities still has bearing on some of the problems experienced in the South African education system today. Thus the discussion of the history and the historical events before the 1994 democratic elections serves to highlight the root of some of the problems experienced today in education. Since teachers are the major focus on this study, this discussion will focus on the teachers' behaviour and attitude towards education before and after the 1994 democratic elections.

Learners' also form part of this section since without learners, the teachers' job will be non-existent.

2.2 SOUTH AFRICA'S EDUCATION SYSTEM FROM 1980 TO 1990

2.2.1 Introduction

The period of 1976 to 1980 was characterised by a series of disturbing events, which resulted in unrest in Black schools following the Soweto school riots in 1976. As a result, it became clear by the 1980s that an impasse had been reached in the education of the nonwhite groups in South Africa (Behr 1988: 36). Also, during this period it became clear that the existing constitutional structure and distribution of power would have to be reassessed, and alternative paradigms sought (Van Zyl 1991: 7). As a result, the government had to devise means that will help them to find the causes of, and where possible, solutions of the political unrest and upheavals in the country and most importantly, the instability in schools which was popularly described as "the education crisis". The government established the following commissions to look into the causes of the crisis:

- a) The Cillié Commission; and
- b) The De Lange Commission

Through these two commissions, the White Paper on the provision of Education in the Republic of South Africa (1983) was published, and also a new Constitution for the Republic of South Africa that was implemented in 1984 was promulgated. The next section will focus on the Cillié and De Lange commissions and the 1983 White Paper.

2.2.2 The Cillié Commission (1980)

After the 1976 riots, the government appointed Justice P M Cillié to investigate the causes of the unrest, and his report was tabled in Parliament on 20 February 1980 (Behr 1988:

37). The commission found that among the Black community, the people were dissatisfied with the following:

- the standard of education – the blacks felt that the type of education they received was inferior to that of their white counterparts
- the quality of teaching – the use of Afrikaans as medium of instruction dissatisfied both teachers and learners
- the poor state of school buildings and equipment (Behr 1988: 37).

Again, the commission found that the refusal of learners to attend classes was one of the most important elements that led to the countrywide disturbances. This had a negative effect on the teachers' morale and dedication to teach. This was because; according to Behr (1988: 36) "Verwoerd wanted the Black teacher to be an active agent in the process of the development of the Black community". Hence, if learners refused to go to school, there was no one to teach in schools, so the teachers became demotivated.

Several changes came about after the Cillie Commission gave its report. For instance, the Indians and Coloureds displayed sympathy for black learners and teachers for they (Indians and Coloureds) were treated better than blacks, but not like whites. Secondly, the attitude of whites became more accommodating towards the blacks than it was before the riots. Thirdly, the promulgation of the Education and Training Act of 1979, which took effect on 1 January 1980, initiated a new dispensation for black education (Behr 1988: 38). This Commission did not benefit teachers that much as it focused mainly on the learners. However, the De Lange Commission is the one that brought about many changes in the teaching field and the country as a whole.

2.2.3 The De Lange Commission (1981)

In June 1980, the Cabinet requested the Human Sciences Research Council (HSRC) to conduct an in-depth investigation into all facets of Education in the SA (HSRC 1981: i). Professor J P de Lange together with other 26 members drawn from various education

departments, the institutions for tertiary education, industry, the organised teaching profession and involving all population groups formed the De Lange Commission (Behr 1988: 38). The request to the HSRC read as follows: “Your Council, in co-operation with all interested parties, must conduct a scientific and co-ordinated investigation, and within 12 months make recommendations to the Cabinet on guiding principles for a feasible education in South Africa in order to:

- a) allow for the realisation of the inhabitants’ potential
- b) promote economic growth
- c) improve the quality of life of all the inhabitants of the country
- d) the organisation, control structure and financing of education
- e) machinery for consultation and decision-making in education
- f) an education infrastructure to provide for the manpower requirements of South Africa and the self-realisation of its inhabitants, and
- g) a programme for making education of the same quality available for all population groups. (HSRC 1981: i).

The investigation was conducted in the light of, among other things, the then educational situation, the population composition of South African society and the means that can be made available for education in the national economy. The investigation covered all levels of education, that is, pre-primary, primary, secondary and tertiary (HSRC 1981: i).

The HSRC investigation by this commission originated from the widespread conflict and controversy surrounding education in South Africa (SA) from the 1976 riots onwards. Van Zyl (1991: 6) gives the problems which gave rise to what was popularly described as “education crisis” in the SA:

- a) Unrest and upheavals triggered by political and ideological differences and expectations were apparent in black and coloured education
- b) A period of economic prosperity led to a creation of many job opportunities in commerce and industry resulting in many trained teachers leaving their profession

for more lucrative positions in other sectors and also a severe shortage of adequately trained manpower in many sectors of the economy

- c) The educational system consisted of various departments of education created for different groups of users, but without adequate channels of communication and a basis for comparison between the different education authorities
- d) There was also a need for communication channels between the providers of education and the users of education. Users of education that did not have access to educational management by means of direct representation were the most acutely affected by this lack of communication.

This implies that this investigation had a great impact on the education system then, and even now some of its recommendations are still being implemented, as it will be illustrated in the later stages of this section.

The De Lange commission suggested eleven principles to serve as guidelines and points of departure for its recommendations for the provision of education for all South Africans. The eleven principles are given below:

- Equal opportunities for education, including equal standards in education for every inhabitant, irrespective of race, colour, creed or sex, shall be the purposeful endeavour of the State
- Education shall afford positive recognition of what is common and diverse in the religious and cultural way of life and the languages of the inhabitants.
- Education shall give positive recognition to the freedom of choice of the individual, parents and organisations in society
- The provision of education shall be directed in an educationally responsible manner to meet the needs of individual as well as of those of the society and economic development, and shall inter alia, take into consideration the manpower needs of the country
- Education shall endeavor to achieve a positive relationship between the formal, non-formal and informal aspects of education in the school, society and family

- The provision of formal education shall be the responsibility of the State, provided that the individual, parents and organised society shall have a shared responsibility, choice and voice in this matter
- The private sector and the State shall have a shared responsibility for the provision of non-formal education
- Provision shall be made for the establishment of and State subsidisation of private education within the systems of providing education
- In the provision of education the processes of centralisation and decentralisation shall be reconciled organisationally and functionally
- The professional status of the teacher and the lecturer shall be recognised
- Effective provision of education shall be based on continuing research (HSRC 1981: ix).

A number of recommendations were suggested to the government by this Commission and most of them formed part of the government White Paper on Provision of Education in the Republic of South Africa of 1983 (Kallaway 1990: 33). The government also rejected some of those recommendations which threatened the Afrikaner identity and development. Kallaway (1990: 33) points out that “although there was a formal commitment by the state to education of equal quality for all, education was still provided within a 'separate but equal' framework which sought to protect the cultural heritage of all groups”. This implies that not all the recommendations proved useful to then government. Nevertheless, the government accepted some of the recommendations such as that:

- i) There should be equal opportunities for education, including equal standards in education, for every inhabitant, irrespective of race, colour, creed or sex. This is clearly reflected in the Republic of South Africa’s Constitution, no. 108 of 1996 – Chapter Two on the Bill of Rights Section 29 (1-4).
- ii) Education shall give positive recognition of what is common as well as what is diverse in the religious and cultural way of life and the languages of the inhabitants. During 1981 and onwards, the government did not do anything about

this recommendation. However, when the new constitution was enacted after the 1994 democratic elections, this recommendation was considered.

According to the Republic of South Africa's Constitution (1996), section 15 (1) "everyone has the right to freedom of religion". The Constitution (1996) also continues to state that all South Africans also have a right to use the language and participate in the cultural life of their choice (Section 30). This also goes together with section 29 (2) whereby "everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable". These sections in the Republic of South Africa's Constitution of 1996 tally with what the De Lange Commission proposed as early as 1981.

- iii) The provision of formal education shall be a responsibility of the State. In 1981, the main issue on the financing of education was that the norms for allocating funds to various population groups varied greatly – the amount of money spent on white children in white schools differed from that spent on black children and black schools (Behr 1988: 52). This situation changed in the new dispensation whereby all South African children's education is equally financed regardless of race.

Therefore, it can be concluded to a certain extent that the De Lange Commission's recommendations and suggestions provided a useful stepping-stone into the country's legislation related to education. However, it took 13 years to achieve this because the then government did not implement the recommendations of the De Lange Commission.

2.2.4 The Government White Paper (1983)

In November 1983, the Government published a White Paper on the Provision of Education in SA setting out its response to the De Lange Report. This White Paper was a comprehensive document in which every aspect and recommendations of the Report have

come under scrutiny (Behr 1988: 58). After the promulgation of this paper a number of changes occurred in the education system. For instance, the Department of Education and Culture (Administration: House of Assembly) was formed in place of the provincial councils. The HSRC report suggested the eleven principles which were given by the De Lange Commission for the provision of education, which were adopted in the White Paper on the Provision of Education in 1983.

The HSRC report recommended the following:

- a) eleven principles for the provision of education (discussed in section 2.2.3)
- b) the structuring of education management at the first level of government
- c) the structuring of education management at the second level of government
- d) the structuring of education management at the third level of government

(Department of Education 1983: ii-iv).

The White Paper on the Provision of Education in South Africa (1983) discussed the recommendations which were given by the De Lange Commission extensively, as well as the decisions taken by the government concerning each recommendation. These White Papers' recommendations included:

- a) legislative authority in respect of education
- b) executive authority in respect of education
- c) policy advisory structure in respect of education
- d) other statutory bodies concerned with education
- e) statutory provision for the organised teaching profession
- f) co-operative supporting educational services
- g) guidance, educational technology and school health services
- h) the training of teachers
- i) the role of the private sector in education and training provision of ground buildings and transportation

(Department of Education 1983: ii-iv).

The next section will discuss recommendations from the White Paper on the provision of education in the SA (1983) which are concerned with teachers because they are the main focus of this study.

a) Statutory provision for the organised teaching profession

The following recommendation was made:

“Broad national policy legislation on education should make provision for the organised teaching profession as represented by the recognised teachers’ associations, federations and unions, and a registering council with its various professional councils”

(Department of Education 1983: ii-iv).

In recognition of this recommendation, the South African Council for Education (SACE) was formed in 1984 and its responsibility was to organise the teaching profession and provide a register for teachers (Behr 1988: 59). Today, there is the South African Council of Educators (SACE) which was formed in 1996 to perform the same function and provide and monitor a code of conduct for teachers. The South African Certification Council (SACC) was established in 1986 to ensure that the standards and norms provided at schools and technical colleges in respect of formal education are of equal quality. Today, there are educational bodies responsible for this function. This implies that since 1983, the government and teachers themselves have tried to preserve the professional status of teaching, which in turn can help to motivate teachers and enhance their sense of worth and importance in society. This can also help them to be motivated and enjoy their work more.

b) The training of teachers

“No other single factor is as decisive in determining the quality of education in a country as the quality of teachers, lecturers and instructors” (Department of Education 1983: 41). This statement still holds even today because being trained and qualified in a certain field is what makes a person to be recognised and referred to as 'professionals'.

This recommendation discussed the following issues in as far as teacher training is concerned:

- recruitment and selection
- training
- continuing training (in-service, furthering of studies)
- conditions of employment and working conditions

These issues, which were discussed in 1983, appear in the Educators Employment Act, no.76 of 1998. This implies that teachers form an important part in the education system; hence their training and conditions of service are major components of the profession. This is because well-trained and qualified teachers who work in conducive conditions are very likely to enhance COLT by performing their duties efficiently.

Firstly, this discussion serves to highlight the fact that for a long time the apartheid government was very much aware of the dissatisfaction of the black population regarding the type of education provided for their children, which subsequently led to the deterioration of the culture of learning and teaching in black schools, which culminated into fully-fledged riots which took place in 1976. Secondly, since 1976, education reform efforts from the previous government began to be seen as Commissions such as the Cillie and the De Lange Commissions were formed in order to investigate “the causes of unrest in black schools”(Behr 1988: 37). That is why Kitchen (1988: 56) points out that “the magnitude and intensity of the violence, along with the international revulsion it spawned, convinced the government that the costs of maintaining the status quo were untenable”. This implied that change was inevitable in South Africa. The reconstruction and restructuring process in education was also enhanced by the political events which influenced the education terrain in South Africa from 1990 onwards. These events are discussed in the next section.

2.3 SOUTH AFRICA'S EDUCATION SITUATION FROM 1990 ONWARDS

2.3.1 Introduction

To go back in time, during the 1980s and 1990s calls were made by political leaders such as Mandela and Sisulu for pupils to return to schools, while their educational problems were being negotiated between community representatives and the authorities (Hartshorne 1990: 70). At the start of the 1990s, announcements of political changes by State President F W de Klerk launched a new phase in South African history. Milestones on the path to change were the unbanning of the African National Congress (ANC) and other political organisations in 1990, and the scrapping of “the cornerstones of apartheid”: the Land Act, Group Areas Act, Population Registration Act and Mixed Marriages Act (Christie 1992: 38). The Bantu Education Act of 1953 had long ceased to operate by the 1990s, for the government had abandoned most if not all of its provisions in an attempt to improve the situation. Makhanya (1997: 1) points out that education cannot be viewed separately from the socio-political system of a society. That is why changes could be viewed as a way forward, politically, but socially, educationally, religiously, culturally and otherwise.

In addition, Samuel (1992: 2) supports this view when he writes that in South Africa, through the operation of apartheid policy, education has functioned as a tool of political system. The calls and campaigns such as the “back to school” and the recent Culture of Learning, Teaching and Services (COLTS) campaigns have surfaced in order to redress the past. Samuel (1992: 3) felt that if the appropriate climate is not created after years of destruction and devastation, then it would not be possible to rebuild and create a new society. It is nearly 10 years after the 1990 political changes. Instead of improving in the recent years, the teaching and learning culture in many black schools has continued to deteriorate (Mashile & Mellet 1996; Smith & Schalekamp 1997 and Lethoko 1999).

There are countless factors and symptoms which indicate that there is still a long way to go before COLT can be restored. The culture of teaching and learning (COLT) involves

the Departments of Education (both national and provincial), the Heads of Department of Education, principals, teachers, learners and the wider community as stakeholders and role players in education. However, for the purposes of this study, the emphasis will be on teachers for the following reasons:

- a) Teachers are the people who are responsible for ensuring that education as a basic right for every South African is put into practice because they are the ones expected to do the actual teaching. Article 29 of the RSA Constitution, Act 108 of 1996 guarantees the right to basic education.
- b) Teachers are endowed with the responsibility to perform the act of teaching and ensure that learning occurs
- c) Teachers have gone to colleges, Technikons and universities to learn how to teach in their specific fields – they have majored in subjects they are supposed to teach and show expertise in them
- d) Teachers come into contact with learners everyday, since parents leave their children for the better part of the day with teachers (they act in ‘*loco parentis*’ – see Chapter One).

Therefore, when anything fails in the classroom and the school, that is, teaching and learning, discipline and order, sometimes teachers are the primary people to be blamed. This is even more so because according to Lethoko (1999: 35) teachers show signs of lack of motivation, lack of punctuality, discipline and self-discipline, they dodge classes or come to classes unprepared. On the whole, they lack motivation to teach and have poor professional ethos. The above discussion on the teachers’ and learners’ behaviour and attitudes paint the situation whereby the culture of learning and teaching has eroded in the schools. Therefore, the next section will discuss the culture of learning and teaching in more detail.

2.3.2 The Culture of Learning and Teaching (COLT)

Smith & Schalekamp (1997: 4) refer to COLT as the attitude that teachers have towards teaching, and the attitude that learners have towards learning. In as far as teachers are concerned, COLT means their commitment, willingness, preparedness and determination to teach or to perform other duties. For learners, COLT means their commitment, preparedness and determination to learn and to be taught (Lukhwareni 1995: 15). In addition, Chisholm & Vally (1996: 2) refer to COLT as "those school going habits and values which characterise both teachers and learners, these refer to regular school attendance, punctuality, discipline, willingness to learn and acceptance of authority on the side of learners". In as far as teachers are concerned, COLT means their professionalism and motivation to teach, which is depicted in their punctuality to school, regular class attendance, lesson preparation, being disciplined and a role model, ability to discipline learners and having a healthy relationship with the principal, learners, parents and the wider community.

On the other hand, the government's Reconstruction and Development Programme (RDP) has introduced a new dimension which is focused on rebuilding the material and social conditions necessary for schooling to take place (Chisholm & Vally 1996: 3). This implies that school buildings are being renovated, some schools are provided with the necessary facilities and infrastructure such as electricity, water, libraries and science laboratories. This is the "services" part of COLTS campaign which is later discussed in this chapter in detail.

The next section will discuss the situation in schools from 1990 onwards with regards to teachers and learners and their behaviour and attitudes towards teaching and learning. Learners form part of this discussion because it is through the learners' performance that

people can tell if teachers are doing their work. Again, the type of behaviour and attitudes that learners have towards their studies and schooling as a whole can influence the behaviour of teachers and the way they perform their duties.

2.3.2.1 Characteristics of learners affecting COLT

Before the 1994 elections

The events and the effects of the Soweto uprisings have already been discussed in section 2.1 of this chapter. Nonetheless, the learners' behaviour after 1976 worsened and this led to crisis in black education. Starting from 1990, the precedented violence threatened the prospects of successful negotiations (Christie 1992: 38). There were class boycotts, stay-aways, strikes and protest marches, unsustainable school attendance, dropping out due to pregnancy, drug abuse and gang formation, breaking and burning of schools, and high failure rates before the 1994 democratic elections. This situation affected the teachers, for they were not able to teach as expected. The schools were burnt down and equipment destroyed, and the learners were protesting in the streets. Thus, even for those teachers who would have wanted to work, it was impossible to do so. As a result, they lost interest and morale. This attitude affected COLT in schools and the teachers' professional ethos as teachers.

Post elections - learner attitudes and behaviour

Since the 1994 elections, which most people thought would free the country educationally and otherwise, not much has changed in as far as teachers' and learners' attitudes towards schooling is concerned. According to Chisholm & Vally (1996: 5) there has been much emphasis in South Africa on the need to shift from a "culture of resistance" to a "culture of reconstruction and development". This is because the cause for resistance, which was apartheid and its related legislation, does not exist anymore. So, the question is what is it that makes teachers not to perform their duties effectively? What is it that makes learners refuse to learn, dodge classes, misbehave, commit crimes and use drugs?

From 1994 onwards, learners' behaviour in as far as education is concerned has been and still is characterised by:

- a) Lack of co-operation between pupils, teachers and parents
- b) Pupils who will not learn and study throughout the year, but will wait until very late in the year
- c) Irregular attendance, truancy and lesson dodging
- d) Lack of discipline
- e) Lack of commitment, motivation and their negative attitude towards school
- f) Use drugs and alcohol, and some of them are involved in criminal activities
- g) Thuggerism and hooliganism which is rife in some schools
- h) Student organisations and movements which politicise education
- i) Pupils who refuse to write tests during the course of the year

(Masitsa 1995: 13; Mashile & Mellet 1996: 223; Smith & Schalekamp 1997: 6 and Lethoko 1999: 25).

Mary Metcalfe (1997: 1) in her lecture at Lord Alexandra's Memorial pointed out that "while we must reconstruct entirely new administrations, systems, structures, the task is greater because what is required is the transformation of attitudes, of the way in which people relate to each other and their environment, and the way in which resources are deployed to achieve society's goal". This means that a lot of meaningful changes have been made in the administration, legislation, funding, schools professional control in education and many others. However, a lot of work still has to be done in as far as the attitudes of learners and teachers are concerned, their motivation, dedication and willingness to perform their duties effectively.

2.3.3 Characteristics of teachers affecting COLT

Mary Metcalfe (1997: 6) continues to assert that "what is the preparedness to move from passivity and victimhood to active agency: If teachers continue to blame their ills and problems on apartheid, it will be difficult for them to move on". This is because in the

post-apartheid era, the challenge to education is to nurture the acceptance of responsibility and liberation, which can lead to motivated and disciplined teachers.

Pre-election teacher behaviour and attitudes

Student boycotts and stay-aways were accompanied by teachers' "chalk-downs", strikes and protest marches. At the end of 1976 the black matriculation results were the worst ever, since 1962 with only a 34% pass rate (Christie 1992: 38). This was the result of the creeping deterioration of the learning environment and the collapse of teacher morale (Hartshorne 1990: 73). In an attempt to intervene, the government and the education authorities took measures which did not help that much. Stay-aways and boycotts continued particularly in Soweto and the Western Cape, teachers were suspended, transferred and declared redundant, bans were placed on parental meetings, many clashes took place between police, teachers and learners, and thousands of black teachers went on a national strike (Hartshorne 1990: 70).

A major question to be asked at this point, is to whom were these actions directed? This is because the political leaders were busy negotiating issues concerning the future of the country, and education, new structures were being proposed, there were increased budgets, better material conditions, a large measure of parity in teachers' salaries, the 'ten year plan' and new financing formulae (Hartshorne 1991: 67).

In 1993, in-depth interviews were conducted in Durban's KwaMashu Township, where the disintegration of learning is severe and conspicuous. Parents and learners gave the following comments regarding teachers:

- Teachers are bad role models as they are openly undisciplined and corrupt
- Teachers often have love affairs with schoolgirls, mix too freely with students to smoke, talk and drink alcohol with them, and use vulgar language
- Teacher absenteeism, abscondence during school hours and irregular class attendance
- Teachers do not encourage and inspire students as they are not committed to their work

- Some came to school unprepared for their lessons – they talk about non-academic subjects and crack jokes with students. Or they simply resort to textbook method of teaching and give notes
- Teachers are concerned with upgrading their own qualifications at the expense of students. One parent commented that 'no one can be a student and a teacher at the same time' (Nxumalo 1993: 56-57).

The situation in KwaMashu cannot be said to be typical of only that area. The same kind of problems were voiced by respondents in years later in a study conducted by the Gauteng Committee on the Culture of Learning and Teaching in 1996 in Vaal East Rand and Soweto Regions (Chisholm & Vally 1996), and also in a study by Lethoko (1999) in the Pretoria Area schools. Hence, in a way one could predict that this could be a countrywide response.

Therefore, one would really wonder if all this resistance and uncalled for actions from teachers, as adults, professionals and learner role models were worthwhile. However, one can believe that their attitudes, motivation and dedication needed a revisit and a thorough study.

Post election teachers' attitudes and behaviour

After the 1994 democratic elections, nothing much has changed in as far as teachers' attitude towards their work is concerned. In some schools teachers are divided amongst themselves along organisational, ethnic and personality lines – there are three or more staff-rooms for three district functions in one school (Chisholm & Vally 1996: 30). This implies that relationships in a school play a major role in the establishment of a positive COLT and learning climate. Lethoko (1999: 38) gives an example of a situation whereby teacher A refused to complete a questionnaire because teacher B received one before she could. Hence, one can only imagine what happens with teaching materials if teacher A gets hold of them before teacher B. Such a situation is less likely to contribute to a positive COLT.

In addition, teachers' low morale is another major contributing factor. Black teachers suffer from a demoralising inability to command respect in the classroom (Chisholm & Vally 1996: 31). The long tradition of black political activism has blinded teachers; they have grown used to being defiant and resistant. Their behaviour is characterised by the following:

- a) lack of professional work ethos in a large number of teachers and poor discipline
 - b) not fulfilling their role-model function as responsible adults
 - c) lack of authority and hesitancy to discipline learners (corporal punishment has been abolished)
 - d) some are not sufficiently qualified to teach their subjects
 - e) studying privately and paying little attention to the pupils
 - f) absenteeism
 - g) lack of motivation to teach
 - h) irresponsible and undisciplined teachers who engage in strikes, demonstrations, marches and "chalkdowns"
 - i) a professional approach to teaching that is replaced by a unionist approach
- (Masitsa 1995: 11; Smith & Schalekamp 1996: 10; Chisholm & Vally 1996: 30).

In some cases, minor problems posed by learners, parents and the school administration have become insurmountable, whilst in some schools the overwhelming impact of historical and contextual problems have simply become too much, and the conflict has turned self-destructively inwards (Chisholm & Vally 1996: 30). As a result, most teachers lose their professionalism and their motivation and morale has deteriorated. Teacher motivation and professionalism can be cornerstones in an attempt to ensure a positive teaching and learning climate.

The problem that this research investigates is: "How can teacher motivation and professionalism help them perform their duties effectively in order to ensure a positive culture of learning and teaching?" One can hypothesise that motivated teachers who act and behave like professionals are the ones who are much more likely to perform their

duties effectively and efficiently. This implies that a positive COLT in schools is more likely to depend on motivation and professional ethos of teachers, amongst other things, since teachers are primary agents of teaching inside and outside the classroom.

Therefore, the next section will deal with motivation as a necessary concept in the teaching field and also teacher professionalism. These two elements can help to create a positive culture of learning and teaching.

2.4 A PROFESSION AND THE CHARACTERISTICS OF A PROFESSION

A 'profession' refers to an occupation which is characterized by:

- a) A unique and essential service
- b) The importance of intellectual ability and knowledge of subject matter
- c) The right of self-determination for both the individual practitioner and the profession
- d) Emphasis on the services rendered rather than on the financial reward
- e) A comprehensive self-governing organisation for the profession
- f) A profession requires sustained in-service growth
- g) A clear, unambiguous code of conduct, adapted to the changing demands of made on the profession
- h) The professional authority of the practitioner of the profession and rendering of service (De Witt 1981: 8, Badenhorst 1987: 143, Ornstein & Levine 1989: 61, Mangla, 1992: 10 and Schreuder, Du Toit, Roesch and Shah 1993: 11).

Amongst all the above-mentioned characteristics of a profession, a 'service to others' ethos is relevant to this study. This implies that teachers as professionals, are charged by the state, parents, principals and learners with the responsibility to provide quality education for all learners, so that they will be able to reach their full potential and will be able to meaningfully contribute to and participate in society throughout their lives.

(Department of Education 1997d: 13). Hence it is crucial that teachers should honor this

obligation. The ex-Minister of Education, Sibusiso Bengu, refers to teaching as the 'mother of all professions'. This emphasises the responsibility endowed upon a person who performs the act of teaching. In addition, a professional person is cast in the role of a 'practical artist', that is someone who sizes up complicated situations, and who uses his/her insight, intuition and common sense in formulating good judgements, taking appropriate and defensible action in different situations (Burke 1996: 534). Hence, professionalism is about competence at ones' job. Lemmer and Badenhorst (1997: 7) assert that being professional means to have a vocation or calling to a field of work which does something with or for people, thus people in professions are expected to take a high level of responsibility, ethical behaviour and respect for moral standards and human rights is expected.

Furthermore, Joubert & Prinsloo (2001: 149) define a profession as a vocation or calling, especially one that involves some branch of advanced learning. For instance, to become a member of the teaching profession, the educator has to undergo special training which makes him or her an expert in a particular field. The authors continue to define a professional as a person who belongs to or is associated with a profession, who has or manifests the skill of professional competence, and who conducts himself or herself in a professional manner.

A lot of discussion and debate has taken place regarding the question of whether teaching is a profession or not in South Africa and internationally. The above characteristics of a profession are going to be discussed below, in an attempt to determine if teaching can be said to be a profession. In this section, a comparison of between South African teachers and teachers from countries such as Japan, China, United States, Kenya and Nigeria will be made. Although there could be differences between these countries and South Africa in various ways, this comparison serves to highlight what teachers are doing in order to enhance their professionalism and increase learner performance in their various countries.

2.4.1 A unique and essential service

Education is a fundamental right for all South Africans according to the South African Constitution (Section 29 [1]). Therefore, it is imperative that those charged with the responsibility of teaching should perform their tasks and duties effectively and with commitment. Ornstein and Levine (1989: 43) asserts that 'a sense of public service; a lifetime commitment to career' are important qualities of a profession because people in a profession are doing a unique and essential service for the people and the country. This is why it is important for the society and teachers to know that:

- teachers deal with a nation's most valuable possession - its youth,
- the nation's future level of development and culture depends on the calibre of the work done in schools (De Witt 1981: 8).

At the present moment research has proved that South African educators have lost their professional ethos, they do not realise the importance of the unique and essential service they are charged with (Smith & Schalekamp 1997: 4 and Lethoko 1999: 35). According to Joubert & Prinsloo (2001: 151) a professional person should put his/her clients' interest first, and that the individuals in society (that is learners in this case) who require the service have the right to expect effective professional service. That is why one of the aims of this research is to conscientise teachers about their important role in the enhancement of COLT and academic achievement of learners in schools which centers around the teachers' professionalism and motivation in the performance of their duties.

An example of teachers who know that as teachers and professionals, they are performing a unique and essential service for their country are Japanese teachers. The Japanese teachers believe that:

- educational achievements of children are a product not only of the characteristics of the children themselves, but also of their teachers,

- an important contribution to children's educational achievement lies in their teachers' professionalism, their dedication to the teaching and learning process, their enthusiasm, professional skills and conscientiousness in the thorough preparation of lessons and marking of homework (Lynn 1988: 94).

In a study comparing Japanese and American teachers, the following positive attributes and actions were observed (Lynn 1988: 95),

- Japanese teachers would quite frequently telephone parents in the evenings to discuss their children's progress, or they would call at the parent's houses. For South African teachers, parental co-operation is still minimal – it is a situation in which teachers feel that parents are intruders, whilst others abandon their responsibility and leave their children with teachers (Lethoko 1999: 133),
- The effectiveness of order and discipline maintained Japanese teachers compare the best to that of American and South African teachers. A typical Japanese teacher spends 10-20% of the time keeping order, compared to 40% of American teachers (Lynn 1988: 97),
- Japanese teachers consider homework more important than American teachers do. Homework is a way of linking the home with the school, it is where parents have to contribute and children are made aware that learning does not take place in the classroom only.

These are some of the characteristics which can help to judge if teachers are aware at all of the unique and essential service they have provide to the youth, society and the country at large. With the lost COLT especially in black schools in SA, some teachers are not aware of this important characteristic of a profession.

2.4.2 The importance of intellectual ability and knowledge of subject-matter for the practice of the profession

Teachers have to be intellectually resourceful and imaginative, and require a great deal of adaptability, flexibility, creativity and critical thinking (Department of Education 1997c:

11). This implies that teaching involves activities which are intellectual in nature, and the work performed by its members is basic to the preparation of all other professions. Therefore, this means that teachers need intensive training in order to prepare them for their job, which is why teaching qualifications are necessary before a person joins the teaching profession. The training and knowledge must be of a high quality. For instance, in Japan the official practice is that the numbers of years of schooling for teachers are used as an indicator of qualifications, they do not take subject preparation or the quality of that preparation into account (Hayhoe 1992: 185). This situation implies that the intellectual ability and knowledge of subject matter of Japanese teachers could be a problem which could hamper their teaching to a great extent since the number of years that a person spends studying may not necessarily mean that such a person is competent enough to do the job, but rather the knowledge of the subject matter. As a result, the education officials are worried about teachers who cannot cope with a class and do not comprehend the text they are teaching (Hayhoe 1992: 186).

In the South African context, teachers need to be qualified before they join the profession according to SACE's requirements which is the Required Education Qualification Value 13 (Department of Education 1999a: 2). But the qualifications are not the ones that do the teaching. It is the person who performs the act of teaching. A person may be qualified but lack the motivation to perform his duties – this could be what seems to be the problem with SA teachers. As Chisholm (1999: 7) points out that teacher motivation is a crucial factor influencing teacher productivity, learning outcomes and learner achievement. Hence, teacher motivation and professionalism may help to enhance learner performance.

2.4.3 The right of self-determination for both the individual practitioner and the profession

This characteristic has to do with the teacher's attitude towards his/her job. This is due to the fact that a teacher has a tremendous responsibility as a leader and identity figure, and he/she is inevitably the bearer and keeper of the society's highest cultural values (De Witt 1981: 11 and Lemmer & Badenhorst 1997: 8). Hence, the teacher's self-determination

and a positive attitude towards his/her work are what make him/her a professional. A commitment to work, and towards the client and an emphasis on service to be rendered is the crucial qualities that teachers need to possess (Mangla 1992: 14 and Graham 1999: 7).

Once again, Japanese teachers' self-determination and self-esteem provide them with a powerful incentive to work efficiently in order to maintain the public reputation of their profession and their schools (Lynn 1988: 99). South African teachers need a boost in as far as their self-determination is concerned. Some South African teachers interviewed during the school visits have argued that the issue of remuneration is what makes them lose interest in the profession, whilst others blame the quality of training or the quality of learners. However, one important reason for joining the profession is a love of the profession, coupled with the self-determination to make it despite all the odds. Hence, one can say that for some SA teachers, their reasons for joining the teaching profession were wrong. That could be the reason why the teachers are demotivated, lazy and unwilling to teach.

2.4.4 Emphasis on services rendered rather than on financial reward

This has been a bone of contention between the state as the employer and teachers through the ELRC for quite some time. High pay, it is commonly argued, attracts a good quality of recruit, provides an inducement to stay in the profession rather than to quit, and generates high morale (Lynn 1988: 106). The issue of how much teachers earn has really affected this profession adversely. This is indicated by:

- a) the numbers of teachers leaving the profession
- b) the number of teachers furthering their studies in order to get other jobs even if it is still within the education sector
- c) other people opt for other professions instead of teaching
- d) the fact that even for those who join teaching, they already come with a negative attitude and are demotivated from the start (Lembo 1971: 10, Reid 1980: 3, Monyooe 1998: 4).

Japanese and English teachers are poorly paid or at best average as compared with those in other economically advanced nations (Lynn 1988: 107). However, American teachers are relatively well paid though it sometimes depends on the state (Ornstein & Levine 1989: 13). For third world countries such as Kenya and Nigeria, the issue of salaries is still a problem as is the case in South Africa (Dekker & Van Schalkwyk 1995: 378).

Reid (1980: 3) asserts that teachers make their full contribution to the economic development of the country, this contribution is best when associated with the optimum flowering of the spirit, and not to be measured in terms of how much a person earns. This is quite a controversial issue because amongst the reasons why teachers are demotivated and have lost their professional ethos is that they say that they are paid less than the value of the services they render (Lethoko 1999: 160). However, it is imperative that each and every person who chooses teaching should have other reasons for doing so, besides the question of remuneration.

2.4.5 A comprehensive self-governing organisation for the profession

Since a profession needs to protect its integrity, a professional controlling body created by statutory authority is absolutely essential (Bengu 1996: 7). That is why the South African Council for Educators (SACE) was established in 1994 as per Government Gazette Notice No. 16037 of 17 October 1994 (Department of Education Act 1998b: 2). In order to protect this profession's integrity, a code of conduct has been prepared by SACE, and the Educators Employment of Educators Act of 1998 makes provision for the procedure to be followed when a teacher shows signs of incapacity and when teachers are charged with misconduct. This is practised in order to add to the development and maintenance of ethical codes, to ensure that teachers render high quality service, and most significantly, to protect community interests with regard to the service concerned (Bondesio *et al* 1989: 146; Joubert & Prinsloo 2001: 151).

In some countries such as America, teacher organisations have been formed to look into teacher professionalism, for instance, the National Education Association (NEA) which

was formed in 1857, and the American Federation of Teachers (AFT) which was formed in 1916. They helped to improve the working conditions of teachers and their benefits, and also reading the journals, magazines or newsletters of these organisations keep the members abreast with the latest developments in the field (Ornstein & Levine 1989: 61). In Nigeria, the Nigerian Teachers Union is the oldest and most influential organisation with 300 000 members. This Union promotes the teachers' professional image and development, pay and other conditions of service (Dekker & Van Schalkwyk 1995: 439). In South Africa, teacher unions are more inclined, in varying degree, to labour rights than teacher professionalism. The following teacher organisations and unions represent teachers in negotiations with the ELRC, the National Professional Teachers Organisation of South Africa (NAPTOSA), South African Democratic Teachers Union (SADTU) and the South African Teachers Union (SATU)). These organisations and unions will be discussed in Chapter 3 together with their contribution to the professional status of teachers.

2.4.6 A profession requires sustained in-service growth

A professional has a special responsibility to always remain a student for the sake of general professional growth and efficient service to the public (De Witt 1981: 15). This implies that teachers need to participate in courses that upgrade their standards and improve the quality of life in the educational arena. Unfortunately, there are those in the teaching profession of whom it can justifiably be said that they do not have 30 years experience, but one year of experience repeated 30 times (Schreuder, Du Toit, Roesch and Shah 1993: 11). In addition, Joubert & Prinsloo (2001: 150) agree that the correct approach to enhancing the image of the teaching profession lies in requiring educators to acquire improved in-service training and even higher qualifications. In-service growth can be maintained through the following activities:

- educational trips
- participation in the activities of teachers' associations
- attending monthly meetings of professional societies

- reading the latest educational literature
- experimenting with advanced teaching methods in the classroom (Schreuder, Du Toit, Roesch and Shah 1993:11).

However, principals, learners and parents have shown serious concern about teachers who further their studies at the expense of their jobs and the education of learners (Masitsa 1995: 9; Nxumalo 1993: 57). According to MacGregor (1998: 51) some teachers who try to improve their qualifications emerge with qualifications which are no better than they were before because in some instances the courses are outdated, irrelevant to the subjects that teachers teach and exceptionally poor. This issue needs to be researched on its own, but it is one of those factors which affect the teacher's professionalism and performance of their duties as expected.

2.4.7 A clear, unambiguous code of conduct, adapted to changing demands made on the profession

Bengu (1996: 7) said on the occasion of the founding meeting of SACE which produced the code of conduct for teachers, 'the mother of all professions will become truly professionalised, and will then be able to determine professional standards for its own members'. According to the South African Council of Educators Act no.31 of 2000 (2000: 16) any person who joins the teaching profession should register with SACE prior to being appointed as an educator. According to Joubert & Prinsloo (2001: 152), a deadline was set for the registration of those teachers who were already in the teaching profession long before the establishment of SACE. Hence the expectation is that all educators in this country are registered with SACE. Then SACE's Code of conduct applies to all educators countrywide and it binds all the educators. The preamble of this code of conduct states that the educators who are registered with SACE:

- acknowledge the noble calling of their profession to educate and train the learners of our country
- acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country

- acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa
- commit themselves therefore to do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code, and
- act in a proper and becoming way such that their behaviour does not bring the teaching profession into dispute (South African Council of Educators - Code of Conduct 2000: Section 2).

The contents of this code of conduct focus on the educator and his relationship with the learner, the parent, the community, his colleagues, his profession, his employer and SACE (South African Council of Educators - Code of Conduct 2000: Section 3). In addition, a code of conduct has to be clear and easy to understand. Also, it has to be applied without fear or favour, because the reputation of a profession as a whole is protected by an effective code of conduct (Bondesio *et al* 1989: 146). It is important to mention that the South African Teachers' Council for whites prepared the first code of conduct for teachers in this country, which was criticised by Bengu (1996: 7). He said that professionalisation within apartheid ideology meant different things for different educators according to their race. When applied to white teachers, it meant the recognition of the status occupied by teachers in society. On the other hand, when applied to blacks it meant keeping them in check, and was evoked whenever they made attempts to express their rejection of the education system they were supposed to serve. That was before democracy was born in South Africa.

The establishment of SACE brought about a new code of conduct for all teachers irrespective of race, colour, creed or religion. This code of conduct is available for all schools countrywide and binds all teachers alike. In America, the National Education Association (NEA) performed a duty that is done by SACE in South Africa (Ornstein & Levine 1989: 61).