

CHAPTER 5

FINDINGS, ANALYSIS AND INTERPRETATION OF THE EMPIRICAL DATA

5.1 INTRODUCTION

In chapters One and Two, a detailed discussion of the empirical methods used in this study has been done. The methods used include questionnaires, which were mailed to the Northern Province. For Gauteng Province, some questionnaires were mailed to distant schools, whilst some were also personally delivered to those schools which the researcher was able to reach. Structured interviews, which were specifically meant for teacher union officials and observations, were also conducted in the schools, which were visited during data collection. The next section will discuss the aims and objectives of the empirical research, findings, analysis and interpretation of the results collected through interviews, questionnaires and observation.

5.2 AIMS AND OBJECTIVES

Since the early 1980s, the concept of the Culture of Learning and Teaching (COLT) gained prominence as learners showed a collapse in their motivation to learn and to be taught. On the other hand the teachers have lost their professional ethos, they are not motivated to teach, and so there has been a loss of the culture of learning and teaching. Since 1994, COLT has been a major concern of the national Department of Education, which culminated in the launching of the Culture of Learning, Teaching and Services (COLTS) campaign in 1997. This empirical investigation seeks to establish if this campaign has had a positive influence on COLT and specifically on the role of teachers in restoring COLT.

Some of the questions that this empirical investigation sought to answer are:

- What motivated the teachers and the principals to choose the teaching profession?
- Are the teachers aware of the role that they have to play in order to enhance the learners' academic achievement and COLT?

- Why have teachers lost their professionalism and motivation to teach?
- What is the contribution of the teacher unions in the professionalism and motivation of teachers to perform their work?
- Is the Department of Education playing the part it is supposed to play, e.g. timely delivery of books and stationery, overseeing the proper functioning of SACE and its code of conduct, elimination of teachers' strikes and other industrial actions and proper training of school principals and others?

5.3 ANALYSIS AND INTERPRETATION OF THE INTERVIEW SCHEDULE RESPONSES

5.3.1 Introduction

Three officials of three teacher unions were interviewed in this study. These union officials were interviewed in an attempt to determine the role that unions play in the professionalisation and motivation of teachers, and also in the enhancement of COLT in schools.

Unions are important stakeholders in the teaching profession because they protect the interests of teachers and also bargain and negotiate on behalf of teachers in the ELRC. Hence, their contribution to this research is of great importance.

The analysis and interpretation of the interview results will be discussed regarding the three unions, and major differences and similarities in opinion amongst the three unions will be highlighted in each section.

5.3.2 Membership for SATU, SADTU AND NAPTOSA

SATU is predominantly a white teachers' union dominated by an Afrikaans speaking membership, who teach mostly in the former white schools, coloured and Indian schools. Blacks dominate SADTU's membership and it draws most of its members from township schools, whilst NAPTOSA is a national federation comprising of nine teachers'

organisations who all have no racial boundaries. NAPTOSA as its name suggests puts a lot of emphasis on a high level of teacher professionalism. This is why its motto or slogan goes as follows: “Teach with dignity”. SATU also puts a lot of emphasis on teachers' professionalism, that is why its policies do not support the involvement of teachers in industrial actions which wastes the learners time, and tarnishes the image of the teaching profession. SADTU, on the other hand, is notorious for its militancy.

Table 5.1 shows the composition of the three unions interviewed along racial lines.

Table 5.1: Composition of SADTU, SATU and NAPTOSA

Name of Union	Membership in %			
	Black	White	Coloured	Indian
SATU	7	90	2	1
SADTU	75	4	6	15
NAPTOSA	75	20	2	3

The issue of the composition of each union is significant because the majority of membership influences the policies, ideologies and beliefs of the union to a certain extent. For instance, SATU confirmed that 99% of its membership is composed of teachers who have teaching qualifications because the previous model C schools were predominantly white and did not employ unqualified teachers.

5.3.3 Unions' aims and objectives

Each of the three unions has constructive aims and objectives, which are meant for the benefit of each union's members and the entire teaching profession. However, it is interesting to look at the way that these aims and objectives are presented by individual unions. For SATU and NAPTOSA they are put in point form, whilst for SADTU their statement of aims looks and reads like a political statement. In fact, its aims and objectives

have very little to do with the enhancement of the teaching profession, there is more politics in it. The aims and objectives are given below:

a) SATU's principles and objectives

- a high level of professionalism must be strived for
- the improvements of all aspects relating to the work life of the educator sector must receive the highest priority
- education is most efficiently provided when offered in the mother tongue of the teacher and the learner (i.e. Afrikaans)
- promote education that is based on Biblical values and on a non-discriminating system
- note the educational needs of pupils and strive for the improvement of these, and ensure that the interests of learners are not adversely affected by the actions of teachers
- assist in the professional growth of the union's members through seminars, conferences, congresses and debates

(SATU's documents 1999: 2).

b) SADTU's aims and objectives

“We teachers of South Africa, having committed ourselves to the transformation of education and dedicated ourselves to the development of an education system which is fully accessible, equal and qualitative, free of apartheid legacy and which is the just expression of the will of the people –as enshrined in the constitution of the country”

(SADTU's documents 1999: 9).

c) NAPTOSA' objectives

- maintain and promote respect for the teaching profession and the prestige of teachers
- a non-discriminatory system of education
- professional responsibility of educators
- effective service to member organisations

- involvement in education policy making, planning, establishment of a registration system for educators and the establishment of a professional code of conduct for educators
- promotion of co-operation with parents and community, and professional development
- an equitable system of education with effective compulsory education
- gender parity and the elimination of backlogs
- serving the interests of the child

(NAPTOSA's documents 1999: 2).

5.3.4 Unions' policies

On the issue of policies that the three unions have formulated policies with regards to teachers' safety and protection against violence, benefits such as pension, housing, salaries and the workload resolution. All the unions confirmed that they had policies which look into such conditions. SADTU added that it also has a funeral insurance cover for all its members, which pays R2000, 00 on the death of its members.

5.3.5 Are teachers professionals?

The question of whether teachers are professionals was answered positively by all unions – NAPTOSA and SATU insisted that their existence is dedicated to the professionalisation of teaching. During the interviews, all the union officials cited the formation of SACE and its Code of Conduct as a body which looks into teaching as a profession. Once again, SATU put its emphasis on qualifications because it believes that to a certain extent they contribute to the teacher's motivation, performance and professionalism. Besides SACE's code of conduct, each union official affirmed that each union has its own code of conduct, which is in line with that of SACE. SATU pointed out that its members are not strike-oriented, but prefer negotiations and mediation because their teachers are learner-centred, which means that the success of the learner is crucial to its members. Hence the excellent performance of all previous model C schools which employ SATU members.

5.3.6 Characteristics of a professional teacher

Once again SATU stressed the issue of qualifications and on going studies such as in-service for teachers. The interviewer posed a question that teachers complain that even if they study up to Masters or even Doctoral degrees, the Department does not recognize their effort by increasing their salaries. For instance, SATU replied that teachers need to be dedicated, motivated and accept their responsibility before looking into their pockets. This is a different perception from that of SADTU, which argues that people should be paid according to their credentials.

5.3.7 Teacher motivation

All the unions agreed that they do organise seminars/conferences, school visits and competitions aimed at motivating teachers. SATU also organises workshops for the training of principals once a year on issues such as Outcomes Based Education (OBE), labour relations and others. SADTU also organises teacher forums and community involvement through which teachers are motivated. NAPTOSA is also preparing a workshop for matric teachers especially in N1, N2 and N3 districts whose matric results were dismal. Thus, there is an effort to motivate teachers. The “Miracles in education” component of the COLTS campaign also gives prizes to teachers annually for those who have performed well. All the unions also support this project. The unions listed the following as aspects which can motivate teachers:

- a) satisfactory working conditions e.g. safety, facilities
- b) career pathing, that is, promotions are needed in the teaching profession
- c) acknowledgement from the employer and the community – those teachers who are dedicated and work hard need to be praised and motivated
- d) satisfactory salaries.

On the other hand, the following can demotivate teachers:

- a) a heavy workload which is worsened by unbalanced teacher-pupil ratios and overcrowded classrooms
- b) service delivery – teachers need guidance in their work e.g. in-service training.
- c) Curriculum 2005 is a stressing factor at the moment – teachers need proper training on this issue
- d) a lapse in both teacher and learner discipline
- e) poor salaries
- f) rationalisation and redeployment process.

5.3.8 What can the unions do to improve COLTS and increase teacher motivation and professionalism?

SATU and NAPTOSA agreed strongly to all the statements listed in Section D of the interview schedule (appendix 2, page 4). However, SADTU showed a lot of inconsistency and mainly agreed or disagreed with the given statements. SATU added that teachers need support from principals, learners, parents and the entire community to motivate them to work together. SATU is also involved in an AIDS project by conscientising both teachers and learners about HIV and AIDS.

5.3.9 Acts, policies, resolutions and councils in the education system

Numerous acts, policies and resolutions have been made in an attempt to revive the education system and thereby enhance COLT in the schools. The ELRC was also formed as a bargaining council in which all the unions represent teachers. Since when policies and legislation are made unions are also consulted and form a part of such deliberations as stakeholders, this section is aimed at finding out each union's opinions regarding the legislation, policies and councils in the teaching profession. The unions have mixed feelings with regards to the aspects that are discussed below:

Table 5.2: Union's interpretation of acts/policies/councils in education

Act/policy/ council	UNION'S RESPONSE		
	SATU	SADTU	NAPTOSA
South African Schools Act	Learners and teachers benefit from it e.g. SGBs	It brought the education system together e.g. SGBs allow parents and learners to be part of the management	Teachers are also catered for in SASA e.g. their inclusion in SGBs
South African Council of Educators	Partially functioning teacher registration is satisfactory but not other functions	SACE will function fully with time – SACE must succeed	It's starting to function, but needs funds
Education Labour Relations Council	It functions satisfactorily despite different political inclinations of the unions	ELRC enhances the teaching profession	Unions negotiate about teachers working conditions in the ELRC
Rationalisation and redeployment process	Too many problems – provincial departments not able to handle it	A good idea that is badly implemented – white teachers refuse to go to black schools and <i>vice versa</i>	A good plan not properly administered. The third "R" for "Retrenchment" is missing
Workload resolution	It is not clear especially for model C teachers who already work 7 or more hours	It helps to define teachers' workload in terms of hours that a teacher should work	It goes together with teacher-pupil ratios i.e. in overcrowded classrooms, 7 hours can be too much for teachers
How does the workload resolution influence COLTS?	Teachers can be at school for 7 hours, but do nothing. Who re-inforces it?	When all teachers know their functions, work is done effectively and better	Positively for those who did not know how many hours to work

Despite the fact that all the unions were consulted and made a contribution in the formation of all the above-mentioned acts, policies and councils, these unions expressed various

concerns as is shown in the table 5.2. This could be due to the composition of the membership of a union. For instance, SATU was not impressed with the workload resolution because its members in model C schools have always worked 7 or more hours. But for SADTU, that is a giant step because most teachers in township schools can leave school at any time from 10:00 o'clock in the morning. The political inclination of each union can also be a contributing factor in the variety of responses given. SADTU, being a Congress of South African Trade Unions (COSATU) affiliate, is much more inclined to be happy with what the Department proposes because COSATU is aligned to the African National Congress (ANC), which is the ruling party.

5.3.10 Industrial action and teachers' professionalism

Industrial action includes strikes, chalk-downs, class-boycotts and sit-ins. To some people, these actions degrade teaching, which is supposed to be recognised as a profession, whilst for those who engage in strikes and other actions believe that there is an aim behind these actions – they are meant to persuade the employer to give in to the employees' demands. SATU and NAPTOSA have gone on strike only once. This is different with SADTU: it says, "the day our militancy stops, so will our existence".

This is a rather disturbing view of SADTU, because this is done at the expense of the learners' time and future. Strikes are mostly held when examinations are around the corner, and learners suffer most. To prove that strikes are not professionally approached, NAPTOSA said that no strikes are held during holidays and school vacations such as in December. In a way teachers enjoy absenting themselves from school, besides the fact that they have complaints to be met. The major issue, which leads teachers to strikes, is failure of salary negotiations amongst other demands. These degrade the teaching profession, especially because very few of these teachers never make up for the lost time, said SATU and NAPTOSA. SADTU has a different opinion from its counterparts; it says that strikes are a last resort to force the Department to give in to their demands. They say: "In a fight a man will always bring out his last weapon when all else fails".

5.3.11 Perceptions about unions

The issue of trade unionism has been clouded by a lot of controversy especially in their actions such as strikes which have been seen as wasting the learners' time, and the teachers' rights being upheld at the expense of the learners' right to receive education as stipulated by the South African Constitution (1996, section 29). As a result of this general feeling, the union officials were asked about the following general perceptions that the society has regarding teacher unions:

- Unions provide refuge for incompetent teachers
- Unions are established to protect teachers' interests and neglect learners' rights to education
- Unions with a majority of black membership are more active in industrial actions than those with white or coloured membership.

The three unions disagreed with the first two perceptions, and they all agreed with the last perception. SADTU reasoned that the history of blacks in South Africa has left them with a lot to complain about as compared to their white counterparts. However, NAPTOSA also disagreed with this perception because even though 75% of its members are blacks, it has only been involved in a strike once. So, its black membership is not as politically active as that of SADTU. SATU also disagreed with the first two perceptions saying that its members uphold the learners' rights, and view the union as an organisation which exists in order to bargain on their behalf with the employer, which is the Department of Education in this case. SATU also continued to state that its mandate does not support any type of action which has a potential of disrupting the teaching and learning process. These questions were meant to determine if the union officials are aware of the way that they are perceived by the society and sometimes the Department of Education.

5.4 CONCLUSION

The interviews with the unions were very successful, and it was encouraging to learn that even though they had different perceptions, they had the same goal, which is to enhance the

teaching profession, improve teachers' salaries and working conditions, and improve learners' performance. However, what differs is the approach that each of them uses in order to achieve what they want. For instance, SATU and NAPTOSA stated clearly that they are not in favour of strikes. SADTU on the other hand said that the day their militancy stops, so will their existence.

The aims, objectives and principles of each union have been quoted to support the fact that all these unions have good intentions, which can help to improve the situation in the schools and help to enhance COLT. Since this study is basically focused on teachers, one can say that unions can play an important part in teachers' motivation and professionalism, which could lead to the restoration and enhancement of COLT. That is why unions form part of this study.

The next section will look into the analysis and interpretation of the results from the questionnaires.

5.5 ANALYSIS AND INTERPRETATION OF QUESTIONNAIRE

5.5.1 Introduction

As it has been mentioned in Chapter Four, 202 principals and 384 teachers, from Gauteng and Northern Province completed this questionnaire (Appendix 3). The analysis will look at the responses, similarities and differences given by the principals and teachers. A comparison of the results from the two provinces will also be made in cases using the Chi-square test, which deals with the statistical importance and relationship of variables. This test will help to indicate statistical differences between the two provinces. The analysis will deal with the following: biographical data, the teachers' and principals' reasons for choosing the teaching profession, professional characteristics of teachers and principals, positive teacher/principal characteristics, characteristics of COLT, factors within and outside teachers' lives which can demotivate them, and the guidelines for improving the situation. The results of the observation conducted during the collection of data will also be included in this discussion. In this case the observation and informal interviews which were

conducted have been used to complement or contradict the information gathered by the questionnaire.

A comparison of the principals' and teachers' responses from the two provinces will be done, and then, the views of the two groups, that is teachers and principals, will be compared between the two provinces in which the research was conducted. If there are statistically significant differences between teachers and principals from both provinces, or between the provinces, they will be given attention and a thorough discussion.

5.5.1.1 Biographical details

Table 5.3: Present position of respondents according to province.

Province		Principals	Teachers	Total no. of respondents
Gauteng	No	101	197	298
	%	33,89	66,11	
Northern Province	No	101	187	288
	%	35,07	64,93	
Total	No	202	384	586
	%	34,47	65,53	

Table 5.3 shows the number and percentages of principals and teachers from the two provinces who participated in this study – that is, 34,47% of the respondents are principals and 65,53% are teachers.

5.5.1.2 Teaching experience

Table 5.4 Respondents' teaching experience

Number of years		Principals	Teachers	Total
1- 5 years	No	7	107	114
	%	3,48	27,86	19,48
6 – 10 years	No	14	161	175
	%	6,97	41,93	29,91
11 – 15 years	No	33	71	104
	%	16,42	18,49	17,78
16 – 20 years	No	75	28	103
	%	37,31	7,29	17,61
21 – 25 years	No	45	9	54
	%	22,39	2,34	9,23
26 – 30 years	No	24	7	31
	%	11,94	1,82	5,30
31 – 35 years	No	3	1	4
	%	1,49	0,26	0,68
Total		201	384	585

According to table 5.4 the range of 16-20 years experience for principals has the highest percentage which is 37,31%, and the range of 31-35 years has the lowest percentage which is 1,49%. However, more principals have the experience of between 11 years up to 25 years, that is 75,75%. This implies that such principals are more likely to have a reasonable number of years as teachers and as principals. Principals with 16 years experience or more is 72,78%, and these principals were part of the struggle for improved education especially in black schools. They have a good perception of the development and reasons for the loss of COLT. In contrast, the majority of the teachers have 10 years experience or less is 69,79%. This implies that they were not at all or only for a short time, part of the old education system and part of the struggle. Hence, one can say that 82,12% of the principals who responded have more than 10 years experience in the teaching profession, so their responses can be more reliable and informed than those who have less than 10 years experience.

For teachers, the range between 6-10 years has the highest percentage, which is 41,93% and the range between 31-35 years has the lowest percentage, which is 0,26%. This implies that few respondents (both principals and teachers) have more than 31 years of experience. In the case of teachers, unlike with principals, more teachers have experience which ranges between 1 year up to 15 years, that is 88,28%. Since the teachers who responded to the questionnaire were Level 1 teachers specifically, this implies that these teachers have spent between 1 to 15 years teaching in the classroom without other duties like Heads of Departments. Hence, their responses will be very useful to this study. Teachers with 1-5 years of experience can be described as inexperienced, and they did not experience the struggle in education as teachers, although they might have been part of the struggle as learners. This group may have different attitudes and perspectives on some of the issues in the questionnaire.

5.5.1.3 Qualifications

Table 5.5: Highest qualification of respondents

Qualification		Principals	Teachers	Total
1. Education diploma – two years or less	No %	1 0,50	29 7,55	30 5,12
2. Further diploma – more than two years	No %	8 3,96	125 32,55	133 22,70
3. Bachelor's degree (3-4 years)	No %	24 11,88	67 17,45	91 15,53
4. Bachelor's degree and diploma	No %	63 31,19	92 23,96	155 26,45
5. Honours degree	No %	86 42,57	54 14,06	140 23,89
6. Masters degree	No %	16 7,92	13 3,39	29 4,95
7. Doctoral degree	No %	2 0,99	0 0,00	2 0,34
8. Other qualifications	No %	2 0,99	4 1,04	6 1,02
Total		202	384	586

Table 5.5 shows the highest qualifications of both principals and teachers. For principals, the highest qualification obtained by most of them is an Honours degree. The lowest qualification for principals is an Education Diploma which takes two years or less – only one principal out of 202 has this qualification, that is 0,50%. This diploma is not enough for a principal. The second highest qualification is a Bachelor's degree and Education Diploma, 31, 19% of principals have these qualifications. The third highest is a Bachelor's degree – 11,88% of principals have this qualification which is the minimum that a principal in a secondary or high school can have according to the provincial regulations. It is also important to note that there are principals who have Masters degrees (7,92%) and Doctoral degrees (0,99%). Even though, statistically these principals may not make a difference in this research, it is important to note that people with such high qualifications have not left teaching to work in the Department of Education or somewhere else. One would like to conclude that such principals might have the necessary motivation and professionalism to remain in their respective schools.

The highest qualification for the majority of teachers is a Further Diploma – 32,55% of the teachers have this qualification which is suitable for Level 1 teachers. The second biggest group of respondents holds a Bachelor's degree and an Education diploma – which has been obtained by 23,96% of the teachers. 17,45% of teachers have a Bachelor's degree only and this is the third-highest qualification. The lowest qualification is an Education Diploma (which takes two years or less), 7,55% of the teachers have this qualification. This is a promising situation because it can be deduced that even though teachers who participated in the study are Level 1 teachers, very few of them (7,55%) have a two-year Education Diploma. On the other hand, there are teachers who have Honours (14,06%) and Masters (3,39%) degrees. It is once again a very encouraging situation to find teachers with Honours and Masters degrees teaching at Level 1. This could imply that such teachers are motivated to teach and could show positive signs of professionalism, which could improve COLT. However, since these teachers only make 17,45% of the entire population, their contribution might not be recognised statistically. One question, which could be asked, is whether such teachers could motivate others to perform well in their duties or to encourage others to maintain the highest standard of professionalism. Teachers with such qualifications (Honours, Masters, etcetera) if positively motivated and professionally

oriented can help to motivate others, be exemplary and help in the restoration and enhancement of COLT.

5.5.1.4 Principals' reasons for choosing the teaching profession

Table 5.6: Principals' reasons for choosing the teaching profession

	Reasons	Yes		No	Total number of respondents
		No			
1	A desire to perform a valuable service to society	No	177	12	189
		%	93,65%	6,35%	
2	A desire to impart knowledge	No	173	17	190
		%	91,05%	8,95%	
3	A love for children	No	160	29	189
		%	84,66%	15,34%	
4	Interest in and excitement about teaching	No	147	37	184
		%	79,89%	20,11%	
5	Teaching was easily accessible to blacks	No	106	77	183
		%	57,92%	42,08%	
6	Job security, pension benefits etc	No	91	90	181
		%	50,28%	49,72%	
7	Occupational prestige	No	47	129	176
		%	26,70%	73,30%	
8	A reasonable income	No	41	138	179
		%	22,91%	77,09%	
9	Short working days and long vacations	No	40	136	176
		%	22,73%	77,27%	
10	There was no other option, I had been denied entrance into other fields	No	36	143	179
		%	20,11%	79,89%	
11	Easy bursary	No	27	148	175
		%	15,43%	84,57%	
12	The ease of preparing for teaching compared to other professions	No	26	151	177
		%	14,69	85,31%	

a) Intrinsically motivated reasons

In this question the principals were only asked to answer with a “yes” or “no”. The reasons why a person chooses the teaching profession play a very significant part in this study, in a sense that it is important to determine whether they were intrinsically or extrinsically motivated to choose teaching. The reasons which lead a person to choose a certain profession may have a considerable influence on the way that a person performs his/her

duties, his/her dedication, motivation and professionalism. This question is asked in the light of Mwamwenda's (1995: 259) statement that intrinsic motivation is superior to extrinsic one. Thus, the first four questions in the questionnaire (Appendix 3 v6-v9) deal specifically with intrinsic motivation, and the rest (v10-v17) deal with extrinsic motivation.

Table 5.6 shows the principals' responses from both Gauteng and Northern Province. The analysis will start with the most popular reason to the least, that is, in hierarchical order. The total number of principals who responded is 202, and in all the cases not all of them responded to all the questions. The first four questions received the best response rate as compared to the rest. This is very promising because these questions deal with intrinsic motivation, which is the best form of motivation, needed to boost teachers' morale and professionalism, which will help to enhance COLT. The highest positive response for principals is "a desire to perform a valuable service to society" where 93,65% responded positively. Looking at the same statement, 96,67% of Gauteng principals answered "yes", as opposed to the 90,91% yes-response from the Northern Province.

The second best reason is "a desire to impart knowledge" (v7). 91,05% of the principals agreed with that if a person chooses teaching because he/she has a desire to impart knowledge, this is an intrinsically motivated reason. More Northern Province principals agreed with this statement compared to Gauteng principals: that is 92,08% in the Northern Province, and 89,89% in Gauteng. The third statement "a love for children" had 189 respondents, but fewer people agreed with it. Out of 189 principals, 84,66% agreed, and more principals in the Northern Province agreed with the statement as compared to Gauteng – 84,85% agreed in Northern Province, whilst 84,44% agreed in Gauteng. The fourth question in intrinsic motivators is "interest and excitement about teaching" – 79,89% of the principals agreed with the statement. In Gauteng 80,95% agree that if a person chose teaching because of his/her love of children, he/she is intrinsically motivated. In the Northern Province 79% of principals agreed with this statement.

In a way, the fact that these four reasons were the most favoured, one can conclude that a person who chooses teaching because of these four intrinsically motivated reasons, such a person is more likely to be motivated to perform well and professionally. In chapter Two,

amongst other characteristics of a profession, a professional has to feel that he/she is providing a unique and essential service. Professionals also put more emphasis on the services rendered than on the financial reward. So far the principals have proved that they agree with these intrinsically motivated characteristics as professionals. As a result, one is likely to expect them to be motivated, be professionals, capable managers and contribute to the motivation of both teachers and learners, which could lead to a positive COLT. There are no significant statistical differences between the responses of the principals in the two provinces.

b) Extrinsically motivated reasons

The statements from v10-v17 indicated a different trend from the first four – which is fewer principals have agreed with the given statements. The difference in percentages between the first four reasons is phenomenal, hence this could indicate the significance of intrinsically motivated reasons as opposed to extrinsically motivated ones. This is a positive indication in the sense that the principals do not agree that anyone should choose teaching because of these extrinsically motivated reasons, because extrinsic motivators do not last long – when an incentive or reward is gone, a person's motivation also disappears (Child 1986: 44).

The difference in the percentages between intrinsically motivated factors and extrinsically motivated factors is very large, and it may indicate the level of significance between them. According to Table 5.6, 57,92% of principals agree that for some people they chose teaching because it was one of the most accessible professions in the old apartheid era. However 42,08% disagreed with this statement. In a way one can conclude that the effect of apartheid and the politics of the day could have been a reason why some people chose teaching. 89,38% of principals have 11 years or more of teaching experience, so from the historical and political point of view, most of these principals might have joined the teaching profession during the apartheid era (that is before 1994). As a result, they can know that this is one of the reasons why some people chose the teaching profession. However, the percentage of those who disagreed (42,08%) is a sharp contrast of those who agreed (57.92%) and it is also important for educational and management reasons. Hence one can conclude that there is a difference between those who agreed and those who did not

– there is a substantial number of principals who might have chosen teaching for this reason. For Gauteng province 65,06% agreed, whereas in the Northern Province 52% agreed with the statement. This can imply that more of Gauteng province principals believe that some teachers and principals chose teaching because it was one of professions easily accessible to blacks as compared to Northern Province ones.

The next statement refers to “job-security” which includes benefits such as pension, housing, etc. The lack of job security and satisfactory benefits in teaching could be some of the factors, which might lead teachers to embark on a strike. This statement tallies with some of the principals’ comments regarding the implementation of the Rationalisation and Redeployment process – most principals feel that it is a sound policy but wrongly implemented especially because it affects both principals’ and teachers’ job security and motivation to continue to perform well in their duties. 50,28% of principals agreed that some people might choose teaching for job security and other benefits. This is a controversial issue today because of the rationalisation and redeployment process. That is why 67,16% of principals feel that this process is one of the most recent demotivating factors in the teaching profession (see Table 5.15 and 5.16). The other 49,72% disagreed with the fact that people might choose teaching for job security. In Gauteng, 59,76% agree with the statement, whilst in Northern Province 42,42% agree with this reason.

Every profession needs to boost the occupational prestige of its members, that is, when one chooses a career, one needs to feel proud of it. The teaching profession has lost the prestige it had in the old days – teachers today have lost both their morale and professional ethos (Smith & Schalekamp 1997:4). Only 26,70% of principals agree that some people can choose teaching for occupational prestige, whilst 73,30% disagree with the statement. In Gauteng 19,48% of principals agree with this reason as opposed to 80,52% who disagree. This could imply that in Gauteng there were other more prestigious occupations than teaching, that is why few of the principals believe that anyone could choose teaching for occupational prestige. In the Northern Province 32,32% agree with the statement may be because the Northern Province is rather rural hence teaching could still be a prestigious profession, or there could be fewer choices of careers. However, one can conclude that if principals in both provinces are not proud of the teaching profession themselves, it might

not be easy for them to motivate teachers or to be an example in as far as professionalism is concerned.

The issue of teachers' salaries has been a bone of contention for years in South Africa, and Badenhorst (ed) (1987: 144) asserts that remuneration reflected by a profession is an important part of its professionalism, and satisfactory remuneration increases occupational prestige. The results from the questionnaire contradict the situation today in which the issue of salaries is always the first complaint leveled to the government by the teacher unions. This can make one to question the truth in the responses or the validity of the question. 22,91% of principals agree that some people can choose teaching because of its reasonable income, whilst 77,09% say that for some people when they choose teaching the issue of money is not important. In Gauteng 16,25% agree, and 83,75% disagree with this reason, whereas in the Northern Province 28,28% agree with this statement. Statistically, principals in both provinces have the same feeling that people should not choose teaching for money.

Teaching is believed to have short working days, which is no longer the case today because of the workload resolution which has been introduced in order to bring teachers to the same level with other civil workers. The vacations are sometimes not that long because of the winter classes in some cases. Only 22,73% of principals who responded to this reason agreed that some people can choose teaching for its short working days and long vacations. In the Northern Province, 24,75% of principals who responded to this reason agreed that a person might choose teaching for its short working days and long vacations, whilst in Gauteng 20% agreed with this reason. For some people, teaching was their last resort because there were no other options. They could have been denied entry to some fields, due to financial constraints, no university exemption, politics or other reasons. 20,11% of principals agreed that this could be a reason why some people join the teaching profession. In Gauteng, 21,79% agree whereas in the Northern Province 18,81% agree with this statement.

The question of an easy bursary as an influence to choose teaching is not favoured by a lot of principals. 15,43% agreed with this reason. In Gauteng, 18,67% agree with the statement, as opposed to 13% in the Northern Province. The least chosen reason is the ease

of preparing for teaching as compared to other professions such as medicine – it could be the years spent in a tertiary institution, the level of concentration needed in some fields, the value of the profession to society or any other factors. 14,69% of principals agreed with this reason. In Gauteng, 16,88% of principals agree whilst in the Northern Province 13% agree with this statement.

Intrinsic motivators have been more favourable than extrinsic ones for principals in both provinces. There have not been statistically related differences of opinion between the two provinces, which could indicate that even though the two provinces are different in a number of ways, the feelings of principals across the board do not differ (see Table 5.7). This section of the questionnaire raised a list of comments from principals – one of them said that even though he chose teaching many years ago for those genuine reasons, if he were to be given a second chance, he would chose teaching for other reasons, not the ones he had earlier. Some principals said that given a second chance, they would not choose teaching. In a way one could sense their dissatisfaction which will be clearly shown in the section which will discuss the factors which have led to the loss of motivation for both teachers and principals. If one were to look at the positive reasons why the principals chose teaching and the present situation in the schools – the poor matric results, demotivated teachers and principals, lack of professional ethos especially in teachers – one would believe that the principals should have had these intrinsically motivated reasons when they joined the teaching profession.

The next table will depict the “yes” responses of the principals according to the two provinces in order to show that on the whole, there were few statistical differences between the two provinces.

Table 5.7: Principals' reasons for choosing the teaching profession in the Gauteng and Northern Provinces

	Reasons	Gauteng	Northern province	P-value	Level of significance
1	A desire to perform a valuable service to society	96,67%	90,91%	0,1050	NO
2	A desire to impart knowledge	89,89%	92,08%	0,5974	NO
3	A love for children	84,44%	84,85%	0,9386	NO
4	Interest in and excitement with teaching	80,95%	79%	0,7421	NO
5	Teaching was easily accessible to blacks compared to other professions	65,06%	52%	0,0748	NO
6	Job security, pension benefits, etc.	59,76%	42,42%	0,0203	YES
7	There was no other option-I had been denied access in other fields	21,79%	18,81%	0,6215	NO
8	Short working days and long vacations	20%	24,75%	0,4569	NO
9	Occupational prestige	19,48%	32,32%	0,0561	NO
10	Easy bursary	18,67%	13%	0,3044	NO
11	Ease of preparing for teaching compared with other professions	16,88%	13%	0,4694	NO
12	A reasonable income	16,25%	28,28%	0,0568	NO

Table 5.7 illustrates that there is a difference between the percentages of Gauteng principals and Northern Province principals in respect of the different factors, which is determined by the p-value of the two factors that are being compared. The p-value is the probability value, which is determined by the 5% or 0,05 level of significance (Neuman 1997: 206). If the p-value of two classes that are being compared is below the 0,05 level of significance that implies that there is a difference between the two classes that are being compared. If the p-value of the two classes that are being compared is more than the 0,05 level of significance that means that there is no difference between the two classes that are being compared. The

only factor where there is a statistically significant difference is for "job security, pension benefits, etc. There is a 17,34% difference between the two provinces, and the p-value is less than 0,05 (0,203). More Gauteng principals (59,76%) agree with the fact that some people are likely to choose teaching for job security and other benefits, as compared to Northern Province teachers. For the rest of the reasons there is no significant difference between the two classes of respondents. This could imply that despite the differences between the two provinces, the principals in both provinces do not differ significantly with regards to their believe that some people can choose teaching for this reason.

However, it is important to comment on the differences between intrinsically motivated reasons and extrinsically motivated reasons. Intrinsically motivated reasons scored the highest percentages ranging between 96,97% and 80,95% for Gauteng principals and from 90,91% to 79% for Northern Province principals. This is an encouraging situation because intrinsic motivation is superior to extrinsic motivation. Then there is a sharp decline from intrinsically motivated reasons to extrinsically motivated reasons- there is a 15,19% difference for Gauteng principals and a 27% difference for Northern Province principals. Although principals in both provinces give an impression that they choose teaching mostly for intrinsically motivated reasons, this is controversial because in real life situation people get a different picture. For example, the issue of salaries is the main complaint of teachers and principals alike, even though this reason only scored a mere 16,25% for Gauteng principals and 28,28% for Northern Province principals from Table 5.7.

Again the two reasons namely: "Teaching was easily accessible to blacks" and " job security, pension benefits, etc" form a group of their own, which falls somewhere in the middle of the continuum. In the past, teaching amongst other professions was easily accessible to blacks, hence 65,06% of Gauteng principals agree with this reason, as compared to 52% of Northern Province principals. Job security and other benefits is another reason in which 59,76% of Gauteng principals and 42,42% of Northern Province principals agree that people are likely to choose teaching for that reason. In addition, there is also the last and lowest batch of percentages, which range between 21,79% and 16,25% for Gauteng principals, and between 32,32% and 13% for Northern Province principals. Northern Province percentages are higher in this batch, even though there are no statistical

differences between the two provinces. However, it is worthwhile to comment that two of these reasons have raised a lot of controversy and instability in the teaching field. The issue of a reasonable income and occupational prestige are very crucial aspects in teaching today. A reasonable income leads to occupational prestige, and when people feel proud of their profession they will perform their duties effectively and help to motivate teachers. As a result COLT will be enhanced.

On the whole, there is no difference between the percentages of principals in the two provinces in terms of the reasons that people should have for choosing the teaching profession. The next section will discuss the teachers' reasons for choosing the teaching profession.

5.5.1.5 Teachers' reasons for choosing the teaching profession

Table 5.8: Teachers' reasons for choosing the teaching profession

	Reasons		TEACHERS		Total number of respondents
			Yes	No	
1	A desire to perform a valuable service to society	No %	347 96,12	14 3,88	361
2	A desire to impart knowledge	No %	349 94,07	22 5,93	371
3	A love for children	No %	325 89,78	37 10,22	362
4	Interest in and excitement about teaching	No %	287 83,19	58 16,81	345
5	Teaching was easily accessible to blacks as compared to other professions	No %	179 53,27	157 46,73	336
6	Job security, pension benefits etc.	No %	175 53,03	155 46,97	330
7	Occupational prestige	No %	96 30,48	219 69,52	315
8	Short working days and long vacations	No %	90 27,78	234 72,22	324
9	A reasonable income	No %	83 24,92	250 75,08	333
10	There was no other option- I had been denied entrance in other fields	No %	72 22,29	251 78,44	323
11	The ease of preparing for teaching compared with other professions	No %	69 21,56	286 88,82	320
12	Easy bursary	No %	36 11,18	286 88,82	322

a) Intrinsically motivated reasons

In this question, the teachers were only asked to answer "yes" or "no". The reasons that make people to choose the teaching profession are also divided into two sections as in the case of principals: there are intrinsically motivated reasons and extrinsically motivated reasons. According to table 5.8 the first favourable reason is "a reason to perform a valuable service to society". The same reason has been rated number one by principals also. 96,12% of teachers agree that people should choose teaching because they want to perform

a valuable service to society. In Gauteng 95,51% of the teachers agree with this reason, whereas in the Northern Province 96,70% also agree with this reason. The second best reason is “a desire to impart knowledge”. 94,07% of teachers agree that people should have a desire to impart knowledge. All of the teachers who participated in the study had qualifications, which range from an Education Diploma to a Masters degree (see Table 5.5). Thus, such teachers will be able to impart knowledge to the learners. In Gauteng 94,12% agree, whilst in the Northern Province 94,02% also agree with this reason. On the other hand, one can question the validity of the responses given by these teachers since very little has improved in their motivation to work longer hours, prepare better, be in class and teach and really deliver a service.

The third best reason is “a love for children”. For females, as one female teacher put it during the interviews, teaching is like helping children to grow into mature and responsible adults with a mother figure both at school and at home. 89,78% of teachers agree that the love for children should be a good reason why people chose to be teachers. In Gauteng 91,21% of teachers agree that this is a good reason for choosing teaching. And in the Northern Province 88,27% agree with this reason. The fourth reason is the teachers’ “interest in and excitement about teaching”, - 83,19% of teachers agree that people should choose teaching because it is interesting and exciting to them. In Gauteng, 88,55% of teachers agree, and 78,21% of teachers in the Northern Province agree with this reason that people should choose teaching because it is interesting.

Intrinsic motivation is the best type of motivation, in which people show interest, curiosity and eagerness to succeed, learn more in their fields and perform to the best of their capabilities. The type of teachers in this country lately leaves much to be questioned about their motivation and professionalism, even though they have such good reasons for choosing the teaching profession. In the next section, extrinsically motivated reasons will be discussed.

b) Extrinsically motivated reasons

The extrinsically motivated reason for teachers when choosing the teaching profession received fewer positive responses as compared to the intrinsic reasons. This is the same

situation with principals. The difference between the responses given by teachers in this section are much bigger than that for principals, it is a 30% difference for teachers and a 22% difference for principals between intrinsically motivated reasons and extrinsically motivated ones. Looking at the statistics, it can be said that teachers agree that people should be motivated for the correct reasons. The first statement in this category is “teaching was easily accessible to blacks compared to other professions”, - 53,27% of teachers agree with this statement, whilst 46,73% disagree. In Gauteng 51,92% agree, whereas in the Northern Province 54,44% agree with this reason. Job security, pension and other benefits is the second best – 53,03% agree with this reason. In Gauteng, more teachers (60,78%) agree with this reason as compared to the Northern Province, which has 46,33% teachers who agree with this reason. Occupational prestige is the third best reason in which, 30,48% of teachers agree that some chose teaching because of its occupational prestige. It is very crucial for people to feel proud of their profession, so that they can be motivated to perform well and maintain the highest standards of professionalism. In this case, it can be difficult to motivate teachers who do not feel proud of their profession from the very beginning. More teachers in the Northern Province believe that people should choose teaching for its occupational prestige, that is 35,47% as compared to 24,48% in Gauteng. The reason could be that in Gauteng there could be exposure to many other professions as compared to the Northern Province. The reason for this low occupational prestige for principals and teachers maybe that teaching does not have a high public and professional prestige. The public does not view teaching as a profession, and the new legislation has also degraded teachers to the level of workers.

Some teachers can choose teaching because there are short working days and long vacations. However, the short working days no longer exist because teachers like other civil workers have a fixed number of working hours (Seven-hour workload resolution). 27,78% agree that some teachers chose teaching for this reason. In Gauteng, 39,86% agree with this reason, whilst in the Northern Province 17,61% agree. The reason for this difference between the two provinces could be that in Gauteng life is more vibrant and more often than not teachers would leave school to do other things like shopping even before the school day has ended. For Northern Province (except in towns and townships) there are fewer attractions to teachers. The issue of salaries is always the first complaint that teachers have

(see Table 5.16), hence it is surprising to discover that only 24,92% of teachers who responded to the questionnaire agree that some people chose teaching because it offers a reasonable income. In Gauteng 25,17% agree and in the Northern Province 24,75% agree. Statistically, the same percentage of teachers (25%) in the two provinces agree that they chose teaching because it offers a reasonable income, which one doubts if this is a valid reason today.

For some teachers, teaching was their only option, they had nowhere else to go. 22,29% of teachers agree with this reason. In the Northern Province, 24,44% agree, whilst in Gauteng only 19,01%. In some cases, teachers chose teaching because of the ease of preparing for teaching – 21,56% agree with this reason. In Gauteng, 23,61% agree, whilst in the Northern Province 19,89% agree. The least chosen reason by teachers for choosing the teaching profession is that for some people it was easy to get a bursary for teaching. Only 11,18% agreed with this reason. In Gauteng, 13,29% agree whilst in the Northern Province only 9,50% agree. This implies that in both provinces there were no abundant bursaries to lure people in the teaching profession, and this is a positive aspect because people have to join a profession because they like it, not for any other extrinsically motivated reason.

To conclude, the reasons why principals and teachers chose the teaching profession can have a negative or a positive impact on their motivation, professionalism and contribution to COLT. So far, for both teachers and principals in the two provinces, the intrinsically motivated reasons received the highest and most satisfactory responses. Hence, one can conclude that this is a good way to start a career. On the other hand, some of those extrinsically motivated reasons have become serious demotivating factors in the teaching profession today as it will be indicated later in this chapter. There are two possibilities regarding the situation, firstly, people can choose teaching for the right reasons (intrinsic), but they did not realise the harsh reality of hard work, dedication and the level of professionalism required in this field. In the long run, the extrinsic motivators became more important as the teachers are faced with the unsatisfactory salaries, poorly motivated and performing learners, lack of facilities and resources in schools, the escalating crime rate in schools, and many other factors. For instance, the issue of a reasonable income, job security and occupational prestige are what teachers want today, and today some people would not

choose teaching for these reasons. This tallies with Maslow's (1970: 363)'s hierarchy of needs, in which a person has to satisfy the physical needs first which refer to food, water and shelter. Then the other high order needs such as a sense of belonging, building self-concept and self-esteem will come later. The next section will discuss the teachers' reasons for choosing the teaching profession in Gauteng and the Northern Province.

Table 5.9: Teachers' reasons for choosing the teaching profession in the Gauteng and Northern Provinces

	Reasons	Gauteng	Northern Province	P-value	Level of significance
1	A desire to perform a valuable service to society	95,51%	96,70%	0,5568	NO
2	A desire to impart knowledge	94,12%	94,02%	0,9688	NO
3	A love for children	91,21%	88,27%	0,3570	NO
4	Interest in and excitement about teaching	88,55%	78,21%	0,0103	YES
5	Job security, pension benefits, etc.	60,78%	46,33%	0,0087	YES
6	Teaching was easily accessible to blacks compared with other professions	51,92%	54,44%	0,6441	NO
7	Short working days and long vacations	39,86%	17,61%	0,0001	YES
8	A reasonable income	25,17%	24,73%	0,9263	NO
9	Occupational prestige	24,48%	35,47%	0,0349	YES
10	Ease of preparing for teaching compared with other professions	23,61%	19,89%	0,4202	NO
11	There was no other option-I had been denied entrance into other fields	19,01%	24,44%	0,2432	NO
12	Easy bursary	13,29%	9,50%	0,2836	NO

According to Table 5.9 there are four instances in which there are statistically significant differences in the responses of Gauteng teachers and Northern Province teachers. The first instance deals with the teachers' interest and excitement about teaching (p -value=0,0103) in which 88,55% of Gauteng teachers agree, as compared to 78,21% of Northern Province teachers. This implies that more Gauteng teachers believe that a person has to be interested in teaching when he/she chooses it. The teachers' performance does not show that much of interest and enthusiasm. The second instance deals with job security, pension benefits etc (p -value=0,0087), in which Gauteng teachers once again have a higher percentage (60,78%) than Northern Province teachers (46,33%). The third instance deals with the people's belief that in teaching there are short working days and long vacations (p -value=0,0001)- 39,86% of Gauteng teachers and 17,61% of Northern Province teachers agree with this reason. The last reason deals with occupational prestige (p -value=0,0349), in which 24,48% of Gauteng teachers and 35,47% agree with this reason. In the first three instances Gauteng teachers have higher percentages than their counterparts. As far as occupational prestige is concerned, more Northern Province teachers believe that people should choose teaching because it is a prestigious profession as compared to Gauteng teachers.

Once again as in the case of the principals, there is a sharp decline from intrinsically motivated reasons to extrinsically motivated ones. For Gauteng teachers there is a 27,77% difference between the intrinsic and extrinsic reasons for choosing the teaching profession, and a 31,88% difference for Northern Province teachers regarding the same issue. Amongst the extrinsically motivated reasons, there are two reasons namely: "job security, pension benefits, etc" and "teaching was easily accessible to blacks" which range around 50%. Then there is the last group of reasons which has the lowest percentages ranging between 39,86% to 13,26% for Gauteng teachers, and from 35,47% to 9,50% for Northern Province teachers. Some of the reasons, which are very important in the teachers' professional lives today, received very low percentages, and yet the same reasons continue to cause misunderstandings between the state as the employer and the teachers. For example, the issue of a reasonable income is an important one especially because it can lead to occupational prestige. If teachers feel that their profession is prestigious they are more likely to be motivated to perform well, thus enhancing COLT.

The next section will compare the teachers and principals responses regarding their reasons for choosing the teaching profession.

Table 5.10: Principals' and teachers response to the reasons for choosing the teaching profession

	Reasons	Teachers	Principals	P-value	Level of significance
1	A desire to perform a valuable service to society	96,12%	93,65%	0,1947	NO
2	A desire to impart knowledge	94,07%	91,05%	0,1836%	NO
3	A love for children	89,78%	84,66%	0,0787	NO
4	Interest and excitement about teaching	83,19%	79,89%	0,3467	NO
5	Teaching was easily accessible to blacks	53,27%	57,92%	0,3091	NO
6	Job security, pension benefits, etc	53,03%	50,28%	0,5512	NO
7	Occupational prestige	26,70%	30,48%	0,3777	NO
8	A reasonable income	24,92%	22,91%	0,6109	NO
9	Short working days and long vacations	22,73%	27,78%	0,2188	NO
10	There was no other option I had been denied entrance into other fields.	22,29%	20,11%	0,5692	NO
11	Ease of preparing for teaching compared to other professions	21,56%	14,69%	0,0620	NO
12	Easy bursary	11,18%	15,43%	0,1739	NO

In accordance with Table 5.10, there are no significant statistical differences between teachers' and principals' responses from the two provinces. This implies that these two classes of respondents have the same belief with regards to the reasons that people should have when they choose the teaching profession. The same pattern is observed in Tables 5.7

and 5.9. There is a remarkable difference of percentages between intrinsically motivated reasons and extrinsically motivated ones. There is a 29,92% difference between the lowest score for teachers and a highest score (21,97%) for principals. There are two extrinsically motivated reasons, which have a more or less 50% for both principals and teachers. The last group ranges between 26,70%- 11,18% for teachers and 30,48%- 14,69% for principals.

In conclusion, intrinsically motivated reasons seem to be more favoured than extrinsically motivated reasons by both teachers and principals from both provinces. There are two other extrinsically motivated reasons, which are more favoured also, and they have reasonably high percentages from the respondents. Then there is the last group, which has the lowest percentages. Table 5.10 shows that whatever differences there are between the responses of classes of respondents, they are not significantly different. There are only a few significant differences between the provinces.

5.5.1.8 Professional characteristics of teachers and principals

In this section, a Chi-square test has been used as a "test of significance for independence for tables containing nominal or ordinal variables" (Bailey, 1994: 392). This section of the questionnaire deals with professional and positive teacher characteristics that teachers must have in order to be recognised as professionals. The purpose of this section is to determine if the two classes of respondents, who are teachers and principals, agree that teachers should possess these characteristics which are being tested. Table 5.11 shows the teachers' and principals' responses with regard to these characteristics.

In order to determine if there is a statistical difference between teachers' and principals' responses in terms of their percentages, a hypothesis test has been conducted on the percentages. There are two hypotheses, namely: the null hypothesis or the hypothesis of no difference, in which there is no difference between the classes that are being tested. The alternative test, on the other hand, acknowledges that there is a difference between the two classes. The p-value, which represents probability, determines if there is a significant difference between the two classes of respondents. If the p-value is less than 0,05 (5%) level of significance, then there is a significant difference between the percentages of classes

being compared. If the p-value of the two classes is more than 0,05, then there is no difference between the percentages of the two classes.

The professional characteristics of teachers and principals can help to enhance the academic achievement of learners in a school, which in turn can assist to motivate teachers when the learners succeed and the pass rates increase. In such situation, teachers can be motivated to perform to the best of their ability, thus contributing and enhancing COLT in the schools. Table 5.10 indicates the agree responses of both teachers and principals with regards to these professional characteristics. At this question, the respondents were asked to indicate if they strongly agree, agree, disagree or strongly disagree with the statements. For the purposes of this research the focus will be on the strongly agree and agree answers. The “strongly agree” and “agree” responses have been merged to give the “agree-response”.

The discussion included those cases in which there is a significant difference between the responses of the classes of respondents.

Table 5.11: Principals and teachers response regarding professional characteristics

	Characteristics	Teachers %	Principals %	P-value	Level of significance
1	Satisfactory knowledge of subject taught	98,15	95,54	0,0673	NO
2	Up-to-standard qualification	96,03	94,55	0,4190	NO
3	Preparation of work to be taught	94,78	91,04	0,0822	NO
4	Vary teaching methods and aids	83,28	88,66	0,1178	NO
5	Teach to perform a valuable service to society	84,29	80,60	0,2586	NO
6	Co-operation between teachers, principals, parents and learners	66,32	56,93	0,0253	YES

The columns for “teachers” and “principals” indicate the perspectives of the two groups about the professional characteristics of teachers and principals. The first characteristic is that both teachers and principals should have a satisfactory knowledge of the subject they teach. For principals, 95,54% agree, whilst 98,15% of teachers agree that teachers should know the subjects they teach. The second factor is when people start teaching they should have an up to standard teaching qualification. The statistics in this study show that 94,55% of principals agree, whilst 96,03% of teachers agree. This statistics are not convincing because according to the Department of Education (1999a: 2) there are 10 595 (18,3%) teachers who are not qualified in the Northern Province, and 4 614 (10,1%) for Gauteng province. Therefore, it is amazing that such a high percentage of the respondents in this study have up-to-standard qualifications, which start from two years or less diplomas up to the doctoral level. The issue of qualifications is central in this study in the sense that can we say that a better qualified teacher or principal is likely to be more motivated than others. Are qualifications a motivating factor in teaching? Do qualifications make a person more professional? These questions were orally asked to a number of teachers and principals in the schools that the researcher visited.

One principal asserted that a qualification (in other words, a certificate) is a piece of paper which cannot do the work for a principal or teacher. So, it is up to each individual to put into practice what he/she has learnt, to be motivated and dedicated to work hard in order to enhance his/her professionalism and COLT. Another teacher commented that some teachers have personal pride because of their qualifications, especially post-graduate ones, but fail to enhance the academic achievement of the learners. On the other hand, some principals and teachers agreed that it depends on individuals – some people have made use of what they have learnt for the benefit of the learners and their colleagues. However, what is important is to acknowledge that since 1997, before a person joins the teaching profession he/she has to register with the South African Council of Educators, which controls the entry requirements and professional standards in education (Republic of South Africa 1998b: 26). Therefore, qualifications are important in the teaching profession to be able to register as a teacher but it seems that teachers are not able to convert their qualifications (theory) into

practice. They study to enhance themselves, not to improve COLT or to deliver a better service.

The third factor is the preparation of the work to be taught. 91,04% of principals agree, whilst 94,78% of teachers agree with this characteristic. The question is if teachers and principals fully prepare for their lessons, what goes wrong in the classroom? The matric results do not depict that much of preparation from their side, although learners also have a part to play. The fourth characteristic is the variation of the teaching methods and aids that a teacher/principal uses so as to improve the teaching and learning process. 83,66% of principals agree that teachers should vary their teaching methods, whereas 88,28% of teachers agree with this statement. In the interviews with some teachers, they felt that the introduction of Curriculum 2005 which is now called Curriculum of the 21st century has left them handicapped when it comes to teaching methods and aids to be used, especially in under-resourced schools. The fifth characteristic is that principals/teachers have to teach to perform a valuable service to society, not for money. 80,60% of principals agree, whereas 84,29% of teachers also agree that salaries are not important as long as they give the service to society. This is a contradiction to what the same respondents say in the section which discusses the extrinsic factors which demotivates teachers – 80,5% principals and 87,34% teachers complain about low salaries (Table 5.16). Therefore, it can be concluded that the respondents were confused in this question, or they were not sincere and honest.

The last characteristic is the co-operation between teachers, principals, parents and learners. The success of this partnership depends on the relationship between all the involved parties and the role that each one has to play. So far one would like to believe that principals, teachers and learner know their roles better. As for parents, their involvement and co-operation at school leaves much to be desired especially in black schools. Maduane (1997: 22) and Lethoko (1999: 144) agree that parent-teacher partnership in education is a knot, which unifies the home and the school. 56,93% of the principals agree with this characteristic, whilst 66,32% of teachers agree with this characteristic. This characteristic received the least percentage of positive response; hence a lot has to be done to improve the situation.

The professional characteristics investigated in this section show a positive trend except the one for co-operation between principals, teachers, parents and learners, which is not satisfactory. This study has been conducted in both Gauteng and the Northern Province. There are few significant differences between the respondents from the two provinces. This implies that the respondents from both provinces agree that teachers should possess these professional characteristics which can help to improve their professionalism and motivation to perform well, and also to assist in the restoration of COLT. Even though the respondents strongly agreed with the given characteristics, there is a contradiction in terms of the end-results of their work. The matric results do not show that much of an improvement with the Northern Province ranked as the lowest performing province in the entire country. As a result, one would like to question the level of truth in the responses given in this section.

The next section will deal with the positive characteristics of teachers and principals.

5.5.1.8 Positive characteristics of teachers and principals

Table 5.12 below shows the positive characteristics of teachers and principals.