

**Table 5.12: Principals and teachers response regarding positive characteristics of teachers and principals**

	Characteristics	Teachers	Principals	P-value	Level of significance
1	Role-model to learners	99,22	98,51	0,4174	NO
2	Role-model to society	98,93	98,02	0,3728	NO
3	Praise and reward learners	98,43	98,51	0,9364	NO
4	Warm and understanding	98,68	98	0,5313	NO
5	Give clear instructions to learners during class	97,12	94	0,0665	NO
6	Encourage and counsel learners	96,87	93,56	0,0604	NO
7	Atmosphere in class is relaxed	95	90,05	0,0233	YES
8	Motivated to teach	85,79	93	0,0103	YES

The positive characteristics of teachers and principals can be described as those personal traits of a teacher/principal, which can make the teaching-learning environment comfortable and conducive to teaching and learning. That is what makes these characteristics different from professional ones. This section of the questionnaire (Section B.2b) received the highest agree-responses from principals and teachers in both Gauteng and the Northern Province. This implies that all the respondents agree that teachers should possess the right qualities, which can help to motivate them, enhance their professionalism and COLT. 98,51% of principals and 99,22% of teachers agree with the first statement that teachers should be role models to learners. The second characteristic is being a role model to society – 98,02% of principals and 98,93% of teachers agree with the statement. The third characteristic is about praising and rewarding learners when they perform well. This is a positive characteristic, which can motivate learners to work hard because they know that they will be praised and rewarded. Principals and teachers in both provinces have more or less the same percentage regarding this characteristic – 98,51% for principals and 98,43%

for teachers. The fourth one is “I am warm, understanding, stimulating and imaginative” – 98% of principals agree with the statement, and 98,68% of teachers also agree.

The fifth characteristic is that teachers/principals should give clear instructions to learners so that they can follow the lesson well. It is very crucial for learners to know what is expected of them, so that they can understand what is being taught and participate fully. For principals, 94% of them agree, for teachers 97,12% of them agree. The sixth characteristic is that “I encourage and counsel learners who struggle with their school work”. A motivated teacher/principal is more likely to be able to motivate those learners who experience problems with their schoolwork. For principals, 93,56% of them agree, whilst 96,87% of teachers also agree. The seventh characteristic is that the atmosphere in class is relaxed ( $p\text{-value}=0,0233$ ). This is an environment which is conducive to learning, and it also encourages the learners to participate fully in class. 90,05% of principals agree, and 95% of teachers also agree with this characteristic. There is a statistically significant difference between the two classes, which implies that more teachers agree that they should possess this characteristic as compared to principals.

The last characteristic refers to the teachers’ and principals’ motivation to teach ( $p\text{-value}=0,0103$ ). This characteristic got the second lowest percentage for principals and the lowest for teachers. This implies that there are no statistical differences between the two classes of respondents, which means that their level of motivation is not the same. However, this implies that amongst all the other characteristics – the issue of being motivated to teach did not receive that much of applause. For principals, 93% agree, whereas 85,79% of teachers also agree. These positive characteristics of teachers and principals’ paint a bright picture of the personal traits of those charged with teaching in the schools. In such circumstances, learners can be motivated to learn, hence the pass rates especially at matric can increase which is a sign of a positive COLT.

To conclude, these professional and positive characteristics depict a different situation to the real situation in schools - matric results continue to deteriorate, teachers’ motivation and professionalism leaves much to be desired, and their contribution to the restore and enhance

COLT is minimal. There are no statistical differences between teachers and principals' responses, and also between the two provinces in terms of their p-values.

The next section will discuss positive characteristics of COLT, which will indicate the current situation regarding specifically the teachers in the school. This section (Section B3) is meant to assess if teachers show signs of being motivated and professionalism towards their work.

Characteristic	Province	Teacher	Principal	Response
Qualification to do job	70.83	70.83	70.83	YES
Work	70.83	70.83	70.83	YES
Qualification to do job	70.83	70.83	70.83	YES
Work	70.83	70.83	70.83	YES
Qualification to do job	70.83	70.83	70.83	YES
Work	70.83	70.83	70.83	YES

### 5.5.1.8 Characteristics of COLT

**Table 5.13: Teachers' and principals' responses regarding characteristics regarding COLT**

	Characteristics	Teachers %	Principals %	P-value	Level of significance
1	Marking done on given tests and assignments	96,61	88,61	0,0233	YES
2	Assessment of learners e.g. class tests, assignments	95,03	90,10	0,0460	YES
3	Set positive example for learners	91,05	85,65	0,0017	YES
4	Positive teacher-learner relationships	88,77	85,65	0,2733	NO
5	Healthy teacher-teacher relationships	88,06	82,32	0,0588	NO
6	Teachers' self-discipline	87,07	72,36	0,0001	YES
7	Ability to discipline learners	86,95	76,20	0,0009	YES
8	Ability to motivate learners	86,16	77,89	0,0111	YES
9	Overall motivation to teach	85,86	73,76	0,0003	YES
10	Dedication to do their work	85,83	70,65	0,0001	YES
11	Punctuality to school, class, etc	85,08	72,86	0,0004	YES
12	Regular attendance of classes by teachers	83,51	67,84	0,0001	YES
13	Good preparation of work to be taught	82,41	71,72	0,0028	YES
14	Collaboration with parents	75,26	71,78	0,3612	NO

In this question, the principals' responses reflect the real situation about teachers' activities, while in the previous two tables, the focus was on what characteristics teachers should have.

In the previous tables from Table 5.1 to 5.11, the analysis focused on the perceptions of teachers and principals on themselves, it was a kind of self-assessment. In this case, the analysis and interpretation of the findings is based on the principals' views/perceptions regarding teachers in their respective provinces, and also the teachers' self-assessment. To begin with, there is a noticeable difference of the range of percentages given by principals and teachers. That is, for principals, their responses range between 90,10% to 67,84%. For teachers, their responses range between 96,61 to 75,26%. This situation can imply a number of various perceptions from principals and teachers. For instance, a principal as a head of school can have a different perspective regarding the punctuality of teachers – in some cases when teachers feel that they are doing well, the principal is not satisfied. Hence, in a way for the two parties, because of their different positions, tend to differ more than agree with each other. In some cases, as it will be discussed, the differences may or may not have statistical relevance. As it can be seen from Table 5.13, the principals and teachers have different percentages with regards to the characteristics of COLT. According to the alternative hypothesis, the p-values of the two classes show that there is a significant difference between them, except in three cases. This could imply that their different positions might have an influence on their responses. Maybe teachers wanted to give a good impression of themselves, whilst principals could be depicting the real picture in the schools. There are only three characteristics in which teachers and principals do not have significant differences, that is:

- a) Positive teacher-learner relationships
- b) Healthy teacher-teacher relationships and
- c) Collaboration with parents.

For the two provinces, the percentages of the respondents do not display any significant differences; therefore the discussion will only focus on the differences between teachers and principals' perceptions.

The first characteristic is the marking of tests and assignments given to learners by teachers – 96,61% of teachers gave a positive response, whilst 88,61% of principals also agreed with this characteristic. Assessment is part and parcel of the teaching process, in order for the

teacher to measure how much has been learnt. This is one of the best and second-rated characteristics of teachers. 90,10% of principals agree, whilst 95,03% of teachers agree with this statement. The third characteristic of COLT is that teachers set a positive example to learners, which is they are role models. Only 85,65% of principals agree, whilst 91,05% of the teachers feel that they are exemplary to learners.

Relationships form a basis in which people can work together in a school, either harmoniously or dis-harmoniously depending on the situation in the school. The fourth characteristic looks into the positive teacher-learner relationships – 85,65% of principals agree, whilst 88,07% of teachers agree that they have a positive relationship with learners. A healthy relationship amongst teachers themselves also plays an important role in setting the tone in the school in which teachers help each other. This is the fifth characteristic, and 88,06% of teachers are satisfied with the teacher-teacher relationship, whereas 82,32% of principals agree with this characteristic. Both the teachers and principals agree that relationships in the school are very important, be it amongst teachers or between teachers and learners. That is why for these two characteristics the two classes do not have any significant differences in terms of their percentages. Teachers as adults and role models to learners also need to have self-discipline. This is the sixth characteristic, and 87,07% of teachers agree that they have self-discipline, in contrast with 72,36% of principals who agree with this characteristic.

Proper discipline of both teachers and learners can contribute to the creation of a conducive environment for successful teaching and learning to take place – when there is order, peace and harmony for COLT to be enhanced. The teachers' ability to discipline learners is the seventh characteristic – 76,20% of principals agree, whilst 86,95% of teachers agree that they are able to discipline learners although corporal punishment has been abolished. This is a controversial issue because the same teachers and principals in Section B3.4.2, question 7, agree that abolishment of corporal punishment, amongst other disciplinary measures has left teachers with nothing with which to discipline learners – 84,56% of principals and 79,69% of teachers (Table 5.16). The eighth statement deals with the teachers' ability to motivate learners inside or outside class. 77,89% of principals agree that teachers are able to motivate learners, whilst 86,16% of teachers agree with this characteristic.

The ninth characteristic which deals with the teachers' overall motivation to teach is asked for the second time in this study- this is to establish the validity of the responses given by the respondents (see Section B2 – b, 8). In the first question in Section B2.b 8, 85,79% of teachers confirmed that they are motivated to teach – this is the same response for the ninth characteristic in which 85,86% of teachers agree, as opposed to 73,76% of principals who agree that teachers are motivated to teach. The question is if teachers feel that they are motivated to teach where were the same teachers when the Minister of Education and Provincial Members of the Departments of Education came to the schools unannounced on the first day of school. Fuphe (2000: 1) asserted that “it was the case of the good, the bad and the ugly when the schools re-opened in Gauteng, Mpumalanga, Free State, Northern Province and North West”. The actual situation in the schools observed in the Pretoria area by the research does not confirm the responses given by the respondent – which is why an observation might be helpful as a supplementary research technique.

The teachers' dedication to do their work is the tenth characteristic of COLT which emanates from the teachers' positive attitude towards their work, and their willingness to explore, be creative and work co-operatively. 70,65% of principals agree, whilst 85,83% of teachers also agree that they are dedicated to do their work. Punctuality is one of the positive characteristics of COLT, in which teachers lead by example, if they come early to school and start teaching at the right time, this can help to instill in the learners a sense of responsibility. 72,86% of principals agree that teachers in their schools are punctual. On the other hand, 85,08% of teachers agree that they come to school on time and start classes at the right time.

The next characteristic that follows is that teachers have to attend classes regularly – 67,84% of principals agree, whilst 83,51% of teachers also agree that they attend classes regularly. It is necessary for teachers to prepare a lesson plan what they are going to teach so as to save time and teach the correct content during the lesson. Good preparation of the work to be taught is another characteristic in which 71,72% of principals agree that teachers prepare what they are going to teach in advance, whilst 82,41% of teachers also agree with the same characteristic. The last characteristic, which is the least chosen one by teachers, is

“collaboration with parents”. More often than not, parents relate better to principals as compared to teachers – maybe some teachers feel threatened when parents get involved in the education of their children, or sometimes parents also undermine teachers, especially educated parents. Illiterate parents, who are a major complaint in the Northern Province, cannot participate in school activities, and other school-related matters. 71,78% of principals agree, whilst 75,26% of teachers agree that they have collaboration with parents. This last factor correlates with the information in Table 5.11 where co-operation with parents is also the last factor. The principals' perspective indicates that teachers are not showing the positive characteristics reflected in Table 5.12. For example, teachers cannot be role models if they are not punctual or well prepared for their work. That may be a reason why there are no positive results in the schools in terms of learner performance.

In 1998, a study with more or less the same focus regarding the teachers' characteristics of COLT was conducted in the Pretoria area. In comparison, the results obtained in the 1998 study were not satisfactory as compared to the results obtained in 2000. These results (2000) tally with what one principal said during the school visits in the Pretoria Area. He commented that gradually teachers are beginning to understand that democracy and freedom implies that people have to be more responsible, more productive and participate fully in their respective roles in society. Even though there is an improvement in the teachers' motivation and professionalism, the same improvement needs to be seen in terms of end of year matric results, and also the image of education in the whole country. Table 5.14 shows the results obtained from the 1998 study done by Lethoko (1999).



**Table 5.14: Summarized table of principals, teachers and learners in respect of the characteristics of COLT**

Characteristic	Principals %	Teachers %	Learners %
Punctuality	76,59	63,88	40,88
Regular attendance of classes		64,65	37,25
Dedication to do their work	85,33	66,09	39,26
Relationships in the school	72	56,19	63
Co-operation with parents	90	61,67	46,89
Overall motivation	95,33	61,66	46,33
Discipline and self-discipline	88,67	59,86	34,34

The results for the characteristics in Table 5.14 show the differences of opinion between principals and teachers in the Pretoria area. This could be due to the fact that principals believe that teachers can do more than they are doing at the moment, whilst teachers believe that they are trying their level best. On a larger scale, a study which was bigger and covered two provinces (Gauteng and Northern province) another difference can be seen from the statistics given by teachers and principals in Gauteng and the principals and teachers in the Northern Province. Teachers and principals in Gauteng have higher percentages as compared to those in the Northern Province. It can be seen that teachers and principals responses differ in most cases, maybe because of their different positions and perceptions of the real situation in schools.

The next section will discuss the intrinsic and extrinsic factors, which can influence the teachers' loss of COLT.

#### **5.5.1.9 Reasons for teachers' loss of COLT**

This section of the study will deal with these factors which can have a negative influence on the teachers' and principals' motivation and professionalism. Even though intrinsically motivated reasons for both teachers and principals to chose teaching received the highest yes-response rate (see Table 5.8), the current situation regarding the teachers' motivation reflects a different situation altogether. There are those factors, which can demotivate

teachers intrinsically, or extrinsically, which can have a negative influence on their motivation, professionalism and enhancement of COLT. The Chi-square test and hypothesis testing has also been performed in this section in order to determine if there are any statistical differences between principals and teachers percentages and between the two provinces. In those cases in which there are differences, they will be discussed in the text.

**Table 5.15: Principals and teachers responses to factors within teachers related to a negative COLT.**

	Factors	Teachers %	Principals %	P-value	Level of significance
1	There is little praise or reward for the best teachers	80,94	84,58	0,2750	NO
2	Fear of redeployment and rationalization	70,94	67,17	0,3457	NO
3	Violence in schools and killing of teachers	70,41	65,35	0,2088	NO
4	Teachers do not feel that their work is fruitful	66,76	76,73	0,0121	YES
5	Lack of occupational prestige	61,80	63,37	0,7115	NO
6	Teachers do not feel motivated to teach	54,30	61,88	0,0786	NO
7	A feeling that teaching is a wrong choice	47,38	48,02	0,8833	NO
8	Poor subject knowledge	38,95	54,46	0,0003	YES

a) **Factors within teachers**

Principals feel very strongly about the factors that are discussed in this section as opposed to how teachers feel – this is reflected by the fact that the percentages of principals who agree with the given statements are higher than those of teachers. The first factor is that “there is little praise or reward even if a teacher performs well”. These rewards or praise can come from the principal, parents, community and the Department of Education. One of the COLTS projects, which are looking into this factor, is “miracles in education” which has

been in place since 1998. However, the fact that the teachers and principals complain that their efforts are not being recognised by anyone implies that the project has not reached all the schools in both Gauteng and the Northern Province. On the other hand, because those teachers and principals who do well are fewer in number, more is said about those thousands who do not do well. 84,58% of principals feel that nobody praises or rewards teachers whose learners do well, whilst 80,94% of teachers agree with this factor. The school governing body of each school can organise funds or any other reward in order to reward those teachers who produce the best results.

The second factor refers to the teachers' fear of being re-deployed, forced to resign or take an early package. This factor is one of the most worrying issues in the teaching profession, as during its implementation some teachers end up without jobs, whilst others end up working far from home, in environments they are not used to and with other difficulties. What makes the implementation of this policy a sad story, is that neither principals nor teachers are left with any choice of their own – they have to obey the orders from the Department of Education. 67,17% of principals agree that this is demotivating teachers, whilst 70,94% of teachers also agree with this factor.

The issue of violence in schools and killings of teachers is one of the factors which cause teachers to lose their morale. 65,35% of principals agree with this factor, whilst 70,41% of teachers also agree. There is a significant difference between teachers from the two provinces with regards to the issue of violence in schools. In Gauteng, 64,79% of teachers agree that violence is one of the factors that affect teachers negatively. In the Northern Province, 76,22% of teachers agree with this factor. This could imply that Northern Province schools could be in more danger than Gauteng schools. The fourth factor is that teachers do not feel that their work is fruitful because learners continue to fail their exams, drop out or repeat classes. Everyone wants to see the fruits of their toil and be proud and motivated to work harder. If a person does not get positive results after hard work, they get demotivated – that is the case with teachers. 76,73% of principals agree with this factor, whilst 66,76% of teachers also agree. In Gauteng, according to principals, this is the highest demotivating factor – 83,17% of them agree with this factor, compared to 70,92% of teachers. This implies that there is a significant difference between Gauteng respondents (p-

value=0,0121), in which more principals agree with this factor than teachers. In the Northern Province, 70,29% of principals agree, whilst 62,70% of teachers agree that the high failure rates are demotivating.

The fifth factor deals with the lack of occupational prestige in the teaching profession. 63,37% of principals agree that this could be a demotivating factor, whilst 61,80% of teachers also agree. There is a significant difference in this factor for Gauteng respondents (p-value=0,0255), that is 71,29% of principals agree as opposed to 64,58% of teachers. This means that more principals feel that teaching does not have any occupational prestige compared to other professions. The sixth factor is that teachers do not feel motivated to teach – 61,88% of principals and 54,31% of teachers agree that they are not motivated to teach. This is a contradiction to what was found out earlier on in Table 5.12, in which 93% of principals and 85,79% of teachers asserted that they are motivated to teach. The question could be what went wrong then? A major reason could be that in Table 5.12 the respondents were grading themselves, so they gave a positive impression of themselves, whilst in this section they are asked to give reasons for the loss of COLT. So, in this case they are honest and sincere in their responses, and they are not trying to impress anyone. In the Northern Province, 60,39% of principals agree as opposed to 47,85% of teachers who agree with this statement. There is a significant difference between the two percentages (p-value=0,0256), which means that more Northern Province principals agree with this factor than teachers.

The seventh factor refers to the teachers' feeling that teaching is a wrong choice. In the beginning, the same teachers and principals were intrinsically motivated when they chose teaching. Today some of them agree that they made a wrong choice, that is 48,02% of principals and 47,38% of teachers. On the whole, about 50% of teachers and principals in the two provinces have this negative feeling, which contributes to their demoralisation. The least chosen factor is that teachers lack confidence because of poor subject knowledge. The knowledge of the subject that a person teaches depends on whether a person is qualified to teach that subject, the availability of in-service programmes, updating oneself in the latest developments in one's subject. 54,46% of principals and 38,95% of teachers agree that there are teachers who lack confidence because of poor subject knowledge. There is a significant difference between the principals' and teachers' percentages (p-value=0,0003) in

the sense more principals agree with this factor as compared to teachers. In this case fewer teachers are willing to point a finger at themselves. There is a contradiction to what is reflected in Table 5.11 (no 1 and no 2) in which 98,15% of teachers and 95,54% of principals agreed that they have satisfactory subject knowledge, and that 96,03% of teachers and 94,55% of principals agreed that they have up-to-standard qualifications. Again, in Table 5.10 (no 2), 94,07% of teachers and 91,05% of principals agreed that they have a desire to impart knowledge. So the question is what went wrong with their subject knowledge which seems to be so poor? Maybe these teachers are not motivated enough to perform to their best ability, or else the reliability of the responses in Tables 5.10 and 5.11 could be questioned.

From the statistics given in response to the intrinsic factors which can demotivate teachers, more principals in both provinces agree with the statements, as compared to the teachers. Principals seem to be more objective, whilst teachers seem to be more subjective. This could be because principals are leaders and managers in schools hence they expect more from teachers – they expect them to be motivated, show signs of professionalism which could help to restore COLT in schools. On the other hand, some teachers could be hiding how they feel in some cases, so as not to paint a bad picture of themselves.

The next section will discuss the extrinsic factors, which have a negative impact on the teachers' morale and attitude towards teaching.

#### **b) Factors outside teachers**

In this section, there are significant differences between the percentages of principals and teachers with regards to all except for three factors, namely: poor management and administration of schools, abolishment of corporal punishment and poor infrastructure. In the case of these three factors, there are no significant differences in responses between teachers' and principals' responses. In some cases there are differences between teachers and principals in their respective provinces. Such differences are also discussed in the text. Table 5.16 shows the teachers' and principals' responses in terms of percentages and their p-values.

**Table 5.16: Principals' and teachers' response to factors outside teachers related to a negative COLT.**

	Factors	Teachers %	Principals %	P-value	Level of significance
1	Low and unsatisfactory salaries	87,34	80,50	0,0286	YES
2	Poor infrastructure and facilities	86,98	85,15	0,5396	NO
3	High level of crime and violence in schools	84,60	76,73	0,0189	YES
4	Abolishment of corporal punishment	79,69	84,56	0,1492	NO
5	Irresponsible teachers have a bad influence	71,65	79,21	0,0471	YES
6	Influence of the struggle against apartheid	68,16	82,18	0,0003	YES
7	Poor administration and management of schools	63,02	66,17	0,4509	NO
8	Unions provide refuge for incompetent teachers	59,58	83,17	0,0001	YES
9	Teacher training is poor	54,88	71,29	0,0001	YES

The first factor refers to the low and unsatisfactory teachers' salaries. As has been said earlier, the Department of Education and the teacher unions always have this issue as the number one complaint from teachers. 80,5% of principals and 87,34% of teachers agree (p-value 0,0286) that teachers' salaries are low and unsatisfactory. Some of the placards which have been carried by teachers during protest marches said: "We need decent, living wages". This implies that teachers feel that their salaries are below their living standard. There is a significant difference between the response of teachers and principals in this factor because of their different positions. Teachers who were part of this study are Level one teachers whose main focus is on their salaries and working conditions. Principals, on the other hand, by virtue of their position have a wider scope of concerns which include facilities, discipline in the school, carrying out instructions from the DOE, and many other managerial tasks. Like any other person in the education field, principals are still concerned about their salaries, but it is not their first priority like teachers. There is a significant difference of

percentages between Northern Province principals and Gauteng principals. In the Northern Province, only 69% of principals as compared to 90,12% of Gauteng principals agree with this factor. This implies that fewer Northern Province principals are less satisfied with their salaries as compared to those in Gauteng, mainly because there could be differences in the cost of living between the two provinces due to the fact that the one is rural whilst the other one is urban. This is in contradiction with Table 5.10 which deals with the reasons why the respondents chose teaching-only 24,92% of teachers and 22,91% of principals agreed that they chose teaching because it offered a reasonable income. Today the issue of teachers' salaries (principals are included in this category as teachers) is one of the major complaints, and this has a direct impact on teachers' motivation to perform well.

The second factor is that the poor infrastructure and facilities in schools make teaching a difficult task. Both principals and teachers equally agree with this aspect. This factor refers to the poor state of buildings, for example, laboratories, libraries, classrooms and others; the lack of basic facilities in some schools such as sewerage, clean water, electricity, telephone, telex, etc. During the interviews, most principals also complained about the late delivery of stationery and books to their schools, which led to the idleness of both teachers and learners. 85,15% of principals and 86,98% of teachers agree with this factor. In both provinces, 85,15% of principals agree that the infrastructure and facilities in their schools are poor. A more or less the same percentages for teachers also agree with this factor – that is 83,26% in Gauteng and 90,32% in the Northern Province. These percentages could imply that both provinces are in dire need of proper infrastructure and facilities. According to the Department of Education (1999b: 21) Northern Province schools are the worst hit in terms of poor or non-existent facilities such as desks, chairs, water, office equipment and other. In other words, the needs of a rural province regarding infrastructure and facilities could differ with that of an urban province.

The third factor is the high level of crime and violence, and killings of teachers. In some cases, people from outside the school come to the school and kill teachers. Hence, schools are not safe places anymore. 76,73% of principals agree, as compared to 84,60% of teachers (p-value 0,0189) who agree that the violence is demotivating – teachers are even afraid of disciplining learners in case they may endanger their lives, for learners in schools

are also criminals who carry all kinds of weapons. There is a significant difference between teachers' and principals' percentages, which implies that teachers' lives are more threatened than principals' lives. It could be due to the fact that teachers have more contact with learners than principals who spend most of their time in the office. For teachers, 84,77% in Gauteng and 84,32% in the Northern Province agree that violence in schools is not only demotivating, it is also life threatening. One teacher during the school visits remarked that she has even lost trust in the same pupils she teaches daily, she is afraid of facing the blackboard, in case she gets stabbed by a knife from the back. This is a very disturbing situation. There are many reasons, which have led to the current situation, for example, maybe the teachers are not able to establish good relationships with the learners or their method of discipline angers students.

The fourth factor refers to the abolishment of corporal punishment which has left teachers with nothing to discipline learners. During the informal interviews during the school visits, most teachers complained that the Department of Education has not given them an alternative measure to use, hence the standard of discipline in schools has declined sharply. The Department of Education (2000a: 4) has published a new document in an attempt to address this problem, the question is whether the teachers would have time to read the document and implement the suggested measures. 84,56% of principals and 79,69% of teachers agree with this factor. The next factor is that some irresponsible teachers have a bad influence on those who are motivated to teach – such teachers mock those who are willing to work, especially beginning teachers who are fresh from college/university, and are energetic. Regarding this factor, 79,21% of principals agree, whilst 71,65% of teachers also agree ( $p\text{-value} = 0,0471$ ) with this factor. The difference between teachers' and principals' responses might be because teachers do not want to acknowledge that there are some irresponsible teachers who demotivate others, especially beginning teachers. Principals on the other hand are aware of such a situation. In Gauteng, 76,23% of principals agree, as compared to 64,94% of teachers. In the Northern Province, 82,17% of principals and 78,49% of teachers agree that demotivated teachers can have a negative influence on those who are willing to do their work. There is a significant difference between the responses of Gauteng teachers and Northern Province teachers in this factor ( $p\text{-value} = 0,0116$ ). More Northern Province teachers agree with this factor than Gauteng teachers.



The sixth factor refers to the influence of the struggle against apartheid has had a negative impact on teachers. The slogan "Liberation first, education later" did not only have an impact on learners, but teachers were also influenced indirectly since they used to idle because there were no learners in schools. For those who were not teachers by then, joined a system of demoralised teachers, so they are more likely to follow suit. 82,18% of principals agree, whilst 68,16% of teachers also agree (p-value=0,0003). There are more principals who agree with this factor; maybe it is because looking at the principals' work experience (Table 5.4), and 88,40% of them have 11 or more years' experience. Hence, most principals have first hand experience of those days, as compared to teachers. In Gauteng, 80,19% of principals agree, whilst only 63,41% of teachers agree with this factor. In the Northern Province, 84,15% of principals agree, whereas 72,99% of teachers agree with this factor. Poor administration and management of schools by principals, school governing bodies and others is another factor, which can decrease the teachers' motivation to work hard. 66,17% of principals and 63,02% of teachers agree that this can be a demotivating factor.

The existence of unions in the teaching profession is plagued with a number of controversies –whilst others believe that they represent teachers' grievances to the employers, others believe that they provide refuge for incompetent teachers and encourage strikes. It is noteworthy to assert that not all unions use militancy to put forth their complaints. In this factor, more principals agreed with the given statement as compared to teachers – this could be because principals have always been more on the employers' side than that of teachers. 83,17% of principals agree, as compared to 59,20% of teachers who agree (p-value=0,0001). In the Northern Province, 87,13% of principals agree, whereas 52,68% of teachers agree that unions have a negative influence on their teaching. Northern Province principals reflect the most concern regarding the existence of unions in schools. This has also been reiterated by the comments of most principals who said that union activities should take place after working hours and during school holidays.

The least chosen factor deals with teacher training which has a great impact on the professionalism of teachers. The lowest percentage of teachers agree that poor teacher

training can demotivate teachers – that is 54,88% of teachers as compared to 71,29% of principals who agree (p-value= 0,0001). In the Northern Province, 77,23% of principals, as compared to 65,34% of Gauteng principals agree that teacher training is poor. During the school visits, some principals complained that lecturers in previously black teacher colleges are not fully qualified to be teacher trainers. There is a statistical difference between teachers' and principals' responses with regard to this factor because principals, by virtue of their position and experience in the teaching field, can identify that some teachers did not receive adequate training in their subjects. Teachers, on the other hand, do not want to acknowledge this factor, or it could be that they are not aware of it.

In this section, principals have different order of priorities with teachers, that is, according to principals the first factor is poor infrastructure and facilities (85,15%). Principals feel that poor infrastructure and facilities are a major problem which hinders the teaching and learning process, whilst teachers complain about salaries. The second factor deals with abolishment of corporal punishment. Principals as managers in the schools might be aware that since this provision of the law has been put in place, there has been a decline in the level of discipline in schools. Hence, most teachers are faced with ill-disciplined learners, who overaccentuate their rights, and make the teachers' job impossible. Some principals agree that corporal punishment should be brought back. The third factor is that unions provide refuge provide refuge for incompetent teachers. This is the eighth factor for teachers, which implies that they do not recognise the negative influence of unions that is why there is a 23,39% difference between principals and teachers percentages. Both teachers and principals agree that unions form an important part of the education system for they are part of the ELRC which negotiates teachers' and principals' problems with the employer. These two differ in terms of the methods that teachers use to demand that the employer fulfills their demands, for example, teachers' strikes which take place during the week or just before the examinations commence.

The fourth factor deals with the influence of the struggle against apartheid, which has had a negative impact of the teachers' motivation. Level 1 teachers participated in this study, and 69,79% of them have 10 years or less teaching experience. This can imply that almost 70% of the teachers who responded started teaching in 1990 when the political situation had

started to improve for the better. So these teachers do not have that much of apartheid experience as compared to the principals whom 89.60% of them have 10 or more years teaching experience. As a result they have been exposed to the struggle for many years. That is why there is a difference between their perception and that of teachers. The fifth factor is the low and unsatisfactory salaries of teachers, which also includes principals as teachers in this case. However, teachers believe that principals have very little to complain about as far as salaries are concerned, for principals' salaries are better. Hence, this is not a number one complaint for principals.

The sixth factor is that some irresponsible teachers have a bad influence on those who are motivated to teach. This is one of those disturbing issues, which both teachers and principals have observed, although principals (79,21%) are more aware and concerned with than teachers (71,65%). The seventh factor deals the high level of crime and violence in schools. Teachers rank it as number 2, whilst principals rank it as number 7 because principals' lives could be less threatened than that of teachers. Teachers spend more time with learners, and the relationship between the two could either be a healthy one or the opposite. If teachers fail to establish proper relationships, then violence could erupt in some cases. The eighth factor for principals deals with poor teacher training, which seems to bother more principals than teachers. This is because principals can be more likely to realise those problems, which can render teachers ineffective, such as whether they have enough and proper training or not. The last factor is about poor administration and management of schools. Principals feel that this is the last factor, which has a negative motivation on teachers. But, the truth of the matter is that the management of the school has input in the performance of teachers. If the principal is effective, the likelihood is that the teachers will also be effective. Thus, there is a relationship between the two.

In conclusion, these intrinsic and extrinsic factors are some of the reasons, which have led to the loss of COLT in schools. Teachers and principals do not prioritise these factors in the same way and in most cases there are significant differences between them. This situation can be influenced by the fact that principals have a lot of teaching experience, so they tend to know more about what happens, and look at the situation more objectively. On the other hand, teachers whom this study is about could have responded in a more subjective manner.

Again, 70% of the teachers who responded have 10 or less teaching experience, so they still have to learn more.

From what has been discussed in this section, a number of recommendations have been formulated which could help to improve the situation. Recommendations will be discussed in the next sections.

## **5.6 GUIDELINES FOR THE IMPROVEMENT OF COLT**

### **5.6.1 Introduction**

In this section, both principals and teachers responded to the recommendations given. The "strongly agree" and "agree" response have been merged to give an "agree" response, and the "disagree" and the "strongly disagree" responses have also been combined to give a "disagree" response. The statistical technique used in this section is called the analysis of variance technique. The analysis of variance technique has been used in order to determine as to which class of respondents agrees more with the given recommendations, and also to determine which variable has the highest level of agreement. The more the respondents agreed with the recommendations, the more important it is. The respondents' level of agreement is determined by their mean value, which is measured by the minimum and maximum scores. Then a conclusion can be drawn, as to whether the respondents agree or disagreed with the given recommendations, and their level of agreement can also be measured.

The analysis of variance technique has been used to compare the responses of Gauteng respondents to Northern Province respondents using a T-test because there are only two classes of respondents. The same technique has been used to compare the responses of Gauteng teachers and principals to Northern Province teachers and principals using an F-test because there are four classes. The analysis of variance technique is a statistical test used to compare the different means of the groups of respondents with regard to numerical response variables (Mendenhall & Sincich 1993: 557). In this case the different classes (groups of respondents) are the following:

1. Gauteng principals
2. Gauteng teachers
3. Northern Province principals
4. Northern Province teachers.

Each of the above classes has responded to the recommendations given for the following sections: Department of Education (DOE) which has 6 items, principals who have 8 items, teachers who have 5 items, parents and the community who have 4 items, teacher training institutions which have 4 items (TTI), and the unions which have 5 items. The analysis of variance test has been performed to all the six sections that have a contribution in this study, and each one of them will be discussed later.

The sum of the response variables, each measured on a four -point scale divided by the number of items for a specific section like the DOE gives the mean of that group. For instance, mean of Gauteng principals is the total number of the responses marked by Gauteng principals divided by the number of items, (which is 6 in the case of the DOE). In other words, the "strongly agree" responses represented by a 1, the "agree" response represented by a 2, "disagree" response represented by 3, and "strongly disagree" response represented by 4 are added together per Gauteng principal. This will give the mean scores of the class.

The analysis of variance technique uses an F=-test to test the null hypothesis of no difference among the population mean scores of the four classes against the alternative hypothesis in which the mean scores are different. This technique uses the p-value, which is described as the probability value, which is used to determine the difference between the respondents' percentages. The difference between the percentages is determined by the 5% level of significance. If the p-value is less than 0.05, then the null hypothesis is rejected against the alternative hypothesis. For DOE, p-value is  $0.0017 < 0.05$ , so there is a significant difference in the means of the 4 classes of respondents with regard to the DOE. The analysis of variance test has been performed to all the six sections that have a contribution in this study, and each one of them will be discussed later.

The analysis of variance technique has helped to determine which class agrees or disagrees more or less than the others with regards to the given recommendations through the use of pairwise comparisons of the mean scores of the four classes. The next section will discuss the recommendations made to the DOE using the analysis of variance test.

### 5.6.1.1 The Department of Education (DOE)

The analysis of variance technique has been performed on the mean scores of the four classes of respondents with regards to the DOE. The p-value for the DOE is 0.0017, which is less than 0.05. The null hypothesis is rejected in favour of the alternative hypothesis. Hence there is a significant difference between the four classes of respondents with regards to the DOE. The mean scores of the four classes of respondents are given below in hierarchy:

Class	Mean value
Gauteng teachers	8.944
Gauteng principals	8.248
Northern Province principals	8.102
Northern Province teachers	8.000

Since the mean values for the four classes are in the range of 8, this implies that 8 is between the "strongly agree" and "agree" responses. So, this implies that all the respondents tend to agree with the recommendations, which are directed to the DOE. In order to determine the importance of the means, it is essential to have a scale to measure level of importance of the mean values and what is their implication. For DOE there are 6 items to be measured on a four-point scale. That is, the minimum score is 6 and the maximum score is 24. The pairwise comparisons of the four classes will help to determine whether there is a significant difference among the four classes or not.

**Table 5.17: Pairwise comparisons for the DOE**

Pairwise comparisons	P-value	Level of significance
Class 1 vs Class 2	0.4761 > 0.05	Not significant
Class 1 vs Class 3	0.021 < 0.05	Significant
Class 1 vs Class 4	0.634 > 0.05	Not significant
Class 2 vs Class 3	0.001 < 0.05	Significant
Class 2 vs Class 4	0.738 > 0.05	Not significant
Class 3 vs Class 4	0.001 < -0.05	Significant

Table 5.17 is used to determine if there is a significant difference amongst the four classes of respondents, and it can be seen from the table that in some cases there is a significant difference amongst the classes. For instance, Gauteng teachers (class 2) do not have a significant difference with Northern Province principals even though their mean values are different. All the classes of respondents tend to agree with the given recommendations to the DOE. Northern Province teachers have a significant difference with the other three classes, because their mean value is the lowest (8.000) as compared with the other classes. This implies that Northern Province teachers have the highest level of agreement in this case. On the other hand, Gauteng teachers do not have the same level of agreement with the other classes, because they have the highest mean value. The implication is that Gauteng teachers are less positive about the recommendations regarding the role of the DOE in the improvement and enhancement of COLT.

The next section deals with the teacher training institutions.

### 5.6.1.2 The Teacher Training Institutions (TTI)

Teacher training institution recommendations also formed part of this study, hence they will be discussed. The analysis of variance technique has been used to compare the mean scores of the four classes of respondents with regards to the TTI. The p-value for TTI is 0.0100, which is less than 0.05. Hence, there is a significant difference among the classes that is

why the null hypothesis is rejected in favour of the alternative hypothesis. For the TTI, there are four items, which are measured on a four point scale minimum score, is 4 and the maximum score is 16. The mean scores for the four classes are listed below in hierarchy:

Class	Mean value
Gauteng teachers	5.822
Northern Province principals	5.726
Northern Province teachers	5.640
Gauteng principals	5.099

The alternative hypothesis is used in this case because there is a significant difference among the mean scores of the four classes. The mean values of the classes are in the range of 5, this implies that 5 is between the "strongly agree" and "agree" responses. So, this means that all the respondents tend to agree with the given recommendations with regards to the TTI. The pairwise comparisons of all the classes will help to determine if there is a significant difference in respect of the level of agreement among the four classes. If the p-value of the classes is less than 0.05, then there is a significant difference between the two classes. If the p-value is more than 0.05, then there is no significant difference between the two classes. The pairwise comparisons are illustrated in Table 5.18.

**Table 5.18: Pairwise comparisons for TTI**

Pairwise comparisons	P-value	Level of significance
Class 1 vs Class 2	0.003 < 0.05	Significant
Class 1 vs Class 3	0.648 > 0.05	Not significant
Class 1 vs Class 4	0.391 > 0.05	Not significant
Class 2 vs Class 3	0.003 < 0.05	Significant
Class 2 vs Class 4	0.011 < 0.05	Significant
Class 3 vs Class 4	0.648 > 0.05	Not significant



The pairwise comparisons show that in some cases there are significant differences among the classes. For instance, there is a significant difference between Gauteng principals and Gauteng teachers with regards to their level of agreement with the recommendations made to the TTI. The three classes, namely: Gauteng principals (class1), Northern Province principals (class 3) and Northern Province teachers (class 4) do not have the same level of agreement with Gauteng teachers whose mean value is the lowest (5,099). The other three classes have higher mean values, which can be rounded off to a 6. This implies that Gauteng teachers agree more with the given recommendations and are more positive that the TTI has to play in the restoration and enhancement of COLT. The professionalism of teachers depends to a certain extend on the quality of training they are exposed to at different training institutions. Hence the TTI has an important role to play in the professionalisation of teachers and their motivation which will help to improve COLT in schools.

### **5.6.1.3 Principals**

Principals also have a role to play in this study as managers and leaders in schools. They also have a role to play in the motivation and professionalism of teachers, so as to help to restore COLT. According to the analysis of variance technique, the principals' p-value is 0.006, which is less than 0.05, so there is a significant difference among the four classes of respondents with regard to the recommendations made to the principals. As a result the null hypothesis is rejected in favour of the alternative hypothesis. The minimum score for principals is 8, and the maximum score is 32. The mean values of the four classes is listed below in order of priority:

Class	Mean value
1. Northern Province teachers	11.350
2. Gauteng teachers	11.109
3. Northern Province principals	10.832
4. Gauteng principals	10.069

These mean values are in the range of 10 and 11, which are between the "strongly agree" and "agree" responses. So, this implies that all the respondents tend to agree with the recommendations made to the principals. The pairwise comparisons are done in order to determine the significance of the level of difference among the four classes of respondents.

**Table 5.19: Pairwise comparisons for principals**

Pairwise comparison	P-value	Level of significance
Class 1 vs Class 2	$0.015 < 0.05$	Significant
Class 1 vs Class 3	$0.041 < 0.05$	Significant
Class 1 vs Class 4	$0.001 < 0.05$	Significant
Class 2 vs Class 3	$0.457 > 0.05$	Not significant
Class 2 vs Class 4	$0.522 > 0.05$	Not significant
Class 3 vs Class 4	$0.097 > 0.05$	Not significant

Table 5.19 shows that there are those pairs that have a significant difference and those that do not. According to the mean values, the Northern Province teachers and Gauteng teachers have a different level of agreement with the other two, which means that because they have a higher mean than the other two, their level of agreement is less. In this case, principals in both provinces have lower mean values, which implies that they agree more than teachers do with the given recommendations. Gauteng principals are significantly different from all the other classes of respondents, because they have the lowest mean value, which means

that they have the highest level of agreement with the given recommendations. The reason could be those principals as heads of schools are more aware of the plight that is facing schools if COLT is not restored in schools. Therefore, they tend to agree more with the given recommendations.

#### 5.6.1.4 Teachers

Teachers are the main focus of this study because they have an incredible role to play in the restoration and enhancement of COLT in the schools. They are the persons charged with the responsibility to teach and to ensure that learners learn. According to the analysis of variance technique, the p-value for teachers is 0.0152, which is less than 0.05, which is the level of significance. This means that there is a significant difference among the four classes regarding their level of agreement with the recommendations made to the teachers. Since there is a difference among the four classes, the null hypothesis is rejected in favour of the alternative hypothesis, which deals with differences of the mean values among the classes. The mean values of each class are listed below in order of priority:

Class	Mean value
Gauteng principals	6.881
Northern Province principals	6.608
Gauteng teachers	6.465
Northern Province teachers	6.290

The minimum score is 5 and the maximum score is 20. From the above mean values, it can be seen that 6 is between the "strongly agree" and "agree" responses. As a result one can conclude that all the respondents tend to agree with the given recommendations with regards to the teachers. According to the mean values, Northern Province teachers whose mean value is the lowest have the highest level of agreement as compared to the other three classes of respondents. In order to test if there is a significant difference among the four classes in terms of their level of agreement with the given recommendations. Table 5.20 illustrates this point.

**Table 5.20: Pairwise comparisons for teachers**

Pairwise comparisons	P-value	Level of significance
Class 1 vs Class 2	0.055 > 0.05	Not significant
Class 1 vs Class 3	0.148 > 0.05	Not significant
Class 1 vs Class 4	0.002 < 0.05	Significant
Class 2 vs Class 3	0.448 > 0.05	Not significant
Class 2 vs Class 4	0.356 > 0.05	Not significant
Class 3 vs Class 4	0.044 < 0.05	Significant

In accordance with the Table 5.19, only two pairwise comparisons seem to have a significant difference, that is Gauteng principals vs Northern Province teachers, and Northern Province principals vs Northern Province teachers. As for the rest of pairwise comparisons, there is no significant difference among the pairs. This means that their level of agreement with the recommendations made to the teachers are the same. This implies that all the four classes of respondents agree that teachers, as primary agents of teaching in schools have a crucial role to play in the restoration and enhancement of COLT. Teachers' motivation and professionalism in terms of being qualified to teach, their desire to serve the society and other qualities, are prerequisites in the improvement of COLT in schools.

#### 5.6.1.5 Parents and the community (PAC)

Parents have a legal right (Republic of South Africa 1996c: 10) and a say with regards to their childrens' education. Hence, they have a role to play in education; for example, they can help with disciplining the students, fundraising and others. Schools are build within the community, so it is essential to incorporate the community in the school matters so as to build a healthy relationship between the two.

The p-value for the PAC is 0.0038, which is less than 0.05, which is the level of significance. Therefore, this means that there is a significant difference among the four

classes of respondents concerning the recommendations made to the PAC. In such a case, the null hypothesis is rejected in favour of the alternative hypothesis, which focuses on the mean value differences of the four classes of respondents. The mean values of the four classes are given below in hierarchical order:

Class	Mean value
Northern Province teachers	5.000
Northern Province principals	4.871
Gauteng principals	4.723
Gautent teachers	4.455

The minimum score for classes of respondents in this case is 4 and the maximum score is 16. From the above mean values, it can be concluded that the four classes of respondents tend to "strongly agree" with the given recommendations which are directed to the PAC. However, their level of agreement is not the same, as it can be seen that Northern Province teachers have the highest mean value which implies that these teachers have a lower level of agreement as compared to the other three classes. In order to test if there is a significant difference among the classes, pairwise comparisons will be done among them in Table 5.21.

**Table 5.21: Pairwise comparisons for the PAC**

Pairwise comparisons	P-value	Level of significance
Class 1 vs Class 2	0.127 > 0.05	Not significant
Class 1 vs Class 3	0.331 > 0.05	Not significant
Class 1 vs Class 4	0.071 > 0.05	Not significant
Class 2 vs Class 3	0.007 < 0.05	Significant
Class 2 vs Class 4	0.000 < 0.05	Significant
Class 3 vs Class 4	0.312 > 0.05	Not significant

Table 5.20 illustrates that there is a significant difference between two pairs only, that is Gauteng teachers vs Northern Province principals and Gauteng teachers vs Northern Province teachers. For the rest of the pairs there is no significant difference in terms of their level of agreement regarding the PAC, even though their mean values are different. According to the mean values, Gauteng teachers have the highest level of agreement as compared to the classes of respondents. This implies that Gauteng teachers feel that the parents and the community need to co-operate and participate more in their childrens' education, so as to improve and enhance COLT.

#### 5.6.1.6 Unions

After the 1994 democratic elections, teacher unions have become very influential bodies in the teaching profession, be it in a positive or negative way. They have become role-players and stakeholders that are consulted by the DOE everytime an important move is about to be taken, e.g. formation of SACE, membership of the ELRC, etc. Unions can help to restore COLT through their motivation of teachers and helping them to improve their professionalism.

The p-value for unions is 0.0187, which is less than 0.05, so there is a significant difference among the four classes of respondents with regard to their level of agreement with the recommendations made to the unions. As a result the null hypothesis is rejected in favour of the alternative hypothesis. The mean values of the four classes are given below starting with the highest.

Class	Mean value
Northern Province principals	5.871
Gauteng principals	5.634
Northern Province teachers	5.484
Gauteng teachers	5.190

The minimum score is 5, and the maximum score is 20. According to the mean values, all the four classes strongly agree with the recommendations made to the unions, because all the mean values are around 5 which is the minimum score that depicts the "strongly agree" responses. Gauteng teachers whose mean is the lowest (5.190) have the highest level of agreement as compared to the other three classes. In order to test the level of significance regarding the different classes, pairwise comparisons will be made.

**Table 5.22: Pairwise comparisons for unions**

Pairwise comparisons	P-value	Level of significance
Class 1 vs Class 2	0.086 > 0.05	Not significant
Class 1 vs Class 3	0.290 > 0.05	Not significant
Class 1 vs Class 4	0.506 > 0.05	Not significant
Class 2 vs Class 3	0.003 < 0.05	Significant
Class 2 vs Class 4	0.195 > 0.05	Not significant
Class 3 vs Class 4	0.039 < 0.05	Significant

Table 5.22 shows that only two pairwise comparisons have a significant difference in terms of their level of agreement with the given recommendations, that is, Gauteng teachers vs Northern Province principals and Northern Province principals vs Northern Province teachers. According to the mean values, Gauteng teachers have the strongest level of agreement with the recommendations, which are made to the unions. This can imply that Gauteng teachers feel that some unions do not have a positive influence to the teaching profession, teacher motivation and COLT. Hence they agree more with the recommendations in the hope that unions can influence teachers positively.

As the matric examinations begin for the year 2000, Minister Kader Asmal (*Sowetan* 2000,16 October, p. 3) voices his high hopes and anticipation that since there were no disturbances to the schooling process this year in terms of union activities, the matric results are more likely to improve as compared to last year. This shows those union activities such as strikes, demonstrations and meetings held during school hours consume a lot of valuable

time for teaching. Hence it is highly imperative that unions should work towards improving their reputation in society. From the interviews, which were conducted with three major teacher unions, it became clear that none of them has a specific program, which deals with COLT. It is highly imperative that these unions should have such an arrangement, which could help to restore and enhance teachers' motivation, professionalism and COLT.

In conclusion, all the four classes of respondents have shown a tendency to agree with the given recommendations regarding the six sections dealt with in the questionnaire. This is a positive move towards the improvement of COLT in the schools. The four classes of respondents had different levels of agreement in different sections. Gauteng teachers had the highest level of agreement in three cases that is in the case of the TTI, PAC and unions. Northern Province teachers have the highest level of agreement in two cases that is for DOE and teachers. Teachers from both provinces have the highest level of agreement in five categories, which could imply that teachers are aware of the responsibility, which is endowed in them. So they acknowledge that their motivation and professionalism can help to restore COLT in schools.

## 5.7 SUMMARY

The empirical research included interviews for unions, questionnaires administered to schools in Gauteng and Northern Province, which were completed by principals and level 1 teachers. Observations were also done in 30 schools in the Pretoria area.

From the interviews, three teacher unions- SATU, SADTU and NAPTOSA differed in membership and ideas. SATU and NAPTOSA are more focused on teacher professionalism than SADTU, which are more focused on teachers' rights. None of the three unions have a policy or plan of action specifically meant for COLT. From the questionnaires, the respondents from the two provinces do not have major differences in their responses. However, there is a difference between teachers' and principals' responses in terms of their percentages in some sections of the questionnaire (Table 5.15 and 5.16). On the whole, principals' responses are higher than those of teachers, thus their inclusion in this study has been a worthwhile exercise because principals are also part of the teaching personnel. In this



study, principals played two roles- as teachers and as heads of schools in which they sometimes contradicted teachers' views (Table 5.15 and Table 5.16). Since the observations were done to complement the questionnaires, the results of the observations are included in the analysis of the questionnaire.

The recommendations were made to the DOE, TTI, principals, teachers, PAC and unions. Teachers from both provinces have the highest level of agreement with the given recommendations as compared to principals. This implies that teachers are aware of their responsibility in as far as COLT is concerned. However, it is the joint effort of all the stakeholders, which can help to improve teachers' motivation and professionalism as prerequisites for a positive COLT.