

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter will discuss the summary of what has been done in the previous chapters, and draw conclusions and make recommendations for improvement of COLT. Since this study is mainly focused on teachers, the recommendations for improvement of the COLT will focus on the teachers' contribution as one of the factors in COLT. These conclusions and recommendations will emanate from the results obtained from the data collected through the use of questionnaires, observation and interviews.

7.2 SUMMARY

Chapter 1 discusses the reasons and motivation that led to this study, which include: the calls by political leaders in the 1980s, the collapse of teacher and learner morale before and after the 1994 democratic elections, the unsatisfactory matric results, changes in the education system (for example, legislation, management structures, redistribution of resources, etc.), the COLTS campaign, and recent research. This chapter also includes the problem statement, aims of the investigation, the hypothesis of the study, research methods, chapter division and clarification of concepts.

Chapter 2 discusses the South African education system from 1980 to 1990, including the Cillie and De Lange commissions, and the White Paper (1983). The South African education system from 1990 onwards is also discussed in this chapter, with particular emphasis on the teachers' and learners' attitudes and behaviour, which affect COLT, before and after the 1994 democratic elections. This chapter also deals with the

characteristics of any profession, with particular emphasis on teaching and positive characteristics of teachers. Motivation, as one of the core concepts in this study, is discussed with reference to some relevant theories. COLT forms part of this chapter as another core concept in this study. The last section deals with those factors which have led to a loss of teacher motivation and professionalism that have resulted in the loss of COLT in schools.

Chapter 3 discusses legislation, policies and resolutions in the teaching profession. The legislation includes the following: the South African Constitution (1996), the Education Labour Relations Act (1993), the Educators Employment Act (1994/1998), the Labour Relations Act (1995), the National Education Policy Act (1996), and the South African Schools Act (1996). The following bodies in the education system are also discussed in this chapter: the South African Council of Educators, the Education Labour Relations Council and the South African Qualifications Authority. The policies include Curriculum 2005, the seven hour workload resolution and the rationalization and redeployment process. The COLTS campaign is also part of this chapter, and the role of teacher unions is dealt with in detail in this chapter. Lastly, the Minister of Education's nine-point plan is discussed, with particular emphasis on priority number four and five, because they are directly linked to this study.

Chapter 4 discusses the empirical research, the population and the study sample as well as the empirical methods used in the study, namely: questionnaires, interviews and observation. The last section deals with the reliability and validity of the research methods used in the study.

Chapter 5 discusses the findings, analysis and interpretation of the empirical data collected through the use of questionnaires, interviews and observations. Recommendations from the questionnaires are also discussed in this chapter.

Chapter 6 discusses the guidelines on how to improve teacher motivation and professionalism, so as to improve COLT. Teacher professionalism focuses on teacher training, subject knowledge, provision of in-service training, the establishment of SACE and its code of conduct. Motivation focuses on Maslow's hierarchy of needs, McGregor's theory of X and Y, and achievement motivation. Parental collaboration also forms part of the guidelines which are discussed in this chapter.

Chapter 7 discusses the summary of what has been done in the other chapters, the conclusions made from the study and the recommendations for the improvement of teacher motivation, professionalism and COLT. The conclusions and recommendations are based on the results obtained from the interviews and questionnaires. The limitations of this study and recommendations for further research are also discussed in this chapter.

7.3 CONCLUSIONS

The next section will discuss the conclusions which have been drawn from the data collected and the analysis and interpretation.

7.3.1 Interviews

The interviews with teachers' union officials reflected a number of various ideologies and perceptions which may have either a positive or a negative impact on teachers' motivation, professionalism and COLT in the schools.

Firstly, the type of membership that each union has plays a major role in the line of thinking of that union. SATU, is a predominantly white union that is dominated by Afrikaans speaking members from former model C schools. SATU is focused on teacher

professionalism, motivation and ensuring that its members are all qualified; 99% of its members have up-to-standard teaching qualifications. This is an important aspect because the hypothesis of this study states that sufficiently qualified teachers can help to restore COLT in schools. For SATU, most of its members, if not all, come from top schools in the country, whose performance has been magnificent before and after the 1994 democratic elections. These teachers have the intrinsic motivation, professionalism, adequate facilities and resources in their school and maximum parental co-operation. However, there are a few points which are worth mentioning here. Even though during the interviews it was clarified that the union is open to black membership, the issue of language seems to be a handicap for those black members who would want to join SATU, although English is sometimes used in the union documents and meetings. Another factor is that looking at total membership, only 7% is black. It could be worrying for those teachers who would want to join SATU, for fear that, since they are the minority, their voices might not be heard. Thus, it could be important for SATU to really make an effort and extend its hand to black schools, especially in the townships. Perhaps, they could even help to change the mindset of black teachers

Secondly, there is NAPTOSA, which is a federation of teachers' unions. Although its membership is 75% black, politics do not form part of its mandate. As its name suggests, NAPTOSA is focused on teacher professionalism, and motivation, hence their slogan: "Teach with dignity". NAPTOSA's emphasis on teacher professionalism can help to improve the situation in most township schools, where most teachers have lost their professional ethos and motivation to teach. SATU and NAPTOSA's professional approach to teachers' grievances, their emphasis on learners' right to education and teachers' dedication to perform their work can help to restore and enhance COLT in schools.

Thirdly, black teachers mostly from township schools dominate SADTU's membership. It is notorious for its militancy and defiance. Its representative said that black teachers in its

membership have more to complain about than other teachers, hence its militancy. One important issue is that the ELRC, which helps in the negotiations of teachers' complaints, is composed of SATU, NAPTOSA and SADTU. More often than not, these three unions have the same grievances (e.g. salaries, facilities, etc) to table to the employer. When the negotiations come to a deadlock, SADTU will be the one to take to the streets. Why? This leads us to the ideologies and beliefs of each union, and the type of politics in each union. Whilst SATU and NAPTOSA advocate for professionalism and "a learners first approach" to teaching, SADTU advocates for professionalism coupled with a need to improve teachers' working conditions and other teacher-related issues. Learners and their right to education is not as crucial as teachers' needs. Their argument, which is fair enough, is that if teachers' needs are met these teachers will be motivated to teach and perform better. However, the reality of the matter is that the satisfaction of teachers' grievances will take a long time to come. Meanwhile, the learners are at the receiving end, the matric results fail to improve in a satisfactory manner and a very chosen few end up at tertiary institutions - only 16% in Gauteng and 7,5% in the Northern Province in 1999 managed to gain university entrance. What about the other 84% in Gauteng and 92,5% in the Northern Province?

As has been discussed in Chapter 5, all the unions are members of the ELRC and the DOE consults them for every decision it makes. All the unions have a code of conduct, which is enforced by some unions, and not enforced by others. It could be important that those codes of conduct be fully enforced so as to ensure that teacher professionalism is enhanced. Maybe that could help to enhance the tainted image of unions in society. All the unions have highly impressive aims and objectives which need to be properly implemented for the benefit of teachers, learners, parents and the entire community. Even though the three unions have projects/activities which are directed at improving teacher motivation and professionalism, none of them has a specific plan of action which is

specifically dedicated to the COLTS campaign even though unions are in favour of this campaign.

To conclude, teachers, like all the other citizens of this country have a constitutional right to join any union of their choice, and embark on a strike if necessary. However, education is an essential service for the economy of this country in which fewer blacks have satisfactory qualifications to compete with than their white counterparts. Whilst learners in former model C schools continue to perform well, black learners continue to fail, sometimes not because they cannot make it, but because of poorly motivated and unprofessional teachers. Unions have a contribution to make in teacher motivation and professionalism in order to enhance COLT. Unions have been a part of this study because they are a very influential body to the teachers' professional lives – provided they influence teachers positively, motivate them to work harder and improve their professionalism so as to restore the lost COLT in schools.

7.3.2 Questionnaires and observation

In this study, questionnaires were major method of data collection in as far as teachers are concerned. Observation has been used as a complementary method to the questionnaires since some respondents have a tendency of painting a bright picture of the situation instead of being honest. In some parts of the questionnaire the responses given contradicted the real situation observed in schools, hence the observation technique and the informal interviews with the teachers and principals were of great significance. Principals and teachers agreed in some instances because they both belong to the teaching profession and are based at school level. Sometimes they disagreed because of their different positions, their different workloads, and their different perspectives – most principals had been teaching for more years than most of the teachers. Principals' views are sometimes too objective and harsh in their judgement of teachers, whilst in some cases teachers'

responses could be misleading because they want to please the researcher. In some instances, teachers' responses might be more reliable because they are the ones who feel the pinch in the real situation. All these differences will be discussed. There are no statistically significant differences between opinions of the respondents from the two provinces. However, there have been significant differences between teachers and principals in some sections of the questionnaire. These differences will be discussed in this section.

a) **Qualifications**

The issue of qualifications is one of the central points of the study because the hypothesis of the research is that: Sufficiently qualified, professional and motivated teachers can help to restore the culture of learning and teaching. Thus, qualifications form part of this questionnaire. All the respondents in this study had qualifications to be in the teaching field, from a two-year diploma up to a doctoral degree (see Table 5.5). In contrast, the Department of Education (2000b: 1) reports that 85 501 teachers are un- or under-qualified, which amounts to 23,9% of the teaching force. One principal remarked that some teachers have Honours and Masters degrees, but their performance in class does not tally with their qualifications. The conclusion is that it is not the paper that the degree obtained is written on, but the person who performs the actual teaching that counts in improving the teachers' qualifications will not bear fruit in isolation from other important factors in this phenomena. There must also be an improvement in the teachers' motivational level and professional attitude, to ensure that there will be an improvement in COLT in schools. Due to pressure from SACE and the Required Education Qualification Value (REQV 13) benchmark, most teachers have gone to further their studies irrespective of their relevance or appropriacy to the subjects they teach. Then, such qualified teachers come with credentials which do not add any value to their classroom practice. Principals

and the DOE must make sure that the teachers acquire the relevant qualification to improve the situation in schools.

b) Reasons for choosing the teaching profession

When one looks at the level of teacher motivation and professionalism, the first question which comes to mind: is why did these people choose teaching in the first place? Were they intrinsically or extrinsically motivated? Some respondents have included some charismatic statements such as “It was a calling”. The first four statements in the questionnaire (Section B1) deal with intrinsically motivated reasons. For reasons only known to the principals and teachers who responded to this questionnaire, both classes agreed with these statements (see Table 5.10). Then extrinsically motivated reasons got lower percentages. It can be concluded that both teachers and principals agree that the intrinsically motivated reasons are the best reasons which should motivate a person to choose teaching. On the other hand, extrinsically motivated reasons, which deal with the real challenges that teachers face in the teaching profession, seem to be some of the demotivating factors for teachers. For instance, the issue of remuneration seems to be their first grievance. Therefore, it can be concluded that the intrinsically motivating factors are important specifically when teachers choose the teaching profession, but the extrinsically motivating factors cannot be ignored. The extrinsically motivating factors may have a bigger influence in the actual teaching situation. Therefore, the school management must ensure that they take both types of motivation into consideration to make sure that teachers perform at an optimum level.

c) Professional and positive characteristics of teachers and principals

In this section, the respondents were asked to indicate if they feel that teachers and principals in the schools need to possess these characteristics. Both principals and teachers

scored very high percentages (see Table 5.11). This could imply that both principals and teachers agree that these characteristics are very important in the enhancement of teachers' professionalism. However, the issue of co-operation between teachers, principals, parents and learners scored 66,32% for teachers and 56,93% for principals. This is a major concern in most black schools in which some parents do not co-operate with, or participate in their children's education.

d) **Characteristics of COLT**

In this part of the questionnaire, teachers did a self-assessment, and the principals also assessed them. According to Table 5.13 teachers' percentages are higher than those of principals. It can be highly likely that the teachers could have tried to hide the truth in as far as the situation in the schools is concerned. On the other hand, the principals' responses could reflect the real situation in the schools with regards to these positive characteristics of COLT. This is because principals as managers could be more willing to reveal the actual situation in the schools, and they are not scared because it is not their own situation that is under scrutiny. If all teachers could take note of all these characteristics and acknowledge that they represent what is required of them as professionals, the entire education system could improve. The issue of parental collaboration comes under the spotlight once again. This implies that there is an urgent need for parents to contribute in their children's education. Teachers feel motivated if their efforts bear positive fruit, that is, when learners perform well. So, parents have a significant role to play in order to help teachers in their work, so as to enhance the learners' performance, which will help in the restoration of COLT in schools.

e) **Reasons for the loss of COLT**

There are internal and external factors which can have a negative influence on the teachers' motivation and professionalism. In such a situation teachers cannot/might not be able to contribute positively to the restoration and enhancement of COLT. Table 5.15 deals with those factors that are within teachers which can have a negative impact on the teachers' intrinsic motivation. The teachers' and principals' responses indicate a high level of dissatisfaction, which in turn demotivates teachers to perform well in their work. Table 5.16 deals with those external factors which can influence teachers negatively. These factors focus specifically on the teachers' lives in the teaching profession, which includes their safety, remuneration, management of the school and other important factors. If teachers are not satisfied with these extrinsic factors, then they are less likely to be motivated and be professionals. It is an undeniable fact that teachers like all other human beings needs to be motivated both intrinsically and extrinsically, so that they can work hard, and dedicate their body and souls to the act of teaching. Hence, both intrinsic and extrinsic motivation are important, although intrinsic motivation is superior to extrinsic motivation (Woolfolk 1995: 332).

i) **Factors within teachers**

Teachers and principals from both provinces completed this section of the questionnaire, and the results are presented in Table 5.15. Both teachers and principals agree that the first factor is "there is little praise or reward for the best teachers". This factor can be referred to as an extrinsic motivator, but if people are acknowledged for their good work, they tend to build within themselves that internal interest and curiosity to work harder. On the other hand, 38,95% of teachers feel that poor subject knowledge is not a major problem. Principals, being the managers in schools, who have more experience in the teaching field (see Table 5.4), differ with teachers in this regard, which is why their percentage is higher (54,46%). This issue of subject knowledge tallies with what has been discussed: some teachers further their studies in fields that do not enhance their subject

knowledge. In this case, one would like to believe that principals look at the situation from a different perspective.

Another factor in which teachers and principals differ deals with the fact that teachers do not feel that their work is fruitful because learners continue to fail their examinations, drop-out or repeat classes. A truly professional teacher feels fulfilled when learners perform well, then he/she is praised for the good work produced. Therefore, it is important that learners should also play their part in the teaching and learning process in which “teachers teach and learners learn”. Or else, teachers can be demotivated by knowing that whatever effort they exert in this work, the fruits of their toil will always be bitter.

During the informal interviews, some teachers asserted that the DOE has disappointed them in particular, so much so that some felt that teaching was a wrong choice of profession. Others said that they are not motivated to teach any more for teaching has lost the occupational prestige it used to have. Therefore, one can conclude that if teachers feel this way with regards to their profession, they are less likely to be motivated to work hard for they know that their hard work is never acknowledged.

ii) **Factors outside teachers**

As it has been said, extrinsic motivation is as necessary as intrinsic motivation in life. So, the external factors which are discussed in this section have a negative influence on teachers’ motivation. As it can be seen from Table 5.16, the order of the factors differs between principals and teachers. For example, “low and unsatisfactory salaries” is the first concern for teachers, whilst “poor infrastructure and facilities” is a major concern for principals. This shows that these two classes can differ in terms of their priorities. However, there are a few cases in which there are significant differences between teachers and principals. Firstly, for principals, 80% of whom (Table 5.4) have 10 or more years

teaching experience, believe that apartheid has had a negative impact on teachers' motivation. 68,16% of teachers, on the other hand, agree with this issue, mainly because teachers who responded to the questionnaire were Level 1 teachers who have not been in the teaching field for that long.

The second factor deals with unions. It is difficult for teachers and principals to see eye to eye with regard to unions. But, it is important for unions to try and establish a healthy relationship between them and principals. Teachers also need not use unions as scapegoats for their wrongdoing. Unions have been established to protect and uphold teachers' rights and interests, but not as a shield for teachers to use when they have done wrong. So, it is important for unions to enforce their codes of conduct, so that those irresponsible teachers can be brought to justice. Those irresponsible teachers should not be allowed to be members of unions, for they taint the image of unions.

The third factor deals with teacher training. One principal complained during the school visits that the time for teaching practice that colleges/universities allocate to training teachers is not enough. When beginning teachers come to schools they experience a cultural shock in which the harsh reality of teaching de-motivates them. So, the time for teaching practice has to be increased, and also the time spent at colleges in particular, as this is rather insufficient. For the other factors, teachers and principals have no differences. However, maybe this might not be a valid point anymore since the incorporation of colleges into universities which is being implemented by the DOE. The issues of teacher salaries, poor facilities and infrastructure, poor management of schools and crime and violence in schools are some of the nine priorities of the government for the next five years. This study echoes the concerns of teachers to the DOE once again. Thus, the DOE has to address them as soon as possible. As for the abolishment of corporal punishment, the DOE has prepared a document which provides teachers with alternative measures of disciplining learners. The onus rests with teachers to implement the suggested

measures such as classroom rules and regulations, schools' code of conduct, etcetera. (Department of Education 2000a: 20).

7.4 RECOMMENDATIONS FOR THE IMPROVEMENT OF COLT

Since education is not a one-man show, different recommendations have been made in this section to various role players in education. These role players include: the Department of Education (DOE), Teacher Training Institutions (TTI), principals, teachers, parents and the community and unions. Some recommendations to these role players have already been discussed in the previous sections of this chapter, and in Chapter 5 (section 6). The suggested recommendations to each category are provided in Section C of the questionnaire (Appendix 2) and also from the interviews. These recommendations also serve as guidelines as to what can be done to improve COLT. Hence, each of these role players will be discussed briefly.

a) Department of Education

According to Asmal (1999: 14-15) the nine suggested priorities, discussed in Chapter 3, will be of a tremendous help to the entire education system. Teachers will also benefit a lot if these priorities are implemented. For instance, the proper functioning of provincial departments, improvement of infrastructure and facilities, reduction of crime and violence in schools, development of teacher professionalism and many others can help to motivate teachers to perform well. Some principals have complained about the late delivery of textbooks and stationery, the time that DOE takes to attend to some serious cases of discipline in schools and the poor implementation of the rationalisation and redeployment process. Hence, it is very significant that the DOE in collaboration with principals and SGBs put up a structure in which teachers further their studies in a way that will benefit their classroom performance. The DOE should also revise its salary structures, so as to

accommodate those who come with higher qualifications. The DOE, as the major stakeholder, has to look into all the above-mentioned concerns of teachers and principals, so as to promote a conducive environment for teaching and learning to take place.

b) **Teacher Training Institutions**

Teacher Training Institutions in this country include universities, technikons and colleges. These institutions are expected to provide teachers with qualifications which make them eligible for employment. However, the caliber of teachers who graduate from these various institutions is different according to most principals. During the interviews, one principal commented that most teachers who graduate from colleges, especially historically black colleges, are not capable of teaching their subjects with the expected proficiency. When this study was undertaken, the incorporation and mergers of higher education institutions had not taken place, these complaints and recommendations would have been more appropriate before the 2001 mergers. The time that teachers spent in the teaching practice is also another problem that is leveled by most principals, regardless of whether they are from colleges, technikons or universities need to be increased, so that these teachers can get the real feel of the actual situation in the teaching field. These teachers will also be able to link the theory learnt into a practical situation.

This new millennium places a huge emphasis on technology, that is, the use of media in order to improve the teaching and learning process. It is necessary that training institutions include technologically advanced courses for teachers, for instance, computer literacy skills, the use of the Internet as a learning facility and many others. These recommendations can help to improve teachers' professionalism in terms of their subject knowledge and proficiency.

c) **Principals**

Principals as heads of schools need to be motivated themselves, so that they will be able to motivate teachers. In order to motivate teachers to work hard and increase their professionalism, principals and the school governing bodies need to raise funds which can be used to reward hardworking teachers. For instance, principals can organize competitions amongst teachers of the same subject or with the neighbouring schools, and give the best teachers some rewards. This kind of exercise will be used to give recognition to those teachers who are making a difference in their schools. Principals can also organize and participate in motivational forums, in which teachers can discuss their problems and successes, thus helping each other. Teachers are an important part of the school, so it is crucial for the principals to involve them in the decision-making processes in the school, so as to develop their sense of belonging and responsibility towards the decisions made. Lastly, principals need to delegate some work to teachers, not only those duties which are less important, but also those duties which can motivate teachers and give them a sense of importance and belonging to the school. These recommendations can help to increase teacher motivation and professionalism, which will help to enhance COLT in schools.

d) **Teachers**

The positive characteristics and professional characteristics discussed in Chapter 5, sections 5.5.1.6. and 5.5.1.7 can serve as guidelines which will help to motivate teachers, enhance their professionalism and improve COLT. For instance, teachers need to have proper subject knowledge, be qualified, vary teaching methods, prepare for their lessons, be role models, etc. There are contributing factors outside teachers' lives which demotivate teachers, for example, the crime and violence in schools, poor salaries,

unsatisfactory facilities and working conditions, lack of discipline from learners, and many other factors. However, the teachers' attitude towards their profession also leaves much to be desired. Teachers need to bring back the prestige that teaching had before, by being exemplary to the learners and the entire community, being dedicated, motivated and professional in their work. They have to view their profession positively despite the difficulties they encounter in their daily lives as teachers.

The controversy of unions and the kind of influence that they have towards teacher motivation and professionalism is another important factor. Teachers have to view unions as labour-related structures which look into their working conditions and other work-related issues, not as a refuge for their incompetence. This implies that whatever activities that unions organise, teachers should ensure that the teaching and learning process is not disturbed. A change in attitude on the side of teachers can help all the other stakeholders in education to readily assist teachers in their problems and create new plans, if they know that they are working with motivated and professional people.

e) **Parents and the community**

Parental co-operation and participation is one of the cornerstones for the success of our education system. Parents are legal partners with a role to play in the education of their children. So, a healthy relationship is a necessity between parents and the school. This is one of the characteristics of COLT which has received the lowest percentage (see Table 5.13). The relationship between principals, teachers, parents and the community has to be healthy and encourage co-operation amongst all the groups, so that learners can benefit from this kind of partnership. Parents have to make a positive contribution towards the school, by helping teachers to discipline the children, using their expertise in terms of subject knowledge and other matters such as counseling, health, sport and others. Parental participation in their children's school will help both teachers and parents because they can

meet and discuss the learners' progress. Schools are build within the community, so it is highly crucial that the community develops a sense of belonging to the school. The community can protect the school's property and prevent vandalism. If the community is allowed to use the schools' facilities such as sport grounds, halls and others, then they will regard the school as their own. No criminals from the community will threaten the teachers and learners, hence a safe environment for all.

f) **Unions**

Unions have a significant role to play in the teachers' professional lives. They look into teachers' working conditions, rights and grievances. On the other side, they need to consider learners who provide teachers with jobs. Learners are clients in education, if there were no learners, teachers would be jobless. Hence, unions need to organise their activities in such a way that learners do not suffer. That is, meetings should be held after school hours, or during weekends, strikes should be held during school holidays. Unprofessional teachers enjoy it more when strikes are held during working days so that they can have more time off work. Unions also need to have activities specifically meant for improvement of COLT. SATU must try to get members from other race groups, especially those who teach in black townships schools. One of the important steps could be to relax its language policy and use both Afrikaans and English on an equal basis. This could help to attract more members from township schools. Then, these teachers could be able to share ideas and help to improve the teaching profession.

For SADTU, a recommendation could be made that whilst their concerns are genuine and need urgent attention, their "service to others ethos" which is a cornerstone of any real profession, should also on a par with their complaints.

It is also highly crucial that each union should have a specific contribution to the COLTS campaign by organising events specifically meant to improve the culture of learning and teaching in schools. Some of union activities could include:

1. Establishment of motivational forums, in which teachers discuss their daily problems in teaching (discipline, teaching methods).
2. Total reinforcement of each unions' code of conduct, so that unions implement some strategies which will ensure that their members adhere to the code of conduct.
3. Workshops/conference which are subject-related, so that teachers can discuss subject related problems, share methodologies and teaching strategies.
4. Organise awards for best performing teachers.
5. Motivate teachers to further their studies – SADTU has embarked on a teacher training forum which is encouraging all teachers to be properly qualified.

7.5 LIMITATIONS OF THE STUDY

This study focused mainly on teachers, their motivation and professionalism as prerequisites for the improvement of COLT in schools. However, there are other important stakeholders in education who can help in the improvement of COLT, especially the DOE, principals, learners, and parents. The empirical research used questionnaires which were sent to secondary schools in Gauteng and the Northern province, instead of the nine provinces in the country, because of time and financial constraints. The observations were also not thoroughly done because the researcher visited only 30 schools in the Pretoria area and spent only one day in each school. This was also because of time and financial constraints. The interviews also involved only one official from each union, who had to speak on behalf of all the union members.

7.6 RECOMMENDATIONS FOR FURTHER RESEARCH

The contribution of the DOE in the motivation and professionalism of teachers, and the need for parental involvement in their children's education, needs to be investigated further. The role of learners in the enhancement of COLT, and the controversy that surrounds trade unionism in the teaching profession also needs attention in another research project.

7.7 SUMMARY

Education is not a one-man show. All the stakeholders have a role to play. But, teachers who are the ones' charged with the primary responsibility of teaching' need to honour that obligation. However, it is difficult to operate with teachers who are not motivated to teach and lack professionalism. In such a situation, the improvement and restoration of COLT can be a far-fetched dream.

In an attempt to address this problems posed by teachers, this study was undertaken – interviews were conducted with unions, questionnaires completed by both teachers and principals and observations done in schools. Problems have been identified which contribute to the teachers' loss of motivation and professionalism. Guidelines have been given in order to improve teacher motivation and professionalism, which in turn can help improve COLT in schools.