

**TEACHER PROFESSIONALISM AND MOTIVATION
IN A CULTURE OF TEACHING AND LEARNING**

BY

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PHILOSOPHIAE DOCTOR (PhD) UP 2002**

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Mankolo Xaverine Lethoko

ABSTRACT

TEACHER MOTIVATION AND PROFESSIONALISM AS PREREQUISITES FOR
A POSITIVE
DECLARATION OF ORIGINALITY

CANDIDATE I, Mankolo Xaverine Lethoko, declare that the
SUPERVISOR thesis I am submitting to the University of Pretoria for the
DEGREE degree of Philosophae Doctor (PhD) has not been submitted by
INSTITUTION me to any other institution. It is my own work, and all the sources
used or quoted in this study have been acknowledged by means of
complete references.

.....
M X Lethoko

ABSTRACT

TEACHER MOTIVATION AND PROFESSIONALISM AS PREREQUISITES FOR A POSITIVE CULTURE OF LEARNING AND TEACHING

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It is nearly seven years since South Africa became a democratic state decades after apartheid. The country is now faced with numerous challenges in all facets of life, that is, politically, economically, socially, and most importantly, educationally. Since 1994, the new democracy has started with the reconstruction of dilapidated school buildings, the redistribution of resources and funds to the previously disadvantaged schools, ensuring proper functioning of governance structures at all levels, making the new curricula work, and proper implementation of the new legislation. However, while a new education system is being reconstructed, there is a greater task awaiting all the stakeholders in education, that is, the transformation of the attitudes of teachers and learners regarding their respective roles, which is that teachers must teach, and learners must learn. Teachers are the ones charged with the primary duty of ensuring that the teaching and learning process takes place in schools. Therefore, teachers as adults, parents and professionals, have to lead by example, be self-disciplined and dedicated to their work. Then learners are more likely to follow suit and do their work as it is expected. At the present moment the teachers' motivation and professional ethos leaves much to be desired.

During the apartheid era, both teachers and learners would not go to school on the first day of school, or even longer, as part of the defiance campaign against the apartheid regime. Most teachers and learners still do not take the first day of schooling that seriously. To some teachers, it has not dawned to them that democracy comes with duties and responsibilities

that people have to bear in mind. It is really disappointing to see the Minister of Education and the Department of Education officials 'run around' the schools in the entire country to ensure that teaching takes place on the first day of school. The teachers' motivation to teach, their professionalism and dedication towards the restoration of the culture of learning and teaching is very much questionable. Nowadays, teaching is no longer viewed as a calling and a prestigious profession in which teachers commit themselves to the education of learners. Teachers are like workers, who are more focused on their rights, their working conditions and salaries, sometimes at the expense of the learners' time. As a result, there is an urgent need for a shift in the teachers' attitudes and behaviour with regards to their work and the teaching profession as a whole. Then the transformation can be spread to the learners, parents and the wider community.

The nine-percent increase with regards to the learner passrates for the 2000 matric results is a positive sign towards the improvement of learner performance and the culture of learning and teaching. This implies that teachers need to improve their motivation and professionalism, so as to increase the passrates even more this year. This can help in the enhancement of the culture of teaching and learning in schools.

From the empirical research undertaken through the use of questionnaires, interviews and observation, it has become apparent that the external factors in the teachers' environment are the most demotivating factors for teachers. These include: poor salaries, unsatisfactory facilities, crime and violence in schools, abolishment of corporal punishment, poor management of schools, poor parental co-operation in school-related matters, unsatisfactory teacher training and many other factors. The influence of teacher unions in the teaching profession is also a controversial issue regarding teacher professionalism.

Several recommendations are made in respect of the Department of Education, Teacher Training Institutions, teacher unions, principals, teachers, parents and the wider community as stakeholders in education. These recommendations and ways to improve teacher motivation, professionalism and ultimately, the culture of learning and teaching will

hopefully benefit all the stakeholders in education, and contribute in stimulating further research.

KEYWORDS

Teacher

Principal

Motivation

Intrinsic motivation

Extrinsic motivation

Achievement motivation

A profession

Professionalism

Teacher unions

Culture of teaching and learning

OPSOMMING

ONDERWYSER PROFESSIONALISME EN MOTIVERING IN 'N ONDERRIG EN LEERKULTUUR

KANDIDAAT : MANKOLO XAVERINE LETHOKO
TOESIGHOUER : DR JAN HEYSTEK
DEPARTEMENT : ONDERWYSBESTUUR
GRAAD : PHILOSOPHIAE DOCTOR

Suid Afrika is reeds sewe jaar lank 'n demokratiese staat en word deur politieke, ekonomiese, sosiale, en heel belangrik, opvoedkundige uitdagings gekonfronteer. Die nuwe demokratiese regering het reeds begin om skool geboue te herbou, om hulpbronne en fondse te herverdeel tussen voorheen minderbevoorregte skole, om die goeie werking van regeringstrukture te verseker, om die nuwe leerplanne toe te pas, en om nuwe wetgewing behoorlik te implimenteer. Alhoewel die opvoedkundige sisteem hervorm word, wag daar 'n groter taak op aandeelhouers in die opvoedkunde, naamlik, die transformasie van die houdings van onderwysers en leerders jeens hul onderskeie take. Dit is die plig van onderwysers om toe te sien dat onderrig en leer plaasvind. As volwasse beroepslui moet hulle derhalwe 'n goeie voorbeeld stel en toewyding en self-dissipline toe pas. Leerders sal dan meer geneë wees om hul onderwysers se voorbeeld te volg. Tans laat die motivering en professionele etos van leerkragte veel te wense oor.

In hierdie studie is onderwysers se professionele gedrag en motivering om onderrig te gee ter sake. Die studie behoort 'n leerkultuur te bevorder. Alle mense voel die behoefte om deel te neem aan spesifieke soorte gedrag. Onderwysers moet intrinsiek en ekstrasiek gemotiveerd wees om onderrig te gee. Hierdie studie sal daarop wys dat daar verskillende faktore is wat onderwysers demotiveer, en dat onderwysers nie prestasie-gemotiveerd is nie. Intrinsieke faktore wat onderwysers demotiveer sluit die volgende in: 'n gevoel dat onderwys die verkeerde loopbaankeuse was, die lae aansien wat die beroep geniet, 'n vrees vir die

rasionalisasie- en herontplooiingsproses, swak leerderprestasie, en 'n gebrek aan erkenning vir goeie werk. Die ekstrinsieke faktore wat onderwysers demotiveer sluit die volgende in: onbevredigende salarisse, swak onderwysersopleiding, swak infrastruktuur en fasiliteite, misdaad en geweld aan skole, en die afskaffing van lystraf. Swak salarisse, lankal 'n twisappel tussen onderwysunies en die Department van Onderwys, is die grootste demotiveringsfaktor volgens onderwysers. Onderwysers se motivering is laag want salarisse kan nie aan basiese behoeftes voldoen nie.

Professionele gedrag in die onderwys sluit belangrike faktore in soos die standaard van kwalifikasies, vakkennis, verskaffing van indiensopleiding, en die grondvesting en goeie bestuur van Suid-Afrikaanse Raad vir Opvoedkunde (SARO) en die toepassing van SARO se gedragskode. Onderwysunies het ook 'n belangrike rol te speel in die beroep, want hul verteenwoordig onderwysers in die Raad vir Arbeidverhoudinge in Onderwys (RAVO) en hou 'n oog oor die arbeidsregte en werksomstandighede van onderwysers. Ongelukkig is sommige unies bekend vir hul deelname aan militante aktiwiteite. Dus is die vakverenigingswese 'n netelige kwessie.

In die studie word verskeie aanbevelings aan die Departement van Onderwys, opleidingsinstellings vir onderwysers, onderwysunies, ouers, en die groter gemeenskap gemaak. Hopelik sal al die aandeelhouers baat vind by die aanbevelings aangaande onderwyser motivering, professionele gedrag en die leerkultuur, en sal die studie verdere navorsing stimuleer.

SLEUTELWOORDE

onderwyser

skoolhoof

motivering

intrinsieke motivering

ekstrinsieke motivering

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
AFT	American Federation of Teachers
ANC	African National Congress
COLT	Culture of Learning and Teaching
COLTS	Culture of Learning, Teaching and Services
COSATU	Congress of the South African Trade Unions
COTEP	Committee on Teacher Education Policy
DETU	Democratic Teachers Union
DOE	Department of Education
ELPTU	East London Progressive Teachers Union
ELRA	Education Labour Relations Act
ELRC	Education Labour Relations Council
HIV	Human Immunodeficiency Virus
HSRC	Human Sciences Research Council
LRA	Labour Relations Act
MEd	Master in Education
NAPTOSA	National Professional Teachers Organisation of South Africa
NEA	National Education Association
NEUSA	National Education Union of South Africa
NGO	Non-Governmental Organisation
NOWETU	North-West Teachers Union
NQF	National Qualifications Framework
NTNTA	Northern Transvaal Native Teachers' Association
PAC	Parents and Community
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SA	South Africa
SABC	South African Broadcasting Corporation
SACC	South African Certification Council
SACE	South African Council of Educators

SADTU	South African Teachers Union
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SATU	South African Teachers Union
SAVO	South African Students Voluntary Organisation
SGB	School Governing Body
STNTA	Southern Transvaal Native Teachers' Association
TATA	Transvaal African Teachers' Association
TNTA	Transvaal Native Teachers' Association
TTI	Teacher Training Institutions
TUATA	Transvaal United African Teachers' Association
WECTU	Western Cape Teachers Union

CHAPTER 1

1.1 INTRODUCTION AND DEMARCATION OF THE STUDY

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

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

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

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

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

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

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

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

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

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

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

However, as Steyn (1999: 206) puts it, efforts to improve schools frequently focus on a search for quick fixes which include new programmes, new curricula and approaches, new methods of student assessment and reporting student achievement, all of which are hoped to transform the education system. Programmes and materials may or may not bring about effective improvement on their own, but the people in the system can do that (Steyn 1999: 206).

Therefore, in striving towards the improvement of the entire education system and schools in particular, it is important to focus attention and energies on the improvement of the people (DuFour & Berkey 1995: 2). For the purpose of this research, the improvement of the people will focus mainly on the teachers' motivation and professional capacity in an attempt to enhance the level of COLT in schools.

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

1.2. MOTIVATION OF THE STUDY

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

1.2.1 Political changes in South Africa

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

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

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

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

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

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

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

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

1.2.2 Unsatisfactory Senior Certificate results

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

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

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

Source: Department of Education 1999a: 4)

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

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

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

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

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

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

1.2.3.1 Legislation

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

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

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

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

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

- to regulate the right to strike and the recourse to lockout in conformity with the Republic of South Africa Constitution (1996);
- to promote employee participation in decision-making through the establishment of workplace forums;
- to provide simple procedures for the resolution of labour disputes through statutory conciliation, mediation and arbitration (for which purpose the Commission for Conciliation, Mediation and Arbitration is established), and through independent alternative dispute resolution services accredited for that purpose;
- to establish the Labour Court and Labour Appeal Court as superior courts, with exclusive jurisdiction to decide matters arising from the Act;
- to provide for a simplified procedure for the registration of trade unions and employers' organizations, and to provide for their regulation to ensure democratic practices and proper financial control;
- to give effect to the public international law obligations of the Republic relating to labour relations;
- to amend and repeal certain laws relating to labour relations; and
- to provide for incidental matters (Department of Labour 1995: 2).

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

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

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

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

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

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

iii) Other legislation

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

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

1.2.3.2 Curriculum 2005

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

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

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

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

1.2.3.3 Human resource management

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

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

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

1.2.4 The nine-point plan

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

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

- 1 We must make our provincial systems to work by making co-operative government work
- 2 We must break the back of illiteracy among adults and youths in five years
- 3 Schools must be centres of community life
- 4 We must end conditions of physical degradation in South African schools
- 5 We must develop the professional quality of our teaching force
- 6 We must ensure the success of active learning through outcomes-based education
- 7 We must create a vibrant further education and training system to equip youth and adults to meet the economic and social needs of the 21st century
- 8 We must implement a rational, seamless higher education system that grasps the intellectual and professional challenges facing South Africans in the 21st century
- 9 We must deal urgently and purposefully with the HIV/AIDS emergency in and through the education and training system.

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

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

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

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

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

1.3 PROBLEM STATEMENT

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

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

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

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

1.4 AIM OF THE INVESTIGATION

- a) To emphasise the importance of the role of teachers in the enhancement of learner achievement in schools.
- b) To determine those factors which have contributed to the teachers' lack of motivation and professionalism to perform their duties effectively.
- c) To provide guidelines for teacher motivation and professionalism as prerequisites for the establishment of a positive learning and teaching culture.
- d) To give recommendations to teachers, principals, parents and the community, unions, the Department of Education, and the Teacher Training Institutions on how to improve teacher motivation and professionalism.

1.5 HYPOTHESIS

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

1.6 RESEARCH DESIGN

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

1.6.1 Literature review/research

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

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

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

a) Primary source document

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

b) Secondary sources

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

c) Tertiary sources

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

1.6.2 Empirical research

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

1.6.2.1 Questionnaires

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

1.6.2.2 Interviews

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

1.6.2.3 Observation

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

1.7 CHAPTER DIVISION

Chapter 1

This chapter will consist of:

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

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

Chapter 2

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

Chapter 3

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

Chapter 4

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

Chapter 5

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

Chapter 6

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

Chapter 7

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

1.8 CLARIFICATION OF CONCEPTS

1.8.1 Motivation

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

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

1.8.2 Achievement motivation

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

1.8.3 Profession and professionalism

A profession indicates an occupation characterized by:

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

The teaching profession fits very well into this definition, hence it can be said that teaching is a profession. The four cornerstones of professionalism given by Bondesio, Beckmann, Oosthuizen, Prinsloo & Van Wyk (1989: 147) prove this:

- professional training provided by teacher colleges, technikons and universities, and in-service courses,

- professional task performance inside and outside the classroom, this includes teaching, disciplining learners, being a role model, etcetera,
- professional conduct (as it is stipulated by the SACE's code of conduct),
- professional control and the legal requirements in the teaching profession (which is exercised by SACE, the ELRC and SASA 1996).

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

1.8.4 Culture of learning and teaching

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

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

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

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

1.8.5 Positive learning climate

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

1.8.6 Effective teaching

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

1.8.7 School climate

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

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

1.8.8 "In loco parentis"

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

1.8.9 Principal

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

1.8.10 Educator

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

1.8.11 Learner

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

1.9 SUMMARY

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

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

CHAPTER 2

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

2.1 INTRODUCTION

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

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

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

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

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

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

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

2.2 SOUTH AFRICA'S EDUCATION SYSTEM FROM 1980 TO 1990

2.2.1 Introduction

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

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

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

2.2.2 The Cillié Commission (1980)

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

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

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

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

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

2.2.3 The De Lange Commission (1981)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.2.4 The Government White Paper (1983)

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

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

The HSRC report recommended the following:

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

(Department of Education 1983: ii-iv).

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

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

(Department of Education 1983: ii-iv).

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

a) Statutory provision for the organised teaching profession

The following recommendation was made:

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

(Department of Education 1983: ii-iv).

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

b) The training of teachers

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

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

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

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

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

2.3 SOUTH AFRICA'S EDUCATION SITUATION FROM 1990 ONWARDS

2.3.1 Introduction

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

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

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

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

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

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

2.3.2 The Culture of Learning and Teaching (COLT)

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

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

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

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

2.3.2.1 Characteristics of learners affecting COLT

Before the 1994 elections

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

Post elections - learner attitudes and behaviour

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

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

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

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

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

2.3.3 Characteristics of teachers affecting COLT

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

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

Pre-election teacher behaviour and attitudes

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

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

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

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

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

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

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

Post election teachers' attitudes and behaviour

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

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

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

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

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

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

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

2.4 A PROFESSION AND THE CHARACTERISTICS OF A PROFESSION

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

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

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

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

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

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

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

2.4.1 A unique and essential service

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.4.4 Emphasis on services rendered rather than on financial reward

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

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

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

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

2.4.5 A comprehensive self-governing organisation for the profession

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

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

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

2.4.6 A profession requires sustained in-service growth

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

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

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

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

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

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

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

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

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

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

2.4.8 The professional authority of the practitioner of the profession and rendering of service

The authority that teachers hold stems from the fact that teachers have undertaken academic and professional studies, and that they have specific skills and have gone through specialised training (Ornstein & Levine 1989: 43). Joubert & Prinsloo (2001: 150) also support this argument when they say that the teachers' professional authority stems from his/her specialised knowledge and skills. Therefore, the extent to which an educator and the education profession excel will determine how much professional authority they deserve and will be awarded. The professional training of teachers all over the whole world can give teachers authority over other people. This implies that teachers, by virtue of their training, are only separated from doctors, lawyers and other professionals because of the service they provide to the community (that is teaching). As Graham (1999: 12) puts it, an educator is placed in a relationship of professional authority with the governing body and the parent community to whom he or she renders a service.

Moreover, the Technical Committee on the Revision of Norms and Standards has identified a number of weaknesses and strengths in teacher education in South Africa (Department of Education 1997c: 13). There are less strengths than weaknesses. The strengths are listed as follows:

- a) teacher education is the largest sector in higher education, and in Mpumalanga and the Northern Cape teacher education is the only form of higher education
- b) there are enough institutions for the training of teachers required for the national educational system
- c) the institutions are relatively well-distributed throughout the country and the output exceeds demand at present
- d) through partnerships with other institutions some colleges have managed to improve the quality of their programmes and their institutional capacity in dealing with curriculum, teaching and learning issues.

The weaknesses in teacher education are listed below:

- a) a highly-fragmented, diverse and overloaded system
- b) an overproduction of teachers
- c) poorly prepared staff who still practice unsuitable approaches to learning and consequent poor quality of delivery
- d) inadequate or neglected training of teachers in Mathematics, Science and technology, and in specialised education
- e) a lack of commitment in pursuing the teaching profession
- f) a lack of a national policy framework or poor implementation of the policies
- g) the curriculum in most colleges is dominated by:
 - old-fashioned concepts
 - inappropriate philosophies
 - inadequate methodologies and modes of assessment
 - negative institutional cultures
 - lack of professionalism
 - limited subject knowledge
 - little teaching experience in the staff
 - disjunction between theory and practice (Department of Education 1997c: 13).

These weaknesses imply that the professional status of teaching is still not fully achieved. Teacher training or training for any profession, is what makes it to be recognised, to be given authority and the necessary respect and honour. If teacher training has so many disadvantages in South Africa, this implies that a lot of effort is needed from all the stakeholders to improve the situation. That is why the technical committee was formed to investigate the matter in 1997. The latest developments in this terrain have included amongst others the promulgation of the Higher Education Act number 55 of 1997, which was amended in 1999, and also the incorporation and merging of higher education institutions.

Finally, as MacGregor (1999: 51) puts it, poorly qualified teachers impact on the educational experience of pupils, and the measure of his/her authority depends on the trust placed on the professional by the learner, parents and the society at large. Therefore, the teachers' professional authority is likely to be undermined if he/she does not perform well, not motivated enough and not professional in the execution of his/her duties. In such a situation, it might be difficult to enhance learner performance and also help in the restoration of COLT in schools. Therefore, teachers have to be aware of their importance in education and the need for a positive attitude towards their work. A positive attitude, motivation and professionalism can help create a conducive environment for COLT to thrive.

2.5 POSITIVE CHARACTERISTICS OF TEACHERS

According to the Educators Employment Act no.76 of 1998, an educator means any person who teaches, educates or trains other persons, or who provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution (Republic of South Africa 1998b: 1-2). This means that teachers or educators as they are referred to lately, are expected to teach in such a way that effective learning can take place. That is why the Culture of Learning, Teaching and Services (COLTS) campaign has come up with the slogan that 'Teachers must teach, learners learn and parents co-operate'. Therefore, the professional conduct of teachers and positive characteristics will include, amongst other things, the following:

- a) The teacher's commitment to the teaching profession
- b) Responsibility towards professional association
- c) A spirit of dedication and willingness to contribute towards the regard for and status of the teaching profession at all times
- d) Allegiance and loyalty towards the profession
- e) Utilization of channels for professional development
- f) Professional educational expertise

- g) Academic grounding in terms of qualifications
- h) Expertise in teaching
- i) Responsibility towards the community
- j) Cultural enrichment
- k) Respect for oneself, the school and education
- l) Knowledge and understanding of the child (Van Wyk 1987: 63).

These professional characteristics of teachers are what make them recognised by any society as professionals, which seem to be lacking amongst the majority of teachers in this country. Nkonka (1996: 8) adds that there is no substitute for a constructive, positive attitude towards one's career, for dedication and hard work in the working place, towards the learners that one has to take care of, towards the subject one is teaching, towards the school one is managing. All these are characteristics of a positive and motivated teacher. If teachers can show signs these attributes in their behaviour, the lost COLT can be restored in schools.

In addition, the personal characteristics of teachers underlie their effectiveness. For instance, a teacher's willingness to work hard and a willingness to learn and to reflect on teaching is one aspect that no teacher can do without (Cullingford 1995: 10). Willingness, dedication and motivation are positive characteristics of effective teachers. Another way in which a good teacher can be detected is the way he/she manages the classroom. These signs are:

- A shared working atmosphere between the teacher and the learners
- An awareness of the needs of each pupil
- A purposeful and well-organised classroom
- The celebration of successes, teachers have to give incentives, encourage learners and congratulate them (Glasser 1993: 5).

An organised classroom provides a conducive environment for teaching and learning processes to take place. If the environment is conducive for the teaching and learning to

take place, this can help to improve the school climate, which refers to the perceivable influence of all aspects of the school, the attitude, motivation and work of all the people in the school (Badenhorst 1987: 79). Therefore, teachers can help to establish a conducive environment for teaching and learning in a school. This in turn could help to improve COLT in the schools. Van der Westhuizen (1996: 112) also lists the following positive characteristics of teachers:

- a) **Intimacy** that is, the extent to which teachers group socially within the school-the teacher-teacher relationships
- b) **Engagement** refers to the extent to which teachers work to attain the goals set for the school. This depends on the willingness and levels of teacher motivation
- c) **Espirit** is the morale of the teachers individually and as a group. This will determine the performance of teachers in as far as their work is concerned, which in turn influences the performance of learners
- d) **Interference** is the extent to which regulations and administrative work interfere with the functional work of the teachers, for example Heads of Departments tend to have more administrative work than level one teachers who have more time for teaching which is functional work (Van der Westhuizen 1996: 112).

This implies that those teachers rated nearer the positive pole possess those characteristics which make them effective teachers.

Perrot (1982: 3) conducted another research and his associates came about with more positive characteristics which are displayed by teachers in class:

- a) Teacher asks questions
- b) Teacher accepts pupil's feelings
- c) Teacher acknowledges pupils' ideas
- d) Teacher praises and encourages pupils (Perrot 1982: 3).

These characteristics can help to make the learners appreciate and understand what is being taught, because the teacher involves learners in the teaching-learning process. This is what South African teachers need to display – that is, passion and interest in their work. These positive characteristics are much more likely to be displayed by those teachers who are motivated to teach and those who enjoy being in the profession, rather than just teaching for the sake of teaching.

In addition, other positive traits which can increase the teachers' effectiveness are: approachability, cheerfulness, dependability, enthusiasm, fairness, honesty, intelligence, patience, a spirit of inquiry and a sense of efficacy – which is also called a 'can do' attitude (Anderson 1989: 17). Amongst all these positive characteristics, the teachers' sense of efficacy – that 'I can do it' attitude is one of the major components of COLT. This sense of efficacy entails the teachers' positive attitude towards their work, their dedication and willingness to help learners to achieve academic excellence. Anderson (1989: 18) says that teachers who have a sense of efficacy are said to have a 'can do' attitude, and such teachers believe that they can make a difference in the lives of their students. Such teachers also take pride in the accomplishments of their learners. These positive trait tallies with the theories and beliefs held by psychologists in relation to what they call achievement motivation (Alschuler, Tabor and McIntyre 1970: 6; Child 1986: 48 and Mwamwenda 1995: 262). This concept will be discussed later in the chapter.

Lastly, a study was conducted in England in 1993 relating to the characteristics and behaviour of teachers which learners found positive and much more likely to increase the teachers' effectiveness (Stephens & Crawley 1994: 9). This study was undertaken because it is believed that the learners' success and achievement can help to determine the teachers' efficiency and their dedication to do their work. Stephens & Crawley (1994: 9) listed the following characteristics:

- a) created a relaxed and enjoyable atmosphere in the classroom
- b) did not lose their 'cool' when exercising control
- c) presented their subject in an interesting and engaging manner

- d) made lessons understandable
- e) gave clear instructions of what to do and what students should try to achieve
- f) set work that students could reasonably achieve
- g) helped students with difficulties
- h) encouraged students to raise their expectations of themselves
- i) cared about students and treated them as mature individuals
- j) had certain 'star-quality' talents (subject-related or other) Stephens & Crawley (1994: 9).

This implies that teachers, as professionals need to realise those attributes and characteristics which can help to enhance their work. Teacher motivation forms a major part of this research, as a factor which can help to establish a conducive environment for teaching and learning to take place. Hence, this significant aspect will be discussed in the next section, as well as those factors which have led to loss of teacher motivation and professionalism.

2.6 MOTIVATION

2.6.1 Introduction

The campaign to restructure education in South Africa started after the 1994 democratic elections. In the "Implementation plan for 'Tirisano' – January 2000 – 2004, the Department of Education's Director General stated that the Government has since 1994 begun reconstructing and redefining the education and training system in order that satisfies the aspirations of all South Africans (Department of Education: 2000b: 3). The Director General continues to point out that the challenge to make a significant impact on the quality and extent of learning attainment for the majority of South Africans still remains elusive. In addition, Asmal (1999: 2) in his document called " Call to action: mobilising citizens to build a South African education and training system for the 21st century" identified the most crucial challenges facing the education system, which include the massive inequalities in access and facilities, the serious state of the morale of the

teaching force, failures in governance, and the poor quality of learning in much of the system.

Moreover, Vally (1999: 7) also adds that the teachers' low level of motivation is another problematic area. Whilst Sayed & Jansen (2001: 1) point out at another challenge which is that the political problem was that, for all the dazzle of post apartheid education policies, there was considerable distance between policy (official statements of intent) and practice (experiences of teachers and learners in educational institutions). The implementation of policies and the restructuring of the education system depends largely on teachers, their participation and motivation to perform well and implement the given policies. As a result, teacher motivation to perform well and professionalism could help in the proper implementation of whatever policies and strategies that the Department of Education and principals comes with in order to improve the education system and specifically towards the enhancement of COLT.

The next section will discuss motivation, and its types, that is, intrinsic and extrinsic motivation. Then the following theories will be discussed in relation to teachers: Maslow's hierarchy of needs, McClelland's achievement motivation and McGregors' theory of X and Y. Since there are two types of motivation, the choice of the motivational studies discussed in this study involves both intrinsic motivation theorists such as Maslow's hierarchy of needs and McClelland's achievement motivation, and for extrinsic motivation McGregors' theory of X and Y will also be discussed. More detail regarding these theories will be discussed in the following section.

2.6.2 Definition of motivation

Motivation is an internal state that arouses, directs and maintains the behaviour of a person (Woolfolk 1995: 333). Again, motivation is also a concept used to explain the way a person or an organism behaves, or the same concept is used to refer an to energiser or a driving force, a desire or an urge that causes an individual to engage in a certain behaviour (Mwamwenda 1995: 259). In addition, Ingule, Rono & Ndambuki (1996:330)

point out that motivation addresses itself to the question of why an individual does what he does. For instance, teachers' behaviour has been characterised for a long time by absenteeism, poor performance, unpreparedness and unwillingness to work (Vally 1999: 8). Therefore, one can try to find out through literature review (See section 2.7) and also through empirical research (See Chapter 5).

Furthermore, motivation is one of the attributes that a teacher must possess in order to perform his/her duties as effectively as possible because teachers have a lot of responsibility in as far as a learner's life is concerned. That is why Minarik (1992: 38) asserts that motivation is an individual process which closely interacts with the work environment and its centres of influence such as:

- Individualising a job allows personal abilities to be applied broadly and stimulates the development of creative individualism
- Transferring authority, duties and responsibilities to the person who carries out the job further motivates and broadens an employees' field of activity
- Finally, information on the company/institutions' results and performance.

Firstly, this implies that to a certain extent teachers' motivation can depend on the flexibility of the job which allows them to exercise what is sometimes called "professional autonomy and authority, so that they can be as creative as possible and use their personal abilities to the maximum. Secondly, the principals' delegation of duties to the teachers can also help to enhance their motivation and also broaden their knowledge in the profession. Lastly, the learners' performance can have a great impact on the teachers' motivation, since this can be said to determine the teachers' performance. If the learners perform well, teachers are more likely to be motivated to work harder since they are able to see the results of their hard work.

As it has been mentioned earlier (section 2.4.2), teaching like all the other professions places a huge emphasis on teacher intellectual and mental abilities whereby a teacher who knows his/her subject well and is creative enough to help enhance learners' understanding of the subject taught. For teachers, the learners' understanding of what is taught is one of

the factors that can motivate him/her to work harder for the reward can be gained from the learners' performance. Thus the teacher's mental abilities can be motivational since he/she is able to perform the teaching task well and with limited difficulty.

In this study, there are a few questions that can be asked regarding teacher motivation:

- Are teachers motivated to perform their duties effectively?
- Who or what motivates teachers?
- How can teachers be motivated to teach?

This implies that the teachers' level of motivation has to be very high, so that they will be able to exercise all these mental abilities. There are two types of motivation, namely, intrinsic motivation which focuses on internal factors within the teacher, such as their need to be successful. On the other hand, extrinsic motivation deals with external factors such as a good salary, satisfactory working conditions and others (Fox 1993: 106). These two types of motivation will be dealt with in detail in the following sections. Ingule, Rono & Ndambuki (1996:334) list some factors which can influence a person's motivation, namely:

- a) the physiological system of the organism (which are discussed in length by Maslow)
- b) Emotions: a person's emotional state act as a drive and emotions can reinforce the motive in progress and increase one's desire to do something
- c) Habits: Not all habits work as motivating, for instance people who make it a habit of working hard can be successful in life, but those who make a habit of lazing around might not be successful
- d) Mental assets, values and attitudes of the individual which influence motivational process
- e) Environmental factors and incentives also play an important role.

The next section will discuss intrinsic motivation in detail.

2.6.2.1. Intrinsic motivation

Motivation that stems from factors such as interest or curiosity is called intrinsic motivation. Intrinsic motivation is the natural tendency to pursue personal interests and exercise capabilities, and in doing so, seek out and conquer challenges (Woolfolk 1995: 332). This implies that when people are intrinsically motivated, they do not need incentives or punishment to work because the activity is rewarding in itself. Ingule, Rono & Ndambuki (1996: 34) also assert that intrinsic motivation is the desire to be effective and to perform a behaviour for its own sake. This is proven by the fact that teachers' satisfaction is determined by the extent to which they feel successful in advancing students' learning and growth (Ornstein & Levine 1989: 6). The learners' achievement can be one of the factors which makes the teacher satisfied and urges him/her to work harder. The opposite could be that if learners fail, teachers lose interest, and they become discouraged because they do not see the results of their work.

People are seen as active and curious, searching for information to solve personally relevant problems, ignoring even hunger or enduring discomfort to focus on self-selected goals. People working hard to fulfill commitments to deadlines because the work itself is rewarding are an example of an intrinsically motivated people (Woolfolk 1995: 320; Fox 1993: 116). Fox (1993: 108; Child 1997: 46) also refer to the internal factors of motivation or intrinsic motivation as a need-driven kind of motivation which is based on a persons' needs as described by Maslow. Therefore, in teachers situation, they need to have the desire for competence, achievement, adequacy, confidence in front of one's fellows, independence, freedom, recognition, reputation and prestige, attention, importance and appreciation by others (Child 1986: 43; Child 1997: 45). All these qualities and attributes are what builds a person's self-esteem according to Maslow's hierarchy of needs which will be discussed later in this chapter (Maslow 1970: 145). However, these attributes are less likely to be evident in teachers who are not motivated to work hard and adhere to the professional demands of the teaching field.

There are three kinds of intrinsic motives or concepts that imply intrinsic motivation, these include interest, competence and curiosity (Klausmeier 1985: 229; Child 1997: 45). These concepts are discussed in detail below. There are those activities that people engage in because they are interesting, satisfying or fulfilling – these are called endogenous activities. Teaching is supposed to be an endogenous activity because a teacher enjoys teaching and finds it a fulfilling activity (Klausmeier 1985: 229). Thus, teachers need to enjoy their profession and the sense of accomplishment it brings when learners pass because such a teacher has worked hard and he/she feels rewarded even if it is not materially. However, there are those teachers who take teaching as an exogenous activity in which one does not enjoy teaching, but does it for the salary (Klausmeier 1985: 229, Fox 1996: 108). No one can deny the fact that when one chooses a career; one expects to earn a living from it. But, in teaching there is much more expected from a teacher besides the salaries which are still not satisfactory for teachers. Teachers need to be committed to their work, they need to be dedicated and motivated in order to produce good results.

Klausmeier (1985: 229) gives the following intrinsic motives:

a) **Interest**

This term refers to a person's perception that engaging in an activity is worthwhile or enjoyable for its own sake, and no reward is sought or expected from participating in the activity (Mwamwenda 1995: 260). This point goes back to the time when a person chooses teaching as a career. A person who takes teaching to be as endogenous activity is one who has interest in teaching – he/she is doing it because of a love of the profession, love of children or love of the subject, not for a reward.

b) **Competence**

Competence is an intrinsic need to deal effectively with the environment, this means that there is an inherent tendency for people to wish to perform competently or gain mastery over their environment or a certain body of skills or knowledge (Mwamwenda 1995: 260; Child 1997: 47). This concept leads one to think of the teacher-training institutions and

in-service facilities that are offered to teachers. Do they enhance the teachers' competence and confidence to teach their respective subjects excellently? Or do teachers come out of a college and university not competent enough to teach, to handle disciplinary problems, to co-operate with other teachers and parents? If a person is not competent enough to perform his/her duties, such a person is not intrinsically motivated at all.

c) **Curiosity**

Curiosity is intrinsic in that it energises exploratory activity without expectation of external rewards or reinforcement (Klausemeier 1985: 230; Fox 1993: 135). Teachers need in-service courses in order to enhance their skills and improve their teaching methods. Only curious teachers feel and show interest in such activities because they are curious to know what is new in their teaching field, what has improved and what are the alternative methods/ books to be used in their specific subjects. In some cases, those who lack curiosity might attend important courses, but because of their lack of motivation and curiosity may never use the new information, skills and methods in their classrooms. This type of behaviour cannot help to restore COLT.

The most important question to ask could be the reason(s) why some people chose teaching as a career; that is, what motivates people to become teachers. A person's reasons for choosing teaching as a career will undoubtedly affect his/her attitude and behaviour with students, whether the motivation was intrinsic (for example, a desire to impart knowledge and perform a valuable service to society) or extrinsic (for example, relatively short working days and long vacations, job security, and others). This implies that a teacher's performance can be determined by the kind of motivation he/she has. Mwamwenda (1995: 259) concludes that intrinsic motivation is superior. Interest, competence, curiosity and self-actualization are concepts that imply intrinsic motivation (Klausmeier 1985: 229). These are the qualities that teachers need to possess in order to succeed.

2.6.2.2 Extrinsic motivation

When people do something in order to earn a grade or reward, avoid punishment, please someone else, or for some other reason that has very little to do with the task itself, they experience extrinsic motivation (Child 1986: 33). Ingule, Rono & Ndambuki (1996: 144) state that intrinsic motivation refers to the process of being moved by external rewards and punishment. Fox (1993: 112) also adds that external rewards and reinforcements can be used to motivate people to work harder. Whilst accepting the value of intrinsic motivation for long-term rewards, it is acknowledged that extrinsic motivation can do a lot of good for a person (Child 1997: 48). This follows Thorndike's 'law of effect' which tells us that if our efforts are rewarded with something we like to receive, we are more likely to repeat our efforts and thus habits are born (Child 1986: 44).

In the teaching field, extrinsic motivations can be:

- increased salaries
- competitions and awards for teacher performance
- better working conditions
- protection against crime
- improved facilities and infrastructure in schools and many others.

Being given a reward, praised or reinforced as a teacher can mean that those people whom the teachers render their service to acknowledge the teacher's hard work. That is, the Department of Education, principals, parents and learners need to praise teachers if they have done well in order to motivate them. Therefore, both intrinsic and extrinsic motivation are important in education, even though intrinsic motivation is superior to extrinsic motivation (Woolfolk 1995: 332 and Mwamwenda 1995: 258). This could imply that intrinsic motivation is superior because it has long-term results and people enjoy the activity whereas in extrinsic motivation if the rewards are not given, people are more likely to be demotivated. In this case, those who join teaching for the sake of salaries and other material benefits can be least motivated.

In this study, Maslow's hierarchy of needs has been used as theory which falls under intrinsic motivation theory, whilst McGregor's theory of X and Y has been used to illustrate extrinsic motivation. Achievement motivation is another theory which was developed by McClelland which can be classified as a theory which caters for both intrinsic and extrinsic motivation. The next section discusses these three theories in detail.

2.6.3 Maslow's hierarchy of needs

Abraham Maslow is an important figure that stresses the role of needs in personality. Central to his humanistic approach to motivation is the notion that people have a variety of needs arrayed in a hierarchy. The needs that are usually taken as a starting point for motivation theory are called physiological drives, which include a need to obtain food, water and shelter, a need to engage in sexual act, and to void wastes (Maslow 1970: 35). People must satisfy these lower needs before they can satisfy the higher needs which include safety, a feeling of belonging and love, self-esteem and self-actualisation (Peterson 1988: 307). It is important to note that a very peculiar characteristic of the human organism is that when it is dominated by a certain need, the whole philosophy of its future and perception of life changes (Maslow 1970: 37). In addition, motivation, according to Maslow's theory is concerned with the degree of inclination towards an activity, but that degree of inclination is determined by the pursuit of goals which will satisfy needs (Evans 1998: 40).

According to Table 5.16, the teachers listed "low and unsatisfactory salaries" as the first factor which demotivates them. Teachers are not satisfied with the fact that their salaries cannot afford to buy them enough food and satisfactory clothing and they cannot build the houses they want. As a result, the salaries they get do not meet their basic and physiological needs. It is important that the DOE pays attention to the basic needs of teachers, like the increase of salaries, physical facilities in schools and safe working conditions. The fulfillment of these basic needs will enable the teachers to focus on their

teaching, professionalism and motivation, which are higher needs according to Maslow (1970: 36).

As Maslow (1970: 37) and Evans (1999: 78) put it people whose basic needs are not satisfied change their perception of life. For instance, if the teachers' salaries are increased, their performance, motivation, and professionalism might change for the better. Some of the factors that have been identified as demoralising teachers in this research are: the poor infrastructure and facilities, the high level of crime and violence in schools, the abolishment of corporal punishment, the influence of other teachers, unions and the struggle against apartheid, the poor administration and management of schools, and poor teacher training (see Tables 5.15 and 5.16). For instance, if teachers' salaries are increased, but the facilities in the schools are still poor, their performance might not improve because they would not have adequate facilities for teaching. Hence, the DOE, principals and unions have to start a conscientisation campaign to make teachers aware that their complaint about salaries is a valid one, but this does not mean that they have to neglect their duties. The DOE and the principals have to be serious about the DOE' policy of 'no work, no pay'. Teachers who go out and join strikes on school days should not get their full salaries. The principals should submit the names of the teachers who were absent to the DOE, and then the salary cuts have to be implemented as soon as possible. Such a move may discourage teachers to join strikes because it is taking away some of the basic needs which may motivate the teachers to work harder. On the other hand, teachers have to improve their professionalism and work harder; so perhaps the DOE should recognize their effort and increase their salaries.

Therefore, it is important for teachers to know that salaries alone will not improve their professionalism and motivation; there are other factors such as the infrastructure, facilities and others. Again, one of the characteristics of a profession is that a professional puts more emphasis on service rendered rather than on the financial reward he/she gets. This leads to the question of what kind of motivation the teachers think that people should possess when they choose teaching. Table 5.10 reflects that both teachers and principals agreed that intrinsically motivated reasons are the best reasons why people should choose

teaching. However, extrinsic motivation is also important, which is why teachers whose performance is superb need to be acknowledged. There is another theory of motivation, which can help teachers to improve their professionalism and motivation. Achievement motivation is an intrinsic type of motivation, which can help teachers to improve their performance.

2.6.4 Achievement motivation

David C McClelland developed achievement motivation theory in 1958, which he adopted from Henry Murray (McClelland 1972: 97). His efforts focused upon the need to achieve, which he defined as a desire to do with some standard of excellence. According to McClelland, the need to achieve is a desire to accomplish something; it causes a person to overcome great obstacles and to attain a high standard of excellence. Evans (1998: 37) points out that there are four characteristics of individuals whose need for achievement was prominent, these include: a strong desire to assume personal responsibility for finding solutions to a problem or for performing a task; a tendency towards setting moderately difficult achievement goals and towards risk-taking; a strong desire for concrete performance feedback on task; and single-mindedness in relation to task accomplishment. This could imply that a person who is a high achiever is ambitious, competitive, and determined to succeed and has achievement motivation. This could also mean that people who possess achievement motivation have an underlying interest to excel regardless of the situation, or whether they would get any financial rewards.

Furthermore, Ingule, Rono & Ndambuki (1996: 342) point out that achievement motivation is intrinsic, and it is also referred to as “achievement motive” or “a need for achievement” or the “n Ach”. The authors continue to point out that such people simply seek to do their best without necessarily looking for money, and these people have internalised the standards of excellence that motivate their behaviour. Van der Westhuizen (1991: 201) also adds that this theory is also called “the theory of self-realisation” in a sense that the achievement of objectives and the realisation of ideals are pleasant and provide further motivation for further achievement.

According to Table 5.15, one of the intrinsic factors, which demotivate teachers, is that “teachers do not feel that their work is fruitful because the learners continue to fail the examinations, drop out or repeat classes”- 66,76% of teachers and 76,73% of principals agree that the performance of learners has an impact on teachers’ morale. When learners fail their examinations, repeat classes or drop out, the teachers’ desire, and need to achieve is not satisfied. The learners’ success is one of the factors which can inspire teacher’s achievement motivation. On Maslow’s hierarchy of needs, self-realisation is one of the highest-order needs, which can be satisfied only after a person’s basic and low-order needs have been satisfied.

Finally, Maslow’s hierarchy of needs can be said to provide for the basic needs, whilst the McClelland’s achievement motivation deals with a higher level of needs in Maslow’s hierarchy of needs. In any case, these two theories are both intrinsic; thus the following section will discuss McGregor’s theory of X and Y which can be said to be extrinsic. However the extrinsic motivators such as rewards, praise, and acknowledgements keep it going. The reason why a person chooses teaching has an impact on the teacher’s achievement motivation. The possession of achievement motivation may help to motivate teachers to work harder and improve their professionalism so as to enhance COLT in schools.

2.6.5 McGregor’s theory of X and Y

2.6.5.1 Introduction

Douglas McGregor (1968: 24) is responsible for introducing a dual theme of ‘theory X and Y’ into management literature. After observing the actual practices of many traditional managers (which includes principals), he proposed that these managers were operating on a set of assumptions, which he labeled theory X and theory Y. During McGregors’ observation, he pointed out that managers cannot always control the actions and behaviour of employees as though they are chess pawns on a chessboard (Van der

Westhuizen 1991: 197; Thomson 1993: 52; Child 1997: 63). This could imply that managers/employers in education (i.e. principals and the Department of Education) need to listen to the teachers' grievances and complaints and try to satisfy them as much as possible, instead of giving them orders whilst their basic needs are still not met. These two theories will be briefly discussed. Theory Y can be said to be more realistic and a positive assessment of and approaches to the capabilities of people and can be used as a basis for the guidelines, which may help to improve teachers' motivation and professionalism.

2.6.5.2 Theory X

In McGregor's (1968: 25; Thomson 1993: 47) theory X refers to the following assumptions of management:

- a) The average person does not like to work, and will avoid it at all costs
- b) As a result of this resistance and antagonism to work, it follows that people need strong control, need to be controlled and sometimes forced. They should be threatened with disciplinary measures and punished in an effort to bring about the goals of the organisation
- c) The average employee prefers an openly prescriptive approach on the part of his senior. He likes to receive unmotivated orders from his leader. In addition, he would like to avoid responsibility, and one of the important drives in his work is his need for security (McGregor 1968: 25, Flippo 1980: 330 & Van der Westhuizen 1991: 197).

This approach to management can be unrealistic and negative, and can lead to a negative style of management on the side of the leader. If a leader were to follow these assumptions, such a leader would be likely to use an autocratic type of management, which is rigid, non-participative and leaves the people with nothing to do except to listen to orders. This theory is most unlikely to work in the teaching profession because it is difficult to control a teacher in his/her work. A teacher as a professional cannot be expected to be controlled by a leader. A principal may force a teacher to go to class, but

what if the teacher has not prepared what to teach? Alternatively, when he/she comes to class he/she does not teach, but cracks jokes with the learners. Each teacher also has a different subject to teach, so it will not be possible for a principal who teaches Mathematics to tell a Geography teacher how to teach the subject. As a result, this theory cannot apply in teaching and it can demotivate teachers.

2.6.5.3 Theory Y

In disagreement with the assumptions of theory X, McGregor feels that theory X underestimates the interests and capabilities of workers (Flippo 1980: 331). On the basis of psychological and social research results, he then formulated theory Y, which is more realistic and down-to-earth (Thomson 1993: 47). In this case, a principal who has a positive attitude towards the teachers, and he uses a democratic and participative style of management can be more likely to motivate teachers and enhance their professionalism, which can help to enhance COLT in schools. Each assumption for theory Y will be discussed, and guidelines will be provided where possible as to how teachers can be motivated in relation to each assumption.

2.6.5.4 Assumptions of theory Y

- a) Control and threats of punishment are not the only way to motivate workers to do their best, and to achieve specific objectives to which they are intensely involved and committed (McGregor 1968: 26).

According to Van der Westhuizen (1991: 198) asserts that most individuals have a built-in awareness of duty and will exert a type of intrinsic control on themselves. Thomson (1993: 48) also adds that most people do not inherently dislike work, however the work conditions may be either a source of satisfaction or dissatisfaction. This is what makes McGregor's theory to be more extrinsically motivated since issues such as work conditions, facilities and others may have either a negative or positive motivation to teachers in schools.

In the beginning of the year (2001), the Minister of Education, the provincial Members of the Executive Council (MEC) and other DOE officials visited the schools in all provinces without prior notice. It was an erratic start to schooling especially for most township schools in most provinces. Mecoamere (2001: 6) reported that in some schools teachers and learners came very late, there were reports of violence in which a learner stabbed his schoolmate with a knife in the Northern Province. In other schools, principals were still busy either admitting new learners or allocating classes to old ones. All in all, the teaching and learning process did not take place on the first day of schooling in all schools as the Department of Education (1996c: 15) stipulates it ought to. The Minister of Education threatened to close down some schools whose matric results were below 20% pass rate, he threatened to expel those teachers who were not at work on the first day of school, and talked seriously to the principals whose schools had not started actual teaching. In a way, the Department of Education threatened the teachers in those schools which had not started teaching, and for the first two weeks or so, teachers seemed to be dedicated. But with time, they lost interest and lapsed into their usual behaviour.

Furthermore, as this assumption suggests, people feel more committed to the objectives and goals which they were involved in making (Evans 1998: 42). Therefore, principals need to use a democratic style of management where all teachers participate in decision-making and policy-making in the school. Principals also have to delegate some important duties to other teachers, such as disciplinary hearings and others. This can help to motivate teachers, increase their sense of belonging to the school and commitment to the set objectives and goals.

- b) People are naturally antagonistic towards work, and they have a strong desire to relax. Circumstances and negative experiences influence a person's experience of work and also have positive and negative attitude towards their work (McGregor 1968: 26).

Tables 5.15 and 5.16 have dealt with those factors that demotivate teachers. Since people naturally hate to work and would prefer to relax, these factors are highly likely to make

teachers to have a negative attitude towards their work. There are factors within the teachers' workplace such as poor salaries, violence, poor infrastructure and facilities, poor administration and management of schools, the influence of apartheid, unions and some irresponsible teachers, the rationalization and redeployment process, poor subject knowledge, and many other factors. There are also some factors, which are within teachers such as a feeling that teaching is a bad choice of a career, lack of occupational prestige and little praise for those teachers who perform well. All these concerns need to be addressed by all the stakeholders in education, and some of them have already been discussed in the previous sections.

The problems of poor salaries, crime and violence in schools, and the rationalisation and redeployment process depend on the DOE. The issue of teachers' salaries plays an important role in the teachers' intrinsic motivation.

- c) The willingness to attain certain goals is closely linked to the reward, which might not be material, but to satisfaction of higher needs such as acceptance, prestige, self-confidence, and degree of self-realisation (McGregor 1968: 27).

This is a good assumption, although teachers still experience problems as far as it is concerned. The material reward, which refers to salaries, is not satisfactory at present, which relates to the lower needs stipulated by Maslow in his hierarchy of needs. As a result, it might not be easy for teachers to satisfy these higher needs such as acceptance, prestige, self-confidence and self-realisation whilst the lower needs are not satisfied as has been discussed under Maslow's hierarchy of needs.

- d) Abilities such as creativity, originality and imagination are not as scarce as generally accepted. Most people have these abilities although they might not be visible and developed (McGregor 1968: 27).

Teachers, like everyone else, possess these positive characteristics, which can enhance their teaching and professionalism. According to Table 5.12, 98,68% of teachers and

98% of principals agree that teachers have to be warm, understanding, stimulating, and imaginative. Hence, the principal has to encourage and create opportunities for teachers to be creative and imaginative in their various subjects. An average person learns quickly—particularly when the correct motivational factors are strong enough, not only to accept given responsibilities but also to assume new responsibilities through his/her own initiative (McGregor 1968: 28).

Principals have to create the opportunities for teachers to learn by allowing them to go for workshops, conferences and other activities. All teachers should be given a chance to attend workshops, not only certain individuals. Those teachers who come with new ideas and who take on new responsibilities on their own need to be praised and acknowledged. This can start the process where teachers are motivated by their initiative. In a way, teacher professionalism and COLT can be enhanced.

- e) The average person learns quickly – particularly when the correct motivational factors are strong enough, not only to accept his given responsibilities, but also to assume new responsibilities through his/her own initiative (McGregor 1968: 27).

The issues of crime, poor salaries, unsatisfactory state of facilities and resources in most schools can make it difficult for most teachers to take initiative in most cases. Thomson (1993: 48) supports this when he says that in order to obtain commitment from employees, rewards should fulfil an individual's self-actualisation needs, which refer to the need to do the work we like. Therefore, maybe the other two other types of motivational theories discussed need to be adhered to first before this theory can be applied.

To conclude, the assumptions of theory Y encourage the leader/manager (who is the principal in this case) to carry out his/her introspection honestly and openly, because experience has shown that this will determine the way he will operate to lead and motivate his staff (Van der Westhuizen 1991: 198). This theory advocates that as much as people

need to have intrinsic motivation in order to engage in an activity, extrinsic factors such as the management style of the leader play a very important role in the motivation of the people. This implies that an effective principal needs to be motivated, so that he too is able to motivate both the teachers and the learners. If the teachers are motivated, they are more likely to be professionals who will help in the restoration of COLT in the school.

The section below deals with those factors which led to the teachers' loss of motivation to perform well.

2.7. FACTORS THAT HAVE LED TO A LOSS OF TEACHER MOTIVATION

2.7.1 Political instability in the apartheid years

All educational reform is intertwined with political decision-making (La Belle & Ward 1990: 103). This implies that politics have a great impact on the education system of any country. The government that rules seeks to bring its own ideology into the curriculum through a variety of means. For instance, the Bantu Education Act of 1953 was enforced with the policy of the use of Afrikaans as a medium of instruction in all schools (Brooks & Brickhill 1980: 25). To support this argument, the following countries are given as examples:

- a) In China, after assuming power, the new government eliminated courses on Confucian ethics and put Mao's writings and Communist Party documents into the curriculum.
- b) In Algeria, after independence in 1962, the government instituted policies of Algerianisation, which meant more Algerian history, Arab world history and geography and Islamic values and morals in the curriculum.
- c) In Iran, the new government pushed for the Islamisation of education, but faced a major opposition in the universities which had become strongholds for Marxist groups (La Belle & Ward 1990: 101)

In a way politics had an impact on education in these countries. The same situation occurred in South Africa.

Upon coming into power, the Afrikaner-led National Party government introduced many apartheid laws, including the Bantu Education Act of 1953. This Act had some provisions which did not satisfy black people. The struggle against the Bantu Education system began. Both teachers and learners had a negative attitude towards the whole system. Kitchen (1988: 68) sums up the whole situation regarding teachers by saying that the teachers suffered a debilitating loss of self-respect as a result of working within a system of which they disapproved. This is one of the factors which led to the loss of teacher motivation and COLT as a whole.

2.7.2 Political instability in the 1990s and onwards

During the 1990s the milestones on the path to change were the unbanning of the African National Congress and other political parties, and the scrapping of all the apartheid laws including the Bantu Education Act of 1953 (Christie 1992: 38). Calls have been made to teachers and learners to move from a 'culture of resistance' to a 'culture of learning and teaching' but it was all in vain (Chisholm & Vally 1996: 30). This is indicated by the negative attitude of both teachers and learners. Teachers are not punctual, they are ill disciplined, they dodge classes or come unprepared, and all in all they lack commitment and their culture of hard work is non-existent (Lethoko 1999: 140). This negative attitude and demotivation must change.

Political changes can have either a negative or a positive impact on education. For instance in Zimbabwe, the 1979 Education Act sought to establish an officially non-racial education system (Lemon 1995: 103). Most Zimbabweans welcomed this change because it was a move away from a racist and segregated system of education. However, the Zimbabwean government was quickly confronted with the rising costs of its expansionary education policies. The analysis of academic performance in the nine secondary schools surveyed proved less conclusive than might have been expected, because of the

inequalities of teachers, facilities and equipment (Lemon 1995: 107). This situation in Zimbabwe after the change of the education legislation seemed to be promising, but the Zimbabweans still experienced problems of financing education, shortage of teachers and unsatisfactory results. The same thing happened in South Africa after all the apartheid laws had been repealed. Many South Africans thought that the new policies, legislation and other improvements will turn the South African education system into a success overnight. But as the Department of Education (2001) shows it, there is still a long way to go. The negative attitudes of teachers amongst other factors can hinder the restoration of COLT in schools.

2.7.3 A Unionist approach to teaching

Some teachers have a unionist attitude towards their work – they allow politics to enter the classroom. Unions have become a refuge for those who cannot succeed in the teaching profession. The main focus of influential unions such as the South African Democratic Teachers Union (SADTU) and Congress of South African Students (COSAS) is to empower teachers and students respectively to get things done their way (Smith & Schalekamp 1997: 10). This is because in a unionist approach teaching is regarded as a job in which the worker's rights receive first priority, not as a profession and a calling in which teachers commit themselves to the education of learners. These teachers are not motivated to work hard and provide the highest level of teaching. Chapter Three will discuss the influence of unions in the teaching profession in detail.

2.7.4 Poor parental co-operation

Parents are major stakeholders in education. When children leave school, they go back to their homes in which parents are expected to help their children with their homework and other academic things. Besides that, parents have to be exemplary, and contribute in disciplining their own children. Nxumalo (1993: 57) describes these problems regarding parents: 'they fear to exercise discipline over their children and frequently do not have time for them, they are un-supportive and lack interest in school issues especially fathers'.

This implies that working with parents and learners who do not care about education is likely to influence the teachers to lose their morale too. If nobody cares, why should teachers care? This is an unhealthy attitude which impedes the restoration and enhancement of COLT. Most principals complained about the poor attendance at meetings by parents, which is a symptom of parents who are not interested in their children's education and future (Lethoko 1999: 141).

In the United States of America, the Education Acts of 1980, 1981, 1986 and 1988 have given parents more rights, these include the establishment of an annual report to parents by governors and an annual meeting at which parents may pass a motion on some aspect of school governance, teaching methods, curriculum and other important aspects (Macleod 1989: 146). This could imply that parental involvement and co-operation with teachers and administration can help to improve learner discipline which stresses and demotivates teachers.

2.7.5 Violence in schools

The levels of crime in the country are overwhelming and this has a terrible impact on the entire society including teachers. The media, that is, the newspapers, radio and television, have exposed deaths of teachers who have been killed by learners, in some cases in front of learners (Lekota 2000: 18). This has a debilitating effect on teachers' morale. Teachers in the United States continue to express considerable concern over violent student behaviour, that is why in 1988 the Committee of Enquiry was set up by the Secretary of State for Education to investigate the allegations that teachers are subjected to physical abuse by learners (Tattum 1989: 73). This kind of situation demotivates teachers for they are always in fear of their lives.

Assaults, harassment and killing of teachers is taking its toll on teachers. Some learners are rude and aggressive – they come to schools carrying dangerous weapons such as knives and guns (Nxumalo 1993: 56). This situation has instilled fear and insecurity in teachers, so much that in order for a teacher to ensure his/her own safety, he/she has to

try to fit in with the learners and abandon his/her responsibility (Metcalf 1997: 5). In the midst of all these teachers lose their motivation and commitment to teach, and focus on their safety and survival.

2.7.6 Poor administration and management of schools

The leadership, management and administration of the school are crucial in ensuring a tone and ethos conducive to learning and teaching (Metcalf 1997: 5). Incapable principals, with little or no management training, tend to run schools in a dissatisfactory way. Sometimes, principals are accused of misusing the school funds, favouritism amongst teachers and learners and sometimes they conduct their personal business during working hours. This kind of behaviour can influence teachers to be irresponsible and abandon their duties because the principal does not show any signs of responsibility.

A positive learning and teaching climate is characterised by positive teaching. The relationship between the teachers and the principal can improve the trust, participation and contribution of teachers in matters of interest to the school. Then, if teachers feel as part of the school their motivation to perform will increase. Debilitating frustrations and dissatisfactions result in isolation, lack of communication and fragmentation, all of which have a profound effect on learning and teaching (Mnisi & Shilubane 1998: 7). This implies that positive principal-teacher relationships are essential in order to enhance the teachers' morale.

2.7.7 Poor infrastructure and facilities

The condition of school buildings, space and facilities makes an incalculable difference to the climate of teaching and learning – schools with the worst pass rates have the worst facilities, while schools with a relatively higher pass rate have better facilities (Chisholm & Vally 1996: 14). Infrastructure refers to availability of the following in a school:

- electricity
- water

- decent ablution blocks with functioning sewerage systems
- telephones, faxes, photocopiers
- text books
- well -stocked libraries and well-equipped laboratories
- furniture such as desks and chairs
- repair of broken windows, doors and desks
- classroom space and many others (Chisholm & Vally 1996: 16).

The Department of Education, together with the Reconstruction and Development Programme (RDP) have since 1996 begun to work on the improvement of the facilities and buildings in most schools. Metcalfe (1997: 5) asserts that 'while structural improvements and the provision of facilities and equipment do not automatically translate into successful schools, adequate and decent facilities do create a positive environment and must provide the minimum conditions for effective teaching and learning'. Hence, in a way, the infrastructure of the school has an impact on the teachers' morale and motivation.

2.7.8 Poor performance of learners

Research indicates that the most important determinant of teachers' satisfaction is the extent to which they feel successful in advancing students' learning and growth (Ornstein & Levine 1989: 6). This implies that the success of learners is what satisfies a teacher that is why most psychologists indicate that achievement motivation is an effective motivation. The learners' success and achievement helps to boost their teachers' dedication and willingness to work hard. People with strong achievement motivation are generally self-confident individuals who are, at their best, taking personal responsibility in situations where they can control what happens to them (Alschuler, Tabor and McIntyre 1970: 6). This implies that it is natural and human for everyone to feel motivated by the fruits of their labour, and therefore teachers are normally inspired by good achievements of their learners.

2.7.9 The conduct of learners

At present, the quality of most learners existing in black schools is totally demotivating for teachers. Learners in most schools show these negative signs and behaviour:

- a) Shortcomings in the work ethos of learners
 - a culture of doing the minimum required to pass exists among most students
 - the majority of them do not know what it means to work hard over a prolonged period of time
 - students have never learned to study and lack effective study methods
- b) Lack of ability to concentrate in class
- c) Lack of self-discipline to study and to be punctual for school and for classes
- d) Alcohol and drug abuse
- d) Education is boring and meaningless to learners – they do not see its worth in a society where 'crime does pay' (Smith & Schalekamp 1997: 7-9, Lethoko 1999: 27-31).

During the interviews conducted in schools, some teachers and principals really worry about the situation and try their level best to assist and conscientise learners about the importance of education. On the other hand, more and more teachers take advantage of the above-mentioned situation and abandon their responsibilities as adults, parents and professionals. One principal complained that some teachers further their studies during the working hours, some go to check on their businesses and other personal affairs. Hence, one can tell that they are demotivated and have lost their sense of responsibility.

2.7.10 Salaries

It is commonly accepted that the remuneration offered in a profession is an important part of its professionalism (Badenhorst 1987: 144). Teachers have complained about their

salaries for a long time, and this issue seems to be a major reason why people leave teaching. Salaries are said to increase occupational prestige (Ornstein & Levine 1989: 11). Occupational prestige refers to the esteem in which individuals or groups hold an occupation in a particular society (Badenhorst 1988: 11). Hence the low salary and the decrease in the status of the teaching profession can lead to teacher demotivation.

2.8 SUMMARY

This chapter has discussed the present situation in schools, the factors which have led to the loss of teacher motivation, the positive characteristics of teachers, professionalism and its characteristics related to the motivation and performances of the teachers. Teacher motivation and professionalism can help to restore COLT in schools.

Chapter Three will deal with what the DOE has done or is doing to improve teachers' working conditions, and the role of teacher unions and organisations regarding teacher motivation and professionalism.

CHAPTER 3

POLICIES AND LEGISLATION INFLUENCING TEACHERS AND THE CULTURE OF LEARNING AND TEACHING

3.1 INTRODUCTION

After decades of apartheid, South Africa experienced the jubilation of the first non-racial elections in April 1994. One of the crucial challenges that the country faces is that, amongst other sectors of society, education is one of the most important and intractable issues in the new South Africa (Lemon 1995: 101). This means that the new democracy is faced with the reconstruction, against all odds, of a society and an education system left in ruins by apartheid. Since 1994, numerous changes have taken place in the education system in terms of the governance structures, curricula, and allocation of resources and funds, new policies and new legislation. In a document entitled *Education in South Africa: Achievements since 1994* (Department of Education 2001: 3) it is said that the governments' two imperatives have been to overcome the devastation of apartheid and provide a system that builds democracy.

As a result of this major aim of the government, as Jansen (2001: ix) points out, there has been a policy for everything from early childhood development to language in education to school finance to higher education, laws have been made, amended and re-made to give legal authority to formal policy. Changes in policy which includes the legislation and others are expected to filter down the hierarchy of the education system, that is from the national level to the school level (Sayed & Jansen 2001: 1). A major question, which has been posed by numerous academics and researchers, has been "how these policies (which are called official statements) are put in practice at school level (that is, the experiences of teachers and learners in schools) (Motala 1998: 6; Sayed & Jansen 2001: 1).

For instance, the implementation of Curriculum 2005 as one of the policies which were constructed after 1994 has been dodged with so much controversy from academics and researchers alike (Jansen & Christie 1999: 3). This policy is discussed in detail later. For the purpose of this study, the policy which is under the spotlight is the culture of learning and

teaching campaign which was launched in 1997. (See Chapter 2 section 2.3.1). Officially, this campaign was intended to provide schools with ready funding to improve their physical infrastructure, and raise levels of teaching and learning within the schools (Department of Education 2001a: 18). However, as Jansen (2001: 92) and Malcolm (2001: 207) mentioned that several major difficulties surfaced including a poorly defined operational environment, a high rate of staff turn-over especially among provincial project managers, an appointment policy which meant hiring people lacking capacity for leadership in such an innovative and complex programme. It became clear as Malcolm (2001: 207) points out that part of changing a culture is through a reconceptualisation of roles of different participants and stakeholders, and also the reconceptualisation of what professionalism means at all levels of the education system. This implies that from the national level, down to the school level, each person has to understand their roles, possess and demonstrate professionalism in the way that they carry out their duties. Since this study is more focused on teachers, Malcolm (2001: 205) points out that for many principals and teachers in South Africa, the basics of professional behaviour such as motivation to perform well, punctuality, planning, task completion and ethical behaviour are lacking.

As a result of the above-mentioned issues, one of the aims of this study is to determine the important role that teachers have to play in order to enhance COLT and the academic achievement of learners in schools. The government, through the Department of Education has introduced policies, has promulgated Acts, and formed professional bodies and other structures in order to improve, amongst others, the teachers' working conditions, motivation and professionalism. Teacher unions and organisations take care of the interests, concerns and grievances of teachers. At school level, teachers form part of the school governing body so that they can voice their opinions regarding daily issues in the school.

Hence, this chapter will deal with the following:

- Legislation such as the South African Constitution of 1996, Education Labour Relations Act of 1993, the Labour Relations Act of 1995, the National Education Policy Act of 1996, and the South African Schools Act of 1996, professional bodies,
- new policies and resolutions; as well as the COLTS campaign

- the role of the teacher unions and organisations in as far as teacher
- motivation, professionalism and COLT is concerned.

3.2 LEGISLATION

3.2.1 Introduction

The law gives particular recognition to the professional status of the teacher by awarding them certain rights, duties and responsibilities, and knowledge of relevant legal arrangements is a necessary prerequisite for a professional attitude (Bondesio *et al* 1989: 153). This implies that the law can help teachers to know their rights and also the rights of the learners. This can make teachers feel comfortable and recognized as members of society. There is legislation which is directly related to education and legislation that is not. The research will first of all begin with the legislation which is not directly linked to teaching, but has an impact on teachers as they form part of society. For instance, the Constitution entrenches a variety of rights which all South Africans are entitled to, such as the right to assemble, to demonstrate, and to picket and to present petitions (Section 17). Hence, the next section will discuss those sections of the Constitution that are relevant to this study only.

3.2.2 The Republic of South African Constitution of 1996, no.108

The Republic of South Africa Constitution no.108 of 1996 is the supreme law; hence all citizens are entitled to all rights, privileges and benefits which are entrenched in it. Teachers as a part of society also enjoy all the fundamental rights in the Constitution, for example, the right to:

- a) equality (section 9)
- b) human dignity (section 10)
- c) privacy (section 14)
- d) freedom of expression (section 16)
- e) assembly, demonstration, picket and petition (section 17)

- f) freedom of trade, occupation and profession (section 22)
- g) labour relations (section 23)
- h) education (section 29).

In the light of South African Council Educators' right to regulate the professional conduct of educators, it is also important that both teachers and SACE know their rights and limitations, so that both parties can be able to respect the teachers' fundamental rights such as freedom of expression, right to assembly, picket and petition, freedom of association, freedom of trade, occupation and profession, and labour relations (Joubert & Prinsloo 2001: 164). These sections of the South African Constitution are linked to the issue of teacher trade unionism discussed later in the chapter. Since the issue of trade unionism can be likely to have an impact on the educators' motivation and professionalism, sections 17, 18, 22 and 23 seem to be more relevant to the study in a sense that maybe one would have expected that with such provision, teachers may use the provisions to their advantage without losing their professionalism and motivation.

For the purpose of this study, sections 17, 18, 22, and 23 of the Constitution (1996) will be discussed in conjunction with other legislation such as the Education Labour Relations Act of 1993 which was later replaced by the Labour Relations Act of 1995, and also the Educators Employment Act of 1998.

According to the South African Constitution, No.108 of 1996, page 13, Section 29,

Everyone has the right

- a) *to a basic education, including adult basic education; and*
- b) *to further education, which the state, through reasonable measures, must make progressively available and accessible.*

This means that the Constitution recognises that everyone has a right to basic education and it is the responsibility of the state to ensure that everyone receives basic education. For example, the state must see to it that enough schools are built and maintained, teachers are trained and paid, books and other materials for the schools are purchased, and that good

standards of education are maintained (Potgieter, Visser, Van der Bank, Mothata & Squelch 1997: 5). Thus, in order for the state to achieve this, teachers play a

primary role, and it is very crucial for them to know what the state and society expect of them. The state can achieve this goal by employing qualified, motivated and professional teachers who can improve the performance of learners and enhance COLT.

Another section of the Constitution (Section 28) states that 'a child's best interests are of paramount importance in every matter concerning the child'. This means that the governance of a school, the manner in which teachers conduct themselves, the subject matter taught and other important issues in education must at all times be in the best interest of the learners.

The Constitution also protects every person's fundamental human rights, that is learners, educators, parents and everyone involved in school education. It is worthwhile for teachers to know that as much as the Constitution considers the learners' best interests, they are also protected by the fundamental human rights. That is why they have freedom of association, they also have a right, peacefully and unarmed, to assemble, to demonstrate, to picket and to present petitions. This in a way can motivate teachers to know that they have rights too, then they are much likely to work hard to enhance the performance of learners. These sections which are discussed are supposed to motivate teachers to perform their duties as expected and to help to enhance COLT in schools.

3.2.3 Education Labour Relations Act 1993, no.146

The advent of the Education Labour Relations Act (ELRA) no.146 of 1993 changed the nature of labour relations in education completely. It introduced the concept of fairness in education labour relations whereas the previous dispensation focused mainly on the correctness of procedures and the legality of actions and decisions (Potgieter *et al* 1997: 19). This concept of labour fairness is also supported by the Republic of South Africa's Constitution of 1996, section 33 which states "everyone has a right to just administrative action".

The ELRA is different from other labour relations legislation because:

- a) it defines for the first time the fundamental labour rights of employers and employees in the field of education;
- b) it defines unfair labour practices in education and prohibits them;
- c) for the first time education is given access to the Industrial court in cases of disputes
- d) regarding labour matters and the Act;
- e) educators are given the right to take industrial action including the right to strike lawfully, while employees are given the right under certain conditions to lock out employees;
- f) the Act makes provision for the Education Labour Relations Council (ELRC) which is a
- g) is a body in which both employer and employee organisations are represented. Negotiations take place in this council on matters of mutual interest to both groups;
- h) the Act provides for the resolution of disputes, through the use of arbitration and mediation;
- i) the Act provides for professional registration that will be handled by the South African Council of Educators which was formed in 1995 (Maree 1995: 45).

The promulgation of the ELRA (1993) was done in order to improve teachers' working conditions in a sense that, for instance, a teacher cannot be dismissed unfairly. In this case, teachers ought to feel more secure with their work and feel at peace. Then such teachers may work hard and become motivated because they know that the law is on their side. This can motivate teachers to show dedication and professionalism in their work. This can help teachers to develop a positive attitude towards their work, which will in turn enhance COLT.

3.2.4 Employment of Educators Act, no.76 of 1994/1998

The Act is directed towards the provision of employment of educators by the state, for the regulation of the conditions of service, discipline, retirement and discharge of educators and for matters connected therewith (Republic of South Africa 1998a: 1).

The first Employment of Educators Act, proclamation 138, was promulgated in 1994. The second, revised act commenced on 2 October 1998. This implies that the government through the Department of Education saw a need for teachers to know the law that governs their employment and working conditions. If teachers know the contents of this act, especially Chapter 5, which deals with the incapacity and misconduct of teachers, this can help them to change their attitude and work ethics. For instance, in Chapter 5, section 17(1)(d) the Employment of Educators Act, no. 76 of 1998 states that:

An educator shall be guilty of misconduct if an educator is negligent or indolent in the carrying out the duties attached to the educator's post.

(Republic of South Africa 1998a: 17).

This section could imply that it is an offence punishable by law for a teacher to neglect his/her duties, which include preparation for lessons, being punctual, delivering the lesson, disciplining learners, giving homework and marking the learners' work. In a way, the Educators Employment Act of 1998 can be said to enhance and promote teacher professionalism, especially through the establishment of the South African Council of Educators (SACE) which is the statutory body which has the right to regulate the teaching profession (Joubert & Prinsloo 2001: 144). In the light of SACE's right to regulate the professional conduct of educators, section 33 of the Constitution (1996) makes provision for just administrative action. According to Joubert & Prinsloo (2001: 145) this means that every educator has the right to:

- lawful administrative action when any of his or her rights are affected or threatened
- procedurally fair administrative action when any of his/her rights or legitimate expectations are threatened
- be furnished with reasons in writing for administrative action that affects any of his/her rights or interests, unless the reasons for such action have been made public
- administrative action that is justifiable in relation to the reasons given for it when his/her rights are affected or threatened.

This can imply that should somebody file an official complaint with SACE, and should SACE take action against the educator concerned for alleged misconduct, the actions should be procedurally fair. In a way, teachers can positively view such a situation since they know that there is a statutory body which is meant to look into their disciplinary and professional problems.

In addition, this Act deals with:

- a) the appointment, promotions and transfer of educators
- b) their terms and condition of service and employment
- c) secondment of educators
- d) the availability of educators
- e) termination of services – the discharge and resignation of educators
- f) misconduct, incapacity and disciplinary procedures

(Potgieter *et al* 1997: 19; Republic of South Africa 1998ba 2).

In a way, one can conclude that teachers need to feel motivated to know their rights and privileges as far as their employment is concerned. This could help them to motivate teachers perform their duties better and improve their professionalism, so that COLT can be restored in the schools.

3.2.5 The Labour Relations Act of 1995, Act 66

The Labour Relations Act (LRA) affects the rights and duties of employees, including educators and non-educator members of staff at schools. The Act regulates trade unions, their right to strike, promotes bargaining, procedures in the workplace and the participation of employees in decision-making (Potgieter *et al* 1997: 19; Joubert & Prinsloo 2001: 144). The Republic of South Africa's Constitution (1996: section (23) (1) states that "everyone has a right to fair labour practices" which can be through collective bargaining between the employer and employee representatives, and section (23) (2) adds that "everyone has a right to strike". In a way, both the LRA and the Constitution cater for teachers' rights as South Africans and employees.

Cooper, Lagrange & Pretorius (1997: 3) have listed the following aims of the LRA:

- a) To promote economic development, social justice, labour peace and democracy in the workplace
- b) To provide a framework for regulating the relationship between employees and their unions, and employers and their organisations
- c) To promote the right to fair labour practices and to form and join trade unions and employers' organisations, and
- d) To organise and bargain collectively.

The LRA improved the situation in the teaching field drastically. Before the advent of the LRA (1995) there was a Labour Relations Act of 1956 which did not apply to government employees including teachers (The rights and duties of educators 1997: 1). Educators were required to honour the fundamental rights of employees, but were bound to follow correct procedures and respect the principles of natural justice in all decisions and actions regarding employees. If an employee believed that he/she had been treated unfairly, help could be sought in the structures of the employer itself – that is 'so-called internal remedies'. For example, the teacher had to appeal to the Director or Minister of Education (The rights and duties of educators 1997: 2).

As a result, teachers need to be proud and feel a sense of recognition through these laws. This could help motivate them to perform their duties as expected for they know that if they are unfairly treated, they have a right to go to court or seek other remedies. In a way, teachers who know their rights may be motivated to help to restore COLT in schools, and thus enhance the learners' academic achievement.

3.2.6 National Education Policy Act, no. 27 of 1996

This Act makes it possible for the state to do the following:

- to provide for the determination of a national policy for education

- to amend the National Policy for General Education Affairs Act of 1984, so as to substitute certain definitions
- to provide afresh for the determination of policy on salaries and conditions of employment of educators and
- to provide for matters connected therewith (Republic of South Africa 1996b: 2).

This Act deals with a wide range of issues concerning the education system. These include management of education from the top down, funding of education, admission of learners in public schools, curriculum, educators and their employment and many other important aspects. For educators, the Minister may determine the national policy for:

- the ratio between educators and learners
- the professional education and accreditation of educators
- the minimum number of hours per day and days per year during which education shall be provided in education institutions
- co-ordination of the dates of school terms among provinces
- curriculum frameworks, core syllabuses and education programmes, learning standards, examinations (Republic of South Africa 1996b: 4).

This Act deals with teachers because they are also stakeholders in education. So, it is crucial for teachers to demonstrate their abilities and capabilities to perform well, as the state, which is the employer expects. Hence, motivation and professionalism is needed in their work. Their possession of these essential qualities can help to enhance COLT and improve the learners' performance.

3.2.7 South African Schools Act No.84 of 1996 (SASA)

The SASA aims to:

- provide for a uniform system for the organisation, governance and funding of schools
- amend or repeal certain laws relating to schools

- provide for matters connected therewith

(Republic of South Africa 1996c: 2)

According to Potgieter *et al* (1997: 6) SASA (1996) aims to:

- reverse the results of unfair discrimination that may still be present in the school system, for instance, the admission of learners to public schools [Section 5(1)]
- create and manage a new national school system which will give all South Africans an equal opportunity to develop their talent
- improve the quality of education of all learners e.g. there must be better facilities, better trained teachers, better methods of teaching and better school conditions,
- thus enhancing COLT in schools
- better motivated and disciplined learners who take their education seriously and to use opportunities that are now open to them – that is the culture of learning.

According to the South African Schools Act (1996) section 16, the governance of every public school is vested in its governing body. Governing bodies have statutory functions (article 20) and allocated functions (article 21). The following functions of the governing body are relevant to this study:

- a) **to adopt a code of conduct for learners at school (article 20; 1 (d));**

If a school has a code of conduct which has been adopted by the school governing body (SGB) and the code is properly enforced, that could help teachers to focus more on their teaching since they might be fewer discipline problems. Thus teachers could be motivated to teach and work hard since there is order and discipline in the school. In such a case, the culture of learning and teaching can be restored.

- b) **to support the principal, educators and other staff in the performance of their professional functions (article 20; 1 (e)).**

It could be motivating for teachers to know that the SGB pledges its full support to their

work which includes teaching, disciplining learners, extra mural activities and others. Even when they experience problems at school, they know that they have a legal body which is expected to support them. In addition, through SASA (act 84 of 1996) the majority of parents

in South Africa, especially those in townships and rural areas who have been denied a say in education of their children acquire the right to make inputs and influence school policy (Kgobe 1996: 3). Parents are part of the SGBs, which can imply that teachers are able to talk to parents and let them know the problems that they encounter on a daily basis regarding their children. In a way, such a situation can help teachers to know that parents can be able to help them especially in disciplinary problems.

Moreover, teachers are the agents of change which SASA aims to provide to all South Africans. Teachers need to be role models, better trained, motivated, disciplined and professional. The last two aims tend to focus more on teachers in a sense that as much as the Department of Education and other role-players have a stake in improving the quality of education for all learners, teachers are the ones who do the actual teaching. So as it is stated in the last aim, students also need to be motivated and disciplined so that teachers can be able to teach them. If learners would be better disciplined, that could make the teachers' job much easier, thus they would also be motivated to teach. In Chapter Two, Section 3(1) SASA says that every parent must cause every learner for whom he or she is responsible to attend a school from the first school day of the year. If parents succeed in taking their children to school on that day only to find that teachers have not come to school, or they are present but not prepared to teach, this can be a waste of time for learners.

On the first day of the opening of schools, Minister Kader Asmal went to a number of township schools in Gauteng only to find chaos, teachers were late and others did not turn up for that day (Lekota 2000: 6). Hence, teachers need to know their responsibility and do their work as expected because a day without teaching is never regained.

The Constitution has been discussed in this section as part of legislation which is supposed to have a positive effect on teachers' motivation and general behaviour towards the profession.

The Constitution protects all citizens alike and everyone is supposed to enjoy all the rights entrenched in it. Therefore, teachers are supposed to be motivated to work better and help to enhance COLT and the teaching profession. The discussion of the other four Acts which are directly linked to education serves to show that the teaching profession is getting the recognition that it deserves. For instance,

- the Labour Relations Act regulates trade unions, their right to strike, promotes collective bargaining procedures in the workplace
- the Education labour Relations Act introduced fairness in education labour relations
- the Employment of Educators Act is aimed to provide for employment of educators by the state, for the regulation of the conditions of service, discipline, retirement and discharge of educators
- the National Education Policy Act makes it possible for the state to provide for the determination of national policy for education (Potgieter *et al* 1997: 290).

Therefore, one may expect teachers to be motivated to work harder since all matters regarding their employment and their work is taken care of by the law. However, this is not reflected in the results of their work. One of the indicators is the end of year matric results. Out of 5 500 high schools countrywide in 1999, 330 schools, have a 100% pass rates, nearly half of the schools (2 612) obtained a pass rate of below 40% and 1 056 schools scored less than 20% in the examination (Pretorius 2000: 17). This is an appalling situation, which needs urgent attention from all the stakeholders in education, including teachers. The enactment of legislation in education was done in order to improve the prevailing crisis in the education system, and teachers are expected to work hard in order to improve the situation.

The next section will discuss the policies and resolutions in education. The professional bodies and councils which are concerned with teachers will also form part of the next section.

3.3 PROFESSIONAL BODIES IN THE SOUTH AFRICAN EDUCATION SYSTEM

3.3.1 Introduction

A lot of discussion and debate has taken place regarding the question of whether teaching is a profession or not. Some people, especially authors, have agreed and disagreed on this issue in numerous books (Lemmer & Badenhorst 1997: 5). In South Africa, this phenomenon has caused confusion amongst a lot of people as teachers embark on strikes as a means of solving their grievances. The teachers' participation in strikes and demonstrations has left a lot of people asking themselves whether teachers are professionals or workers. In an attempt to defend teachers, Bengu (1996: 7) pointed out that the founding of the South African Council of Educators (SACE) implies that "the mother of all professions will become truly professionalised".

The establishment of professional bodies in education can help to motivate teachers and enhance their attitude towards teaching. For example, the four bodies discussed in this section have the following functions:

- SACE plays a central role in the facilitation and promotion of professional development of educators for example, keeping a register of teachers, providing a code of conduct (Republic of South Africa 1998b: 27)
- Education Labour Relations Council (ELRC) represents teachers in negotiations which concern the working conditions of teachers e.g. remuneration, conditions of service, pension, sick and other funds (Maree 1995: 46)
- South African Qualifications Authority (SAQA) is to create an integrated national
- framework for learning achievements (Republic of South Africa 1995: 36).

Each of these professional bodies has a specific function as has been outlined briefly above. Hence, it is believed that teachers may be motivated to work harder and develop positive attitudes towards teaching because they will know that there are professional bodies

monitoring their work and also ensuring that their rights are upheld. Such a situation can help to enhance their professionalism.

This section will discuss the following bodies: The South African Council of Educators (SACE), the Education Labour Relations Council (ELRC), and the South African Qualifications Authority (SAQA).

3.3.2 South African Council of Educators (SACE)

The SACE was established in 1994 as per Government Gazette Notice No.16057 of 17 October 1994 (Republic of South Africa 1998c: 27). This council consists of 48 members, 15 nominated by the government to represent the national and provincial Departments of Education, 30 members are from three teacher unions, SATU, NAPTOSA and SADTU, two co-chairpersons and the appointed Chief Executive Officer.

3.3.2.1 Functions and powers of SACE

Subject to the Employment of Educators Act 76 of 1998 and the National Education Policy Act 27 of 1996, SACE shall:

- establish minimum criteria and procedures for provision of registration of educators
- keep a register of names of all people who are registered or provisionally registered
- promote professional development of educators
- establish a code of professional ethics which shall apply to all educators registered with the Council
- establish a fair and equitable enquiry procedure and appoint a committee to investigate
- any alleged breach of the code of professional ethics
- have the power to:
 - caution or reprimand
 - impose a fine not exceeding one month's salary

- strike from the register the name of the educator found guilty according to the code of professional ethics
- have the power to establish committees and assign functions to them; and
- perform any function which is necessary for the proper functioning of the Council (Republic of South Africa 2000: 4).

This Council plays a central role in the facilitation and promotion of professional development of educators; for instance, no teacher can be employed without first registering with SACE. The code of conduct helps to control the teachers' discipline and behaviour because they know that serious steps will be taken if to break the rules stipulated in the code of conduct. The establishment of SACE's Code of conduct can help teachers to act as professionals and to do their job as it is expected. This can help to establish a conducive environment in a school whereby COLT is likely to thrive. At present, SACE is busy with the registration of teachers and its other functions have not yet been effective because of financial constraints (information supplied by South African Teachers Union's Executive Officer interviewed on the 20 January 2000).

3.3.3 Education Labour Relations Council (ELRC)

On the 18th of November 1998, the Education Labour Relations Council (ELRC) agreement was signed by the government and the three teacher unions, namely, the South African Democratic Teachers' Union (SADTU), the National Union of Professional Teachers of South Africa (NAPTOSA) and the South African Teachers Union (SATU). According to Motala (1998: 8) this Council helped to reach a consensus of conflict-ridden issues in the teaching profession, and it also marked an important shift among all stakeholders to a commitment to create a workable schooling system in South Africa. The agreement covered the following areas:

- an educator post provisioning model for education institutions, that the distribution of educators on a learner: educator ratio

- procedures for rationalization and redeployment of educators in the provisioning of educator posts (to be discussed later in the chapter)
- duties, responsibilities and transfer of educators
- workload of educators (to be discussed later in the chapter) (Motala 1998: 9).

In addition, The ELRC is composed of employer organisations and employee organisations. The teacher organisations in the ELRC represent teachers, and it is through these representatives that teachers are able to air their views, fears and aspirations (Maree 1995: 45).

Table 3.1: The composition of the ELRC

Employer organisations	Employee organisations
<ul style="list-style-type: none"> ▪ The National Department of Education ▪ The nine Provincial Departments of Education ▪ The South African Federation of State-aided Schools (SAFSAS) 	<ul style="list-style-type: none"> ▪ The National Professional Teachers' Organisation of South Africa (NAPTOSA) ▪ The South African Democratic Teachers Union (SADTU) ▪ The South African Teachers Union (SATU) ▪ The North-West Teachers Union (NOWETU)

(Source: The rights and duties of educators 1997: 8).

The inclusion of teacher organisations in the composition of ELRC implies that teachers have a platform where they can negotiate matters of mutual interest with their employers through the unions. NOWETU has been affiliated into NAPTOSA. They can negotiate teachers' remuneration, conditions of service, pension, sick and other funds, termination of service, professional control and other important issues. This is likely to bring job satisfaction to teachers which can enhance their morale and dedication to perform well and improve teaching standards and COLT.

3.3.4 The South African Qualifications Authority (SAQA)

The SAQA Act was accepted by parliament in 1995, enabling the Ministers of Labour and Education to work hand in hand. The SAQA has the ultimate responsibility for and authority over the National Qualifications Framework. The mission of SAQA is to 'ensure the development and implementation of a National Qualifications Framework (NQF)' (Republic of South Africa 1997: 35).

The objectives of the NQF are to:

- create an integrated national framework for learning achievements
- facilitate access to, and mobility and progression within education, training and career paths
- enhance the quality of education and training
- accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby
- contribute to the full personal development of each learner, and the social and economic development of the nation at large (Berkhout 1996: 7 and Republic of South Africa 1997:36).

These objectives are in a way indicative of the country's strive to improve the education system and enhance the quality of education and training. Thus in a way, if NQF could achieve these aims COLT could be enhanced in a way that the learners' and teachers' attitudes towards schooling are more likely to change.

The rationale for the establishment of SAQA is to:

- promote uniform standards for facilitating an integrated approach to education and training
- extend access to education, training and qualifications for a large sections of the population who were excluded from formal education in the past

- promote greater access ability of education to all South Africans
- oversee the development and implementation of the NQF
- formulate and publish policies and criteria for:
 - the registration of bodies responsible for establishing education and training standards
 - the accreditation of bodies responsible for monitoring and auditing achievements in terms of standards and qualifications
- advise the Minister of Education and Labour on registration of standards and qualifications
- be responsible for the finances of SAQA (Republic of South Africa 1995: 35).

The establishment of SAQA can be viewed as a motivating factor for teachers to further their studies and become fully qualified. This could mean that those teachers who have the right credentials feel more confident and they are expected to have learnt the subject they are teaching. As a result, they are likely to perform well and enhance the COLT in the school.

The next section will discuss the policies and resolutions that the DOE has passed in order to influence or improve the teachers' working conditions.

3.4 POLICIES AND RESOLUTIONS

3.4.1 Introduction

Since the dawn of a new democracy in South Africa, a number of policies and resolutions have been made and implemented. Teachers have the most important role to play since they are the ones who are supposed to implement policies such as Curriculum 2005 and the workload resolution. This implies that for such policies to succeed, the teaching workforce needs to develop a positive attitude towards their work and the new policies. The teachers' motivation and professionalism can contribute in the smooth implementation of these policies. However, as it is discussed later, these policies and resolution dealt with have been criticised by a lot of people, including teachers. These policies and resolutions have been selected amongst many others because they have an impact on teachers' motivation and professionalism. The next section will discuss Curriculum 2005, the workload resolution and

the rationalisation and redeployment policy.

3.4.2 Curriculum 2005

Curriculum 2005 as it is described by Mkhatswa (1997: 5) says that it has much to offer as a move from the rote-learning and content-driven curricula of the past. It represents a 'head, hands and heart approach' as learners are required to indicate what they have learnt in terms of knowledge, skills, attitudes and values (Department of Education 1999c: 13). Kraak (1999: 44) showed the differences between the old curriculum and the new one.

Table 3.4: Differences between the old curriculum and the new curriculum.

	OLD CURRICULUM	CURRICULUM 2005
THE LEARNER	Passive learners	Active learners
ASSESSMENT	Graded, exam-driven, exclusionary	Continuous assessment, learners are assessed on on-going basis
ROLE OF TEACHER	Teacher-centred, text-book bound	Learner-centred, teacher as facilitator, teacher constantly using group work and team work
CURRICULUM FRAMEWORK	Syllabus seen as rigid and non-negotiable Emphasis on what the teacher hopes to achieve	Learning programmes seen as guides Emphasis on outcomes – what the learner becomes and understands
TIME FRAMES AND LEARNER PACING	Content placed into rigid time frames	Flexible time frames allow learners to work at their own pace

According to table 3.4 one can see that there has been a paradigm shift from the old curriculum, however, it still remains to be seen as to whether what the Curriculum 2005 policy sets out to do has been achieved so far.

The national pilot project and national in-service project for teachers were conducted between 1st July and 31st December 1997 (Department of Education 2000b: 60). The Department of Education (DOE) initially commissioned the Media in Education Trust to provide a core of

twenty officials from each province with a basic understanding of the new curriculum, and these master trainers cascaded the knowledge and understanding that they gained to the district officials who then cascaded the information to the classroom practitioners (Kraak 1999: 44). This model was called the 'cascade' model.

From the on-set, numerous problems plagued the implementation of Curriculum 2005. The following problems have been identified with regards to the implementation of this curriculum:

- The sudden emergence of a policy bringing ordinary teachers into a curriculum discourse completely foreign to their understanding and practices
- The confusion between what is meant by Curriculum 2005 and outcomes based education (OBE)
- The lack of conceptual connection between the proposal for OBE and the early integration and competency debates
- The introduction of new complex, and voluminous terminology to describe the OBE
- The provincial differences in terms of infrastructure, resources and learning materials in order to realize the objectives of Curriculum 2005 and
- Inadequate teacher training (Gauteng Education and Training Council 1999: 8-9; and the Department of Education 2000b: 4-6).

Two years after the implementation of Curriculum 2005, the Department of Education appointed a review committee which was headed by Linda Chisholm in 1999. This report asserted that the success of this curriculum depends on all the stakeholders, that is:

- The DOE has to provide training for all teachers, provision of enough materials, facilities and buildings to be used. The DOE has to monitor the progress and implementation of Curriculum 2005 in schools.
- Principals have to ensure that good relationships are maintained in the school, so that those teachers who are from the orientation and intensive training programmes can transfer what they have learnt to other teachers (Cascade model); they also have to monitor if the learnt skills are being implemented by the teachers.

- Teachers need to be responsible, dedicated and willing to work hard in the implementation of this curriculum. They must attend the training and then train their colleagues. They must implement the new methods and not fall back on the old methods (Department of Education 2000b: 17).

In addition, teachers are, in many ways, the most important resource and they will determine whether the new curriculum succeeds or not. The success of the new curriculum therefore depends on the training and support that teachers receive, and their ability to mobilise and

manage the resources around them to implement the curriculum. The report on the implementation and development of Curriculum 2005 during 1998 (Gauteng Education and Training Council 1999: 52) had a number of loopholes to point out in as far as the teachers' participation in Curriculum 2005 is concerned. These include the following:

- a) From the outset, teacher development was not an integral part of curriculum planning
- b) Outcomes Based Education makes enormous demands on teachers and requires a major paradigm shift on the part of teachers
- c) The present right-sizing policies (the rationalisation and redeployment process) are eradicating the very skillful people necessary for this curriculum
- d) Training is insufficient. Some teacher trainers are inadequately trained themselves.

There has also been an explicit difference between teachers of former model C schools and those from ordinary schools, especially in the townships. In former model C schools, inexperienced teachers have well-developed structures and those who are experienced are coping because they do not rely on departmental officials for assistance (Gauteng Education and Training Council 1999: 53). Hence, this implies that the former model C teachers stand a better chance of implementing this curriculum in their respective schools. Teachers have an important role to play, and their willingness to work can lead to the success of this policy despite the criticisms that have been leveled against it.

3.4.2.1 Criticisms against Curriculum 2005

- a) Considerably more time is needed to develop and test the new curriculum approach, its teaching materials and assessment methodology. Teachers should be far more involved in that process. Without their enthusiastic acceptance of the new approach, it's likely to fail (Leading Articles 1997: 25).
- b) This highly sophisticated curriculum, based on first-world assumptions about well-resourced classrooms and highly qualified teachers, is being introduced without the training and resources needed to enable such a curriculum to be implemented in classrooms.
- c). This curriculum is likely to deepen the inequalities between white, privileged schools and black under-resourced schools (Jansen 1998: 56).
- d) South Africa has been besieged by “experts” from US, Europe and Australia since the demise of the apartheid state, offering some help and much advice on what should be done.
- e) Curriculum 2005 is one of the consequences. It makes sense for anyone to look at what has been tried elsewhere, provided attention is paid to the context – to the differing purposes, resources and values of different conditions. Too often current fashions are exported from one context to another with little regard for local traditions or situation, due to the globalising of political and policy trends (Jonathan 1999: 1).

The following recommendations have been made regarding the present situation:

- a) Teacher development should be a national priority, the COTEP, Teacher Appraisal Process and others should be utilised to the maximum
- b) Teachers have to be trained to understand the new curriculum and its challenges, including how to plan learning programmes in an integrated way

- c) Teachers have to be trained on how to facilitate learning using new methodologies and use a variety of methods to assess whether or not learning targets have been achieved
- d) The major professional teachers' organisations have an important part to play in inculcating professional values and ethics in teachers (Department of Education 1997b: 6, Gauteng Training Council 1999: 53).

The implication of the whole situation is that unless teachers are properly trained and supported, they will not develop a sense of ownership in the process, and it could be difficult to implement the curriculum, because the teachers will not be of the calibre required by Outcomes Based Education. Teachers are caught in the midst of all these problems and their motivation and professionalism is likely to be negatively affected.

3.4.3 The workload resolution

Jansen (1998: 56) points out that the failure of education policy is a direct result of the over-investment of the state in the political symbolism of policy rather than its practical implementation, in terms of personnel availability and training, availability of funds and many other issues. The first instance is that of the implementation of workload resolution No.7 of 1998. The resolution aims to:

- Bring educators in line with the Basic Conditions of Employment Act of 1998, which sets a goal of a 40 hour work week for all workers
- To bring the working hours of educators in line with other public sector workers
- For educators, this translates to a 7-hour workday, which includes breaks and the times when learners are not at school (Department of Education 1998a: 7).

However, the good intentions of this resolution had serious hindrances which hampered its smooth operation. For instance, the following problems became prominent:

- It is the responsibility of the provincial Departments of Education to ensure that the contents of signed agreements are communicated to educators, by formulating circulars

which must be sent to all schools. The Department of Education has been very slow in sending out circulars.

For those principals who received the circulars, they created chaotic situations in their schools, for instance

- Some schools implemented the 7 hour workday, whilst others did not
- In instances where it was implemented, some principals have increased the teaching time of learners and teachers
- Where schools have specific religious and cultural practices, principals are forcing teachers to remain at school for 7 hours a day, making it difficult for teachers to observe religious practices on Friday (Lorgat 1999: 2).

Therefore, lack of guidance from the departmental authorities is creating a serious problem with regards to the implementation of these policies. During the informal interviews, one principal asserted that in most township schools, teachers have a tendency to leave school at any time of the day. Hence, that principal felt that the workload resolution might help, if properly enforced, to ensure that teachers stay at work for as long as is necessary.

This implies that the DOE had good intentions when they came up with this resolution; it is the responsibility of principals and teachers to implement it properly and not to use it to suit their own needs. In a way, this demotivates teachers and leaves them with doubts as to whether to trust the DOE or not. But the aims of the resolution have been tabulated before; hence it is not directly the fault of the DOE. The policy is there to be properly implemented, and the principals decide to do otherwise, as is explained. However, for those teachers who are motivated to work hard, they can use these 7 hours to the benefit of their teaching, and to improve the learners' performance. In such a situation, that can help to restore COLT.

3.4.4 The rationalisation and redeployment process

This process is aimed at the redistribution of teachers from the previously advantaged schools to the disadvantaged schools. The Department of Education (1998b: 5) explains that the

objective for this process is to achieve equity in educator staff provisioning in terms of approved policy on educator post provisioning and teacher-pupil ratios.

However, this has had a negative impact on teachers. Teachers have a reasonable expectation of stability and job security, but this process has left teachers worried about their future. Some are removed from schools which are closer to their homes; some are left without jobs, whilst others are told to leave their matriculants mid-year because of this process (Nxesi 1999: 3). This process has left teachers demoralized and demotivated.

Many principals whom the researcher interviewed during the empirical study pointed out that the rationalisation and redeployment process puts most poor schools in the worst situation. The principals said that in this case, privileged schools have been able to employ extra teachers,

draw on educated parents to help to access private resources, and find ways to do better with fewer resources. This process has put a lot of strain on poor schools which are unable to behave like their wealthier counterparts (Motala 1998: 9). For instance, one principal asserted that in a school if a matric teacher is to be taken away from the school in September just before the examinations commence, this practice does not only demoralize the teacher, but also the learners who depend on the teacher for their future. This statement is supported by the statistics presented in table 5.15. This implies that the provincial departments have to study the pros and cons of this process before they can implement it. Many teachers who were interviewed pointed out that until the downsizing process is complete, teachers' morale will remain undermined by fears that they will be the next to be removed from their posts. This process has left teachers with a lower morale than it was intended to. Hence, it is the DOE's role to review its implementation in order to prevent more losses of valuable teachers.

The DOE is faced with the difficult task of ensuring that the policies and resolutions they pass are properly implemented and monitored so as to avoid demotivating teachers, because this can have a negative influence on their performance, professionalism and COLT.

The next section will discuss the COLTS campaign, its components and projects.

3.5 THE COLTS CAMPAIGN

3.5.1. Introduction

The COLTS campaign forms part of this chapter as part of the Department of Education's effort help in the restoration of COLT in schools and the aims of the campaign which are listed below help to clarify and support this point. The COLTS campaign was launched in 1997 by the then President Nelson Mandela in P. J. Simelane High School and the then Deputy President Thabo Mbeki at the University of Fort Hare. This campaign is intended to:

- Address the effects of the protracted struggle against apartheid on the learning and teaching environment
- Bring visibility, urgency and popular participation to the Ministry of Education's commitment to educational quality throughout the system; and to
- Mobilize political, popular and professional energies in support of the Ministry's goals

(Department of Education 1998b: 1).

One of the effects of apartheid on the teaching profession is the negative attitude, the negligence and despair of both teachers and learners that they have towards education. *Sunday Times* (September 2000: 1) pointed out that the breed of teachers we have today, especially the young and supposedly energetic ones, were learners during the struggle – during the year around 1976 up to late 1980s. So, they still carry the trauma of those days. Even though they are teachers and adults, the militancy in their actions and mindset reflects that a lot has to be done in order to straighten their attitudes. For those teachers who were already teaching around the 1976s up to late 1980s are used to lazing around because learners did not come to school during those days of the struggle. So, teachers are used to having a good time. Therefore, one can say that the time has come for a change of attitudes and behaviour. Highly motivated teachers can help to restore the COLT, because even if the State builds new schools, and equip all schools, if teachers are not motivated to teach, this can be a waste of time and money.

3.5.2 Components of COLTS

In order to motivate teachers, all those backlogs which seem to make them loose their morale are being addressed, for instance, the issues of class attendance, competence of school management and governing bodies, provision of resources and facilities, crime and others. The components are listed as follows in the COLTS campaign status report (Department of Education 1998b: 2).

- The *All Teachers and All Learners* component
- The *We make our schools work for us* component
- The *Basic Resource Package* component
- The *Education Charter* component
- The *No Crime in Schools* component

This campaign started at the national level, to the provincial departments and then in individual schools. It has a specific section within the DOE and a specific budget and personnel. The campaign is also sponsored by Non-Governmental Organisations (NGOs) such as READ, ISCOR, the *Sowetan Newspaper* and the South African Broadcasting Corporation (SABC). Through the sponsorships provided by the State and these NGOs, the COLTS campaign has a variety of projects which are aimed at conscientising the public and schools about the problems facing the education system.

3.5.3 COLTS campaign projects

The Department of Education is committed to the process of building a positive teaching and learning culture. To achieve this, all the stakeholders have been brought on board through awareness campaigns, consultations, working conferences, media campaigns (radio, newspapers, TV) and theatre productions. The popular slogan of this campaign is 'We are working in our schools'.

The slogan is expanded as follows:

- *Teachers must teach,*

- *Learners must learn,*
- *Managers must manage*
- *and parents must cooperate.*

The COLTS campaign projects are discussed below. First of all I will discuss those that are directly linked to the DOE and those that are done in collaboration with non-state partners.

3.5.3.1 DOE-led projects

(a) System project

The DOE supports this programme which provides a second chance access to the critical areas of science, mathematics and technology. More than 750 students enrolled for this initiative countrywide in 1997 and all wrote the examination. Half of them got good grades. This

programme still continues and more and more learners are able to succeed in their studies (Department of Education 1998b: 5).

(b) Finishing and Winter schools

These schools are aimed at teaching those matriculants who are still struggling with their studies, so that they can improve their performance. More learners join this project so as to improve their work during the winter holidays. Since their teachers do not normally teach them, they seem to gain more in order to compensate for what they are taught at school (Department of Education 1998b: 5).

(c) Youth/Community Colleges Programme

These projects are geared to the needs of young people who have not been able to participate in the education and training system for various reasons. These young people are offered a second chance, just like the Adult Basic Education Training which is provided to adults. Most youths and street children are using this opportunity to their advantage (Department of Education 1998b: 5).

(d) National Schools Building programme

This programme is aimed at improving the physical conditions in which learning and teaching take place; that is classrooms and basic infrastructure such as clean water, sanitation and electrification. Numerous schools have benefited from this project, especially those schools in the disadvantaged communities and rural areas such as the Northern Province (Department of Education 1998b: 5).

3.5.3.1.1 Collaborative projects with non-state partners

a) Miracles in education

The primary objective of these non-state partners is to find those individuals, groups or schools that are making a difference in education. The following categories are being given recognition in each province monthly: schools, educators, learners, school managers, governing bodies, parents, learner representative councils, science and technology and others.

Then at the end of the year, there is a selection at national level for all the above-mentioned categories. Nomination forms are distributed to schools and communities, so that they can nominate suitable people. The SABC sponsored the finals which were held on the 2nd November 1999 at SABC premises at Auckland Park (Department of Education 1998b: 6).

b) SABC TV COLTS Drama : *Yizo Yizo*

The first part of this drama has already been broadcasted and the second part started on 20 February 2001. It explored the problems and challenges that schools faced through a powerful, compelling and authentic story, which raised a lot of controversy countrywide. However, a clear picture of the situation in the township schools was depicted to the public and a lot of people got to know what they did not know. The COLTS campaign had achieved its goal of conscientising people about the situation in the black township schools (Department of Education 1998b: 6).

c) Human rights in education

This project was established in collaboration with the South African Students' Volunteers

Organisation, with the guidance of Prof. Christoff Heyns of the Centre for Human Rights Education. This project was aimed at making learners recognise their value and worth as citizens of this country, so that they can take their education seriously. Some learners refuse to be disciplined because they think that they have human rights. This has made it difficult for teachers to punish learners for fear of being taken to court. The concept of human rights has to be explained clearly to learners without misleading them (Department of Education 1998b: 6).

d) Dialogue and drama projects

The COLTS creative arts initiative involves drama, music and arts. Schools are encouraged to act out problems encountered in their schools in a form of a drama. Whilst the drama is enjoyable, an important message is also delivered. The dramas are presented at District Festivals. Finally, two schools from each province performed at a National Festival to ensure that all South Africans understand the energy, diversity and commitment present in schools across the country (Department of Education 1998b: 6).

e) Creating a crime-free, violence free learning environment

This is a project which is lead by the DOE, together with the contribution of the South African Police Service to try and control crime in the schools. The use of sports and recreation can be a good strategy to combat crime in schools, hence, teachers have to be prepared to participate in extra-mural activities in order to occupy the learners' minds (Department of Education 1998b: 6).

3.5.4 Conclusion

The efforts of the DOE, some principals, school governing bodies, teachers, parents and learners cannot be overlooked. There are those schools that are making a difference despite resource backlogs and other disadvantages.

There are those teachers and learners who have a positive attitude and are motivated to perform well in their duties: these are the people who are making a difference. Therefore, the situation is not totally dismal, but it will take time for the good seeds to grow in the education

system. In the meantime, teachers as the primary agents of the change in SA need to be motivated in order to enhance their performance and COLT.

3.6 THE ROLE OF TEACHER-UNIONS IN THE IMPROVEMENT OF TEACHER MOTIVATION AND PROFESSIONALISM

3.6.1 Introduction

This section discusses the efforts Department of Education to restore COLT in schools, and the influence of teacher unions and organizations as bodies which represent teachers in negotiations with the Department of Education cannot be overlooked. Teacher unions and organizations can influence teacher professionalism and motivation to do well either in a positive or negative way, for instance, when a union organizes a strike, it is indirectly encouraging its members to miss classes which is not professional in as far as the "service to others ethos" is concerned. Hence, the role of teacher unions and organisations, which give rise to trade unionism in education, remains very controversial. There are those who believe that unions are an essential part of any job sector since being a member of a union is every South African's fundamental right entrenched in the Constitution (1996, section 18), so that they can be the employees' voice to the employers.

Again, the history of this country always leads people to look at most situations with a different eye in terms of the race of the people involved in a research. For instance, in this section, I wish to look briefly at the history of black teacher associations, not white associations. This is because white teachers, to a certain extent, have always had their views and aspirations accounted for by the government as early as the 1900s (Pienaar 1986: 31). They did not suffer as much as black teachers, even though such an argument might still not hold water today.

The second reason could be that black teachers, due to the unsatisfactory political system, resorted to unions and organisations as both political and professional weapons to fight against the previous government. Today, black teacher associations and unions are in the forefront of

negotiations for the rights of all teachers with the government. This does not imply that white unions are not involved, but the black voice is louder and there could be a good or a bad reason for that. The unions have moved from being subtle, considerate and professional to being militant and defiant (Sono 1999: 29).

This section will discuss briefly, the history of trade unionism in South Africa, militancy in unions, their grievances, and lastly their contribution to the restoration of COLT

3.6.2. History of trade unionism in South Africa

A trade union is an agency and a medium of power seeking to address the imbalance of power in the workplace (Wood 1998: 7). In order to address this issue of a trade union being a medium of power, unions and associations need to be formed so that they can be vehicles to carry grievances of that particular group in the workplace. Wood (1998: 8) has listed the following functions of unions in the workplace:

- a) To seek to enhance the material conditions of their workers,
- b) To establish a joint rule and make a system that protects its members from arbitrary managerial actions,
- c) To participate in the organisation for which they work, and to express the aspirations and political ideologies of their members.

One significant function to be noted here is the fact that unions are not in the business of keeping the wages of their members down to help either the employer or the state. What they want is to have their wages increased all the time. The issue of salary increment is the hottest one in the negotiations between the government and the unions, even today. Another important aspect to be raised here is that the trade union movement in South Africa has tended to have political objectives. These include the Congress of the South African Trade Unions (COSATU), which played a crucial role in spearheading anti-government campaigns in the late 1980s against the then government (Ginsburg & Webster 1995: 40). COSATU is an African National Congress (ANC) aligned federation.

To go back to the history of teacher unions, this will be divided into two eras: the beginning of the 1900s up to the 1980s, and the 1980s onwards.

a) The 1900s up to the 1976

In the early 1900s, black teachers felt that there was a need to establish a society or a union for black teachers. Pienaar (1986: 15) points out that the beginning was modest and there were few indications of any significant say by blacks in education and during negotiations. Therefore in an effort to obtain better negotiating powers teachers organisations' were established from 1904. These include:

- The Northern Transvaal Native Teachers' Association (NTNTA) (1904)
- The Southern Transvaal Native Teachers' Association (STNTA) (1904)
- Transvaal Native Teachers' Association (TNTA) (1919)
- Transvaal African Teachers' Association (TATA) (1926)
- Transvaal United African Teachers' Association (TUATA) (1957)

The most important issue here is that teacher unions and associations existed long ago in the country, but few of them were capable of influencing the teaching and learning processes as is happening currently. The question could be that maybe the demands and requirements of those teachers in those days were not as pressing and urgent as those of the teachers today. The rise of teacher militancy came after the 1976 Soweto uprising. This event has both negative and positive consequences on education since 1976 (Lethoko 1999: 22). Whatever the case, the establishment of unions can have either a negative or a positive influence on teachers' motivation and professionalism.

b) The 1976 era and onwards

In the wake of the 1976 education crisis, sparked off by the Soweto uprisings, new challenges confronted not only teachers, but also the learners' community and the state. The existing teacher organisations were increasingly criticized for their soft approach and working with the government. Therefore, the failure of the existing professional teacher associations to serve the needs of their members and the rise of political activism led to the development of a new

militant teachers' trade unionism (Machaba 1995: 30). There was a growing feeling among younger teachers in particular that teacher organisations had to confront the political and educational realities facing the profession head on. This was the beginning of the crisis in the teaching profession as teachers focused on their working conditions, salaries and other things at the expense of the teaching and learning processes. That was the beginning of the erosion of teacher motivation, professionalism and COLT.

3.6.3 The emergence of militant teacher organisations 1980 and onwards

After the 1976 uprising, the teacher unions and organisations resorted to being militant, that is using force or strong pressure, or supporting their use to achieve their aims (Hornby 1992: 784). The militant teacher organisations, unlike the traditional associations conscientised teachers on the political dimensions of the education struggle, hence they were strongly opposed to apartheid. Govender (1996: 35) asserts that these militant unions drew their membership largely from younger teachers, especially those politicised by the 1976 education uprisings, many of whom were still students then.

These organisations were:

- a) National Education Union of South Africa (NEUSA) (1980). It was the first union to organise teachers nationally on a non-racial basis
- b) East London Progressive Teachers Union (ELPTU) (1985)
- c) Western Cape Teachers Union (WECTU) (1985)
- d) Democratic Teachers Union (DETU) (1985)
- e) South African Democratic Teachers Union (SADTU) (1990).

Some of these unions merged with others in order to form a big and strong body which will fight against all kinds of ills plaguing the education sector. The purpose of creating more forceful unions has been a good move to a certain extent. However, the damage done is enormous. Asmal (1999: 13) summarises the whole situation by saying that 'this country is plagued with teachers who have a low morale, who have lost their professional ethos, who have largely contributed to the loss of the culture of learning and teaching in the schools'.

There is a belief that unions continue to worsen the situation. This assertion will be discussed in detail in Chapter Five, which will deal with the interpretation and analysis of the results of the interviews conducted with all the union leaders.

In addition, teacher militancy events take place in the following forms:

- a) Marches – this form is very popular amongst teachers and most of them are organised after the June vacation when the matric students are supposed to be revising
- b) Strikes – these have crippled the country's education system. The Constitution allows all South Africans to go on strike at one point in time. Hence, teachers are exercising their right here, though many people believe that this action is unprofessional, it is also the teachers' Constitutional right
- c) Occupying space which includes sit-ins or occupation of offices and sleep-ins
- d) Forceful expulsion of supervisors from school premises, for instance, principals, school inspectors, subject advisors and others
- e) Public demonstrations which gather outside departmental offices, schools or courts carrying placards and singing
- f) Picketing is a special type of public demonstration whereby protesters are organised and carry placards to the relevant offices (Maile 1999: 14; Govender 1996: 49-51).

These events disrupt the teaching and learning process because teachers do not go to school when these events take place. The learners' time is wasted, and at the end of the year they fail their examinations. On the other hand, the argument could be that teachers also have grievances which are not attended to, and so they sometimes abandon their responsibility and take to the streets. There are many reasons for teacher militancy. Some of them concern schools themselves and they are for the benefit of the learner. These include:

- a) School conditions – overcrowded classrooms, high pupil-teacher ratios, lack of qualified teachers, a shortage of equipment, buildings, books and learning materials
- b) Service conditions e.g. retrenchments, teacher evaluation systems, discrimination against women, inspectors' roles in evaluating and appointment procedures

- c) Salaries e.g. salary increase for a living wage, salary parity for women, payment of outstanding salaries
- d) Labour relations and victimization of teachers – teacher dismissals, suspensions, transfers, harassment of teachers and transfers (rationalisation and redeployment process)
- e) Crime in schools. Teachers demand that their lives be protected against criminals, learners and the community.

These grievances are not wholly teacher-centred and it is through the unions that teachers are able to air their views to their employers. Thus, no one can say that unions are unnecessary, for teachers, like other citizens need to make their voices heard. The recent teachers' strikes and stay-aways have crippled the pass rates as the 1999 matric results dropped by 2% from those of 1998 (Pretorius 2000: 2). It is important for those who organise and embark on strikes and other industrial actions to take into consideration the future of the learners, and how to make up for the time lost during their absence from school. Therefore, what is important is the union's contribution to the restoration and enhancement of COLT, and also the restoration of dignity to the teaching profession.

3.6.4 The role of unions in COLT

The history of teacher trade unionism which has been discussed in section 3.6 reveals that to a certain extent "black" teacher trade unions and organizations felt that it was not enough to be against apartheid and that teachers must practically show themselves to be part of the liberation struggle in South Africa (Pretorius and Lemmer 1998: 96). That was the beginning of teacher militancy which has existed even after the end of apartheid era. Section 3.6.3. discusses some of those militant actions such as strikes, sit-ins, and class boycotts which imply that when teachers take these actions the teaching and learning processes are disrupted and brought to a standstill in some cases. Thus, since this study is focused on the enhancement of COLT by teachers in schools, any form of activity or body which influences teachers to undermine the positive aspects of COLT such as school attendance, teacher motivation and professionalism, teacher preparedness and dedication to their work is worth to be studied and researched on.

As a result, union leaders were interviewed as part of this study. These include SADTU, NAPTOSA and SATU. These unions have a policy or document which deals with their contribution to COLT and teachers' professionalism. This can be the positive side of teacher trade unionism. And the policies of NAPTOSA, amongst others put a lot of emphasis on teacher professionalism. The only question could be how far do the unions enforce what they have written on paper? For instance, how do these organisations motivate teachers to do their work? After a strike or stay-away, how do they recover the lost time? The sample of the interview schedule is provided as Appendix 2 of the study.

According to the Labour Relations Act no.66 of 1995, the Act promotes the right to:

- fair labour practices
- form and join a union or an employer's organization
- organize and bargain collectively, and
- strike and lock-out (Republic of South Africa 1995: 2).

However, as much as teachers, like all the other people involved in the job sector, all rights go along with responsibilities and duties (Joubert & Prinsloo 2001: 65). Pretorius and Lemmer 1998: 27) stipulate that teachers should:

- promote the intellectual and personal development of learners
- promote a culture of teaching and learning
- foster in learners a culture of human rights
- act in a just and impartial manner in their dealings with learners, and
- take the appropriate measures to attain and maintain a high level of professionalism.

This list of teachers' responsibilities and duties could imply that somehow teachers need to strike a balance between their rights and duties, which may not be an easy thing to do. Thus in a way, unions can have either a negative or positive contribution in teacher professionalism and COLT in terms of some of the activities that unions engage in which disrupt the teaching and learning process. As a result, teacher unions form part of this study and this chapter specifically for the influence they have on teachers professionally.

Finally, although unions have both advantages and disadvantages, it is their notoriety that makes society dislike them. One reason could be that the society looks at its own interests, whilst teachers also look at theirs. Maybe a merger of these interests could prove more useful than the division that exists. For instance, if parents and learners could join teachers as they present their grievances to the government that might give the teachers' grievances more substance and also shake employers with this joint effort.

The next section will look at the nine priorities in education as the Minister of Education spells them out. A special emphasis will be put on the teachers and their morale as one of the relevant priorities of this study.

3.7 NINE EDUCATION PRIORITIES

3.7.1 Introduction

In the document called *Call to action: mobilizing citizens to build a South African education system for the 21st century*, the Minister of Education, Kadar Asmal selected the worst troubling features of the education and training system which is massive inequalities in access

and facilities, the serious state of morale of teaching force, failures in governance and management, and the poor quality of learning in much of the system (Asmal 1999: 2). Then this document has listed nine priorities which have been spelled out by the Department of Education as a way forward in education, hence they form an important part of this chapter as they are the Department of Education's efforts to improve the education system and priority number five looks specifically at teachers. Hence, this discussion is relevant in this chapter although these points are not part of legislation, but they are certainly one of the Department of Education's policies. This study seeks to determine what can teachers and other stakeholders do to enhance teacher professionalism and motivation, which will help to restore COLT. Numerous problems have been dealt with in Chapter Two, and also the government's attempts to improve teacher motivation and professionalism as prerequisites for COLT. One can say that since 1994 many improvements and positive achievements in schools and in the

education system are evident as they have been elaborated on a document called *Education in South Africa: Achievements since 1994* (2001). However, the 1999 matric results were not what was expected. As it has been mentioned earlier on, the results dropped by 2% from those of 1998 (Pretorius 2000: 2). This decline encouraged the Departments of Education in the nine provinces and the Minister himself to react in a way that some people viewed negatively, whilst others thought it was a giant step to demonstrate to all involved in education that a time has come for all stakeholders to be serious.

It was the first time for the people to see the Minister himself and all the Provincial Directors visit schools on the first day of school. The situation differed from one school to another. In some schools there were few teachers and few learners, in others learners and parents queued at the principal's office forcing the principal to admit their children in the already over-crowded school. In some schools learners were sweeping their classrooms and arranging desks: no teaching was done on that day. On the other hand, for those schools which are better organised, classes began at 08:00 until the usual time for the school to go home. The Minister, Kadar Asmal, has threatened to take steps to correct the situation in the schools which do not start teaching on the first day of school. These include expulsion of those teachers who are not doing their work and those who absent themselves without leave. The Minister also promised to see to it that those schools that do not have principals have principals appointed to those schools timeously, and all principals should perform their duties as expected. However, those principals, teachers and learners whose schools have worked hard and attained satisfactory grades were congratulated and encouraged to work harder and keep up the good work (Mecoamere 2000: 3). This implies that there are those schools, principals, teachers and learners who are making a difference no matter how small it might be. The National Awards Scheme has been established in order to honour those people who contribute positively in education.

The Minister of Education and other relevant role-players have looked at all the problems, shortcomings as well as past and present backlogs in the education system and in the schools, then he came out with the nine priorities. The Department of Education uses the following slogan "*Tirisano*" (which means working together). The nine priorities are listed below, and

only those that are directly linked to this study will be discussed in detail (Asmal 1999: 2-18).

3.7.1.1 Priority 1: We must make our provincial systems work by making co-operative government work

Since 1994, when each province had its own provincial administration in education, a lot of problems have been experienced in terms of management, allocation and use of funds, and many other functions. As a result, there is an urgent need for the national Department of Education to empower and train the personnel in the provincial departments all over the country.

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

The new Adult Basic Education and Training enables adult learners to improve their literacy skills in formal education. Asmal (1999: 9) says that no adult should be illiterate in the 21st century. This training programme is aimed at improving adults' job skills.

3.7.1.3 Priority 3: Schools must become centres of community life

The school will truly become a centre of community and cultural life if its facilities are being put to use for youth and adult learning, community meeting, sports and recreation. This will help the community to develop a sense of belonging to the school. This could help to decrease the levels of vandalism and crime in schools.

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

The infrastructure, facilities and resources form part of the 'services' part of COLT. Thousands of schools have poor physical facilities, many are dangerous and unfit for human habitation, and some have no water, electricity and toilets. These circumstances threaten the

health of teachers and learners, and the social and teaching activities of the school. This in turn affects the morale of the teachers in the school for they know that they can never compete with other schools because of the poor condition of their school.

3.7.1.5 Priority 5: We must develop the professional quality of our teaching force

There are two types of teachers in this country – there are those who show signs of a high level of professionalism, dedication and motivation to perform their duties as expected. Then there are those teachers who have lost their professional ethos due to the circumstances they find themselves in (Vally 1999: 7). In some schools teachers are confronted with extreme inequality in learner-education ratios, poor facilities, inadequate learning resources, greater isolation from urban centres and infrequent or no professional support services (Asmal 1999: 15). These teachers need to be helped and the Department of Education is prepared to address those ills.

On the negative side of the continuum, there are those teachers who, despite all the improvements in their schools, have decided to abuse the teaching profession. They are lazy and blame their failures on the government or the apartheid era, and they abuse alcohol, drugs and school children (Vally 1999: 7). Such a situation can imply that these teachers do not heed the government's attempts to improve the teaching force. Maybe the SACE and its code of conduct can help with such teachers. As for those who work hard, the president has proposed to establish a National Teacher Award scheme aimed at motivating all teachers. This priority is directly linked to this study because teacher motivation and professionalism are the core concepts of this study. The Minister of Education's and Provincial Director's visits to the schools at the beginning of the school year in 2000 are a big step in the improvement of COLT in the schools. It is good for all involved in schools to know that education officials can visit their schools anytime and anywhere. Hence, such visits can motivate teachers to do their work and stop dodging classes, and COLT can be enhanced in a way.

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

The government and the Minister of Education give complete support to the new national curriculum framework, which is based on the concept of outcomes based education. However, the implementation of this new curriculum has been plagued with numerous problems such as funding, a need for new learning materials, teacher training and other hindrances. Therefore, the DOE is faced with an enormous task of making this curriculum work.

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

Further Education and Training includes education in the senior secondary schools, technical schools and colleges, community colleges, and others. It is essential that such institutions be available to the youth and adults who were unable to continue their education because of poverty or lack of opportunity.

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

Every country depends on the higher education system to meet its high level of human resource needs, to be the engine for creation of new knowledge and innovation (Asmal 1999: 16). Thus, it is important that universities, technikons and colleges become more efficient and accountable for the utilisation of their intellectual, infrastructural and financial resources.

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

The impact of HIV/AIDS is enormous in this country in all sectors of life including education. As a result, the Ministry of Education has to work with the Ministry of Health in the conscientisation campaign in the schools and higher institutions where there is a large number of teenagers and youths who are most likely to be sexually active (Chisholm & Peterson 1999: 7). These nine priorities cover a wide spectrum of ideas concerned with education in the country – from the low sectors of education up to the highest: the curriculum, provincial departments of education, the morale of the teaching force, facilities and infrastructure and lastly the HIV/AIDS epidemic. The Minister said that the country has strong and committed leadership, excellent policies and laws for the 21st century, but he said that the education system is not ready for the 21st century (Asmal 1999: 2). These priorities only provide the framework for the plan of action – what is needed is a team or workforce of motivated and dedicated men and women to make them a reality. Teachers form a major part of this framework, as they are the ones who are charged with the responsibility to enhance COLT and impart knowledge to the learners in order to make them ready to participate in the economy, technology, education and other sectors of life successfully.

3.8 SUMMARY

In this chapter, the researcher has discussed the improvements that the DOE has embarked on, especially after the 1994 democratic elections. These include the legislation, the professional bodies in the South African system, policies and resolution and the COLTS campaign. This chapter serves to highlight the fact that the government is aware of the collapse of the teaching force's morale and dedication. Hence, in an attempt to counteract the situation, all these above-mentioned attempts to address the past imbalances have been implemented. What is left now is for those teachers who lack motivation, who have lost their professionalism to draw their inspiration from the DOE's attempts and get back to work, either individually or collectively.

The teachers' collective effort is represented by their unions and organizations, which are being viewed controversially by the government and the community. Unions have a role to play in the establishment of COLTS-related activities, so as to motivate teachers, since they

are the teachers' voice.

The literature review which forms part of this chapter will help in the formation of questions which will be used as questionnaires for teachers and principals, and also for an interview schedule for union officials in Chapter 5. In Chapter 4, this research will discuss the research methodology or the empirical research as a way of consolidating what the literature review has revealed so far.

CHAPTER 4

THE EMPIRICAL RESEARCH

4.1 INTRODUCTION

In the preceding chapters an attempt was made, through the literature review, to determine those reasons that have led to teachers' loss of motivation and professionalism. Addressing this could help to enhance COLT in the schools. The role that the government, through the National Department of Education and the nine provincial Departments of Education has played was also dealt with especially through the enactment of legislation, policies and resolutions, and the COLTS campaign. Unions also have a crucial part to play in the motivation and professionalisation of teachers. The issue of teacher motivation and professionalism as a significant aspect for the establishment and enhancement of COLT is also mentioned in the nine priorities that the Minister of Education has drawn up for the 21st century.

In this chapter, the empirical research methods that have been used in order to complement and consolidate the literature review undertaken will be looked at. The following aspects will also be discussed: the aims and objectives of this study, the population and the sample used, the research methods – their advantages and disadvantages, and lastly their reliability and validity.

4.2 AIMS AND OBJECTIVES OF THE EMPIRICAL RESEARCH

In my Masters (MEd) dissertation, which is titled *Restoring the culture of learning and teaching in the secondary schools in the Pretoria Area*, I looked at the role that principals, teachers and learners play in the establishment and enhancement of COLT. The overall conclusion that I drew was that principals are doing all they can to be exemplary to teachers and learners, but teachers are posing a serious problem in terms of their motivation and professionalism. As for learners, they just follow suit: if teachers do not

come to school in time and dodge classes, learners just take advantage of the situation and perpetuate those bad habits (Lethoko 1999: 140). From this study, I decided to look specifically at 'teacher motivation and professionalism as prerequisites for a positive COLT'.

Therefore, the aims of the empirical research are as follows:

- a) To establish the role that teachers can play in order to enhance teacher professionalism, motivation and COLT.
- b) To find out the reasons that led principals and teachers to choose the teaching profession, and to find out if those reasons still exist today.
- c) To determine the intrinsic and extrinsic factors which have led to the present teachers' loss of their professionalism and motivation to perform well.
- d) To determine the role of unions in the enhancement of teacher professionalism, motivation and COLT.
- e) To give recommendations and possible solutions to teachers, principals and other role players as to what can be done to improve the situation and COLT as a whole.

4.3 THE POPULATION AND THE SAMPLE

The sample of this study was taken from black public schools because even before the before the new democracy, the passing of the Bantu Education Act of 1953 imposed amongst others, a language policy black schools did not approve and this led to continuous teacher and learner strikes (Brooks & Brickhill 1980: 21). During this time, the popular slogan "Liberation first and education later" influenced the disintegration of the schooling process in black schools which fought against the apartheid regime. After the democratic elections, instead of going back to school, both teachers and learners had become lazy to work hard, the learners had developed an anti-academic attitude and teachers have lost their professional ethos (Smith & Schalekamp 1997: 2). Hence, the black schools were used in this study in order to determine if the teachers and learners' attitudes towards schooling have changed or not.

Empirical research is one of the common forms of research that involves asking a large group of people questions about a particular topic or issue (Neuman 1997: 229). Therefore, the calibre of people to be used is very important so that those people who are to be chosen will help the researcher to realize his/her aims. A *research population* is defined as 'all the cases that can potentially be included in an investigation, as a larger group of cases from which a sample can be taken' (Bailey 1987: 161). The success or failure of empirical research depends on, amongst other things, the researcher's choice of population to be studied. Therefore, Alreck and Settle (1985: 70) give the following guidelines to be used when selecting a population:

- Be sure that the population consists of those people who actually possess the information sought by the survey.
- Identify all the major factors that would otherwise qualify respondents and make their responses meaningful to the sponsor.
- List the criteria for inclusion or exclusion of respondents, together with the decision rules to be used.

For this study, the researcher used school principals and level 1 teachers. The principals were chosen because they are the managers of the school; hence they are the best people to give an excellent picture of what happens in the school, especially with regards to the teachers. Principals are also teachers because their duties include teaching. They will also help in the implementation of the given recommendations. Level 1 teachers were chosen because their focus is solely on teaching – they do not have any other portfolios such as the Head of Department or Deputy Principal. Hence, one hopes that their main task at school is to teach, and they are thus the most appropriate for this study.

Furthermore, it is not possible to study all the level one teachers and principals in the country. So it was important for the research to use a sample instead of the entire population. A sample is a portion or a subset of a larger group called population – a good sample is a miniature version of the population, it is just like it, only smaller (Fink 1995a:

27). For this study the sample was selected from the Gauteng and the Northern Province. The rationale behind this choice was that these two provinces are different in various aspects. Firstly, Gauteng can be classified as a rather urban province, whilst the latter is more rural. Secondly, Table 1.1 shows the matric results for all the nine provinces, the learner performance in the Northern Province is the worst in the country, whilst the learner performance in Gauteng is average. Gauteng is also accessible to the researcher, as compared to other provinces. Thirdly, Northern Province is still dragging behind in terms of facilities and infrastructure as compared to Gauteng – there are more schools in the Northern Province which do not have toilets, telephones and electricity than in Gauteng (Maduane 1997: 100). Such issues have an impact on teachers' morale, be it negatively or positively. Hence, the researcher thought that a comparison of the two provinces would be a worthwhile exercise.

In order to determine the schools that were to be used, the researcher obtained a sampling frame, which was a specific list of names of schools, physical addresses and postal addresses and telephone and fax numbers where available. From these lists, which were obtained from each provincial department of Education, a sample of 300 schools was taken from each province. The next section discusses the two types of sampling which were used for these two provinces.

4.3.1 Sampling for the Gauteng and Northern Province

Two different types of sampling were used for the two provinces in the selection of the schools to be used.

Gauteng Province

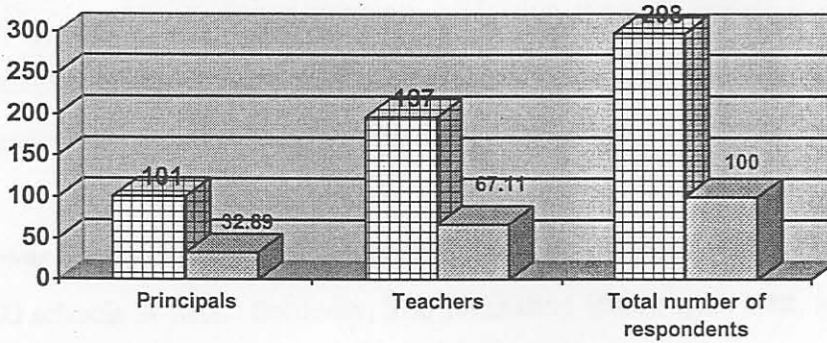
For Gauteng schools, the province is divided into 18 districts and each district has several areas in it. The criterion for selecting the schools was that the schools must have the majority of black learners and they must be public schools. The study did not include private and white schools. A black school implies that a large proportion of the learners and teachers are blacks. So, in Gauteng, there are numerous types of schools, some of

which are previous Model C schools, Indian or Chinese schools and also Afrikaans and English speaking schools. As a result, from the list of schools obtained, all the white schools and private schools were deleted. At the end of the process, 300 black public schools were left and they were all included in the sample. This type of sampling is called purposive sampling. Purposive sampling uses judgement in selecting cases or it selects cases with a specific purpose in mind (Neuman 1997: 206). The purpose of this study is to conduct an in-depth research specifically in black schools in the province in which the majority of them show signs of a collapse of morale in the teaching force. Thus, this type of sampling is appropriate in three situations, which is when:

- a researcher uses it to select unique cases that are specially informative e.g. black schools
- a researcher may use it to select members of a difficult-to-reach, specialized population
- when a researcher wants to identify particular types of cases for in-depth investigation – the purpose is less to generalize to a larger population than it is to gain a deeper understanding (Neuman 1997: 206; Fink 1995b: 21).

For Gauteng Province, questionnaires were sent out to 270 black schools in all districts, except the northern districts, which is the Pretoria Area. In this case, since observation is also part of this study, the researcher personally took questionnaires to schools in the four districts, namely N1, N2, N3 and N4. The total number of schools covered in the Pretoria Area is 30 black schools, which were randomly selected. Every school received a questionnaire for the principal and for two teachers, and the principals and the teachers completed the same questionnaire. The teachers and principals were asked to complete the questionnaires on the same day, whilst the researcher would do some observations. The observations will be discussed in detail later. The response rate for Gauteng province is shown in figure 4.1.

Figure 4.1: Response rate for Gauteng Province



▣ Number of respondents ▣ Percentages

101 principals and 197 teachers completed the questionnaire; the total number of respondents is 298. Since every school has one principal, 101 schools in Gauteng responded to the questionnaire. For the purpose of analysis and the representativeness of the data collected, out of 900 questionnaires, only 298 were received, which is 33%. According to Neuman (1997: 247), Bailey (1994: 169) and Fowler (1988: 40), survey researchers disagree about what constitutes an adequate response in a mailed questionnaire, because it depends on the minimum number of responses that a particular researcher needs depending on the needs of the study. Neuman (1997: 247) points out that 'adequate' is a judgment call that depends on the population, practical limitations (e.g. financial constraints, floods, etc), the topic, and the response with which specific researchers feel comfortable. Bradburn and Miles (1983: 290) add that there have been reports of anything between 10% to 50% response rate in a mailed questionnaire. For the purpose of this study, 101 schools responded, which is a 33% response rate.

Northern Province

This province is predominantly populated by black public schools, unlike Gauteng. It is divided into seven districts, which have a total of 30 areas in them. From the list of schools obtained, there were 1200 schools and 30 areas. Only 300 schools were needed for the study. That is 1200 divided by 300 = $\frac{1}{4}$. So, in each area, one quarter of the schools were selected and they all amounted to 300 schools. Schools were selected in

each area proportionally, that is, one-quarter of the schools in each area. The type of sampling used was **stratified random sampling** whereby the population is divided into subgroups or 'strata' and a random selection of then selected from each subgroup (Neuman 1997: 204). The subgroups or strata in this case were the 30 areas. In stratified random sampling, a researcher controls the representatives or fixes the proportion of different strata within a sample; in this case it was one quarter of each area. If an area had 40 schools only ten would be selected randomly. The random selection selected the 4th school throughout the entire list. All the areas were represented in the sample, unlike in Gauteng whereby some areas had only white and privately owned schools which did not form part of the sample.

For the Northern Province, the questionnaires were posted because it was the only option. Financial constraints could not allow the researcher to travel to the Northern Province and personally administer the questionnaire. The questionnaires were posted to 300 schools. 101 schools managed to post the questionnaires back. In the process of data collection in the Northern Province there were a number of problems, which are listed below:

- a) It was a very expensive test, especially because the researcher mailed questionnaires to 300 schools at first. Secondly, 200 reminding letters were sent, and another batch of questionnaires was sent to 100 schools not responding, but were included in the original sample. It took 8 months to obtain a response rate of 32%.
- b) Due to the heavy rains and floods that occurred in the country from November up to around March 2000, it was not easy to get a satisfactory response as quickly as one might expect. This was because a number of schools in the province were closed for months because of the floods, poor or non-existent roads and bridges and other factors.
- c) As compared to Gauteng, fewer teachers responded, only 187 teachers, and 101 principals also responded. In the absence of the researcher, there is no one to ensure that each school posts back three questionnaires instead of one.

The response rate for the Northern Province is shown in figure 4.2

Figure 4.2: Response rate for Northern Province

The total response rate for the two provinces is shown in figure 4.3 below:

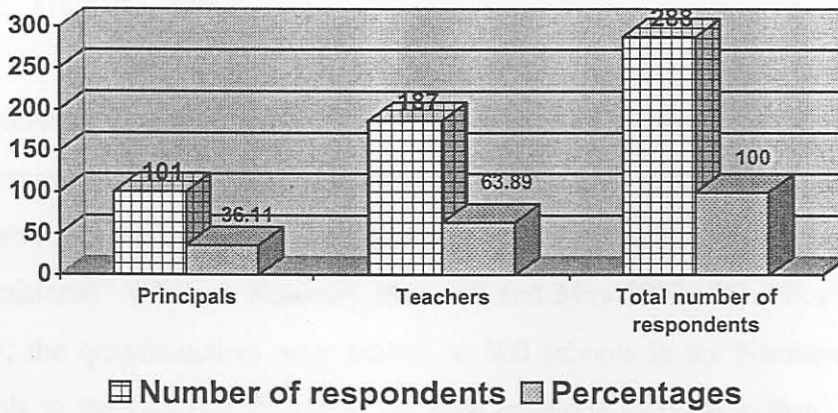
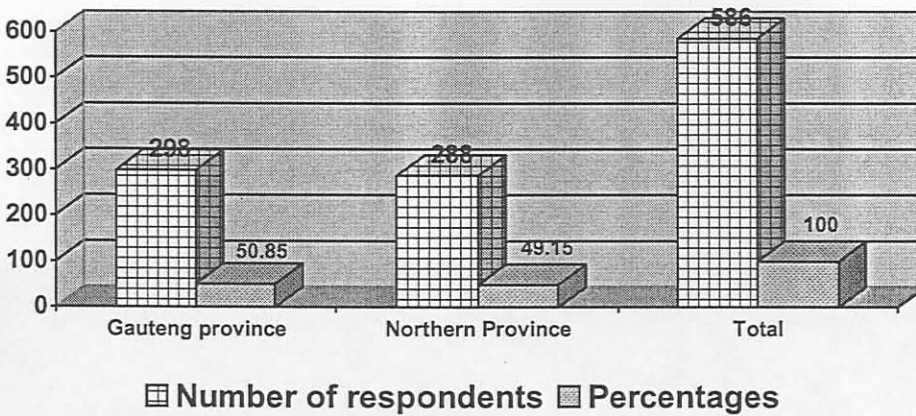


Figure 4.3: Total number of respondents



All in all, 101 principals and 187 teachers in the Northern Province responded to the questionnaire, that is 288 respondents, which gives a 32% response rate. In a way, even though there is a difference in numbers between the two provinces, statistically there is no difference. Hence, one can say that both provinces contributed 50% of the response rate.

The expected response rate was 600 questionnaires. At the end 586 questionnaires were received and used for the study. That represents a response rate of 32.5% or 33%.

The next section will look into the empirical methods used in the study.

4.4 EMPIRICAL RESEARCH METHODS

4.4.1 Introduction

Besides the use of written material obtained from libraries, Internet and other resources, the use of empirical research methods or what is sometimes called a 'survey' is very important in order to complement, or contradict sometimes, the literature review. A survey is a method of collecting information from people about their ideas, feelings, plans, beliefs, and social, educational and financial background (Fink & Kosecoff 1985: 13; Bausell 1986: 5). Surveys usually take the form of questionnaires, interviews and observation. These three above-mentioned methods have been used in this study and each one of them is discussed in detail below.

4.4.2 Questionnaires

Questionnaires are the most used survey method in research, mainly because of some the advantages they have. They are sometimes designed to be self-explanatory, so that they can be completed out in privacy and without supervision, which is what is termed "self-administered" (Fink & Kosecoff 1985: 16 and May 1993: 65). For the purposes of this study, the questionnaires were mailed to 300 schools in the Northern Province and 270 schools in the Gauteng Province. In each envelope there were three questionnaires –one for the principal and two for teachers. The reason why such a huge number of schools was selected is because for mailed questionnaires the response rate can be quite low (Babbie 1990: 40).

The pilot study

A pilot test is a tryout, and its purpose is to help produce a survey form that is usable and that will provide the researcher with the information that he/she needs (Fink 1995a: 6).

Piloting the questionnaire has the following uses:

- to test how long it takes recipients to complete them
- to check that all questions and instructions are clear
- to enable the researcher to remove any items which do not yield any usable data
- if the respondents leave some questions unanswered the researcher should be able to find out why from the pilot study (Bell 1993: 84; Behr 1983: 155; Bausell 1986: 75).

Therefore, pilot-testing helps to improve the response rate because it can eliminate several potential sources of difficulty such as poorly worded questions and no space to record answers (Fink 1995b: 15). For the purpose of this study, the pilot test was done with ten students in a Further Diploma in Education Management course. One significant aspect discovered from the pilot study was the fact that after every question, there is an open space in which the respondents can add more information other than that provided by their answer to the question. Startling revelations from both teachers and principals were made during this session.

The decision to use mailed questionnaires was a difficult one for there are both advantages and disadvantages in this research method. However, the success of the pilot study and some positive comments from the Gauteng Research Unit staff made it an easier choice. The next section discusses the advantages of mailed questionnaires.

a) Advantages of mailed questionnaires

- i) Relatively low cost as compared to how much it would cost if one were to go in person to each and every school.

- ii) Can be accomplished with minimal staff and facilities – there is no need for extra labour.
- iii) Provide access to widely dispersed samples and samples that are difficult to reach by telephone or in person for other reasons.
- iv) Respondents have the time to give thoughtful answers, to look up records, or consult with others.
- v) Offer anonymity and avoid interviewer bias.
- vi) Save time because a mailed questionnaire can be sent to all respondents simultaneously and most of the replies will be received within a week or so (although final returns may take months).
- vii) Use of standardised wording, which implies that it is possible to compare the respondents' answers because they are exposed to exactly the same wording, as compared to an interview.

Thus, they are very effective, and the response rates may be high for a target population that is well educated or has a strong interest in the topic or the survey organisation (Neuman 1997: 251, Bailey 1994: 148 and Fowler 1988: 71).

b) **Disadvantages of mailed questionnaires**

On the other hand, there are serious disadvantages in mailing questionnaires which could render a person's study null and void if the researcher is not aware of them. They include the following points:

- i) The biggest problem is a low response rate, since people often do not complete and return questionnaires. In this study the questionnaires were mailed twice, and the reminding letters were sent once. Some responses came long after the study was completed.
- ii) A researcher cannot control the conditions under which a mail questionnaire is completed – some people might complete it drunk or even give it to the wrong people.
- iii) There is no one to clarify some questions to the respondents.

- iv) Incomplete questionnaires can also be a problem, which is a case in some of them.
- v) There is a need for correct mailing addresses in order to avoid a waste of money sending questionnaires to non-existent addresses (Fowler 1988: 69; Bourque & Fielder 1995: 9-12).
- vi) There is no interviewer present to observe non-verbal behaviour or to make personal assessment concerning the respondents' ethnicity, social class and other characteristics e.g. some teachers might tick 'principal' instead of 'teacher' just for the fun of it.
- iii) The researcher cannot record spontaneous answers or first opinions as the respondent has an opportunity to erase a hasty answer when he/she decides that it is not diplomatic.
- iv) One cannot use a complex questionnaire format since the questions must generally be simple to understand. This sometimes may result in such simplistic questions that the highly educated respondents feel that their intelligence has been undermined (Bailey 1994: 149).

The floods in the Northern Province caused a delay in the responses of both teachers and principals. This was an unforeseen problem.

In an attempt to counteract these disadvantages, if the response rate is too low, letters had to be sent to remind the respondents. The addresses were also obtained from the provincial offices; hence the likelihood of using wrong addresses is minimized. In addition, I believe that sending out more questionnaires than is needed ensures that the response rate is likely to be satisfactory. This is supported by Rea and Parker (1992: 83) who add that because the researcher has no control over which of the potential respondents will ultimately return the completed questionnaire in a mail-out survey, one should send to twice as many potential respondents as the number required for the overall sample.

In this case, for each province 300 schools were used, but the analysis will depend on the response of only 100 schools. This can be a costly exercise, but it is important to get enough questionnaires back from the respondents.

The next method to be discussed is interviewing.

4.4.3 Interviews

Interviews are defined as encounters between a researcher and a respondent in which the latter is asked a series of questions relevant to the subject of the research. The respondent's answers constitute raw data analysed at a later point in time by the researcher (May 1993: 91). The type of interviews used are called scheduled, structured interviews, which are based on an established questionnaire with a fixed wording and sequence of presentation. A questionnaire was presented to each respondent in exactly the same way to minimise the role and influence of the interviewer, and to enable a more objective comparison of the results (Bless & Higson-Smith 1995: 107). Interviews can yield rich sources of data on people's experiences, opinions, aspirations and feelings. For this study, the researcher interviewed SADTU's Gauteng provincial secretary, NAPTOSA's Assistant Director and SATU's Chief Executive Officer.

From the literature review and the mass media at large, one can conclude that trade unionism in the teaching profession has raised a lot of controversy. To a certain extent, it can be alleged that some teachers use unions as scapegoats for their inability to teach and perform well. Therefore, this research aims to find out or determine the role that unions/organisations play in the motivation and professionalisation of teachers. Another aim is to find out if these unions have any projects, policies or campaigns which are linked to the restoration of COLT in schools with a specific focus on teachers as the primary role-players.

These interviews are fully structured that is they are in a questionnaire like structure, and they form part of Appendix 2. This interview schedule was also pre-tested or pilot tested

on one SADTU member who happened to be the Secretary of the Northern Province branch. It was very interesting to observe that SADTU, amongst all the other unions is notorious for its militancy (Govender 1996: 45). Therefore, interviewing a SADTU member raised a lot of questions, especially with regards to the majority of membership of a union which contributes to the approach it uses to resolve conflict. This gentleman made a very important statement when he pointed out that, amongst other things, the researcher is going to get different responses from predominantly black unions as opposed to white unions. The analysis and the results of these interviews will be discussed in Chapter Five.

Furthermore, interviews, like questionnaires, have both their advantages and disadvantages. These interviews are called personal or face-to-face interviews as opposed to telephone ones.

a) **Advantages of personal interviews**

- i) Face-to-face interviews have the highest response rates and permit the longest questionnaires
- ii) Interviewers can also observe the surroundings and can use non-verbal communication and visual aids
- iii) Personal interview procedures are probably the most effective way of enlisting co-operation for most populations, even to those who are illiterate
- iv) Advantages of interviewer administration, which include answering respondent questions, probing for adequate answers, accurately following complex instructions or sequences are realised, and there are no omissions
- v) Rapport and confidence building are possible because issues are kept relatively confidential
- vi) Analysis is more straightforward in that only one person's set of responses is gathered at any one time (Powney & Watts 1987: 25; Fowler 1988: 70; Neuman 1997: 138).

b) Disadvantages of personal interviews

- i) It is likely to be costly, especially if it is conducted with a large number of respondents
- ii) The training, travel, supervision and personnel costs can be high
- iii) The total data collection period is likely to be longer than telephone procedures
- iv) Interviewer bias is also greatest in face-to-face interviews
- v) They can be time-consuming if they are conducted with a large group of people
- vi) The presence of the interviewer can be a handicap as far as anonymity and respect for the private life of the interviewees are concerned (Powney & Watts 1987: 25; Fowler 1988: 70; Neuman 1997: 138).

The interviews in this research will only be done with three people, so it cannot be a costly exercise at all and all the unions have their offices in Pretoria where the researcher stays.

The next section will discuss observation which is the third method of data collection used in this study.

4.4.4 Observation

The observational method is the primary technique for collecting data on non-verbal behaviour, which most commonly involves sight or visual data collection and other senses such as hearing, touch or smell (Bailey 1994: 242). There are two main types of observation that is participant and non-participant observation. This study will use non-participant observation which is summarised by Robson (1993: 190) by saying: 'as the actions and behaviour of people are a central aspect in virtually any enquiry, a natural and obvious technique is to watch what they do, to record this in some way, and then to describe, analyse and interpret what we have observed'. In this study, the researcher arrived at a school early in the morning and distributed the questionnaires. The rest of the

day would be spend observing what happens in the staffroom, school grounds and in the principal's office.

In this case, observation has been used as a **supportive** or **supplementary** technique to collect data that may complement or set in perspective data obtained by other means, such as questionnaires and interviews. The observation was done for one day in each of the 30 schools visited. The analysis and interpretation of what has been observed will be dealt with in Chapter Five. The researcher specifically focussed on the following:

- a) Characteristics of a positive COLT, such as: teacher and learner punctuality, discipline, types of relationships between the two, and others.
- b) Professional characteristics of teachers, such as preparation of the work to be taught, marking, use of teaching aids, and others.
- c) Teacher motivation – this mainly came from the comments that teachers made to each other, the way that the teachers perceive their work and the learners, their dissatisfaction with the Department of Education and principals, etcetera.

The next section will discuss the advantages and disadvantages of non-participant observation.

a) **Advantages of non-participant observation**

- i) The people who are observed behave naturally because they are not aware that they are being observed
- ii) One can observe at close range in the natural environment including monitoring one's own experiences and thought processes
- iii) It is a very flexible technique that allows the observer to concentrate on any variables
- iv) The observer studies the events as they occur, and is often able to study long enough to observe any trends

v) The observer can study non-verbal behaviour as it occurs, which allows an in-depth study of the whole individual (Woods 1986: 33; May 1993: 113).

b) Disadvantages of non-participant observation

- i) The observer has very little control over the extraneous variables that may affect the data
- ii) Observational studies generally take the observer's unquantified perceptions, rather than the quantitative measures used in a survey
- ii) Observational studies tend to use a smaller sample than other survey studies because of the number of observers. Two or more observers may not be able to gather data which can be readily comparable especially in unstructured observations
- iii) The observer might need more time to really be able to identify if some occurrences happen by chance or if they are habitual or daily occurrences.
- iv) Lack of anonymity, the reliability of observational studies especially for sensitive issues still needs to be established, for it is difficult to maintain the respondents' anonymity in an observational study (and Fowler 1988: 81 and Bailey 1994: 242).

This method of data collection proved to be very useful since some people are likely not to tell the truth in a questionnaire. Thus, the observational studies will complement the survey, as is the case in this study.

Minister Kadar Asmal pointed out in the speech for the 21st century that there are schools in the country, which are making a difference despite the shortage of books, classrooms, facilities and equipment. Those schools have motivated principals, professional teachers and dedicated learners who believe that they can make it (Asmal 1999: 3). Hence, this observation serves to consolidate or dispute the Minister's assumption. The teaching and learning the culture of such a school, the daily activities of the principal, teachers and learners will help to highlight those points which make that school outstandingly successful. These points will include:

- Principals', teachers' and learners' punctuality
- The discipline of the entire school
- Teachers' lesson preparation
- Learners' attendance at school and ways used to monitor their attendance and progress
- Parental co-operation through their attendance to meetings, helping their children with homework, and sometimes helping the teachers with discipline
- The source of motivation within the principal, teachers and learners will also be an important aspect
- The influence of unions in the teachers' professional lives.

These points were used in the questionnaire (see section B. 3) so as to determine the presence of COLT in schools.

In conclusion, having read the literature, administered the questionnaires and conducted the interviews, this study served to consolidate the results and ideas obtained from these three methods. Together with the interviews, this observation gives the researcher the actual state of COLT in the black public schools, and through the unions, one learns how much they are contributing to the enhancement of COLT and the teachers' professionalism and motivation in particular.

4.4.5 Reliability and validity

4.4.5.1 Introduction

Reliability and validity are control issues in all scientific measurement (Neuman 1987: 138). This implies that a researchers' choice of a method to be used to gather data needed for the study should be the ideal and correct one. Therefore, it is important for the researcher to choose a method which is most precise and accurate.

Reliability is the extent to which a test or procedure produces similar result under constant conditions on all occasions (Bell 1993: 64). For instance, if the same questionnaire is given to the same people, they would give the same responses the second time. The check for reliability will come at the stage of question wording and piloting of the instrument – this is when the comments from the people on whom the pilot study was done will help to improve the reliability of the instrument to be used in the actual survey (Babbie 1992: 221).

Validity tells us whether an instrument measures or describes what it is supposed to measure or describe (Bell 1993: 65). An instrument should not merely be used to gather data which may not even be in line with the aims and hypotheses of the research. So, it is important to select the best tool for the job. Hence, reliable and valid surveys are obtained by making sure that the definitions used and the questions asked are grounded in fact or established theory or experience (Fink & Kosecoff 1985: 20). That is why a literature review can be said to form a basis of the questions to be asked in the interviews and questionnaires.

For the purpose of this study, the questionnaire and the interview schedule have been pilot studied. All the corrections gained from the respondents have been implemented in order to raise their levels of reliability. The use of these two will ensure the validity of this study as the questions asked in both instruments are in line with the aims and hypothesis of the research. These questionnaires and interviews have been constructed from the facts and readings obtained from the literature review, hence the researcher hopes to achieve the reliability and the validity of the empirical research methods used in the study. Lastly, the questions or points which will guide the observation are also in line with the questions asked in the questionnaire and the interview schedule.

4.5 SUMMARY

In this chapter, numerous aspects involved in the empirical research of this study have been discussed. These include the population involved, the sampling methods used in the

two provinces, and the advantages and disadvantages of the use of questionnaires and interviews. Observation will also be used in the research. The validity and reliability of the chosen research methods were also looked into in detail. Chapter Five will discuss the analysis of the results from the questionnaires, interviews and observation.

CHAPTER 5

FINDINGS, ANALYSIS AND INTERPRETATION OF THE EMPIRICAL DATA

5.1 INTRODUCTION

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

5.2 AIMS AND OBJECTIVES

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

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

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

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

5.3 ANALYSIS AND INTERPRETATION OF THE INTERVIEW SCHEDULE RESPONSES

5.3.1 Introduction

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

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

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

5.3.2 Membership for SATU, SADTU AND NAPTOSA

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

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

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

Table 5.1: Composition of SADTU, SATU and NAPTOSA

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

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

5.3.3 Unions' aims and objectives

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

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

a) SATU's principles and objectives

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

(SATU's documents 1999: 2).

b) SADTU's aims and objectives

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

(SADTU's documents 1999: 9).

c) NAPTOSA' objectives

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

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

(NAPTOSA's documents 1999: 2).

5.3.4 Unions' policies

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

5.3.5 Are teachers professionals?

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

5.3.6 Characteristics of a professional teacher

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

5.3.7 Teacher motivation

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

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

On the other hand, the following can demotivate teachers:

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

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

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

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

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

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

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

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

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

5.3.10 Industrial action and teachers' professionalism

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

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

5.3.11 Perceptions about unions

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

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

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

5.4 CONCLUSION

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

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

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

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

5.5 ANALYSIS AND INTERPRETATION OF QUESTIONNAIRE

5.5.1 Introduction

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

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

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

5.5.1.1 Biographical details

Table 5.3: Present position of respondents according to province.

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

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

5.5.1.2 Teaching experience

Table 5.4 Respondents' teaching experience

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

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

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

5.5.1.3 Qualifications

Table 5.5: Highest qualification of respondents

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

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

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

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

5.5.1.4 Principals' reasons for choosing the teaching profession

Table 5.6: Principals' reasons for choosing the teaching profession

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

a) Intrinsically motivated reasons

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

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

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

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

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

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

b) Extrinsically motivated reasons

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.5.1.5 Teachers' reasons for choosing the teaching profession

Table 5.8: Teachers' reasons for choosing the teaching profession

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

a) Intrinsically motivated reasons

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

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

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

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

b) Extrinsically motivated reasons

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.5.1.8 Professional characteristics of teachers and principals

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

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

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

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

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

Table 5.11: Principals and teachers response regarding professional characteristics

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

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

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

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

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

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

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

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

5.5.1.8 Positive characteristics of teachers and principals

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

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 -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 -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	83.33	YES
Work	83.33	70.83	83.33	YES
Qualification to do job	70.83	70.83	83.33	YES
Work	70.83	70.83	83.33	YES
Qualification to do job	70.83	70.83	83.33	YES
Work	70.83	70.83	83.33	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.

CHAPTER 6

IMPROVING THE CULTURE OF LEARNING AND TEACHING

6.1 INTRODUCTION

This study has used the following concepts as cornerstones: motivation, professionalism, and the culture of learning and teaching (COLT). Teachers are the main focus of this study, although the input of other role players such as the Department of Education, Teacher Training Institutions (TTI), principals, unions, parents and the entire community, is indispensable. These three concepts influence each other and they are interrelated. That is, teachers who display professional characteristics in their social behaviour, inside and outside the classroom, and in their relationships with colleagues, learners and parents can be easily motivated. Thus, in such a situation, COLT is more likely to be enhanced.

The next section will discuss the possibility of improving teacher motivation and professionalism, in an attempt to improve the culture of learning and teaching. These possibilities will be based on the results of the data collected through the use of interviews, questionnaires and observation.

6.2 PROFESSIONALISM

6.2.1 Introduction

The literature review and empirical research results have shown that teachers need to improve their professionalism, motivation and dedication to do their work (see Chapter 5). Chapter 2 discussed in detail those characteristics which can make an occupation a profession. Some of these characteristics were used in the formation of questionnaires for

teachers and principals and the interview schedule for unions. These characteristics have been discussed in detail in Chapter Two, section 2.4.

These characteristics and the results of the data collected will provide a basis for the guidelines which are intended to help teachers to improve their professionalism so as to assist in the restoration and enhancement of COLT in schools.

6.2.2 Teacher training

In every profession people need to be specifically trained with necessary skills, knowledge, and subject matter related to their specific profession, so that they can be able to provide that unique and essential service to society. The teaching profession follows the same trend. Section B.2 (a) of the questionnaire dealt with these characteristics and Table 5.11 depicted the teachers' and principals' responses to the questions. The issue of qualifications, as the hypothesis states it, is central in this study because it is expected that a professional person should be sufficiently qualified. Again, qualifications are one of the characteristics of a profession where Hayhoe (1992: 185) points out that the importance of intellectual ability and knowledge of subject matter for the practice of the profession are determined by peoples' qualifications. Thus, it is very important that teachers are qualified in the subjects that they teach, so that they can be able to impart knowledge to the learners. According to Table 5.5, all the respondents in this study are qualified, their qualifications range between an Education diploma (two years or less) to a doctoral degree. According to the Department of Education (1999a: 4), teachers whose qualifications are below the Required Education Qualification Value (REQV) 13 are said to be underqualified. In this study 0,5% of principals and 7,55% of teachers have a two or fewer years Education diploma, which indicates they are underqualified. However, the percentage is higher at the national level, although the statistics in this study do not show this because only a sample of teachers (384 teachers) were used, not the entire population of teachers. The following problems have been identified with regards to teachers' qualifications, which have a negative influence on the professionalism of the teaching profession:

- a) According to the Department of Education (1999a: 4), 85 501 teachers are below the REQV 13 benchmark qualification, that is those teachers whose qualifications are less than a matric certificate and a three-year teachers diploma. 23,9% of the teaching force is below this benchmark. These large numbers of teachers need to be fully qualified.
- b) During the school visits, some principals said that some teachers further their studies with degrees and diplomas which are not related to the subjects that they teach. In such a case, such qualifications do not improve their classroom performance.
- c) For those teachers who have adequate qualifications, there is a need for in-service training to keep them abreast of the latest developments in their fields.

In the following section, the focus will be on the problems that have been identified from a review of the interviews, observation, and questionnaire regarding teacher training:

a) **Entry standards and selection**

The entry standards in the teaching profession in most teacher training institutions need to be revisited. As much as it depends on an individuals' motivation to perform well, some people perhaps choose the teaching profession because they cannot meet the requirements for other professions such as medicine, engineering, commerce and others. Thus, teaching was the only profession with less demanding entry requirements. According to Table 5.10, 22.29% of teachers, and 20.11% of principals agreed that some people are likely to choose teaching because they have been denied entrance into other fields. This implies that some people choose to be teachers because they did not qualify in other fields. Then, the requirements for the teaching profession were less stringent, so they chose teaching for the wrong reason. A person's reasons for choosing a profession have to be intrinsically motivated. Motivation is the spark which ignites and influences human action (Van der Westhuizen 1996: 194). Both intrinsic and extrinsic motivation is important when a person chooses a profession, although intrinsic motivation is superior to extrinsic motivation (see Chapter 2). Table 5.10 deals with the reasons that a person might have when choosing the teaching profession. The first four

reasons, which scored the highest percentages from both teachers and principals, are intrinsically motivated reasons. The extrinsically motivated reasons did not gain much popularity. This implies that the respondents understand the importance of intrinsic motivation when choosing a profession. However, the external factors such as salaries have the greatest impact on teachers' motivation, as Table 5.16 reflects. The revision of entry standards might also help to increase the occupational prestige of the teaching profession, because people would then know that this is not a profession for people who failed to gain entrance in other fields. Therefore, entry requirements into the teaching profession have to be of the same standard as those of other professions.

The teacher training institutions, in collaboration with the DOE and the unions, have to plan a selection process which will look at the reasons why people choose teaching, their personal traits, and to determine if the candidates are aware of the real situation in the teaching profession. According to the Higher Education Act (Republic of South Africa 1997: 14) section 17(1), 'Subject to policy, the council of a public higher education institution determines the admission policy of the institution after consulting the academic board of the institution'. This means that the TTI have a right to determine the admission requirements. The Higher Education Act (Republic of South Africa 1997: 15) section 17(3) continues to point out that the admission policy may not unfairly discriminate in any way, and they must provide appropriate measures for the redress of past inequalities. For example, teaching is not one of the best paying professions, so if a person is looking for money, teaching might not be the best choice. Candidates should put more emphasis on the unique and essential service rendered to the community, not on a financial reward. Training institutions have to conduct such a selection process, which is mainly aimed at conscientising the candidates, not at discriminating against anyone.

The TTI, the DOE and the unions can prepare standardized selection interviews, which will be used by all the TTI in the country. These interviews have to have the same standardized questions, which will be implemented by all the institutions in the country. This measure will be a way of introducing a nationwide selection criterion for candidates who want to join

the teaching profession. The panel of interviewees has to be composed of DOE officials, TTI academic members from the Faculty of Education, union officials, and school principals. These people can form a selection committee, which will help to select suitable candidates for the teaching profession. This could help to improve the prestige and professionalism of teaching.

b) Duration of teacher training

The duration of teacher training has a direct impact on the teachers' subject knowledge. The logic behind this argument is that the longer the time that teachers spend training, the more expertise they gain in the subjects that they teach. One of the characteristics of a profession emphasises that the importance of intellectual ability and knowledge of subject matter for the practice of the profession. Hence, the length of teacher training can have an influence on the teachers' professionalism because their knowledge of the subject matter is likely to be enhanced if they spend a longer time at the training institution. Although the information in this research indicated that most teachers are well qualified, the informal interviews which were held with principals during the school visits reflected a different situation.

During the school visits, most of the principals complained during the informal interviews about the duration of teacher training, especially for diplomas, some of which lasted for two years or even less. The principals said that the teachers who possess such diplomas have very little subject knowledge and skills to teach effectively, and vary their teaching methods and aids. Therefore, it is important that teacher training for an Education Diploma should last for a minimum of three years, and no less. Then, all the Bachelors' Degrees should be four years. The DOE has already made a policy in which all B degrees have to last for four years, in order for a person to be a professional (Department of Education 2000c: 4). It is essential that all the TTI should implement this policy as soon as possible, to improve the professional status of teachers. If teachers can be made to feel more professional, they might be more likely to perform well so that COLT can be improved in schools.

6.2.3 Subject knowledge

The knowledge of the subject matter for the practice of the profession is another important aspect in any profession. This seems to be a problem in the teaching profession. Poor subject knowledge is a problem encountered in schools, which is reflected in the poor performance of learners in certain fields, such as Science and Mathematics. In Table 5.11, 98,15% of teachers and 95,54% of principals agreed that satisfactory subject knowledge is the best professional characteristic for teachers. The importance of this characteristic is also reiterated in Table 5.15, in which most principals (54,46%) agree that poor subject knowledge leads to demotivated teachers, who have a very low level of confidence. This implies that the TTI have to do more focused subject training for specific schools and levels, which will empower teachers to know their subject matter sufficiently. This means that primary teachers will benefit more if their training focused on the content that they are going to teach at primary level. The same procedure should be followed for secondary and high school teachers, whose subject content is more advanced than that of primary teachers. This could help to improve the teachers' subject knowledge, which may enhance their professional prestige because of their expertise in the subjects they teach. After the initial undergraduate training, beginning teachers need support and orientation in their new field. Hence, an induction programme might be helpful.

6.2.4 Provision of in-service training

Professional growth and development is currently offered through in-service education and training for teachers (Lemmer &Badenhorst 1997: 19). This in-service training is provided in a form of workshops and courses offered for short periods or long periods. The provision of in-service education and training could be provided to both teachers who are new in the field and to those who are already teaching. In-service training is also provided to those teachers who are already in the field in order to help them to increase their subject knowledge, help them with teaching methods and aids and other problems that teachers experience in their daily teaching. In other words, in-service training provides for

continuing professional development of teachers. In-service training is important for all teachers, experienced and inexperienced, and for qualified and unqualified teachers.

The DOE has to organise short in-service courses, which are subject related. According to (Greenstein 1995: 10 and Lemmer & Badenhorst 1997: 19) in-service training has to be accredited so that teachers can feel motivated to attend such courses. Furthermore, matric examiners can compile a report which indicates which subjects the learners have performed poorly in. The markers in different subjects also have to compile a detailed report discussing which components of the subject or syllabus were difficult for the learners to respond to. Then, the in-service training courses will focus more on those parts. These in-service courses will help those teachers who need to improve their subject knowledge and help them to vary their teaching methods and aids. In-service training will also help those qualified teachers who need to upgrade their knowledge in the subjects that they teach.

In addition, unions can also provide another form of in-service training, which can take a form of a motivational forum for teachers. Unions have an enormous impact on teachers' professionalism, and since teachers need to be motivated, unions can assist by inviting motivational speakers and encouraging teachers to work hard and enhance their professionalism. This could be a form of in-service because motivated teachers are more likely to be professionals who will help to bring back the prestige in the teaching profession. The TTI can also help the DOE in the organisation of in-service courses, in which lecturers from the institutions can help with their expertise in the courses offered by the DOE. This could increase teachers' professionalism and motivation, which will help to improve their quality of teaching, which in turn can enhance the learners' performance.

a) **Induction programmes**

Whilst guidelines such as increasing the duration of teacher training and teaching practice might take long, the problem of a lack of teacher professionalism has to be addressed as soon as possible. Hence, induction programmes can be very helpful, and each TTI can organise such

a programme. Beginning teachers need 'mentors' during their first year as teachers, they need people to orientate them when they come to a new school. The selection of a mentor has to be based on the professional qualities, motivation and personal traits of a teacher. This is because a mentor can have a certain influence on the beginning teacher- this has to be a positive influence, which will help to improve the beginning teachers' professionalism and motivation. There are professional and motivated teachers in schools, whom the principals and SGBs' can select to act as mentors to the new teachers. Another good reason for an induction programme is that it is a link between the teachers who have just started working and their training institution. An induction programme has to last for at least a year. Each institution has to have a list of names and contact details of the teachers who graduated from their institutions, so that they are able to invite them to workshops and conferences. The institutions also have to contact principals and the SGBs' and work out a program, which will enable the beginning teachers to benefit from such a venture.

In a year, the training institutions can organise four workshops, that is one workshop every quarter. These workshops have to be held during weekends, so that the teachers' work is not disturbed during the week. This will provide teachers with a chance to discuss their problems, experiences and successes. These workshops can be helpful because the lecturers can give professional advice with regards to subject-related problems, teaching methods, and the use of various teaching aids. The beginning teachers can also learn from each other, in terms of their various experiences in the classroom, with regards to issues such as discipline, lesson preparation, and many others. This is a form of providing in-service training to the teachers, though it may not be purely subject-related. During the second year of teaching, the most successful and professional teachers can act as 'mentors' who will help those who are new in the profession. The selection of these mentors can help to improve the prestige of the profession because only the best-qualified and professional teachers will be selected as mentors. This can be a continuous exercise, which will help teachers to improve their professionalism. This can help teachers to be motivated to work hard for they know that they have a link with their training institution, and such a structure acts as a support system.

b) **Use of subject advisors**

Another worthwhile exercise can be the use of subject advisors, who can help to improve teachers' expertise in the subjects that they teach. The subject advisors have to be fully qualified and experts in their subjects, so that they are able to advise teachers properly. The subject advisors also need to use the examiners' and markers' reports, so that they know which areas they should put more focus on, because there are many reasons why learners perform badly in a subject. One of the teacher-related reasons could be that teachers do not know the subject matter dealt with in that subject fully. Alternatively, teachers might not know the subject matter, or the appropriate methods to teach it. The subject advisors should also be abreast with the latest information and technology used in their specific subjects so that they can be helpful to teachers. The subject advisors also have to ensure that they visit all the schools in the country and group those schools which are close to each other. They should also be accessible by phone or fax and otherwise, because in some cases teachers need to contact them before or after they have visited their school. Knowledge of the subject matter that is taught is a professional characteristic, which all teachers should possess. Thus, subject advisors can help teachers to improve their subject knowledge and vary their teaching methods in order to enhance their performance. Teachers who know what they teach are more likely to be motivated to teach and this will enhance their professionalism.

c) **Further studies**

According to the Department of Education (1999a: 3), there are inevitable pressures on those teachers who do not have up-to-standard qualifications: for instance, they earn low salaries, they do not qualify for promotions within the system and they experience problems when registering with SACE. As a result, some teachers follow programmes and courses just to improve their qualifications, so that they are able to register with SACE. Some of these qualifications are irrelevant and inappropriate to the subjects they teach in class. At the end of the day, these teachers have qualifications which will not add value to their classroom practice. It is important for principals to intervene in this situation. Principals can advise

teachers to further their studies in a way that will benefit their teaching, not just for the sake of having a qualification. The DOE can contribute in this case by empowering the SGB's and principals to assist and ensure that teachers choose programmes, which are related to the subjects they teach. The proper choice of programmes will help teachers to train in relevant courses, which will increase their professionalism and subject knowledge. The possession of a relevant qualification can enhance a teacher's motivation because he/she will be confident to teach, and the learners' performance is likely to improve.

The next section will discuss another characteristic of a profession, which is that a profession has to have a comprehensive and self-governing organisation (Badenhorst 1987: 144; Joubert & Prinsloo 2001: 5).

6.2.5 The establishment of the South African Council of Educators (SACE)

A new unified and officially recognized educators' council – the South African Council of Educators (SACE) has been established in line with the Education Labour Relations Act, and is accountable to the Education Labour Relations Council (ELRC) (Govender, Greensteinm Greybe, Mokgalane,, Samson and Vally 1997: 9). According to Motala (1998: 12) SACE is established as a 'juristic person' which provides a code of ethics for teachers, learners, parents and the community. The author continues to point out that SACE aims to promote the professional development of educators, establishes a fair and equitable enquiry procedure to investigate any breach of ethics, outlines minimum criteria and procedures for registration, and provides for compulsory monthly fees collected through the ELRC. During the interviews with the union officials all the three officials from the three unions asserted that SACE is not performing all the tasks that it has been established to do, except the registration of teachers. This was because of financial constraints. NAPTOSA's official said that although the DOE and the ELRC have agreed to the establishment of SACE, the financial support that it receives is inadequate. As a result, some of its most crucial functions, such as the enforcement of a code of conduct, is not properly implemented. The union officials agreed that the DOE has allocated some funds for the functioning of SACE

and payment of its officials, but there is a shortage of personnel to monitor the implementation of the code of conduct, for instance.

The union officials said that all teachers who are registered at SACE pay a monthly subscription, which is also not enough to cater for the needs of this body. These members can be another source of income since the members can be asked to slightly increase the membership fee that they pay at present, notwithstanding the fact that teachers are already complaining about their poor salaries. Although these recommendations are not within the framework of the functions of SACE (Republic of South Africa: 2000: 2), they can be helpful in order to help revive teacher professionalism. For instance, the council, through the help of the DOE, principals, teachers and the unions have to plan fundraising events, such as dinners for members and non-members. The fees charged to both members and non-members can differ slightly, so the council can make some money. They can also seek sponsorship from private companies, so as to sustain their expenses. SACE can help to maintain and enhance the professional standards of the teaching profession. This could help restore the teaching profession's prestige and enhance teacher professionalism, so that COLT can be improved in the schools.

The next section will discuss SACE's and the unions' codes of conduct, since every profession needs to have a code of conduct.

6.2.6 Code of conduct

Every profession needs to establish a comprehensive code of conduct, which will guide its members and ensure that there is order and discipline (Joubert & Prinsloo 2001: 45). In order to protect the teaching profession's integrity, the South African Council of Educators (SACE) has prepared a code of conduct which every teacher and principal has to follow in order to maintain the professionalism and ethical codes of the teaching profession. Another role player in teacher professionalism is the unions, and each one of them has a code of conduct. The Educators Employment Act of 1998 also makes provision for a procedure to

be followed when a teacher is charged with misconduct. The codes of conduct must be viewed as positive steps to improve the professional image of teaching, and not as an instrument to scare teachers.

a) SACE's code of conduct

SACE is the professional controlling body in the teaching profession, and there are union representatives in it. The unions contributed to the formation of SACE's code of conduct since they are members of the ELRC. Hence, the unions' codes of conduct are in line with SACE's code of conduct, which is superior to that of unions. If the two codes are contradictory, SACE's will over-rule in that case. In many schools, which were visited during the study, SACE's code of conduct was hung on the wall in the principal's office, so that all teachers can see it clearly. One principal complained that this code of conduct is useless because there is no one to reinforce it. If a principal feels that a teacher is contravening some of the sections, he cannot do anything to the teacher himself. Such a principal has to give a report of that teacher to the DOE, which will take a long time to work on the case. Meanwhile, the relationship between this teacher and the principal turns very sour. It is important that the DOE responds timeously to the principals' reports about irresponsible and unprofessional teachers, so that these teachers can feel that the code of conduct is working. Otherwise, the DOE can empower principals and the SGBs to have a disciplinary hearing before the matter is taken to the DOE. This will serve as the first warning to that teacher. The DOE will still be responsible for serious offences such as a teacher's involvement in criminal acts such as rape, child abuse, and others.

b) Unions' code of conduct

Unions also have codes of conduct that are not fully enforced by the union leadership. As a result, the unions are failing to enhance the teachers' professionalism. SADTU confirmed that at the beginning of every year, its new and old members are given the union's code of conduct, it is even written in the annual diaries, which are given to the teachers. The question is whether the teachers read this code of conduct and act according to it. Some

teachers might know the code of conduct, but continue to contravene it because they know that there is no one to reinforce it. It can be helpful if teachers in every school choose one teacher who is a member of the union whose task is to enforce the code of conduct. In every school, the teachers themselves have to agree on the rules to be enforced and the procedures to be followed in the enforcement. All the teachers concerned have to sign, under oath that they consent to the procedures in order to avoid quarrels and animosity between the members. For example, if a teacher misbehaves, the nominated teacher will be a link to the unions' leadership and the school. Other members can warn such a misbehaving teacher. If the bad behaviour continues, the union representative at the school has to report the matter to the district officials. Then, a disciplinary hearing has to be organised within 14 days. If the teacher persists, then the provincial office can intervene, and up to the national level if necessary. The unions would have a positive contribution to the teachers' discipline, which will help to enhance their professionalism. This exercise would also help to reduce the burden that the DOE has regarding disciplinary cases concerning teachers.

Unions also have to organise workshops and conferences, which will act as motivational forums, and assist in upholding the codes of conduct. There are many important issues that unions can discuss, such as helping teachers to view the teaching profession positively, and to teach for the love of teaching, not for financial reward. It is an indisputable fact that the issue of salaries is a major demotivating factor for teachers, but satisfactory salaries alone cannot motivate teachers and enhance their professionalism. This is a combination of many factors such as infrastructure and facilities, discipline, subject knowledge and many other factors. Unions also have to conscientise teachers that unions are not in favour of incompetent teachers, which is why all the unions are concerned that their membership should be composed of qualified teachers who are professionals and motivated to perform well. Unions also have to inculcate an ethos of 'a service to others' in teachers, which will help to improve their professional attitude and enhance their performance. During the motivational forums, unions can invite motivational speakers and some teachers who are role models to address the teachers and motivate them to be professionals despite all the hardships. Teachers need to be reminded that if they are to be regarded as professionals by

society they need to feel in themselves that their job is a unique and an essential service to society. This can help to enhance their professionalism and motivation, so that they are able to perform their duties as expected. In this way, COLT can be restored in such a situation.

The next section will discuss the guidelines for teachers' motivation and its influence on professionalism and the improvement of COLT.

6.3 MOTIVATION

6.3.1 Introduction

Motivation refers to forces both within the individual and in the environment which drive human beings to behave in certain ways (Evans 1998: 3) According to Delors (1998: 146) when a child's or adult's first teacher is poorly trained and poorly motivated, the very foundations on which all subsequent learning will be unsound. One principal commented during the school visits that "as long as the Department of Education, principals, parents and community do not acknowledge, praise and applaud those teachers who work hard, teachers feel that their hard work is not recognised". This is due to the fact that the media, parents, and the Minister of Education himself always highlight the poor performance and morale of teachers. The question is how can the same critics help to improve the situation.

The Department of Education has established a few structures, which are specifically meant to motivate teachers, that is the COLTS campaign in which "Tirisano" (working together) is a major theme, and the National Teacher Award Scheme, which will give awards to those teachers who are making a difference in the schools. When the Minister of Education launched the scheme, he commented that: "the years of discrimination, repression, struggle, and democratic transition have taken their toll. However, it is time to re-assert the dignity of the teaching profession, because teachers at their best are vital agents of change and growth in our schools and communities" (Department of Education 2000b: 2).

These awards cover a wide range of categories such as lifetime achievement, primary and secondary teacher of the year, contribution to the school leadership at primary and secondary level, excellence in special needs teaching, and many other categories. During the selection process of the nominees for the awards, some guidelines might be useful. The awards should not only be given to one person in each category, but rather have three finalists in each category, that is, there have to be first, second and third prize winners. This does not imply that the rewards for the categories need to be increased, but rather share the rewards amongst three people instead of one. This exercise will help to increase the popularity of the event as an attempt to motivate teachers. Nominees who did not make it to the to the three categories of finalists also have to be given recognition by giving them certificates which show that they were nominated for the awards.

Principals have a role to play in the motivation of teachers which could help to increase their professionalism and help to restore COLT in schools. As a way of recognizing the effort of those who have won and those who were nominees, they can organise a function at the school, and invite parents, learners, and the community to congratulate these teachers in public. Such teachers will become role models to their colleagues, parents, learners, and the whole of society. Some teachers will be motivated to work hard so that they might also be honoured in the same way. Teachers can increase their professionalism and motivation because they will know that the DOE, unions, principals, learners, parents, and the community acknowledge their hard work.

In Chapters One and Two, motivational theories from Maslow (intrinsic), McGregor (extrinsic) and McClelland (intrinsic and extrinsic) have been discussed in detail. The next section will discuss how these theories can act as guidelines to improve teacher motivation.

6.3.2 Intrinsic motivation

According to Ingule et al (1996: 344) intrinsic motivation is the desire to be effective and to perform a behaviour for its own sake. Since intrinsic motivation comes from within a person,

a persons' psychological and physical need energise this type of motivation (Evans 1998: 35). This could imply that if a person's physiological and psychological needs are not satisfied, such a person could end up demotivated. Tables 5.15 and 5.16 focused on factors from within teachers and outside (environment) which are likely to demotivate teachers. For instance, if teachers' salaries are increased, but the facilities in the schools are still poor, their performance might not improve because they would not have adequate facilities for teaching. Hence, the DOE, principals and unions have to start a conscientisation campaign to make teachers aware that their complaint about salaries is a valid one, but this does not mean that they have to neglect their duties. On the other hand, the DOE and the unions have to meet each other halfway in terms of how much increment should be given to the teachers. It may not be useful for either the unions to stand firm on the percentage they want, and the DOE to offer a certain percentage and refuse to revise it either. Both parties need to compromise to a certain extent in order to strike a balance between the two parties. The teachers' intrinsic motivation and the reasons for choosing the teaching profession can help teachers to continue working despite the hardships they encounter in the teaching profession.

In addition, the DOE and the principals have to be serious about the DOE' policy of 'no work, no pay'. Teachers who go out and join strikes on school days should not get their full salaries. The principals should submit the names of the teachers who were absent to the DOE, and then the salary cuts have to be implemented as soon as possible. Such a move may discourage teachers to join strikes because it is taking away some of the basic needs which may motivate the teachers to work harder. On the other hand, teachers have to improve their professionalism and work harder; so perhaps the DOE should recognize their effort and increase their salaries.

Therefore, it is important for teachers to know that salaries alone will not improve their professionalism and motivation; there are other factors such as the infrastructure, facilities and others. Again, one of the characteristics of a profession is that a professional puts more emphasis on service rendered rather than on the financial reward he/she gets. This leads to the question of what kind of motivation the teachers think that people should possess when

they choose teaching. Table 5.10 reflects that both teachers and principals agreed that intrinsically motivated reasons are the best reasons why people should choose teaching. However, extrinsic motivation is also important, which is why teachers whose performance is superb need to be acknowledged. There is another theory of motivation, which can help teachers to improve their professionalism and motivation. Achievement motivation is an intrinsic type of motivation, which can help teachers to improve their performance.

6.3.3 Achievement motivation

Achievement motivation theory took the notion of internal processes or intrinsic motivation one step further by suggesting that people are also moved to action by the need to achieve or to be successful (Boggiano & Pittman (1992: 2). David C McClelland developed achievement motivation theory in 1958, which he adopted from Henry Murray (McClelland 1972: 97). For instance achievement motivation is intrinsic, however the extrinsic motivators such as rewards, praise, and acknowledgements keep it going. The reason why a person chooses teaching has an impact on the teacher's achievement motivation. According to Table 5.15, one of the intrinsic factors, which demotivate teachers, is that "teachers do not feel that their work is fruitful because the learners continue to fail the examinations, drop out or repeat classes"- 66,76% of teachers and 76,73% of principals agree that the performance of learners has an impact on teachers' morale. When learners fail their examinations, repeat classes or drop out, the teachers' desire, and need to achieve is not satisfied. The learners' success is one of the factors which can inspire teacher's achievement motivation. Hence, teachers need to create a healthy environment which will encourage learners to pay attention and understand what is being taught. In such a situation, COLT can be enhanced in schools.

In addition, teachers need to be open and approachable to the learners, give them advice about their personal and academic problems, and counsel them if necessary. These personal qualities of a teacher can enable the learners to feel free in class to ask questions and participate in class. A teacher who has achievement motivation can be more likely to care about the learners' personal and family problems. Such a teacher will be able to detect when

something is wrong with the learner, and he/she will be able to help learners both academically and personally. Then maybe when the learners' problems have been solved they would be more motivated to perform well – thus achievement motivation.

Moreover, parents need to acknowledge when teachers are doing well, and not only have something to say when teachers are doing something wrong. In Table 5.15 the first factor which teachers complain about as a motivating factor is that there is little praise or reward for the best teachers. Parents amongst other stakeholders need to praise teachers if they see that the teacher is doing his/her best. For instance, if a parent realises that the child is performing well in a certain subject, a parent can just write a note of appreciation and acknowledgement of the teachers' effort. In some cases, the school principal and the SGB can organise an event at which parents and the DOE congratulate teachers, even if there is no material reward. This can make a teacher feel that she/he has achieved some recognition from parents. The contribution of the DOE and the principals, which has been discussed earlier, is also important in order to increase and sustain the teachers' achievement motivation. Awards for different types of achievement on different levels for different types of activities can be introduced from school level, for instance, there can be awards for the best teacher in different subjects, sports, educational activities such as drama and debating clubs, disciplining learners and other categories. Even if the awards cannot be financial, acknowledgement and praise can do the trick. Principals can also raise funds which will be specifically meant for teachers' awards. If teachers have achievement motivation, they are more likely to be professionals who will focus mostly on the learners' success. The learners' performance will be enhanced; and as a result, COLT will improve.

6.3.4 Extrinsic motivation

6.3.4.1 Introduction

In this study, extrinsic motivation has been supported by Douglas McGregor's (1968: 24) of 'theory X and Y' into management literature. These two theories have been discussed in

detail in chapter 2, section 2.6.5. Table 5.16 dealt with the factors within the teachers' environment at school and within the communities. These factors include: low and unsatisfactory salaries, poor infrastructure and facilities, high level of crime and violence in schools, abolishment of corporal punishment, irresponsible teachers who have a bad influence on others, the influence of the struggle against apartheid, poor administration and management of schools, unions provide refuge for incompetent teachers, and poor teacher training. The issue of teachers' salaries has been discussed earlier in this chapter (section 6.3.2). As for the issue of infrastructure and facilities, some provinces such as the Western Cape have better facilities and infrastructure compared to other provinces (Vally 1998:5). Therefore whilst poor provinces like Northern provinces have their learners taught under trees, the DOE cannot expect much from such teachers. On the other hand, teachers also need to improvise and try to make the teaching and learning process a bit easier for learners. One of the components of the COLTS campaign (see appendix 1) is the "no crime" in our schools component. As Vally (1999: 9) pointed out, the violence in the schools is a reflection of a wider society. One of the most important mechanism to control the situation could be through the development of harmonious relationships between teachers, principals, learners, parents and the wider community. The slogan that 'we should make schools centers of community life' should become a reality through the use of school facilities by the community and also the school volunteering to help some poor or old members of the community. If the violence is controlled at school level maybe that could help to motivate teachers.

Furthermore, in order to improve the management of schools by principals, it is important that the DOE should organise school visits throughout the year, not only at the beginning, or when the DOE wants to see which schools have not started teaching. The school visits should be taken as a form of building a positive relationship between the DOE and the schools. They should be done throughout the year in all provinces. This can encourage the principals, teachers, and learners not to view the DOE as the enemy, but as a friend. This guideline also extends to the principals who should get out of the office to see what is happening in and around the school premises. The principal has to have time to be in office

and time to be out of the office to see what is happening in the schoolyard. This can motivate teachers to know that the principal cares about what is happening in the school. Even for those who are a bad influence to others will know that the principal can easily find out their behaviour. This could also reduce the number of learners who roam about during teaching and those teachers who dodge classes.

Furthermore, as this assumption suggests, people feel more committed to the objectives and goals which they were involved in making. Therefore, principals need to use a democratic style of management where all teachers participate in decision-making and policy-making in the school. Principals also have to delegate some important duties to other teachers, such as disciplinary hearings and others. This can help to motivate teachers, increase their sense of belonging to the school and commitment to the set objectives and goals.

In order for the teachers' to improve their professionalism, principals have to create the opportunities for teachers to learn by allowing them to go for workshops, conferences and other activities. All teachers should be given a chance to attend workshops, not only certain individuals. Those teachers who come with new ideas and who take on new responsibilities on their own need to be praised and acknowledged. This can start the process where teachers are motivated by their initiative. One principal whom the researcher interviewed during the school visits commented that it is sometimes difficult for her to allocate/delegate some tasks to teachers because they say that they are not paid to do that and it is not part of their job description. It is a difficult situation when teachers cannot start a debating club or become 'mentors' for beginning teachers because they are not paid for it. This implies that such teachers do not feel that they are providing a unique and essential service to society, and their 'service to others ethos' is non-existent. The DOE, unions, principals, and the SGBs need to organise motivational forums and conscientise them that a professional puts emphasis on the services rendered, rather than a financial reward. They can also invite guest speakers who are role models in society to address the teachers. This could help teachers to be motivated and become professionals who can help to enhance COLT in schools.

6.4 PARENTAL COLLABORATION

Parents are important stakeholders and role players in the education of their children. Their involvement in the school is supported legally by SASA (Republic of South Africa 1996b: 15) which states that parents should have be represented in the SGB. On a voluntary basis, parents can form Parent-Teacher-Student Associations (PTSA) which will help to build the relationship between the three parties within the school. Thus, the relationship between the parents and the school has to be healthy, so that the principal/teacher can feel free to communicate with the parents, and vice versa. Parents are involved in this study because they are the learners' primary educators since the children were born. And also after school hours, the children go back to their parents at home. Hence, their participation and assistance in the enhancement of COLT in schools can be of great value, and such a situation can also help to motivate teachers to become more professional when they realize that parents are keen on the teachers' work and their children's progress.

This study has shown that parental collaboration and co-operation with the teachers is still a problem. Table 5.11 shows that only 66,32% of teachers and 56,93% of principals agree that co-operation with parents is an important professional characteristic that teachers should build. Again, Table 5.13 reflects that 75,26% of teachers and 71,78% of principals agree that teachers collaborate with parents. This is not a satisfactory situation and the learners are caught in the middle. Thus, the two groups have to work together for the sake of the learner. Due to the above-mentioned situation regarding parental collaboration, it is deemed necessary to discuss in this section how parental collaboration in education of their children can help to increase teacher motivation and professionalism which could help to restore COLT in schools.

In addition, principals and SGBs have to come up with a strategy to ensure that parents collaborate with teachers regarding their children's studies, and that teachers involve parents

as much as possible. Every school can draw up a list of duties that it expects the parents to do at the school, for example, help the children with their school work at home, attend parental meetings and functions, help the principal and teachers with disciplining the learner, help in fundraising, and many other duties. This will act as a contract in which every parent is supposed to sign under oath at the beginning of every year. Each and every duty can have a punishment if some of the duties are not executed. For instance, if a parent does not attend a meeting, he/she has to come to school the next working day and explain to the principal the reasons why he/she failed to come. This could be a problem for those who are working, and the principal can tell them to come at an awkward time so this might be effective. Alternatively, there could be a fine for those who fail to attend a meeting.

Another step is that the schools' management has to have a record of the qualifications and profession of each parent, so that they are able to use their expertise to enhance their children's learning. For instance, a medical doctor can help by preparing a presentation about teenage pregnancy, sexual behaviour and other teenage related issues. A psychologist can help to counsel the learners, plumbers can help fix the schools' toilets, and so on. This could help to build the relationship between the school and the parents. Parents should stop coming to their children's school only when there are problems. They can also come to school to congratulate a teacher, to establish relationships and to see people who take care of their children when they go to work. This could motivate teachers and increase their sense of worth. Then, such teachers can work hard to try to enhance the learners' performance, which will help to restore COLT.

6.5 CONCLUSION

Teacher professionalism and motivation are prerequisites for a positive COLT. Hence, this chapter discussed the guidelines which could help to improve teacher motivation and professionalism, so that COLT can be restored in schools. These guidelines focused on the role that the following stakeholders can play in order to help teachers to be more professional and motivated to do their work: the DOE, TTI, unions, principals, parents and

the community. Some guidelines were given to the teachers, whose major concern is unsatisfactory salaries. Salaries alone cannot improve the teachers' situation. There are poor facilities, crime and violence, poor parental co-operation, and many other factors that contribute to poor teacher morale and professionalism. It is also important to emphasise that professionals put more emphasis on the service they render, than on financial rewards. The achievement and success that they get is supposed to be the ultimate reward, not the financial reward.

Maslow (1970: 35) highlighted the importance of intrinsic motivation in human beings, which is an important factor when one chooses a profession. McClelland (1972: 97) stresses the importance of a person's 'need to achieve' as a driving force that teachers should have as professionals. This is achievement motivation, which can help teachers to ensure that learners succeed. This type of motivation has a positive impact on the teacher's satisfaction. McGregor (1968: 27) asserts that although intrinsic motivation is essential and superior, extrinsic motivation is also important. He advocates that the manager has to use a democratic style of management, in which the principal involves the teachers, SGBs and the parents in the organizational planning and decision-making in the school. In this way, a democratic principal expresses greater confidence in the teachers' willingness and ability to assume responsibility. Therefore, teachers could be more motivated to work harder and become more professional, which will help to enhance COLT in schools.

6.6 SUMMARY

Guidelines on how to improve the teachers' professionalism and motivation have been discussed in this chapter. These guidelines are based on the characteristics of a profession, and the results of the empirical research conducted. Motivation is also a major concept in this study; so three theories have been used as a basis for the guidelines, which will help to increase teacher motivation. Teacher professionalism and motivation can help teachers to be able to perform their duties effectively, so that COLT can be enhanced in schools.

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 built 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.

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COMPONENTS OF COLTS

The “All Teachers and All Learners” component

- All teachers to teach a full day, a full five-day week and a full term.
- All teachers to prepare for all their classes and mark all their student’s work.
- All learners to attend school for a full day, a five-day week, and a full term.
- All learners to complete all their homework assignments.

The “We Make Our Schools Work For Us” component

- All governing bodies elected and working.
- All governing bodies receive capacity building.
- All governing bodies dedicate themselves to the improvement of learning.
- All governing bodies actively support All Teachers and All Learners component.
- All governing bodies commit themselves to care for and improve their schools.

The “Basic Resource Package” component

- All schools to be guaranteed at least the minimum package of learning resources, furniture and equipment to facilitate effective teaching and learning.

The “Education Charter” component

- All school governing bodies, teacher organisations and student organisations adopt the South African Education Charter.

The “No Crime in Schools” component

- All schools ban weapons and build solidarity to enforce the ban.
- All schools ban drugs and build solidarity to enforce the ban.
- All schools ban rape and sexual harassment and build solidarity to enforce the ban.
- All schools ban trashing and vandalism and build solidarity to enforce the ban.
- All schools ban all other forms of violence and build solidarity to enforce the ban.
- All schools build and implement conflict-resolution processes.
- All schools build commitment to human rights for all.

UNIVERSITY OF PRETORIA
 PhD INTERVIEW SCHEDULE FOR TEACHER UNIONS AND ORGANISATIONS

**THE ROLE OF TEACHERS IN THE ESTABLISHMENT OF A
 CONDUCTIVE ENVIRONMENT FOR THE CULTURE OF
 LEARNING AND TEACHING**

AIMS OF THE INTERVIEW:

1. To emphasise the important role of teachers in order to enhance the academic achievement of learners in schools;
2. To determine those factors which have led to the teachers' lack of motivation to perform their duties effectively;
3. To determine the role of the Department of Education, teacher unions and organisations and principals in the motivation and professionalism of teachers;
4. To provide guidelines for teacher motivation and for the establishment of a positive learning and teaching culture.

Instructions

1. Please answer the questions as objectively and truthfully as possible.
2. The information will be treated confidentially.

SECTION A: GENERAL INFORMATION

- 1 Respondent number _____
- 2 Name of union/association _____
- 3 Person interviewed (status/post) _____
- 4 Majority of membership

black	1
white	2
coloured	3
Indian	
- 5 Give percentage _____

For office use only

- | | | |
|----|--------------------------|-----|
| v1 | <input type="checkbox"/> | 1-2 |
| v2 | <input type="checkbox"/> | 3 |
| v3 | <input type="checkbox"/> | 4 |
| v4 | <input type="checkbox"/> | 5 |
| v5 | <input type="checkbox"/> | 6 |

SECTION B: UNION/ORGANISATION'S POLICIES

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Instructions

- 1 Answer all the questions in this section
- 2 Circle a number which is your appropriate response
- 3 The following scale has been used

Very important	1
Important	2
Not important	3
Not applicable	4

1 How important are your policies with regards to:

(a) Teachers' working conditions

- i) safety and protection against violence
- ii) benefits e.g. pension, housing allowances
- iii) salaries
- iv) the new workload resolution

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

(b) i) Are teachers professionals?
ii) Motivate your answer

yes	no
-----	----

iii) Does the organisation/union have a code of conduct for its members?

yes	no
-----	----

iv) Is the teachers' performance satisfactory or unsatisfactory? _____

v) Motivate your answer

vi) What are the characteristics of a good teacher?
Mention 5

1
2
3
4
5

(c) Teacher motivation : Has the union/organisation organised the following with the aim to motivate the teachers:

- i) Seminars/conferences
- ii) School visits
- iii) Competitions
- iv) Prize-giving/rewards for teacher of the year (provincially, district or nationally)

yes	no
yes	no
yes	no
yes	no

v17	<input type="checkbox"/>	18
v18	<input type="checkbox"/>	19
v19	<input type="checkbox"/>	20
v20	<input type="checkbox"/>	21

(d) What is the most important?

- i) Teachers' professional status; or the working conditions?

--	--

v21	<input type="checkbox"/>	22
-----	--------------------------	----

ii) Motivate your answer

1	
2	
3	

v22	<input type="checkbox"/>	22-24
v23	<input type="checkbox"/>	25-26
v24	<input type="checkbox"/>	27-28

SECTION C: TEACHER MOTIVATION

1 What motivates teachers? Mention 5 factors

1	
2	
3	
4	
5	

v25	<input type="checkbox"/>	29-30
v26	<input type="checkbox"/>	31-32
v27	<input type="checkbox"/>	33-34
v28	<input type="checkbox"/>	35-36
v29	<input type="checkbox"/>	37-38

2 What has led to the demotivation of teachers? Mention 5 factors

1	
2	
3	
4	
5	

v30	<input type="checkbox"/>	39-40
v31	<input type="checkbox"/>	41-42
v32	<input type="checkbox"/>	43-44
v33	<input type="checkbox"/>	45-46
v34	<input type="checkbox"/>	47-48

SECTION D: COLTS

In 1997 the government launched the Culture of Learning, Teaching and Services Campaign (COLTS). The Campaign focuses on three major interventions: Curriculum 2005, school management training and support, and senior Secondary school education aimed at improving the matric results. For Curriculum 2005 to be implemented and for the matric results to improve, teachers play an important role.

This section will look at what the unions and organisations can do to improve COLTS in the schools to increase teacher motivation and professionalism.

Instructions

- 1 This section must be completed in full
- 2 Circle the appropriate response

1 The following scale has been used:

[Private] Highly satisfactory	1
Satisfactory	2
Unsatisfactory	3
Highly unsatisfactory	4
Uncertain/ do not know	5

	[Private] Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory	Uncertain/ do not know
The union has a code of conduct which is observed by all its members	1	2	3	4	5
The union encourages teachers to set positive examples to learners and the community	1	2	3	4	5
The union cares about the teachers' and learners' rights equally	1	2	3	4	5
The union emphasises the professionalism, dedication and motivation of teachers	1	2	3	4	5
The union has a plan of action/activities to help restore COLTS in schools	1	2	3	4	5
The union cares about the qualifications of its members and encourages those lacking behind to further and improve theirs	1	2	3	4	5
The union prefers negotiations, mediation and arbitration rather than industrial actions	1	2	3	4	5

v35 49

v36 50

v37 51

v38 52

v39 53

v40 54

v41 55

2 Mention other union/organisation activities which can help to improve COLTS

v42 56-57

v43 58-59

1
2
3

2 How has the union/organization interpreted the following in as far as teachers are concerned?

a) the promulgation of the South African Schools Act of 1996

b) the establishment of the South African Council of Educators. Is it functioning?

c) the function of the Education Labour Relations Council (ELRC) in line with professionalism?

d) Rationalisation and Redeployment process

e) The implementation of the workload resolution 7/1998. Is the union for or against it? _____

i) Motivate your answer

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ii) How does this resolution influence COLTS?

--

SECTION E: INDUSTRIAL ACTION AND TEACHERS' PROFESSIONALISM

1	Has your organisation ever organised or participated in an industrial action?	yes	no	
---	---	-----	----	--

2 What was the major complaint?

3	Do you think that going on strike, chalk-down and class-boycotts by teachers is degrading the teaching profession?	yes	no	
---	--	-----	----	--

Motivate your answer

4	Do teachers ever make up for the lost time?	yes	no	
---	---	-----	----	--

5 Does the union have a plan of action to ensure that the lost time is recovered? Explain how?

6 These are some perceptions about unions:

a)	Unions provide refuge for incompetent teachers	yes	no	
----	--	-----	----	--

Motivate

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b)	Unions are established to protect teachers' interests and neglect learners' rights to education	yes	no	
----	---	-----	----	--

v60

82

Motivate

--

v61

83-84

c) Unions with the majority of black membership are more active in industrial actions than those with white/coloured membership	yes	no
---	-----	----

<input type="checkbox"/>
<input type="checkbox"/>

Motivate

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

THANK YOU FOR YOUR CO-OPERATION!!!

UNIVERSITY OF PRETORIA
PhD QUESTIONNAIRE

**THE ROLE OF THE TEACHERS IN THE ESTABLISHMENT
OF A CONDUCTIVE ENVIRONMENT FOR THE CULTURE OF
LEARNING AND TEACHING**

The aims of the research is:

- To emphasise the important role of teachers to enhance the academic achievement of learners in schools
- To determine the factors which have contributed to the teachers' lack of motivation to perform their duties effectively
- To determine important factors that can assist teachers to keep up their morale and professionalism as expected
- To provide guidelines for teacher motivation and establishment of a positive learning and teaching culture

Instructions

- 1 Please complete the questionnaire as objectively and truthfully as possible
- 2 Do not write your name on the answer sheet
- 3 The given responses will be treated with utmost confidentiality
- 4 This questionnaire must be completed by teachers (post level 1) only and principals

SECTION A: BIBLIOGRAPHICAL DATA

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1 **Respondent number**

v1 ¹⁻⁴

2 What is your present position?

Principal	1
Teacher (post level 1)	2

v2 5

3 My experience in teaching is years

v3 6-7

4 What is your highest qualification? (mark ONE only)

Education diploma – two years or less	1
Further diplomas (more than 2 years)	2
B-degree (3 or 4 years)	3
B-degree and Education Diploma	4
Honours degree	5
Masters degree	6
Doctoral degree	7
Other qualifications (mention)	8

v4 8

5 In which province is your school situated?

Gauteng province	1
------------------	---

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v5 9

Northern Province	2
-------------------	---

SECTION B.1 -MOTIVATION

In this section the teachers reasons for choosing the teaching profession, and the extrinsic and intrinsic factors which have led to a poor culture of teaching will be determined

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Instructions

Circle your selected answer.

1 Reasons for choosing the teaching profession

		Yes	No
1	a love for children	1	2
2	a desire to impart knowledge	1	2
3	interest in and excitement about teaching	1	2
4	a desire to perform a valuable service to society	1	2
5	job security, pension benefits, etc	1	2
6	short working days and long vacations	1	2
7	the ease of preparing for teaching compared with other professions (e.g. medicine)	1	2
8	teaching was easily accessible to blacks compared to other professions	1	2
9	a reasonable income	1	2
10	occupational prestige	1	2
11	there was no other option – I had been denied entrance into other fields	1	2
12	easy bursary	1	2

2 According to you, amongst the reasons that you agreed with in Section B1, no.1 which 3 still exist today? List them in priority order from 1-3. No.1 is the most important and no.3 least important. Only state the appropriate numbers, not full sentences

1	
2	
3	

v24 34

v25 35

v26 36

v27 37

v28 38

v29 39

Mention other reasons for choosing the teaching profession

3

1	
2	
3	

SECTION B.2

a) PROFESSIONAL CHARACTERISTICS OF TEACHERS

v30 40-41

v31 42-43

v32 44-45

This section determines those professional characteristics of teachers which can help to enhance the academic achievement of learners in schools

Instructions

- 1 Use the following scale:

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

- 2 Circle the appropriate response

	Strongly agree	Agree	Disagree	Strongly disagree
I have a satisfactory knowledge of the subject I teach	1	2	3	4
I have an up-to-standard teaching qualification	1	2	3	4
I vary my teaching methods and use teaching aids, demonstrations and excursions so as to improve my teaching	1	2	3	4
There is co-operation between teachers, principal, parents and learners	1	2	3	4
I prepare (a lesson plan) for the content and activities of every lesson	1	2	3	4
I teach to perform a valuable service to society, not for money	1	2	3	4

Mention other professional characteristics of teachers:

1	
2	
3	

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b) POSITIVE TEACHER CHARACTERISTICS

1

	Strongly agree	Agree	Disagree	Strongly disagree
I am a role-model to learners	1	2	3	4
I am a role-model to the society	1	2	3	4
I am warm, understanding, stimulating and imaginative	1	2	3	4
I praise and reward learners when they perform well	1	2	3	4
I encourage and counsel those who struggle with their school work	1	2	3	4
The atmosphere in my class is relaxed, enjoyable and I am always in control	1	2	3	4
I give clear instructions and learners can easily follow the flow of the lesson	1	2	3	4
I am motivated to teach	1	2	3	4

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<input type="checkbox"/>

2 Mention other positive characteristics of teachers:

1
2
3

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

SECTION B.3

CULTURE OF LEARNING AND TEACHING (COLT)

The next section is meant to determine the current situation in your school which affects the culture of teaching and learning.

1 Instructions

These are positive characteristics of COLT. Circle the appropriate response in order to indicate the current situation of **teachers** in the school

	Strongly agree	Agree	Disagree	Strongly disagree
Punctuality in the school, in class, etc	1	2	3	4

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v44	<input type="checkbox"/>	60
v45	<input type="checkbox"/>	61
v46		62
v47		63
v48		64
v49		65

Regular attendance of classes by teachers	1	2	3	4
Dedication to do their work	1	2	3	4
Good preparation of work to be taught	1	2	3	4
Teachers self-discipline	1	2	3	4
Ability to discipline learners	1	2	3	4
Ability to motivate the learners	1	2	3	4
Positive Teacher-learner relationships	1	2	3	4
Healthy Teacher-teacher relationships	1	2	3	4
Assessment of learners e.g. class-tests and assignments are given to the learners	1	2	3	4
Marking done of given tests and learners are given feedback	1	2	3	4
Set positive example for learners	1	2	3	4
Overall motivation of teachers to do their work	1	2	3	4
Collaboration with parents	1	2	3	4

2 Indicate if you think the following factors may be a reason why teachers have lost the culture of teaching. Circle your selected answer

2.1 Factors within teachers (intrinsic)

	Strongly agree	Agree	Disagree	Strongly disagree
A feeling that teaching is a wrong choice of a profession for me	1	2	3	4
Lack of occupational prestige	1	2	3	4
Fear of being re-deployed, forced to resign or take an early package	1	2	3	4
I do not feel motivated to teach or to do my best	1	2	3	4
Teachers do not feel that their work is fruitful because learners continue to fail their exams, drop-out or repeat classes	1	2	3	4
There is little praise or reward even if a teacher performs well	1	2	3	4
Teachers lack confidence because of poor subject knowledge	1	2	3	4
Teachers fear for their lives – there is violence and killings of teachers	1	2	3	4

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2.2 Factors outside teachers (extrinsic)

	Strongly agree	Agree	Disagree	Strongly disagree
Teacher training is poor	1	2	3	4

v66		82
v67		83
v68		84
v69		85

Teachers' salaries are low and unsatisfactory	1	2	3	4
There is high levels of crime and violence in schools	1	2	3	4
The influence of the struggle against apartheid has a negative impact on teachers	1	2	3	4
There is poor administration and management of schools	1	2	3	4
Some irresponsible teachers have a bad influence on who are motivated to work	1	2	3	4
The abolishment of corporal punishment left teachers with nothing to discipline learners	1	2	3	4
Unions provide refuge for incompetent teachers	1	2	3	4
The poor infrastructure and facilities makes teaching to be a difficult task	1	2	3	4

2.3 Give more reasons that have led to the current situation

1
2
3

SECTION C: GUIDELINES FOR IMPROVING THE SITUATION

1 This section will focus on what the Department of Education and Teacher Training institutions, principals, teachers and the wider community can do to help to restore the culture of learning and teaching in schools.

Instructions

Circle your selected answer.

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1.1 The Department of Education (DOE)

	Strongly agree	Agree	Disagree	Strongly disagree
Provision of in-service and induction programmes which focus on teachers' problems, fears, aspirations and experiences	1	2	3	4
The DOE needs to explain to teachers clearly how the re-deployment and rationalisation process works	1	2	3	4
Provide teachers with salaries and career opportunities comparable to other professions	1	2	3	4
Competitions between schools and provinces for each subject can boost teachers' morale	1	2	3	4
Improve working conditions	1	2	3	4
In-service training on subject related topics	1	2	3	4

v78 97

v79 98

v80 99

v81 100

v82 101

v83 102

1.2 Indicate other ways that the DOE can help to improve the present situation

1
2
3

v84 103-104

v85 105-106

v86 107-108

1.3 Teacher Training institutions

	Strongly agree	Agree	Disagree	Strongly disagree
Introduction of programmes which can help beginner teachers to adjust in the field and the new school	1	2	3	4
Entry requirements into teaching have to be of the same standard and quality as in other professions	1	2	3	4
Introduction of courses which look into the commitment of teachers in pursuing the teaching profession	1	2	3	4
Formation of teachers' alumni where teachers can discuss their experiences and solve each others' problems	1	2	3	4

v87 109

v88 110

v89 111

v90 112

1.4 Indicate other in which that the teacher training institutions can help to improve the situation

1
2
3

v91 113-114

v92 115-116

v93 117-118

1.5 Principals

	Strongly agree	Agree	Disagree	Strongly disagree
Principals and school governing bodies can raise funds which will be given to teachers according to merit	1	2	3	4
Give recognition of teachers' hard work and dedication	1	2	3	4
Make teachers feel important	1	2	3	4
Principals can organise competitions amongst teachers of the same subject within the school and with other neighbouring schools	1	2	3	4
Principals can organise an award-giving celebration for the best teacher of the year	1	2	3	4
Principals can organise and participate in a motivation forum whereby teachers can discuss their problems and successes	1	2	3	4
Principals need to involve teachers in the decision-making process, so that they feel a part of the school	1	2	3	4
Delegate work	1	2	3	4

v94 119

v95 120

v96 121

v97 122

v98 123

v99 124

v100 125

v101 126

1.6 Indicate other ways in which principals can help to improve the situation

1
2
3

v102 127-128

v103 129-130

v104 131-132

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1.7 Teachers

	Strongly agree	Agree	Disagree	Strongly disagree
The relationship between teachers has to be healthy in order to improve the working conditions	1	2	3	4
Teachers have to view their profession positively	1	2	3	4
Teachers have to be disciplined and exemplary to learners and the community as a whole	1	2	3	4
Teachers have to view unions as structures to improve their professionalism, not a refuge for their incompetence	1	2	3	4
Teachers have a right to strike if they are not satisfied with their working conditions	1	2	3	4

v105 133

v106 134

v107 135

v108 136

v109 137

1.8 Indicate other ways in which teachers can help to improve the situation

1
2
3

v110 138-139

v111 140-141

v112 142-143

1.9 Parents and the community

	Strongly agree	Agree	Disagree	Strongly disagree
The relationship between the principals, teachers, parents and community has to be healthy and encourage co-operation amongst all the groups	1	2	3	4
Parents have to make positive contribution towards the improvement of COLT e.g. help to discipline learners	1	2	3	4
The community has to be involved and assist in the problems of the school e.g. funding discipline, violence, etc.	1	2	3	4
The use of expertise from parents and the community in terms of subject knowledge and other matters can help to improve the school	1	2	3	4

v113 144

v114 145

v115 146

v116 147

1.10 Indicate other ways in which parents and the community can help to improve your school

v117 148-149

v118 150-151

1
2
3

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1.11 Unions

	Strongly agree	Agree	Disagree	Strongly disagree
Unions have to help teachers to view the teaching profession positively and to teach for the love of teaching, not for money	1	2	3	4
Unions have to organise workshops, seminars and conferences in order to motivate teachers to work hard	1	2	3	4
Unions have to care about the learners rights and interest, as well as teachers' working conditions, professionalism and motivation	1	2	3	4
Unions have to organise activities/plan of action to help to restore COLTS in schools	1	2	3	4
Unions must organise labour actions to improve the situation for teachers	1	2	3	4

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1.12 Indicate other ways in which unions can help to improve your school.

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3

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THANK YOU FOR YOUR ATTENTION AND POSITIVE ATTITUDE. I HOPE THAT THIS RESEARCH MAY BE TO YOUR BENEFIT IN THE FUTURE!