# Appendix A

16 August 2001

The Education Department
COMASTE Educational Centre
P.O.Box 67496
Nairobi

**Information required on the In-Service Education and Training (INSET) needs of educators of primary school mathematics in Kenya**

I am currently studying for a M.Ed. degree in the Department of Teaching and Training at the University of Pretoria. The title of my research topic is:

***The In-Service Education and Training (INSET) needs of educators of primary school mathematics.***

The outcome of my research will benefit not only primary school mathematics educators but also those involved in the supervision of primary school mathematics.

In an attempt to glean information on the INSET of primary school mathematics educators in a developing country, I shall be much obliged if information on the following points could be made available to me. This information constitutes an integral part of my research.

1. A historical background to general senior primary school education in Kenya.
2. The evolution of mathematics teaching/mathematics learning in the senior primary phase in primary schools in Kenya (Changes in aims,/objectives, content, methods, etc. over the years)
3. Status of mathematics educators in the senior primary phase in Kenya (e.g. qualifications)
4. Government policy/objectives with respect to In-Service Education and Training (INSET) of primary school mathematics educators.
5. Are Colleges of Further Training Centres for INSET provided for primary school mathematics educators. If so, name them and briefly indicate what they provide and the level of success.
6. What kind of activities does the Education Department organise for primary school mathematics educators (long-term award bearing, short-term intensive courses, one day orientation, etc.)

7. When are educators expected to attend these INSET programmes? (During school time, weekends, holidays, etc.)
8. How many mathematics educators are reached annually?
9. Are educators participating in these programmes, paid travelling and subsistence expenses?
10. Who is responsible for decisions regarding these INSET courses/objective/methods, etc.?
11. How are these courses evaluated?
12. Are follow-ups provided?
13. Please indicate the acts/commissions etc. that were responsible for the changes in the mathematics curriculum, mathematics teacher training, INSET provision.
14. Any general information with regard to mathematics teaching in the primary school and INSET provision in Kenya will be appreciated.

Yours faithfully

Naidoo

R.NAIDOO (Mrs)
306 Hadlow Place
100 Ronald Road,
Montclair, 4004

Fax No.: (031) 9024534

## Appendix B

16 August 2001

The Education Ministries Office
P.O.Box M45
Ministries
Akkra

**Information required on the In-Service Education and Training (INSET) needs of educators of primary school mathematics in Ghana**

I am currently studying for a M.Ed. degree in the Department of Teaching and Training at the University of Pretoria. The title of my research topic is:

***The In-Service Education and Training (INSET) needs of educators of primary school mathematics.***

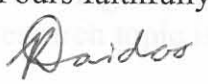
The outcome of my research will benefit not only primary school mathematics educators but also those involved in the supervision of primary school mathematics.

In an attempt to glean information on the INSET of primary school mathematics educators in a developing country, I shall be much obliged if information on the following points could be made available to me. This information constitutes an integral part of my research.

1. A historical background to general senior primary school education in Ghana.
2. The evolution of mathematics teaching/mathematics learning in the senior primary phase in primary schools in Ghana (Changes in aims,/objectives, content, methods, etc. over the years)
3. Status of mathematics educators in the senior primary phase in Ghana (e.g. qualifications)
4. Government policy/objectives with respect to In-Service Education and Training (INSET) of primary school mathematics educators.
5. Are Colleges of Further Training Centres for INSET provided for primary school mathematics educators. If so, name them and briefly indicate what they provide and the level of success.
6. What kind of activities does the Education Department organise for primary school mathematics educators (long-term award bearing, short-term intensive courses, one day orientation, etc.)

7. When are educators expected to attend these INSET programmes? (During school time, weekends, holidays, etc.)
8. How many mathematics educators are reached annually?
9. Are educators participating in these programmes, paid travelling and subsistence expenses?
10. Who is responsible for decisions regarding these INSET courses/objective/methods, etc.?
11. How are these courses evaluated?
12. Are follow-ups provided?
13. Please indicate the acts/commissions etc. that were responsible for the changes in the mathematics curriculum, mathematics teacher training, INSET provision.
14. Any general information with regard to mathematics teaching in the primary school and INSET provision in Ghana will be appreciated.

Yours faithfully



R.NAIDOO (Mrs)
306 Hadlow Place
100 Ronald Road,
Montclair, 4004

Fax No.: (031) 9024534

# Appendix C

16 August 2001

The Education Department
Block 5A
Federal Secretariat Complex
Shehu Shagari Way
Abuja
Nigeria

**Information required on the In-Service Education and Training (INSET) needs of educators of primary school mathematics in Nigeria**

I am currently studying for a M.Ed. degree in the Department of Teaching and Training at the University of Pretoria. The title of my research topic is:

***The In-Service Education and Training (INSET) needs of educators of primary school mathematics.***

The outcome of my research will benefit not only primary school mathematics educators but also those involved in the supervision of primary school mathematics.

In an attempt to glean information on the INSET of primary school mathematics educators in a developing country, I shall be much obliged if information on the following points could be made available to me. This information constitutes an integral part of my research.

1. A historical background to general senior primary school education in Nigeria.
2. The evolution of mathematics teaching/mathematics learning in the senior primary phase in primary schools in Nigeria (Changes in aims,/objectives, content, methods, etc. over the years)
3. Status of mathematics educators in the senior primary phase in Nigeria (e.g. qualifications)
4. Government policy/objectives with respect to In-Service Education and Training (INSET) of primary school mathematics educators.
5. Are Colleges of Further Training Centres for INSET provided for primary school mathematics educators. If so, name them and briefly indicate what they provide and the level of success.

6. What kind of activities does the Education Department organise for primary school mathematics educators (long-term award bearing, short-term intensive courses, one day orientation, etc.)
7. When are educators expected to attend these INSET programmes? (During school time, weekends, holidays, etc.)
8. How many mathematics educators are reached annually?
9. Are educators participating in these programmes, paid travelling and subsistence expenses?
10. Who is responsible for decisions regarding these INSET courses/objective/methods, etc.?
11. How are these courses evaluated?
12. Are follow-ups provided?
13. Please indicate the acts/commissions etc. that were responsible for the changes in the mathematics curriculum, mathematics teacher training, INSET provision.
14. Any general information with regard to mathematics teaching in the primary school and INSET provision in Nigeria will be appreciated.

Yours faithfully

Naidoo

R.NAIDOO (Mrs)
306 Hadlow Place
100 Ronald Road,
Montclair, 4004

Fax No.: (031) 9024534

**Appendix D**

# KAMALINEE PRIMARY SCHOOL

Ref:

P.O.Box 20
Isipingo
4110

Michela Road
Lotus Park
4111

THE GOVERNING BODY
"LIVE,LEARN,LOVE"

16 August 2001

Chief Regional Director
Department of Education and Culture
Private Bag X54330
Durban
4000

**REQUEST TO CIRCULATE QUESTIONNAIRES TO MATHEMATICS EDUCATORS AT PRIMARY SCHOOLS**

I am currently studying for a M.Ed degree in the Department of Teaching and Training at the University of Pretoria. The title of my research topic is:

> ***The In-Service Education and Training (INSET) needs of educators of primary school mathematics.***

The outcome of my research will benefit not only primary school educators but also those involved in the supervision of mathematics.

I shall be much obliged if you will kindly grant me necessary permission to circulate questionnaires to schools under your control. The questionnaire and analysis thereof constitutes an integral part of my research.

Yours faithfully
Naidoo

R.NAIDOO
**Persal No.: 11005564**

PROVINCE OF KWAZULU-NATAL
SIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

DURBAN SOUTH REGION | ISIFUNDA SASENINGIZIMU NETHEKU | DURBAN SUID STREEK

Address : Malgate Building
Ikheli: 72 Stanger Street
Adres: Durban
4001

Private Bag : Private Bag X54330
Isikhwama Seposi : Durban
Privaatsak : 4000

Telephone : (031) 3270911
Ucingo :
Telefoon :
Fax : (031) 3270244

Enquiries : D.M. Moodley
Imibuzo : 3270278
Navrae :

Reference :
Inkomba :
Verwysing :

Date : 2001-10-12
Usuku :
Datum :

# Appendix E

**Mrs R. Naidoo**
**Kamilinee Primary School**
**P.O. Box 20**
**Lotus Park**
**4111**

**PERMISSION TO CONDUCT RESEARCH**

Your letter dated 16 August 2001 in respect of the above matter has reference.

Kindly be informed that permission is granted for you to conduct the research subject to the following:

1. The schools which participate in the project would do so on a voluntary basis.

2. Access to the schools you wish to utilise is negotiated with the principal concerned by yourself.

3. The normal teaching and learning programme is not to be disrupted.

4. The confidentiality of the participants is respected.

5. A copy of the thesis/research is lodged with the Regional Chief Director through my office on completion of your studies.

I wish you all the success in the research you are undertaking.

Kind regards.

**D.M. MOODLEY**
**ACTING DIRECTOR : EDUCATION SUPPORT SERVICES**

## Appendix F

12 October 2001

Research questionnaire on In-Service Education and Training (INSET) needs of educators of primary school mathematics

Currently there is an increasing awareness for the improved INSET of primary school mathematics educators. This could be attributed to the educational initiatives presently being undertaken in South Africa.

In order to obviate mathematics teaching in the primary school from degenerating into a situation which would render it inconsequential to many of its learners, constructive planning to initiate change and reflect change through INSET must be manifested. Pre-Service Education and Training (PRESET) serves only as preparation for the entry into the teaching profession and cannot last the whole teaching career. INSET is thus necessary for the primary school mathematics educator's continuing education. INSET will equip the primary school mathematics educators with the tools they require for their educational obligations.

The researcher is presently studying for a M.Ed degree in the Department of Teaching and Training at the University of Pretoria. The title of the research topic is: ***The In-Service Education and Training (INSET) needs of educators of primary school mathematics.*** The outcome of this research will not only benefit the primary school mathematics educators in KwaZulu-Natal but also those involved in the supervision of mathematics. In addition, the analysis of the responses to the questionnaire will also facilitate the evaluation and improvement of existing INSET programmes of primary school mathematics educators.

In order to ensure that the research is representative of a broad spectrum of primary school mathematics educators in KwaZulu-Natal the questionnaire should be completed by the senior primary mathematics educators of the school. Schools were selected in terms of a stratified random sampling procedure.

Thank you for your co-operation and the questionnaire is completely anonymous therefore names of respondents must not be furnished.

Please find enclosed a stamped self-addressed envelope which will be used to return the completed questionnaires. Completed questionnaires must be returned not later than 12 November 2001.

Once again your kind co-operation is sincerely appreciated.

R.NAIDOO
(Researcher)

Telephone: (031)9024534 (W)
(031)4623363 (H)

# Appendix G

## Glossary of terms used in the questionnaire

**INSET** - In-Service Education and Training courses, workshops, seminars and programmes for continuing education and professional development of senior primary mathematics educators

**REQV** - Relevant Education Qualification Value – refers to the criteria used in the Department of Education in evaluating qualifications for employment purposes

**M+1 ($REQV_{11}$)** - Matriculation plus one year of initial teacher training in senior primary mathematics

**M+2 ($REQV_{12}$)** - Matriculation plus two years of initial teacher training in senior primary mathematics

**M+3 ($REQV_{13}$)** - Matriculation plus three years of initial teacher training in senior primary mathematics

**M+4 ($REQV_{14}$)** - Matriculation plus four years of initial teacher training in senior primary mathematics

**OBE** - Outcomes Based Education incorporating the principles of Curriculum 2005

## Appendix H

**QUESTIONNAIRE:** ***THE IN-SERVICE EDUCATION AND TRAINING (INSET) NEEDS OF PRIMARY SCHOOL MATHEMATICS EDUCATORS.***

**SECTION A: PERSONAL PARTICULARS**

Please tick the appropriate block.

1. Sex

| M | F |
|---|---|
| O1 | O2 |

2. Age

| 20-25 | 26-30 | 31-35 | 36-40 | 41-50 | Over 50 |
|---|---|---|---|---|---|
| O1 | O2 | O3 | O4 | O5 | O6 |

3. Years of experience in the teaching of mathematics in the senior primary phase

| 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | Over 30 |
|---|---|---|---|---|---|---|
| O1 | O2 | O3 | O4 | O5 | O6 | O7 |

4. Did you specialise in senior primary mathematics at tertiary level?

| YES | NO |
|---|---|
| O1 | O2 |

5. If YES, which of the following did you complete?

| Diploma specialising in: | |
|---|---|
| Senior primary mathematics (M+1) ($REQV_{11}$) | O1 |
| 2 Year senior primary mathematics (M+2) ($REQV_{12}$) | O2 |
| 3 Year senior primary mathematics (M+3) ($REQV_{13}$) | O3 |
| 4 Year senior primary mathematics (M+4) ($REQV_{14}$) | O4 |
| Other (Specify) | O5 |

6. Location of school

| URBAN | RURAL |
|---|---|
| O1 | O2 |

## SECTION B: SCHOOL FOCUSED INSET

7. Who is responsible for the supervision of senior primary mathematics in your school?

| PRINCIPAL | DEPUTY PRINCIPAL | HEAD OF DEPARTMENT | NONE |
|---|---|---|---|
| O1 | O2 | O3 | O4 |

8. How frequently are senior primary mathematics committee meetings held?

| WEEKLY | FORT-NIGHTLY | ONCE A MONTH | ONCE A TERM | ONCE A YEAR | NOT AT ALL |
|---|---|---|---|---|---|
| O1 | O2 | O3 | O4 | O5 | O6 |

## SECTION C: SCOPE, NATURE AND NEEDS FOR INSET

9. Rank in order of preference your reasons for the INSET of senior primary mathematics educators. 1 indicates the highest priority and 4 indicates the lowest priority

| | |
|---|---|
| For self improvement in mathematics through networking with colleagues teaching senior primary mathematics | O1 |
| Improve competency as a senior primary mathematics educator so that learners will perform better academically | O2 |
| Need to be away from the daily routines of school | O3 |
| Update knowledge of recent trends and changes in senior primary mathematics | O4 |

10. Did you attend INSET courses, seminars or workshops for senior primary mathematics educators at Circuit/District level?

| YES | NO |
|---|---|
| O1 | O2 |

11. If you have not attended any INSET courses, workshops or seminars for senior primary mathematics educators, rank the following reasons that would explain your decision.
1 is the most important and 4 is the least important.

| | |
|---|---|
| INSET irrelevant/unnecessary | O1 |
| Approaches, etc. generally not realistic | O2 |
| Other commitments precluded participation | O3 |
| Travelling to venues posed a major problem | O4 |

12. If you have attended INSET courses, workshops or seminars for senior primary educators, how relevant did you find them?

| | |
|---|---|
| Not relevant | O1 |
| Somewhat relevant | O2 |
| Substantially relevant | O3 |
| Highly relevant | O4 |
| Extremely relevant | O5 |

13. When do you think INSET for senior primary mathematics educators should be offered?

| | |
|---|---|
| During school hours | O1 |
| After school hours | O2 |
| During school vacations | O3 |
| During weekends | O4 |

14. Indicate to what extent the following methods are used by you in the teaching of senior primary mathematics.

| **TEACHING METHODS** | FREQUENTLY O1 | OCCASIONALLY O2 | RARELY O3 | NEVER O4 |
|---|---|---|---|---|
| Deductive or Expository Approach | | | | |
| Inductive or Discovery Approach | | | | |
| Outcomes Based Approach | | | | |

15. How often do you use teaching aids when you teach senior primary mathematics?

| | |
|---|---|
| Frequently | O1 |
| Occasionally | O2 |
| Rarely | O3 |
| Never | O4 |

16. Which of the following teaching strategies do you use when teaching senior primary mathematics?

| | |
|---|---|
| Chalk and talk | O1 |
| Games | O2 |
| Groupwork | O3 |
| Problem solving | O4 |

Thank you for completing the questionnaire.
Kindly post the questionnaire in the stamped, self-addressed envelope provided.