

THE IMPACT OF IN-SERVICE TRAINING: A REASSESSMENT OF THE CASCADE
MODEL

by

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submitted in partial fulfilment of the requirements for the degree of

MASTER IN PHILOSOPHY

(EDUCATION FOR COMMUNITY DEVELOPMENT)

in the

Department of Education Management, Law and Policy

FACULTY OF EDUCATION

at the

UNIVERSITY OF PRETORIA

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OCTOBER 2004

DECLARATION

I hereby declare that this dissertation is my own work and that all the sources I have used or quoted have been duly acknowledged and indicated by means of complete references.

A.M. MATHEKGA.

DEDICATION

This work is dedicated to the following persons who inspired me in many ways:

- My wife Laurencia for her undying love, support and encouragement throughout many months of working on this study.
- My son Makopye and my daughter Bonolo for their understanding.
- My parents Lekwapa and Diabeng for instilling in me the quest to always strive for quality and condemn mediocrity.

ACKNOWLEDGEMENTS

I wish to express my gratitude to God and my ancestors for giving me the tenacity and wisdom to work on this study as well as acknowledge my indebtedness to the following persons and institutions:

- Dr J. Heystek for his supervision.
- Dr T. Phendla for her encouragement and always believing in me.
- The North West Department of Education for granting me the opportunity of conducting this study.
- The respondents - my colleagues and educators who participated in this study, you made it possible.
- Mr E. Ditsebe for editing this study.
- National Research Foundation for funding this study.

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SUMMARY

The learners' results do not only reflect their performance but also depict the quality of learning and teaching that they have received. However, the focus seems to be only on learners' results particularly, the grade 12 results, without regard to other facets of the Department of Education which have a direct impact on the learners' results. Amongst others, there are teachers and in-service trainers who need to be looked into to ascertain the quality of service that learners receive.

This study focuses on the provision of in-service training through the cascade model of training in the Brits district. There are several factors that have a bearing on the implementation of departmental policies, amongst others there is a question of teachers' attitude. Teachers with positive attitudes turn out to be more willing in implementing what they learnt from in-service training by cascading the training at school.

The selection of teachers who have to attend in-service training sessions relies on a clear plan from the in-service trainers that ought to be supplied well in advance so that the School Management Teams (SMT) can be in a position to selected the appropriate teacher to attend in-service training.

On the other hand, the training approaches that are used by the in-service trainers play a vital role too. Reviewed literature in this study has proven beyond reasonable doubt that adults learn differently from the way children learn and therefore their training should be different from that of children. The learning theories are an attempt to give a sound background in terms of adult learning.

The study has also found that there are some inconsistencies as far as the in-service trainers are concerned. Whilst their training approaches are varied and enjoyed by most teachers, there are serious inconsistencies in terms of evaluation of the in-service training sessions.

Finally, both the in-service trainers and teachers are to some extent satisfied with in-service training in Brits district. However, in-service training in general needs to be reviewed in order to maximise the implementation of policies of the department.

KEY WORDS

Quality

Quality Assurance

Total Quality Management

Quality Training

Training

Cascade Training Model

In-Service Training

Attitudes

Development

Empowerment

CHAPTER 1

INTRODUCTION AND PROBLEM FORMULATION

1.1. Introduction

There was a general outcry from parents, concerned community members, department of education officials as well as the government itself about the kind of results produced by various schools in our country. However, the dissatisfaction was not only about results, but it was also about the quality of learners that the schools produce (Citizen: 2002:1).

The grade twelve results could not be used as the only yardstick to determine the quality of education in the country. The number of learners who get employed and the number of learners, who turns out to be good citizens by upholding values acquired during schooling, can also be used as a yardstick to determine quality of education. However, in South Africa, grade twelve results are used to determine the quality education and by inference, quality of schooling. For the purpose of this study, the focus was on both in-service trainers and teachers in the Further Education and Training Band. This band ranges from grade 10 to grade 12; therefore, Outcomes Based Education was only implemented from the beginning of 2004 in grade 10. Subsequently this study was not intended to focus directly on Outcomes Based Education.

There are many role players in the education system that need to play their part in order to produce quality learner as well as rounded learners who could contribute meaningfully to the development and general growth of the country. Amongst others, there are educators, parents and government who play a pivotal role in this regard.

These educators need a lot of support and assistance in their endeavour to mould learners as they are expected to be well trained, motivated and professional. Teachers can get the training and support from various places, e.g. tertiary institutions such as universities and technikons/University of Technology. However, this research focused on a specific support structure, namely, the in-service training for a specific program, namely the curriculum because this is the current issue.

Furthermore, government employs subject advisors, who are also in-service trainers, to be responsible for in-service training of educators in the Department of Education in the North West Province. In Brits district, the in-service trainers are mostly former teachers from schools or former lecturers from pre-service colleges. These in-service trainers have minimum teaching experience of eight years and their credentials range from honours to doctoral degrees.

The National Department of Education has adopted the cascade model of training. The model suggests that there are people at the National Department of Education who initiated training by passing the necessary information to provincial trainers who in-turn pass the information to district trainers or support teams. The trainers at district level were charged with the responsibility of passing on the information to educators through in-service training sessions that take place in the form of one to three day workshops.

This study was intended to focus on the quality of in-service training; therefore, an understanding of quality and other related concepts was essential.

There were factors such as environment, number of learners in the classroom that may impede the educators to conform to “prevention of faults”, rather than relying on creativity to achieve the set standards.

Nonetheless, during moderation of continuous assessment (CASS), there are benchmarks which are spelt out, in provincial CASS documents, which all educators were expected to have achieved regardless of their unique situation. Continuous Assessment is intended to make all schools do same the components without restricting teachers on how to achieve these components, i.e. it serves as an overall plan/scheme of components that need to be covered in an academic year. Hence, the benchmark, thus each school is expected to have covered the said components before the final examination (DoE, 2000: 5). Then teachers did undergo training on the implementation of CASS.

Therefore, in-service training has to be dynamic and transformative so as to encourage innovation and creativity. Prevention of faults, suggests that there should be constant review and improvement of practice in order to achieve quality education. This does not in anyway suggest that some of the other distinct notions are of lesser importance or relevance (Harvey & Green; 1993:11 and Fourie & Bitzer; 1998:29).

According to Sallis (1993:11) quality is what makes the difference between things being excellent or run-of-the-mill. In education quality makes the difference between success and failure. This implies that the results alone cannot be used as a yardstick to determine the success or failure of a school. Other measures such as number of learners who get employed and number of learners who turn out to be good citizens upon completion of schooling, can also be used as a yardstick to determine quality education.

However, in South Africa, grade twelve results are used to determine the quality of schooling, as they are seen to be the objective yardstick to determine quality of education. It goes beyond that. Educators, who are the personnel charged with the responsibility of delivering quality service as a whole in the educational fraternity, need to be probed closely to find out whether they receive quality in-service training which empowers them to deliver quality service.

According to Vedder (1992:2) schools are seen as instruments which contribute to social and economic progress. They are expected to produce more and more well educated individuals, which may lead to higher incomes, not only for the individuals concerned but also for their community. These factors are not directly linked to quality. However, they are the impetus, which may determine the quality of life, which in turn has a direct link with schooling.

Therefore, schools help individuals to become self-supportive. Schools are in a position to produce learners who have acquired certain values, culture and economic viability. Thus, if educators receive quality in-service training, then they are more likely to produce the desired kind of citizens. Whilst this is an ideal situation, the human factors play an important role as well, because the educators' attitude, motivation, and the work environment may prevent them from implementing the newly acquired skills. This venture could be achieved if there's a measure in place to determine the quality of in-service training that educators receive, with special reference to educators in Brits district.

1.2. Motivation

One of the underpinning principles of excellence in service delivery is constant review of ones activities as well as constant feedback from the trainees who, in this case, were teachers in the Brits district. Therefore, self-evaluation, which is also one of the key elements of quality assurance, plays an important part (Alt 1998:8).

Teachers, like any other clients or customers, do raise complaints about the kind of training that they have undergone. They may complain about several issues, inter alia, the interpersonal relationship between them and in-service trainers, lack of sensitivity on the part of the in-service trainers and the general training strategies used by some of the in-service trainers. Teachers complain that in some cases they are treated like school children.

Subsequently, there was a need to review the training and learning approaches that are used by in-service trainers, with a view to improving on them.

Furthermore, there was a need to closely look at the cascading-training model and see if this kind of training was actually working. The other pertinent issue that needed scrutiny was the attitude of teachers towards in-service training. We also need to find out whether teachers do get the necessary support they require from the in-service trainers.

Merriam and Caffarella (1999:226) are of the opinion that negative attitudes are the seeds of aversion and discontent amongst teachers which inhibits not only learning but cascading information and implementation.

Whilst the focus of the study was amongst others: the quality of in-service training, the problem of quality is not easy to determine in this situation because of the complexity surrounding quality itself.

According to Sheppard (1998:7) one of the most important factors that influence a country's ability to be economically competitive, is the quality of its human resources, and therefore, of its education and training system, which is central to the development of its human resources. The researcher was of the opinion that the need to enhance quality in education could be achieved through training and hence the motivation to conduct this research. In-service training is of vital importance as it assists educators to sharpen their skills of teaching and keeps them posted on curriculum changes and the implementation of such curricular changes.

Furthermore, the more successful schools are in making people self-supportive, the lesser resources needed to be made available from welfare organisations. Thus educators have a mammoth challenge of delivering quality education to learners. However, educators could be able to deliver quality services only if they know and understand what quality is.

In addition, one of the goals of the National Qualification Framework is to "enhance quality of education and training" (DoE, 2001:4). This goal should not be limited to training of learners and pre-service educators only, but should encompass the training of in-service educators. Therefore, the in-service training of the educators as human resource development is central to the argument.

It was against this background that the researcher has realised the need to conduct this study so that the quality of in-service training can be improved not only in Brits but possibly in other districts as well.

1.3. Problem statement

The study was an attempt to unravel the following question:

- Do educators in Brits district receive quality in-service training through cascading model?

Further questions that were addressed by the study were:

- Are the in-service trainers satisfied with training they offer educators in Brits district?
- Are educators satisfied with in-service training that they receive in Brits district?

1.4. Aims and objectives of the study

The question of quality is pertinent to all activities that are school related, as it is intended to improve the service delivery of the whole school. This study attempted to investigate the quality of in-service training with particular reference to Brits district. The aim of this study was to investigate whether educators in the said district do indeed receive quality training from the in-service trainers.

Objectives of this study:

- To analyse the quality of in-service training in Brits district.
- To conduct an empirical study about quality assurance of in-service training in Brits district.
- To provide recommendations for effective in-service training of educators in Brits district.

1.5. Research situation

The research was conducted in schools in Brits district of the North West Province. The district has approximately 155 schools. The educational institutions in this district include Early Childhood Development, primary schools (caters for junior and senior phases) and Further Education and Training Band (grade 10 to 12) or secondary schools (some caters for grade 8 to 12 whilst others caters for grade 10 to 12).

The focus of this research was on sampled schools in Further Education and Training Band in the Brits district. A combination of affluent urban schools and rural schools were sampled. Purposive sampling was employed to determine both in-service trainers and educators that were interviewed.

1.6. Research methodology

The study was located, primarily in the qualitative paradigm in keeping with the nature of the research to be undertaken, McMillan and Schumacher (1997:21) are of the opinion that applied research is conducted in a common practice and is concerned with the application and development of research-based knowledge about that practice. This type of research was used to seek more information about the subject and help to develop solutions, which could be applied in practice. The problem at hand was to determine quality assurance in the in-service training of educators in Brits district.

Furthermore, Gay and Airasian (2003:7) suggest that applied research is conducted to evaluate its usefulness in solving educational problems. Therefore, the use of applied research in this study was more apt as the researcher attempted to answer the question at hand, which is about quality assurance of in-service training of teachers.

According to Garbers (1996: 287) the purpose of explorative studies is to demonstrate causality between variables or events. On these bases, the exploratory research was more pertinent for this research project. Explorative research design was used, as there was not much research pertaining to quality assurance for in-service training, with special reference to in-service training in Brits district.

Mouton (1996:107) postulates that research design is a set of guidelines and instructions to be followed in addressing the research problem. The explorative research was used because research into quality assurance in the educational field is relatively new.

Whilst there's some information and research addressing the question of quality assurance in general, it is not specific enough to in-service training of teachers.

Johnson (2002:5) and Scott and Usher (2000:3) are of the opinion that:

“The choice of the research to carry out depends on the purpose of the research, the research question and the data required”.

Therefore, this study is located in both applied and explorative research designs.

Semi-structured interview as a qualitative data gathering method was used. This method was used so that detailed information could be gathered from the in-service trainers and educators. Semi-structured interview was ideal because it allowed the researcher room to manoeuvre. Thus, both close-ended and open-ended responses were expected, where the former nets the useful information to support theories and concepts in literature and the latter allows for participants to provide personal experiences (Creswell 2002:205).

Mason (2002:67) cautions that while the interviewer endeavours to keep the interview at a level of a “*conversation with a purpose*” through the semi-structured interview, the interviewer has to ensure that he generates relevant data. This could be achieved by thinking quickly and asking questions that can lead to generation of data that answered the central question.

1.7. Key concepts

1.7.1. In-service training

According to Bagwandeem and Louw (1993:19) and Eraut (1995:621) the definition of in-service training, which is sometimes known as INSET depends on its plan and design, that is to say, in-service training depends largely on the reason for its establishment. On the other hand, Mothata (2000:85) defines in-service training as a continuous “*professional development of teaching practitioners*”.

1.7.2. Cascade training model

According to Eraut (1995:6 21) cascading model of training uses a “top-down approach” or centre-periphery strategy. This is a training model where the experts/core-trainers are at the top of the structure (e.g. Trainers at national level of the Department of Education) they are charged with the responsibility of training Provincial training teams who are approximately double the number of trainers at National level. The Provincial trainers in turn will have to train in-service trainers at district level who are approximately triple the number of Provincial trainers. Embedded in this strategy is the management of planned change in trainees.

1.7.3 Quality training

According to Letuka (2000:115) quality training is a kind of training that addresses the needs of trainees, meets the set objectives and result in development and empowerment of trainees. Quality is encapsulated in the mission statements of various institutions and organisations.

1.7.4. Quality assurance

According to Burke (2000:219) quality assurance is perceived as planned and systematic activities that are implemented within the framework of quality system to provide confidence that the project will satisfy the relevant quality standards.

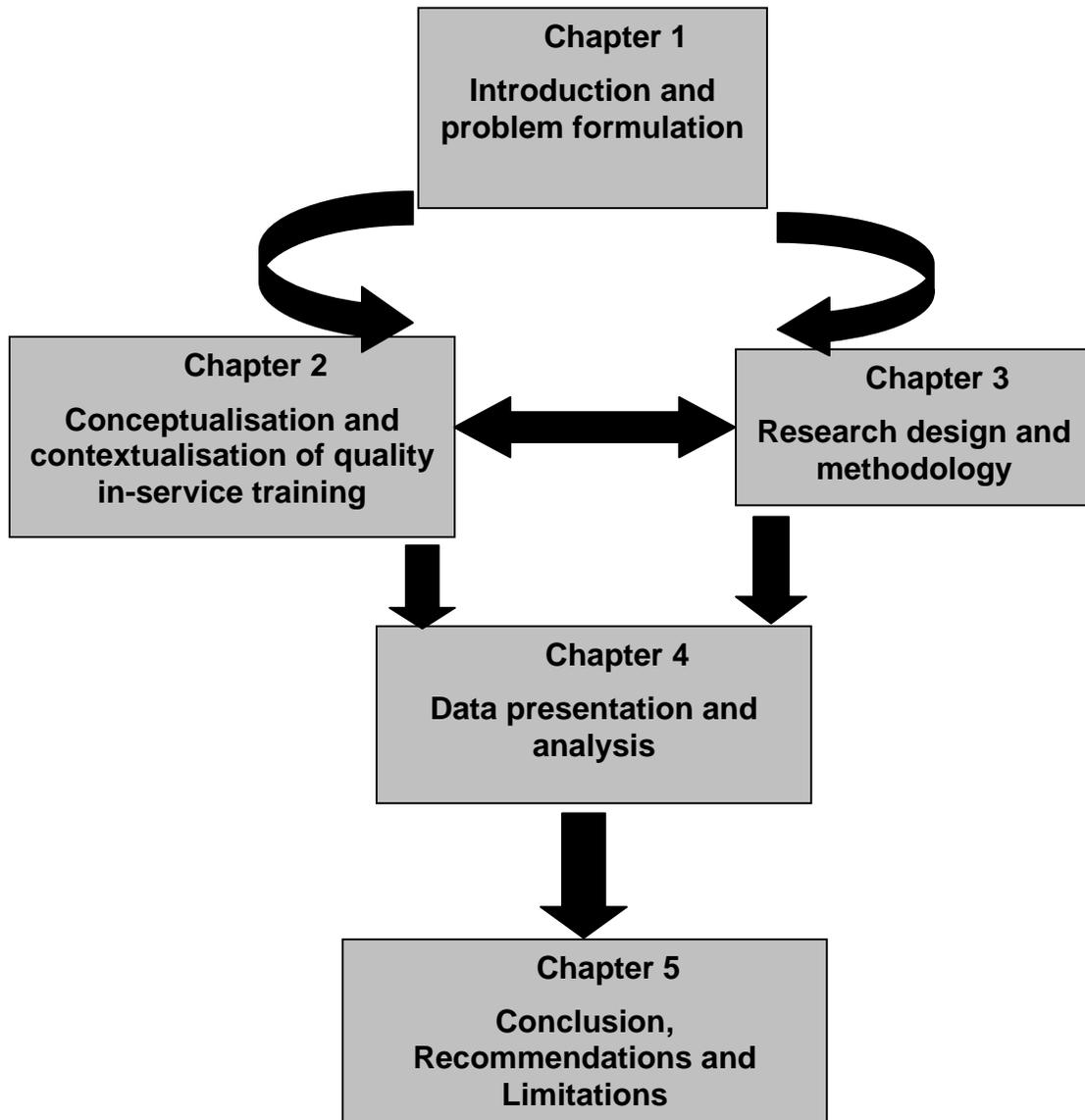
1.7.5. Total Quality Management

Total quality management (TQM) emphasises continuous improvement, which includes methods for leading and organising for quality, strategic planning, customer care, human resources development and structural problem solving.

In addition TQM is more about commitment to the success of the institution or organisation, it's about prevention of mistakes and the elimination of poor quality, it's about people development, Blandford (2000:25-27).

1.8. Organisation and structure of the report

Figure 1



1.9. Conclusion

In this chapter the researcher introduced the research topic, a problem statement, aims and objectives of the research project. In addition the motivation and the research method, which were used in this study, were also outlined. The pertinent and important concepts are outlined.

CHAPTER 2

CONCEPTUALISATION AND CONTEXUALISATION OF QUALITY IN-SERVICE TRAINING

2.1. Introduction

In this chapter an attempt is made to describe and analyse some of the key concepts that underpin quality, quality assurance and in-service training as well as other related concepts that enhances quality. Quality is the underpinning principle for every successful endeavour in any sphere of life. In this case the focus will be primarily on quality of in-service training of educators/teachers with special reference to Brits district.

2.2. Concepts related to training

There are several concepts that are related to quality and enhance it in many ways. The focus here is on the following: training, development and empowerment and their relation to quality.

2.2.1. Training

According to Davis and Davis (1998:40-54) training is the process through which skills are developed, information is provided and attitudes are nurtured in order to help individuals to become more efficient in their work. Thus, training comes in as a solution to lack of performance of the employees or when there's a need to effect change in the way things have been done.

In addition, Gravett (2001:ix) argues that training can be perceived as a systematic development of certain necessary skill patterns that are required by teachers in order to reach certain level of competency or operate differently and efficiently in their execution of day-to-day tasks.

This suggests that to have an overwhelming success as a result of training; the training itself has to be well planned and systematic in its execution.

According to De Cenzo and Robbins (1996:327) there seems to be a thin line that separates training and development. To them, training is more of a learning experience that seeks to bring about a relatively permanent change in an individual that will improve his/her performance on the job, whilst development, on the other hand, focuses more on long-term personal growth of the employee or teachers in this case. However, a caution is sounded that permanent change may only occur as a result of experience. This means that the trainees may acquire some experiences as a result of training, and this may lead to permanent change as far their operations are concerned.

Therefore, training is about identifying, assuring and helping planned learning in key areas that enable individuals to perform current or future jobs. It is aimed at both improving performance and capacity. Therefore, each in-service training session has to equip the teachers with valuable skill acquired through training that they deem necessary to implement at their various schools/institutions.

The concept, training plays a pivotal role, as it is through training that people's skills and attitudes could be changed for their own betterment. Therefore, in-service training is of vital importance to teachers and for government to pass on whatever latest innovations in teaching methods/ strategies or a new curriculum.

2.2.2. Development

Rae (1993:13) argues that development is an overall approach to individuals or group's improvement and enhancement. It can involve a series of training events of various types that lead to a total learning experience that leaves the learner stronger.

Furthermore, Forojolla (1993:3) is of the opinion that development implies change in a certain or specific direction, an upward mobility. Thus, the definition suggests that development has to do with a deliberate attempt at improving the current status quo, which means there is a link between development and improvement.

On the other hand, Dean, Murk and Del Parte, (2000:1) are of the opinion that development contributes to organizational effectiveness. Thus, if people who work for an organization are better developed and prepared to do their jobs, the organization will be more efficient and effective in service delivery.

Self-development is central to advancing teachers' knowledge and skills for personal and professional use. Thus, the development that teachers undergo should be seen by the very teachers to be adding value to both their own personal and professional development. Failure on the part of teachers to have such a perception could be very detrimental to development. It should be succinct to teachers what they stand to gain personally from each development process that they have to undertake (Steyn and Van Niekerk, 2002:251).

2.2.3. Empowerment

According to Manning and Curtis (2003:133-134) empowerment in the workplace is generated by efforts to improve performance. It takes efforts of employees to solve problems with a view of meeting customer needs. Thus, empowerment is anchored in “investment in people”.

Blasé and Blasé (2001:3) affirm that empowerment is about investing in teachers the right to participate in the determination of school policies and the right to exercise professional judgement about the curriculum and means of instruction. Empowerment leads to increased professionalism as teachers assume responsibility for and involvement in the decision making process.

Thus empowerment is about arming teachers to the apex with knowledge, skills and a positive attitude that is required for maximum performance in schools. An empowered teacher is capable of taking responsible decisions because he does not shun accountability.

The three concepts viz. training, development and empowerment are closely link, because training is central in achieving both development and empowerment. Therefore, the success of training determines the level of development and empowerment. In addition, empowerment goes a step further as it is mostly proven through implementation, i.e. an empowered teacher will be motivated to implement what he/she has learnt through training.

2.3. The cascade training model

Eraut (1995:6 21) is of the opinion that the cascading model of training uses a “top-down approach” or centre-periphery strategy. Embedded in this strategy is the management of planned change in trainees.

In this instance the envisaged change in educators is the ability to implement the new curriculum in schools.

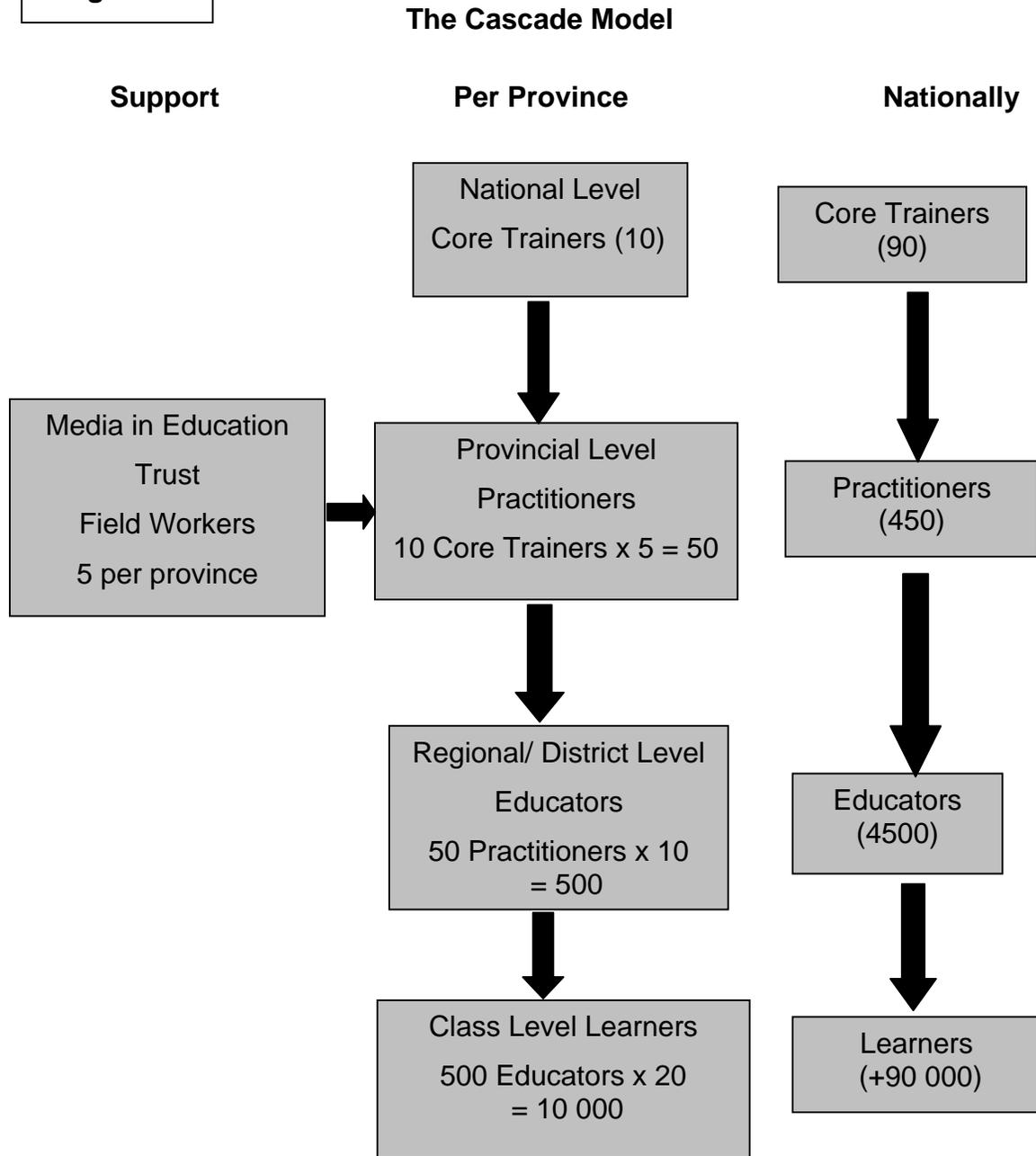
On the other hand, Evans (1990:110) postulates that the “bottom-up approach” is ideal as trainees get an opportunity to make inputs as far as the training that they receive is concerned. Unlike the “top-down approach” where trainees cannot make inputs pertaining to their training.

Hayes (1997:137-138) argues that the cascade model of training seems to be preferred by the department of education because it is cost effective and uses existing teaching staff as co-trainers. However, using trainers from successive tiers of the cascade has its own drawbacks, such as dilution of training. This occurs as less and less is understood as one goes down the cascade. The other demerit of this model of training is that concentration of expertise is at the top most levels of the cascade, where the knowledgeable personnel at the top of the cascade tend to use a purely transmissive mode of training at all levels.

According to Gilpin (1997:185) the cascade model uses participants as both the subjects and agents. The model has experts at the top most of the structure who in turn initiate training to groups of personnel. In most cases, these are senior personnel who in turn have to train other personnel almost twice the number of the initial group. Each group of trained personnel has to train other people down the cascade. Thus, dilution of information occurs because of different interpretations and understanding of the information by different individuals at different levels of the cascade.

In the case of in-service training, the National Department of Education trains the Provincial personnel who then arrange two to three day workshops to train the district officials who are charged with the responsibility of training some educators, then these educators are expected to train their colleagues at schools level and implement the change.

Figure 2



Source: Department of Education (1998:4).

The above schematic representation seeks to shed light on how the cascade model works. The model always has fewer trainers or experts at the top. For example the national level trainers are only ten and numbers swell as the model descends. The cascade model uses a pyramid shape structure because it has fewer people who are the core trainers. The core trainers train approximately double their number of trainers who in turn train teachers almost double their number.

Bax (2002:167) posits that there are a number of problems around the usage of the cascade model. The following are typical:

- Confidence: lack of confidence on the part of teachers when they have to cascade what they learnt from the workshops.
- Knowledge: insufficient knowledge that teachers have in order to conduct a workshop at school.
- Power dynamics: when a fellow teacher is to conduct training, the colleagues do not find it useful as he/she is seen as their equal and, therefore, not well qualified or knowledgeable to train them.

Furthermore, Chisholm (2000:4) posits that cascading of information results in “watering down” and /or misinterpretation of information and in some cases crucial information is diluted.

These problems will generally circumvent the good intentions of the cascade model. The trainers may be motivated and ready to deliver but the circumstances and the fear of not being able to answer the all sort of questions from their colleagues will make the trainer reluctant to engage in such an activity. However, all is not doom and gloom about the cascade model as there are useful suggestions that make the cascade model a success.

Adler, Slonimsky and Reed (2002:137) are of the opinion that in-service training programmes are well apt to assist teachers by improving their conceptual knowledge. This improvement gives teachers confidence and resources to engage learners at more challenging levels. Whether it will work with teachers as adults, is yet to be seen.

Hayes (1997:138) identified several key guidelines, which may be used for successful cascade training.

- The method of conducting the training must be experiential and reflective rather than transmissive.
- The training must be open to reinterpretation; rigid adherence to prescribed ways of working should not be expected.
- Expertise must be diffused through the system as widely as possible; they should not be concentrated only at the top.
- A cross-section of stakeholders must be involved in the preparation of training materials.
- Decentralisation of responsibilities within the cascade structure is desirable.

The North West Province tries to diffuse the expertise in cascade by either using the personnel who have undergone training at national to go directly to districts to train the personnel at that level. Another variance that the province use is to invite the district in-service training personnel to attend training at national level. The same principle applies when it comes to material development. This is in line with the analogy that participation of personnel throughout the cascade system makes them understand it better.

2.4. In-service training and its purpose

The department of education is faced with the challenge of building capacity to enable its personnel to do their best. Furthermore, people who work in ever-changing environment need constant support and development.

DoE (1996:67) postulates that it is people who make organizations work. This implies that educational processes depend on the competence of all the people in the employ of the department. Teachers are no exception; they need constant assistance and support from various support institutions such as the in-service training institutions.

Teachers are recognised as agents of educational change as they play a significant role in, for example, the introduction of Outcomes Based Education in schools. Thus, in-service training is now recognised as one of the best ways to assist teachers to effect these educational changes in their schools (Boulton-Lewis and Smith, 2001:1-2).

According to Bagwandeem and Louw (1993:19) and Eraut (1995:621) the definition of in-service training, which is sometimes known as INSET depends on its plan and design, that is to say, in-service training depends largely on the reason for its establishment. On the other hand, Mothata (2000:85) defines in-service training as a continuous “*professional development of teaching practitioners*”. The emphasis seems to be on the advantages that are inherent in the proper usage of INSET.

In-service training has always been seen as an integral part of the teacher education continuum. That is to say, the initial training of teachers (pre-service), induction and finally the in-service training (Aspland and Brown, 1993:18).

The need for in-service training cannot be overemphasised as the knowledge and skills that teachers acquire during pre-service are likely to become either obsolete or old fashioned. In order to keep such teachers abreast of changes and developments in curricula and teaching approaches constant update can be done through in-service training programmes. Curricular changes are common as needs change and reorientation or upgrading of skills is always essential (Iredale, 1996:15).

Some of the purposes for creating in-service as identified by Perraton, Creed and Robinson (2002:8) and Eraut (1995:621) are:

- For unqualified teachers mainly certification courses
- To upgrade teachers
- To prepare for new roles of principals or educators
- Curriculum-related mainly courses linked to planned curriculum changes.

The Brits in-service trainers focus mainly on the last category, that is, curriculum-related matters as this is within the prescript of their work.

Malone, Straka and Logan (2000:54) are of the opinion that in-service training is a necessary extension of pre-service with the aim of enhancing awareness, knowledge and skills of personnel. This suggests that some sort of needs analysis of personnel, in this case educators, has to be conducted and in-service training be conducted to address those specific needs of educators.

This implies that in-service training exists to cater for the needs of educators. In addition, in-service training caters for several categories, which are earmarked for the betterment of educators.

Hayes (1997:137) argues that in-service training is a mechanism through which innovation in education continues to be introduced. Thus, in-service training is essential to update educators about recent instructional developments and curriculum innovations. This is also in line with the general purpose of in-service training, which is to introduce new ideas and approaches to schools. Therefore, in-service training should be multifaceted in order to cater for the diverse needs of teachers.

On the other hand, Esu (1991:1-3) is of the opinion that in-service education may be seen as an effective means of addressing the inadequacies of pre-service training. It is a process for continuous updating of teachers' knowledge, skills and interests in their chosen field. Thus in-service training should be developmental and be directed towards changing teaching and improvement of schools.

Whilst there is a need for in-service training to be instituted based on the needs of educators and government, poor students' results in certain subjects in public examinations is one of major determinant in the need to mount in-service training for teachers (Esu, 1991:6).

According to Eraut (1995:621-622) mandatory change takes place when new policies are introduced and in-service training institutions are needed to train and monitor the implementation of these policies. The government initiated in-service training could be viewed as mandatory change which in some cases is politically motivated. This is demonstrated by the fact that the new political dispensation is responsible for the introduction of the new education system in South Africa, namely, Outcomes Based Education.

Furthermore, the implementation of mandatory change pulls away energy, time and other resources. In this case, time is very crucial, as educators cannot afford to be taken away from learners to attend the never-ending in-service training courses. In Brits district, as is the case in the rest of North West Province; educators are normally called to workshops or meetings with the in-service trainers in the afternoons, i.e. from 13h00. The times for these workshops have a lot of logistical problems particularly for educators in far-flung rural areas. The main problem seems to be transport, particularly if they have to travel to town.

Malone et al (2000:55) caution that in-service training expectations seem to be that the provision of information will translate directly into effective outcomes, that the one-shot workshop will meet the implementation needs of participants. This seems to ignore some of the vital aspects that underpin the implementation of the information acquired during in-service training. Amongst others, there is motivation by the educator to try newly acquired strategies and the environment, which includes things such as the number of learners in the classroom.

Based on the above arguments, in-service training is said to be an institution which caters for the needs of teachers, and assists them in reaching the said objectives. The in-service training programmes should be designed to reach the teachers and address their problems.

2.5. Guidelines for conducting effective in-service training

There are several guidelines that could be considered for the optimal performance of in-service training institutions. Malone et al (2000:55-59) identify the following key guidelines that underpin the success of in-service training.

- In-service training activities must be based on a careful assessment of the actual and perceived needs of the participants.
- In-service training goals and outcomes must be specified.
- The design of objectives must be specified and linked to the in-service training outcomes.
- Specific in-service training activities must be designed to meet the identified objectives.
- In-service training facilitators must blend traditional and emerging views of professional development as they plan in-service activities.
- In-service training activities must consider group size, time and group composition as factors related to in-service outcomes.
- Consultation-based technical assistance that addresses support relative to the transfer of knowledge to skill should be considered.
- Model sites must be used for in-service training purposes to demonstrate best practice or concepts being taught in in-service activities.
- A clear method of participant evaluation must be specified.

These are some of the guidelines that the Brits in-service trainers should look at in order to benchmark the quality of their own training.

On the other hand, Harvey (1999:597) delineates some of the guidelines that in-service trainers need to understand and consider for the success of in-service training.

- Awareness: superficial understanding of the instructional innovation and its probable uses.
- Concepts and organised knowledge: a conceptual understanding of the innovation.
- Principles and skills: a mechanical command of the component skills necessary for full adoption.
- Application and problem solving: a full command of the innovation and its integration into the educator's repertoire.

The in-service trainers need to familiarise themselves with these aforementioned concepts so that they could be well poised to conduct meaningful in-service training sessions.

According to Harvey (1999:597) for in-service trainers to achieve "application and problem solving", which has to do with the integration of the newly acquired skill into the repertoire of the educators, the in-service trainers have to consider the following pedagogical elements:

- Presentation: formal communication of information and theory.
- Modeling: watching demonstration.
- Simulated practice: trying out new skills in controlled conditions.
- Feedback: discussion and reflection on outcomes of the above.
- Coaching for application: classroom support while practicing the new skill on the job.

For in-service trainers to achieve a meaningful and successful training they need to be knowledgeable to impart theory during their presentation. However, theory alone is insufficient, as it has to be coupled with practical skills. Thus, the in-service trainers have to demonstrate what the educators need to do when they go back to their institutions.

Furthermore, the in-service trainers need to receive constant feedback from the educators and both the trainers and the trainees need to reflect on the outcomes of the training. That is to say, did the training achieve the set goals and objectives? Follow up is vital in every activity; therefore, the need for in-service trainers to conduct follow up could not be overemphasized. This follow up activity could be done in the form of classroom support.

The challenge facing the in-service trainers is for educators to grant them the opportunity to do class visits so that they identify problems and frustration that educators experience when implementing the changes that the in-service trainers have taken them through.

2.6. Learning theories

According to Merriam and Caffarella (1999:193):

“To be better learners and ourselves and to be better facilitators of other people’s learning, we need to understand how learning occurs and whether adults learn differently than children do”.

This assertion suggests that the importance of learning theories can be overemphasised as they are the tenets of learning and therefore have a role to play in determining the direction of both training and learning.

However, Bigge and Shermis (1999:2) posit that trainers may not necessarily have a particular theory they subscribe to, but inadvertently follow a particular training pattern that is grounded in such a theory, hence:

“... what is important is not whether a teacher has a theory rather how tenable it is”.

It is therefore against this background that the following learning theories will be looked at. There are several learning theories and those chosen are related in one way or the other to adult training.

2.6.1. Behaviourist orientation

According to Merriam and Caffarella (1999:251-253) the trainers who belong to this school of thought believe that learning is manifested by the change in behaviour. The environment influences the change in behaviour which is cemented by reinforcement or reward. Furthermore, learning occurs in relation to goals.

Ormrod (1999:20) is of the opinion that observable behaviour is the main educational implication for this theory, the use of drill and practice for teaching basic skills is essential, whilst the consequences of learners' behaviour is given the utmost attention.

Thus, the trainer has to design environment that is conducive and will elicit the desired behaviour with the view of meeting the set goals or outcomes. The learning tasks have to be divided into segments. This implies that teachers may attend in-service training sessions to improve performance and their performance will be measured by using outcomes.

2.6.2. Cognitive orientation

The tenet of this theory looks at a whole rather than at separate and isolated events. The cognitive theorists believe that the learning occurs through the negotiation of meaning. According to this school of thought learning encompasses a variety of topics which focus on internal mental processes that are under direct control of the learner (Merriam and Caffarella, 1999:253-256).

According to Ormrod (1999:317) the teachers' role in this regard is to provide numerous definitions and various positive instances that further clarify the concept as well as the negative instances that succinctly demonstrate what the concept is not.

2.6.3. Humanist orientation

The theorists who belong to this school of thought believe that learning brings about human growth and human beings can control their destiny. The human perceptions are centred on experience and responsibility to become what one is capable of becoming. Furthermore, self-actualization is the goal of learning while student-centred learning leads to personal growth and development (Merriam and Caffarella, 1999:257).

Thus, learning focuses on the individual and self-development which together form the sturdy platform for learners to take responsibility for their own learning. Furthermore, learning is centred on the individual's needs. The role of trainers is to facilitate learning.

2.6.4. Constructivism

According to Ormrod (1999:171) and Merriam and Caffarella (1999:261-263) the theorists belonging to this school of thought are of the opinion that learning is a process of constructing meaning. It is about how people make sense of their experiences. Meaning is determined by the individual's previous and current knowledge structure.

Learning begins with the learner's interaction with his/her experience. Thus, learning is an internal cognitive activity. Learning is seen to be compatible with finding one's self-direction and thus self-directed learning, experiential learning and reflective practices are apt to be utilised as training approaches. Therefore the constructivist theory is congruent with much of adult learning theory.

Ormrod (1999:173) posits that people will always work together in order to make sense of their world. Thus learners forming study groups is an attempt to work together in unraveling one's world. Furthermore, some people learn things in an organised fashion; therefore, facilitators need to organise their presentation in an organised way but showing the relationship between concepts.

2.6.5. Social learning orientation

This school of thought combines both the behaviourists and cognitive orientation but also believes that people can learn from observation. This observational learning is to a large extent influenced by attention, retention memory, behavioural rehearsal and motivation. Motivation plays a significant role as learning can only be undertaken if the learner is motivated (DuBrin, 2002:100; Ormrod, 1999: 144 and Merriam and Caffarella, 1999:260).

While it is important to understand the learning theories, it should be borne in mind that they do not give solutions but do provide direction to variables which are crucial in finding solutions (Merriam and Caffarella, 1999:250). The training of adults could not be pinned down to a specific theory; it cut across the aforementioned theories.

2.7. Attitudes of trainees

Cunningham and Cordeiro (2003:191) argue that

“It is not what we experience or create that is most important, but how we respond to what we experience in life. The attitudinal value has the potential to lead us to new paradigms”.

The attitude of the trainees holds the key to the success of each training session. Once people develop a negative attitude towards training that they are supposed to undergo, their learning is inhibited in one way or the other.

Merriam and Caffarella (1999:226) caution that:

“If negative attitudes are not addressed, learning becomes blocked”.

According to DuBrin (2002:48) attitudes are important part of organizational behaviour because they are linked with perception, learning and motivation. Therefore, the teachers' attitudes towards in-service training play a part in determining learning that occurs as a result of in-service training and implementing what has been learned from such in-service training sessions.

In addition DuBrin (2002:49) argues that attitude has three components: cognitive, affective and behavioural which are interrelated. Positive attitudes can be achieved once a teacher has more facts about an object (cognitive), he/she forms the basis for more positive emotional response (affective) and in turn his/her behaviour would probably become more favourable.

Furthermore, Payne (1993: 26) is of the opinion that it is the role of leaders and managers to inculcate positive attitude in the general organisation. Thus, school principals and in-service trainers have to inculcate positive attitude towards training in general and in-service training in particular. This implies that the teacher chosen to attend in-service training should be positive and have the potential to train his/her colleagues. The principal too has to be positive about the training and encourage his/her teachers to attend such in-service training sessions.

2.8. Training and learning approaches

There are myriad training approaches that the Department of Education could have adopted and used to effect the ushering in of transformation in the education system. These training and learning approaches are chosen because they are compatible with training and learning of adults. These approaches address the involvement of trainees which is central to effective training.

Agochiya (2002:149) and Cunningham and Cordeiro (2003:210-334) identify training and learning approaches below:

2.8.1. Lecture approach

According to Agochiya (2002:155) this training method centres on the lecturer/trainer by virtue of his/her knowledge and expertise in a field. The subject matter is presented directly and unilaterally. Thus, the method uses a one-way communication with no interaction between the trainer and the participants and among the participants themselves. However, it is not all doom and gloom about this training method as it enhances information on certain areas of training. That is to say, this training method should be used together with other training methods during training. The main advantage of this training model is its ability to cater for a large number of trainees at once.

Gravett (2001:68) postulates that lecture method is often used to make complex content understandable without losing the essence of the concepts. Therefore, this instructional device will be suitable when delineating new concepts and for the introduction as well as explanation of roles.

The drawback about this training approach is that it requires teachers to be out of the classroom to attend the conference. That is to say, the schools cannot delegate some of its staff members to attend, as it is imperative that everybody gets first hand information from trainers. The approach can be time consuming.

2.8.2. Case study approach

Agochiya (2002:159) posits that the method is characterised by high level of participants' involvement. Furthermore, it samples a real life situation, which allows the participants to learn from a well-documented series of events. It helps the participants to familiarise themselves with facts, situations, and dilemmas that they might face in real life.

The method thus provides a frame of reference for the participants. Furthermore, it stimulates analytical, in-depth discussions with a view of presenting a multifaceted perspective of the situation for better understanding.

On the other hand, Gravett (2001:68) confirms the assertion that case study is an account of events from the “real world” to which learners are to react by analysing, deliberating, assessing and suggesting solutions. A good case study should be a representation of events with which learners can identify. It should also raise thought provoking issues which do not obvious answers.

Despite the wonderful attributes of this approach, it is unfortunately very laborious and needs teachers to leave the classroom to attend training over a certain period of time.

2.8.3. Role-play

Training here is a major effort and can be a time-consuming and costly venture. The participants are required to act out the role of an individual in a particular situation. This is a conscious attempt to bring out the dynamics and intricacies of various roles performed in real life. It improves problem solving and decision making skills of trainees (Agochiya, 2002:166 -167).

Gravett (2001:69) asserts that acting out a possible situation or scenario affords learners a chance to try out ideas and skills that may have been introduced through learning materials.

The challenges facing trainers using this model is the creation of roles that need to be simulated by trainees. In addition, introverted trainees may find it difficult to participate and therefore, they may circumvent the good intentions of this training approach.

Again teachers have to attend in order to understand through participation what is going to be taught. On the other hand, schools cannot afford to release all their teachers at once to attend training. To compound the problem further, some teachers feel strongly against attending training during school holidays, as they believe it encroaches on their personal lives.

2.8.4. Experiential learning

According to Merriam and Cafarella (1999:226) experiential learning occurs as a result of a learner transforming his/her experiences into knowledge. Therefore, learning will only take place if the learner's experience is engaged at some level.

Furthermore, Cunningham and Cordeiro (2003:191) concur that:

“The experiential is what happens to us, we learn from our experiences which shape our view of the world”.

This calls for in-service trainers to design training such that it draws on the practical experiences of the teachers. This implies that the training should take into account the teachers' environment, such as urban versus rural areas (the former may be resourced whilst the latter may be under resourced), fewer learners in a classroom versus overcrowded classrooms.

2.8.5. Reflective learning

Merriam and Cafarella (1999:226) argue that reflective practice is about monitoring one's practice as it is happening. This means looking back from time to time on one's training identifying areas that need improvement or special attention.

According to York-Barr, Sommers, Ghere and Montie (2001:3):

“Reflective practice is an approach to teaching that involves a personal commitment to continuous learning and improvement”.

Thus this practice seeks to inculcate in trainers the habit of always looking back and evaluating their training and see whether it meets the needs of the trainees as well as the objectives that are set out. Furthermore, the trainers need to reflect on their training with a view to improving it. This practice encapsulates both training and learning.

Reflective learning culminates in reflective thinking which is crucial in helping to improve both in-service trainers and trainees in problem solving (Cunningham and Cordeiro, 2003:211).

2.8.6. Co-operative learning

In this learning approach learners are divided into heterogeneous groups according to their levels of ability in which they work in co-operative groups to achieve a common goal. Furthermore, learning takes place through collaboration in co-operative groups (Cunningham and Cordeiro, 2003:211).

Because of ability grouping, this learning approach has the potential of yielding results. However, ability grouping requires more time which is not always available at in-service training. Therefore the teachers are just divided into groups which are not necessarily according to ability.

2.9. Credit linked and non-credit training

This kind of training methods occurs when the teachers attend training during school holidays at certain tertiary institutions, e.g. Training of assessors by the University of Pretoria for Gauteng Department of Education as well as Safety in Schools Project, which was conducted by the same institution for the North West Department of Education.

Their training is then linked to a certain amount of credits, which may be accredited for a particular course. This training method is similar to the long vacation programme which is practiced in Nigeria (Esu, 1991:3).

According to Robinson and Latchem (2003:31) in-service training focuses on continuing education and professional development of teachers. Therefore, by its very nature, in-service training provides non-credit linked courses. Thus INSET can be provided through seminars, workshops, conferences, short courses and long courses.

The misgiving about credit linked method is the fact that if teachers are not interested in furthering their studies, then the credits becomes irrelevant to them and this may lead to them being less interested in the whole training.

On the other hand, non-credit training takes place when teachers undergo training which is not linked to any credits whatsoever.

2.10. Quality in relation to training

The definition of quality cannot be pinned down to a single school thought. Nonetheless, quality is sometimes defined in metaphorical terms, where ‘quality, like beauty, lies in the eyes of the beholder’. Thus, quality is therefore seen to be ‘context-bound’ and multi-dimensional, (Vroeijenstijn, 2001:71).

Furthermore, Vroeijenstijn (2001:71) is of the opinion that there are three central questions that need to be answered when addressing quality in any sphere of life. They are:

- *Are we doing the right things?*
- *Are we doing the right things in the right way?*
- *Do we achieve what we are claiming to achieve?*

In terms of the in-service training this implies that in-service trainers should have outcomes that they hope to achieve at the end of each training session. Concomitant to that, the in-service trainers have to choose appropriate and relevant methodologies that shall enable them to achieve outcomes that they set out to achieve.

On the other hand Goddard and Leask (1992:3) concur with the notion that quality is not easy to define, however, it can be achieved through the development of high-quality learning and in schools and classrooms. This kind of interaction could be achieved through engaging various educational support teams such as the in –service trainers in different districts of the Department of Education.

Quality, quality assurance and total quality management are the key concepts that underpin this study. These are very complex and loaded concepts to define; however, there is a thin line that links them together. Nonetheless, there are several schools of thoughts as far as the definitions of these concepts are concerned.

Harvey and Green (1993:11) as well as Fourie and Bitzer (1998:29) are of the opinion that quality encapsulates several notions such as:

- quality as exceptional, distinctive and something special
- quality as perfection/consistency, conformance to standards and prevention of faults
- quality as fitness for purpose, thus quality is related to fulfilling a customer's requirements, needs or desires
- quality as value for many, i.e. return on investment
- quality as transformation, i.e. focusing on development and empowerment of students.

Letuka (2000:115) looks at quality as being encapsulated in the mission statements of various institutions and organisations. This suggests that every organisation has to have a mission statement which clearly spells out how quality is to be achieved. The mission statement of Brits district office is to “provide quality education which is accessible to all, relevant and cost effective, within the principle of equity, redress and affordability”. This is a suspect because equity and redress could be seen to be compromising quality. Equity and redress should not be translated into lowering the standards and by so doing compromise quality.

The definition of quality cannot be pinned down to a single school of thought. However, for the purpose of this study, quality will be narrowed to focusing on “development and empowerment of students as well as perfection/consistency, conformance to standards and prevention of faults”, in this case it will be empowerment of educators through in-service training. Quality should also be determined through agreed upon standards, creativity of individuals is very vital, however, it should conform to standards. This may not be easily achieved in teaching and training as teaching itself requires a lot of creativity.

The researcher subscribes to the notion that quality of in-service training refers to the effectiveness of the in-service training that includes the training procedure and the impact of the training itself (Alt 1998:8). For the purpose of this study, the focus will be on the quality of in-service training through cascading model.

A good in-service training should cater for the needs of educators. It includes educators in its planning but not at decision making level. Nonetheless, it should be informed by the needs of educators. Therefore, it should adopt a bottom-up approach not a top-down approach, (Bagwandeem and Louw, 1993:41 and Esu, 1991:6).

2.11. Quality assurance and training

The concept of quality assurance is relatively new in education as it is mainly rooted in the industries. Sallis (1993:19) is of the opinion that the movement for total quality in education is of more recent origin, from 1990 onwards in both Britain and United States of America. In the United Kingdom emphasis was placed on monitoring of the educational process through performance indicators.

According to Sheppard (1998:10) performance indicators are guides to the efficiency of the process as they provide the rudimentary measures of the quality of learning or the effectiveness of the institution in meeting its customers' needs.

According to Burke (2000:219) quality assurance is perceived as planned and systematic activities that are implemented within the framework of quality system to provide confidence that the project will satisfy the relevant quality standards.

Thus, in-service training and its activities ought to be conducted in such a way that the customer is satisfied in terms of the quality of the training itself. Of course satisfying the customers is easier than done. But it can be done.

This could be achieved through taking along the clients or customers, in this case, teachers, through the process that will result in quality training. The tenants of this process are: formulating outcomes together, active participation in the training process and evaluating the training itself. Such in-service training should be aligned with both the mission and the vision of the institution.

Campbell (1999:1) describes quality assurance as encompassing all the policies, systems and processes directed at ensuring the continuation and augmentation of the quality of educational provision. Harman (1998:1) adds that quality assurance refers to systematic management procedures adopted in order that key stakeholders will have confidence about the management of quality and the outcomes achieved. Similarly, Fourie and Strydom (1999:18) describe quality assurance "as systematic, structured and continuous attention to quality in terms of quality maintenance and quality improvement."

In South Africa, several quality assurance measures, which earmark the assurance of quality in the education system, have been put in place. These include Whole School Evaluation, accreditation of providers programme, service reviews, and monitoring learning achievements and the Developmental Appraisal System. However, the first line of quality assurance begins in the classroom itself, through the efforts of the educators themselves, then the head of department, the deputy principals and the principals (DoE, 2001:1).

Furthermore, quality assurance could be seen as the process of ensuring that levels of excellence and the requisite standards specified are met (Strydom and Van der Westhuizen, 2001:ix).

On the other hand, Sursock (2001:83) is of the opinion that quality assurance is a valid response to demands for accountability from stakeholders. In other words, quality assurance is not only vital for internal purposes, to see whether the in-service training offered meets the minimum standards set, but it is also about being accountable to stakeholder who may be the government itself or the parents.

Once we have established common understanding of what quality and quality assurance are, we shall be able to implement it and maintain it in our everyday running of events or execution of our duties. The maintenance of quality leads to another important concept, which is pertinent to this study, namely total quality management.

2.12. Total Quality Management in training

The quality of in-service training is underpinned by the efficiency, efficacy and effectiveness of all operations that contribute towards the provision of this kind of service (Payne, 1993:22). Thus, the process of in-service training needs to be well scrutinised in order to assure quality. Therefore, all other quality initiatives will have some kind of impact on the in-service training personnel. Total Quality Management (TQM), could be seen as a vehicle to be used to achieve optimum efficiency and effectiveness.

In total quality management (TQM) emphasis is on continuous improvement, which includes methods for leading and organising for quality, strategic planning, customer care, human resource development and structural problem solving. In addition TQM is more about commitment to the success of the institution or organisation, it's about prevention of mistakes and the elimination of poor quality, it's about people development,(Blandford, 2000:25-27).

It should be noted that TQM is about improving the general performance of personnel, and this could be achieved through constant review and reflection of their performance. Furthermore, for TQM to be successful, it should be applied holistically in the organisation. Thus it should apply to all levels of an organisation and to every process of the organisation.

Koehler and Pankowski (1996:15) are of the opinion that TQM "is a management system embracing a set of beliefs and principles designed to empower all associates to continually improve organisational processes with the goal meeting or exceeding customer expectations". Both definitions allude to the fact that TQM has everything to do with improvement of service provision. This is central to the present study, as it intends to look at the kind of quality in-service training educators are exposed to.

Du Plessis (2003:4) argues that quality could be defined in terms of concepts and explanations as indicated below:

Concepts	Explanations
Fitness for purpose	Exceptional
Fitness of purpose	Excellence: (the best)
Value for money	Perfection (Zero defect: control)
Meeting standards	Meeting needs
Affordability	Client satisfaction
Repeatability of success	Transformation (Reliability)

This is a broad and all encompassing definition of quality, which includes almost all related and essential aspects of it. However, for the purpose of this study attention will be on fitness of purpose, value for money, meeting standards, affordability and repeatability of success. These concepts and their explanations are at the core of quality and are closely related to TQM. That is to say, for in-service training to be of value to teachers it has to meet the aforementioned indicators, which are closely related to quality and training.

The criteria set out below can assist both the school management teams and in-service trainers in terms of knowing their roles and responsibilities as far as quality training is concerned.

Furthermore, Payne (1993: 26-27) identifies the following key guidelines of TQM:

- Leadership and commitment: leadership or senior management should be exemplary and in order to inculcate a positive attitude in the general organisation. Thus the School Management Team should regard the in-service training as a serious phenomenon and select equally enthusiastic and positive teachers to attend such in-service training with a view to cascading the information to other teachers.

- Resources: this includes labour saving equipment, human resources and time. Time management is generally crucial in all spheres of management, not least in in-service training. Failure to stick to time schedules may thwart the good intentions of the government or the in-service training institute.
- Communication: to inculcate the culture of TQM, communication is key. The employees need to know and understand the objectives of an organisation. Once the employees identify with the organisation's objectives, they would more likely be committed and become the vehicle through which the objectives can be met.
- Participation: this aspect is also very important as people at all levels need to be involved in the decision making process. Participation in decision-making gives members a sense of belonging and commitment. So decision-making should not only be left to management, but should extend teachers through the School Management Team, particularly as far their own in-service training is concerned.
- Team building: it relies on open communication and participation as its pillar of strength. The need to develop formidable teams amongst teachers cannot be overemphasized. Once teachers realise that they are a team, they are likely to co-operate and accept information from any team member who has attended an in-service training session because they accept that he/she represented the team.

It is imperative that the in-service trainers become aware of these key guidelines, as they are crucial to a successful in-service programme.

2.13. Adult Education and in-service training

Lambert (1996:44) argues that in-service trainers should realise that they are training adults, and therefore, each training session should be needs orientated and the treatment of trainees should be as such.

The essence of education for adults relies on the situations and experiences that need to be brought into the adult educational experience during training. This implies that the situation-approach to education is tantamount to giving the learning process from the outset a setting of reality (Leonard, 2002:4-5).

Jones and Walters (1994:160) warn that trainers should be very cautious with their training, as what is found to work successfully with children is not necessarily effective with adults.

Furthermore, Jones and Walters (1994:160) and Lambert (1996:43-45) argue that these guidelines are pertinent and essential to adult training:

- Adults strive to be self- directed.
- Adults enjoy planning and contributing their own learning experiences
- Adults bring extensive experience to the learning situation
- They always look for ways in which they may transfer their previous learning to the new situation; this increases their sense of self-worth and confidence
- Adults' readiness to learn is oriented to the tasks they perceive inherent in their social and professional roles
- Their focus is more performance centred than subject centred.

This, therefore, implies that for quality assurance purposes, each training session conducted by the in-service trainers, should encourage the teachers/adults to draw upon and share their experiences with one another. Thus group work will be ideal for adult training. Learning in groups help to create positive group cohesiveness which carry over into the job after training. The participants/trainees/teachers therefore, gain not only knowledge and skills but also insights on how to function as a team member (Dean et al, 2000:3).

The guidelines also suggest that teachers/staff should be given responsibility for shaping their own program because when they believe they have control over the learning situation, they will be more willing to take risks in learning new knowledge and skills.

Trainers of adults need to enhance their existing skills and attitudes and acquire new ones that will enhance their ability to deal with different challenges that accompany adult training (Moore, 2000:127).

2.14. Conclusion

There is a distinct relationship between the concepts that are related to quality. Special reference to in-service training has been highlighted as a focal point of this study. The need to have a succinct understanding of adult learners is very vital as teachers who attend in-service training are adults, thus they have to be treated as such.

In-service training is a very essential institution for both professional development of teachers and for curriculum changes as initiated by the government. Thus the in-service training institutions should function according to the purpose for which they are designed.

Consultation with trainees; in this case, teachers is also important, as it will help the trainers to meet the needs of the trainees and therefore move away from the “top-down approach” which precludes the trainees from contributing towards their own training. To achieve quality in training, it is important that the necessary measures be put in place. A variety of training strategies also need to be employed so that training should not be monotonous and should become a success.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter is an endeavour to describe the variables that are the tents of research design which were used in this project. It is important to get clarification on the population and the sample that participated in the interview.

3.2. Population and sample

McMillian and Schumacher (1997:164) delineate population as:

“A group of elements or cases whether individuals, objects or events that conform to specific criteria and to which we intend to generalise the results of the research; also referred to as target group”.

The target group or population for this study is the twenty-two members of the in-service training unit in the Brits district office. Purposive sampling will be used to identify five suitable individuals to be interviewed. The choice of sample will be based on the following criteria:

- The in-service trainer should have conducted in-service training sessions for at least three years.
- Qualification should be at least at postgraduate level in the field of speciality.
- The in-service trainer should have been in this position in Brits district for at least three years.

These criteria aim for “information rich” individuals for the interview.

Patten (2002:244) is of the opinion that:

“There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what will be useful, what will have credibility and what can be done with available time and resources”.

The choice of sample in this case will be based on the following criteria:

- Teachers in secondary schools both male and female who teach in urban, rural and township areas,
- They must have attended at least three in-service training sessions conducted by in-service trainers in Brits district.

The teacher population in the targeted Further Education and Training Band in Brits district is approximately 1800. A total of 6 teachers where at least 2 teachers from the 6 are from urban, rural and township areas. In addition, these teachers have to meet the above criteria were considered for the interview. It is believed that the educators are well poised to critic the in-service training that they have undergone.

According to Berg (2001:32) purposive sampling is used when researchers use a special skill about some group to select subjects who represent this population.

Furthermore, Patten (2002:46) posits that purposive sampling can be used to make sure that “information-rich” cases are not precluded in the sample. In addition, Ritchie (2003:81) concurs that this kind of sampling can be utilized to achieve diversity and to ensure that the aims of the study are achieved.

On the other hand, Creswell (2002:194) argues that researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing individuals and sites depends on whether they are “information rich”. The participants are said to be “information rich as they either have attended in-service training sessions conducted by the in-service trainers or they are the in-service trainers themselves.

McMillan and Schumacher (1997:171) as well as De Vos (1998:198) agree that purposive sampling is based on the researcher’s knowledge of the population. Judgement is made about which subjects should be selected to provide the best information to address the purpose of the research. The researcher will therefore, focus on trainers who conduct workshops and educators who have attended at least five workshops conducted by the in-service trainers, from which he will draw his samples for interview purposes.

3.3. Reliability and validity

Vital and Jansen (2001:32-33) argue that validity is an attempt to “check out” whether the meaning and interpretation of an event is sound or whether a particular measure is an accurate reflection of what you intend to find out, while reliability, is about the consistency of a measure, score or rating.

Furthermore, Yegidis and Weinbach (2002:206) concur and further stress that reliability indicates the level of consistency in the data, whilst validity shows the degree to which methods measure what they are supposed to measure. What matters most is that both concepts are very critical in determining the quality of research.

3.4. Role of the researcher

According to McMillan and Schumacher (1997:437) the insider-observer is a person who has a role in the site in which he/she intends to study. This is the case in this research project, as the researcher will play the role of an insider-observer.

Garbers (1996:288) is of the opinion that the research of a particular stature that calls for involvement of people need to be conducted in a natural environment, that is where the actual events occur. Therefore, using my working environment will add value to the research. The other role of the researcher is that of an interviewer which is created for the purpose of the study.

3.5. Data collection strategies

In the case of this research project only semi-structured interview will be used. Both the in-service trainers and teachers who have undergone in-service training in Brits district will be interviewed. This is because the educators are well poised to critic the in-service training that they have underwent, whilst in-service trainers are expected to be objective in reviewing their own training with a view to improving on it. The interview will be recorded and the audio recordings are intended to help the researcher focus on the interview and therefore be able to probe the interviewee.

According to Silverman (2000:126) tape-recorded interviews allows the researcher to return to his data in their original form as often as he wishes. The researcher intends to record the interview; with the permission of the interviewee. The recorded interviews will assist the researcher to get the responses whenever he needs to. The fieldwork will take at least a month.

3.6. Inductive data analysis

Inductive data analysis means that categories and patterns emerge from the data rather than being imposed on data prior to data collection (McMillan and Schumacher, 1997:502). The researcher therefore, intends to engage in this kind of qualitative data analysis as this method is said to be like a “funnel”, things are open at the beginning and more direct towards the bottom (De Vos, 1998:282).

During this stage data will be organised and categorised into relevant themes or concepts in relation to meaning.

Furthermore, McMillan and Schumacher (1997:505) suggest that analysing qualitative data is an eclectic activity, which relies on the creative involvement of the researcher. It is the prerogative of the researcher to find his way of “intellectual craftsmanship”.

3.7. Conclusion

The research design and methods used in this study have been explained in this chapter. Furthermore, the population and sample as well as reliability and validity were clearly delineated. The role of the researcher and data collection strategies as well as inductive data analysis was also clarified.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

In this chapter the responses of both in-service trainers and teachers will be interpreted and analysed. A total of five in-service trainers who have at least three years in-service training experience and located at Brits district as well as six teachers working in the Brits district and have attended at least three in-service training sessions in the said district were interviewed.

The interviewed in-service trainers met the criteria set out in chapter three. In addition, from the five in-service trainers interviewed: two have doctoral degrees whilst the other three have honours degrees in different fields of their speciality as well as experience of more than three years as in-service trainers.

On the other hand, teachers who were interviewed have various qualifications. From the six teachers who participated in the interview: one has a master's degree, two have honours degrees and the other two have junior degrees whilst the last one has a three years teaching diploma. They teach various subjects in secondary schools in Brits district. In addition they have attended more than three in-service training sessions conducted by the in-service trainers in Brits district.

The interviews were based on the following central questions:

- Are the in-service trainers satisfied with training they offer educators in Brits district?
- Are educators satisfied with in-service training that they receive in Brits district?

The data analysis was done based on the patterns and themes that emerged from the data.

4.2. Research findings

4.2.1. The interpretation of in-service trainers' responses

4.2.2. Achievement of objectives, trainers' satisfaction and training impact

When the in-service trainers were interviewed the emerging pattern was that their training reached its objectives to “*some extent*”. This suggests that whilst the in-service trainers have reached their objectives, they have not been entirely successful in this regard as this has only been partially achieved. It also depended on the grades. One respondent indicated their success rate greater in Further Education and Training Band (grade 10-12) than in General Education and Training Band (grade 7-9) about 60% as opposed to 9%.

On the other hand, when asked about the impact of their training on teachers, the in-service trainers believe that the in-service that they have conducted has had a positive impact on most of the teachers. This was discovered when the in-service trainers conducted their limited follow up visits to sampled school. However, “*there are those teachers who still resist change*”.

As to whether they were satisfied with their training; most respondents expressed optimism. The rest of them said they were far from being satisfied.

“Never, never...there is still lots and lots of room for improvement”.

The other factor is that there are insufficient follow-ups or monitoring that the in-service trainers are doing. This is due to lack of resources. One respondent said:

“I will only realise that as I attend to monitor implementation of what they’ve learnt”.

This suggests that monitoring or follow-ups are irregular thus the in-service trainers don’t necessarily know if implementation is done or not. Follow-ups are done through sampling, thus not all schools are monitored or undergo follow up checks and only a few schools are monitored. This is mainly due to lack of human resources and transport which is badly needed to visit schools to observe what actually transpires there as far as policy implementation is concerned.

4.2.3. Were the needs of teachers satisfied and were they involved in training?

The emerging pattern is that the in-service trainers are to *“some extent satisfied”* with the in-service training that teachers receive. However, the in-service trainers are aware that not all teachers who have attended their in-service training are entirely satisfied with the training they receive. From the teachers interviewed, 1 out of 6 was not completely satisfied with the in-service training that he/she received.

The reason behind this could be attributed to the teachers as well since they come for in-service training without clear objectives in mind. In some cases the in-service trainers do not make the outcomes/objectives of their training clear to teachers at the beginning of the in-service training so that both the teachers and the in-service trainer could indicate at the end of the in-service training which outcomes/objectives have been achieved.

Efforts are made to involve the teachers during in-service training. This is because all the in-service trainers interviewed involved teachers in one way or the other during the in-service training session. The popular involvement seems to be group work or some form of cooperative learning and some form of discussion. Dean et al (2000:3) is of the opinion that group work is ideal for adult learning.

4.2.4. Training approaches used

The training approaches mostly used by the in-service trainers vary from one trainer to the other. However, the approach that was mostly used was the lecturing approach. The in-service trainers indicated that the choice of this approach was because of time constraints. They attempt to do as many topics as possible in the limited time allocated for in-service training. However, some in-service trainers are very creative as they mention having used the “*hands-on approaches*”. This implies that teachers were involved during that kind of in-service training.

The usage of one training approach is discouraged because learners who could not learn effectively in that approach do not benefit during such training. Thus a variety of approaches will be ideal as it will allow everybody to learn maximally. This is evident during the in-service training as vividly articulated by teachers:

“Actually they used a multiple of methods....”

In chapter 2 Jones and Walters (1994:160) and Lambert (1996:43-45) argue that adults strive to be self-directed. This makes self-directed learning grounded in humanist orientation very suitable to adult training. Furthermore, adults are more comfortable when taken on board about the in-service training that they have to undergo.

4.2.5. Evaluation of training and its improvement

The in-service trainers mostly use a questionnaire for formal evaluation at the end of the in-service training session. But there are those who go the extra mile by doing self-assessment of themselves as in-service trainers. Their findings are then compared with teachers' evaluation.

Evaluation is not only done formally through the use of a questionnaire, it is also done verbally at the end of in-service training sessions. One respondent said:

“When I started off I gave them evaluation form but these days I rely on their responses. Usually at the end of in-service training session we have a formal session where they say thank you, we appreciate this and that”.

Whilst some of the in-service trainers do evaluate their in-service training sessions, there are those who do not do it at all. This is because one of the respondents said:

“When I started in subject advisory I had always done that but after two years I did not do that anymore, because I can feel that internally when it was successful or not”.

Furthermore, the other respondent indicated that she relied on implied evaluation. She has no particular reason why she does not do explicit evaluation. Nonetheless she is aware that evaluation has to be done and acknowledges that it is the area for development that she has to seriously look at with a view to improving on that.

On the other hand, there seem to be an agreement as far as improvement of in-service training is concerned. Whilst there is no clear approach as to how to improve the in-service training, some of the respondents improve the training materials that they used. Others are of the opinion that the solution is in the book. One respondent said:

“I always try to read more and find new strategies to help these guys”.

The other respondent indicated that there is a need to look into the training approaches that are used by the in-service trainers with special reference to meaningful involvement of teachers during in-service training sessions.

4.3. Interpretation of teachers' responses

4.3.1. Satisfaction of trainees' needs through achievement of objectives.

The teachers seem to agree that the kind of in-service training that they have undergone addressed their objectives. However, not all of the respondents went to in-service training sessions with specific objectives in mind hence they accepted the objectives that were formulated by the in-service trainers.

Malone, Straka and Logan (2000:54) are of the opinion that in-service training is a necessary extension of pre-service with the aim of enhancing awareness, knowledge and skills of personnel. This suggests that some sort of needs analysis of personnel, in this case educators, has to be conducted and in-service training be conducted addressing those specific needs of educators.

The needs of some teachers were partly catered for, as some of them do not have any particular need when attending the in-service training session. However, there are those who see to it that their needs are taken care of by raising issues that they want discussed during the in-service training sessions. This phenomenon can also be attributed to the attitude of the teacher towards in-service training. If their attitude is positive, they tend to participate and in the process engage the in-service trainers with a view to addressing their needs.

Teachers seem to be satisfied with the treatment from in-service trainers; as they indicate that they: *have a sort of informal session where everybody is allowed to take part.*

Furthermore, most teachers are satisfied with in-service training offered to them. However, they all seem to concur that the in-service training sessions are too few and compact. One teacher said:

“ Most in-service training sessions are arranged for a short period, as a result, they rush through things without getting deeper into details.

The other dissatisfaction shared by teachers is that the in-service training sessions are organised for a very short period of time, (2-3 days); in some cases in the afternoons, normally after 13h00. Subsequently the in-service trainers do not have ample time to deal with topics in detail.

In chapter 2 the behaviourist learning theory suggests that work should be divided into small manageable chunks for learners to cope with it. Perhaps this could be pursued in order to reach those teachers who cannot cope with a lot of information in a short space of time. Rather accommodate those teachers who do not learn well when that kind of learning approach is used.

Jones and Walters (1994:160) and Lambert (1996:43-45) agree that adults enjoy planning and contributing their own learning experiences. My interviews with educators have uncovered that this fact is totally disregarded. Hence; teachers are absolutely dissatisfied with planning of in-service training sessions, as School Management Teams are not involved. Moreover, these in-service training sessions tend to disrupt the smooth running of the school because they pop up at any given time. This is substantiated by what one of the teachers said:

“I must add that the fact that we are not taken on board as far as planning of these in-service training sessions are concerned leaves much to be desired, as they always interrupt school programmes. Surely this has a negative influence on attendance as well”.

Hence School Management Teams tend to pick whoever is available to attend the in-service training. This then implies that the in-service trainers need to have an annual plan that indicates when and what kind of in-service training is going to take place on which dates. This plan could be made available to schools to make their inputs.

Hayes (1997:137-138) argues that the cascade model of training seems to be preferred by the department of education because it is cost effective and uses existing teaching staff as co-trainers. However, using trainers from successive tiers of the cascade has its own disadvantages, such as dilution of training. This occurs as less and less is understood as one goes down the cascade.

“I believe the training could have been more detailed, more in-depth, maybe done over a longer period of time”.

This suggests that for the mere fact that in-service training is done for a short period and mostly rushed in an attempt to cover a large scope, may lead to dilution which occurs due to the fact that teachers may misinterpret what was said.

If in-service training occurs haphazardly without a proper plan of action and taking stakeholders along during planning stages, it may result in teachers not cascading the training and it may also result in a lot of dilutions as the things are rushed and therefore not building sufficient capacity at teachers level which will enable them to train their colleagues at school.

According to Bax (2002:167) teachers will lack confidence and have insufficient knowledge that is required by teachers to cascade the training to their colleagues at school.

4.3.2. Training approaches

The in-service trainers use a combination of approaches which include case study; group discussions; question and answer. The teachers are therefore afforded an opportunity to take part in discussions. However, the most common approach that the in-service trainers use is the lecture approach.

The teachers seem to be content with the kind of training approaches that the in-service trainers use. This is because the variety of training approaches used caters for almost everybody.

4.3.3. Involvement of teachers in training

The emerging pattern from the data indicates that the teachers were mostly involved in one way or the other during the in-service training sessions. The predominant strategy was to divide them into small cooperative groups and which were assigned tasks to work on. This was the opportune time for teachers to interact with colleagues and share information. In some cases the teachers work in pairs and also afforded an opportunity to do a presentation on what the group has agreed upon.

This is in line with the notion that group work is ideal for adult training. Learning in groups helps to create a positive group cohesiveness which carries over into the job after training. The participants/trainees/teachers therefore, gain not only knowledge and skills but also insights on how to function as a team member (Dean et al, 2000:3).

4.3.4. Training evaluation

The teachers were given the opportunity to evaluate the in-service training sessions that they underwent. However, there was a lack of uniformity on the part of the trainers for evaluation purposes. Some of the teachers evaluated the training verbally, while others used a questionnaire and in some instances there was no evaluation at all. Nonetheless, in some cases the evaluation was quite objective as teachers could remain anonymous and put down their views freely on the questionnaire.

4.4. Conclusion

This chapter has addressed the empirical findings which are fully discussed. Amongst others, there is satisfaction of both in-service trainers and teachers, the attainment of both the needs and the objectives of the teachers. There is a need to evaluate every training session in order to improve on the subsequent training sessions. Failure to do so may result in taking for granted the needs of teachers. This will have a negative impact on cascading the training at school level. Teachers need to be treated as adults and be involved in the planning of in-service training sessions, particularly with regard to in-service training session's topics and dates.

CHAPTER 5

CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

5.1. Introduction

This chapter summaries the findings made in this study and outlines recommendations. The aim of this study was to find out whether both in-service trainers and educators who receive that in-service in Brits district are satisfied with the in-service training that they offer and receive respectively. As far as teachers are concerned, there is a considerable amount of ground that the in-service trainers have successfully covered.

5.2. Conclusions based on findings

Whilst educators are generally satisfied with the in-service training that is offered to them in the Brits district, all is not rosy. The following conclusions highlight problems encountered by educators and also suggest reasons why they don't cascade the training that was offered to them:

- Lack of teacher involvement in planning the in-service training sessions and therefore, the in-service training disrupts the smoothing running of the schools and such results in School Management Team (SMT) members just sending any teachers for training. These teachers may have a negative attitude and thus fail to cascade the training.

- Insufficient time to conduct in-service training. As a result in-service trainers try to squeeze as much learning material or topics as possible in one session.
- Afternoon training sessions (normally from 13h00) of the in-service training are not suitable for many teachers as they have to travel long distances to come to the training centre or venue. Thus they lose valuable teaching time on the road.
- Subsequently, cascading fails due to lack of capacity on the part of teachers, which is the result of inter alia: rushed in-service training.
- Irregular evaluation of in-service training sessions which varies from questionnaire to verbal and not at all.
- Insufficient follow-ups and monitoring from the in-service trainers.
- Lack of human resources and physical on the side of the in-service trainers.
- Non-participation of SMT's in in-service training. SMT's which are not knowledgeable about changes in the curriculum cannot assure quality, as there will be no proper monitoring at school level.

5.3. Recommendations

The in-service trainers in Brits district need to do the following so as to attain maximum success:

- There should be a clearly defined annual plan which indicates in-service training dates. This plan should be made available to schools during the last term of each academic year so that they can take it into consideration when doing their annual planning. Names of teachers who could be earmarked for in-service training could be penciled in.

- The timing of in-service training is also a thorny issue. To curb this perennial problem, it is recommended that in-service training be conducted during school holidays. The time concentration would ensure thorough training and therefore reduce dilution and other problems related to the cascade model of training as indicated in chapter 2 of this study. Most educators, including SMT members, will be available to attend in-service training. In fact SMT members should be part of each in-service training session so as keep abreast with the latest developments.
- There should be measures put in place to address irregular evaluation of in-service training sessions. Amongst others, a standard questionnaire should be developed as an evaluation instrument for all in-service trainers. In addition it should be borne in mind that evaluation helps professional development and ensures that the objectives are achieved. Evaluation forms a vital cork of quality assurance as it is intended to improve on the quality of in-service training.
- It is very important for teachers to have a positive attitude towards in-service training because this will energise them in cascading the training that they have undergone. In-service trainers should also have a positive attitude toward what they are doing and always attempt to instill a positive attitude in the teachers as this will go a long way in as far as cascading the training is concerned.

5.4. Limitations of this study

There are some shortcomings that could be associated with this study. The fact that the respondents were (i) the researchers' colleagues and (ii) the teachers are either directly or indirectly under the researcher's supervision could underplay the outcomes of this study. To circumvent this; the responses of both in-service trainers and teachers were compared with a view to making a follow up in cases of discrepancies being identified. This was done in order to validate the facts and develop meaning out of the data.

The fact that the study was conducted only in the Brits district is a limitation on its own, as it cannot be generalized because it is not representative of the rest of the North West Province or the whole country.

5.5. Recommendations for further research

- Research can be conducted on the effectiveness of in-service training when using other models of in-service.
- The impact of planning on capacity building through the use of cascade model of training.
- Selection criteria of teachers who are supposed to attend in-service training and its impact on cascading training at school level.

5.6. Concluding statement

In this study an attempt was made to address quality assurance for in-service trainers. It is remarkable to realise how in-service training is conducted and the insufficient monitoring that is made. Nonetheless, expecting wonderful results and extraordinary performance of educators with limited training that they receive. This study has the potential to lay a solid foundation for in-service training of educators and the pivotal role that the in-service trainers have to play in the general provision of education in this country.

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Appendix A

Interview Schedule

In-service trainers

1. To what extent did your training achieve its objectives?
2. Has your training satisfied the needs of the teachers?
3. Which training methods do you use for your training?
4. Do you involve teachers during training and how do you involve them?
5. Do you evaluate your training and how do you do it?
6. What do you do after evaluating your training? How do you improve your next training?
7. Are teachers operating differently as a result of the training they received?
8. Are you satisfied with the training you provide to educators? Elaborate, what makes you satisfied or not satisfied?

Teachers

1. To what extent did the training you received address your objectives?
2. Did the training satisfy your needs?
3. Which training methods were used during training? Were they effective?
4. How were you involved as trainees?
5. Did you evaluate the training you underwent?
6. Are you satisfied with the training you received?

Appendix B

North West Department of Education
Brits District Office
Private Bag x5082
Brits
0250
5 April 2003

The District Manager
Brits District Office
Private Bag x5082
Brits
0250

Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am currently registered for Master in Philosophy (Education for Community Development) with University of Pretoria. As part of the requirements for this course, one has to do research.

I therefore request permission to conduct research in your district.

The research has to do with both secondary school teachers and the in-service trainers (subject advisors). I believe that the findings of this research will be very helpful not only to our district but also to all other districts in the province.

Yours faithfully
A.M. Mathekga