

COMPONENTS OF COLTS

The “All Teachers and All Learners” component

- All teachers to teach a full day, a full five-day week and a full term.
- All teachers to prepare for all their classes and mark all their student’s work.
- All learners to attend school for a full day, a five-day week, and a full term.
- All learners to complete all their homework assignments.

The “We Make Our Schools Work For Us” component

- All governing bodies elected and working.
- All governing bodies receive capacity building.
- All governing bodies dedicate themselves to the improvement of learning.
- All governing bodies actively support All Teachers and All Learners component.
- All governing bodies commit themselves to care for and improve their schools.

The “Basic Resource Package” component

- All schools to be guaranteed at least the minimum package of learning resources, furniture and equipment to facilitate effective teaching and learning.

The “Education Charter” component

- All school governing bodies, teacher organisations and student organisations adopt the South African Education Charter.

The “No Crime in Schools” component

- All schools ban weapons and build solidarity to enforce the ban.
- All schools ban drugs and build solidarity to enforce the ban.
- All schools ban rape and sexual harassment and build solidarity to enforce the ban.
- All schools ban trashing and vandalism and build solidarity to enforce the ban.
- All schools ban all other forms of violence and build solidarity to enforce the ban.
- All schools build and implement conflict-resolution processes.
- All schools build commitment to human rights for all.

UNIVERSITY OF PRETORIA
 PhD INTERVIEW SCHEDULE FOR TEACHER UNIONS AND ORGANISATIONS

**THE ROLE OF TEACHERS IN THE ESTABLISHMENT OF A
 CONDUCTIVE ENVIRONMENT FOR THE CULTURE OF
 LEARNING AND TEACHING**

AIMS OF THE INTERVIEW:

1. To emphasise the important role of teachers in order to enhance the academic achievement of learners in schools;
2. To determine those factors which have led to the teachers' lack of motivation to perform their duties effectively;
3. To determine the role of the Department of Education, teacher unions and organisations and principals in the motivation and professionalism of teachers;
4. To provide guidelines for teacher motivation and for the establishment of a positive learning and teaching culture.

Instructions

1. Please answer the questions as objectively and truthfully as possible.
2. The information will be treated confidentially.

SECTION A: GENERAL INFORMATION

- 1 Respondent number _____
- 2 Name of union/association _____
- 3 Person interviewed (status/post) _____
- 4 Majority of membership

black	1
white	2
coloured	3
Indian	
- 5 Give percentage _____

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- | | | |
|----|-------------------------------------------------------------|-----|
| v1 | <input style="width: 40px; height: 20px;" type="checkbox"/> | 1-2 |
| v2 | <input style="width: 30px; height: 20px;" type="checkbox"/> | 3 |
| v3 | <input style="width: 30px; height: 20px;" type="checkbox"/> | 4 |
| v4 | <input style="width: 30px; height: 20px;" type="checkbox"/> | 5 |
| v5 | <input style="width: 30px; height: 20px;" type="checkbox"/> | 6 |

SECTION B: UNION/ORGANISATION'S POLICIES

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Instructions

- 1 Answer all the questions in this section
- 2 Circle a number which is your appropriate response
- 3 The following scale has been used

Very important	1
Important	2
Not important	3
Not applicable	4

1 How important are your policies with regards to:

(a) Teachers' working conditions

- i) safety and protection against violence
- ii) benefits e.g. pension, housing allowances
- iii) salaries
- iv) the new workload resolution

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

(b) i) Are teachers professionals?
ii) Motivate your answer

yes	no
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iii) Does the organisation/union have a code of conduct for its members?

yes	no
-----	----

iv) Is the teachers' performance satisfactory or unsatisfactory? _____

v) Motivate your answer

vi) What are the characteristics of a good teacher?
Mention 5

1
2
3
4
5

(c) Teacher motivation : Has the union/organisation organised the following with the aim to motivate the teachers:

- i) Seminars/conferences
- ii) School visits
- iii) Competitions
- iv) Prize-giving/rewards for teacher of the year (provincially, district or nationally)

yes	no
yes	no
yes	no
yes	no

v17	<input type="checkbox"/>	18
v18	<input type="checkbox"/>	19
v19	<input type="checkbox"/>	20
v20	<input type="checkbox"/>	21

(d) What is the most important?

- i) Teachers' professional status; or the working conditions?

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v21	<input type="checkbox"/>	22
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ii) Motivate your answer

1	
2	
3	

v22	<input type="checkbox"/>	22-24
v23	<input type="checkbox"/>	25-26
v24	<input type="checkbox"/>	27-28

SECTION C: TEACHER MOTIVATION

1 What motivates teachers? Mention 5 factors

1	
2	
3	
4	
5	

v25	<input type="checkbox"/>	29-30
v26	<input type="checkbox"/>	31-32
v27	<input type="checkbox"/>	33-34
v28	<input type="checkbox"/>	35-36
v29	<input type="checkbox"/>	37-38

2 What has led to the demotivation of teachers? Mention 5 factors

1	
2	
3	
4	
5	

v30	<input type="checkbox"/>	39-40
v31	<input type="checkbox"/>	41-42
v32	<input type="checkbox"/>	43-44
v33	<input type="checkbox"/>	45-46
v34	<input type="checkbox"/>	47-48

SECTION D: COLTS

In 1997 the government launched the Culture of Learning, Teaching and Services Campaign (COLTS). The Campaign focuses on three major interventions: Curriculum 2005, school management training and support, and senior Secondary school education aimed at improving the matric results. For Curriculum 2005 to be implemented and for the matric results to improve, teachers play an important role.

This section will look at what the unions and organisations can do to improve COLTS in the schools to increase teacher motivation and professionalism.

Instructions

- 1 This section must be completed in full
- 2 Circle the appropriate response

1 The following scale has been used:

[Private] Highly satisfactory	1
Satisfactory	2
Unsatisfactory	3
Highly unsatisfactory	4
Uncertain/ do not know	5

	[Private] Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory	Uncertain/ do not know
The union has a code of conduct which is observed by all its members	1	2	3	4	5
The union encourages teachers to set positive examples to learners and the community	1	2	3	4	5
The union cares about the teachers' and learners' rights equally	1	2	3	4	5
The union emphasises the professionalism, dedication and motivation of teachers	1	2	3	4	5
The union has a plan of action/activities to help restore COLTS in schools	1	2	3	4	5
The union cares about the qualifications of its members and encourages those lacking behind to further and improve theirs	1	2	3	4	5
The union prefers negotiations, mediation and arbitration rather than industrial actions	1	2	3	4	5

- v35 49
- v36 50
- v37 51
- v38 52
- v39 53
- v40 54
- v41 55

2 Mention other union/organisation activities which can help to improve COLTS

- v42 56-57
- v43 58-59

1
2
3

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2 How has the union/organization interpreted the following in as far as teachers are concerned?

a) the promulgation of the South African Schools Act of 1996

b) the establishment of the South African Council of Educators. Is it functioning?

c) the function of the Education Labour Relations Council (ELRC) in line with professionalism?

d) Rationalisation and Redeployment process

e) The implementation of the workload resolution 7/1998. Is the union for or against it? _____

i) Motivate your answer

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ii) How does this resolution influence COLTS?

v51 69-70

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SECTION E: INDUSTRIAL ACTION AND TEACHERS' PROFESSIONALISM

1	Has your organisation ever organised or participated in an industrial action?	yes	no	<input type="checkbox"/>
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2 What was the major complaint?

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	<input type="checkbox"/>
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3	Do you think that going on strike, chalk-down and class-boycotts by teachers is degrading the teaching profession?	yes	no	<input type="checkbox"/>
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Motivate your answer

	<input type="checkbox"/>
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4	Do teachers ever make up for the lost time?	yes	no	<input type="checkbox"/>
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5 Does the union have a plan of action to ensure that the lost time is recovered? Explain how?

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	<input type="checkbox"/>
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6 These are some perceptions about unions:

a)	Unions provide refuge for incompetent teachers	yes	no	<input type="checkbox"/>
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Motivate

	<input type="checkbox"/>
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b)	Unions are established to protect teachers' interests and neglect learners' rights to education	yes	no	v60 <input type="checkbox"/> 82
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Motivate

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	v61 <input type="checkbox"/> 83-84
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c) Unions with the majority of black membership are more active in industrial actions than those with white/coloured membership	yes	no
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<input type="checkbox"/>
<input type="checkbox"/>

Motivate

<input type="checkbox"/>	<input type="checkbox"/>
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THANK YOU FOR YOUR CO-OPERATION!!!

UNIVERSITY OF PRETORIA
 PhD QUESTIONNAIRE

**THE ROLE OF THE TEACHERS IN THE ESTABLISHMENT
 OF A CONDUCTIVE ENVIRONMENT FOR THE CULTURE OF
 LEARNING AND TEACHING**

The aims of the research is:

- To emphasise the important role of teachers to enhance the academic achievement of learners in schools
- To determine the factors which have contributed to the teachers' lack of motivation to perform their duties effectively
- To determine important factors that can assist teachers to keep up their morale and professionalism as expected
- To provide guidelines for teacher motivation and establishment of a positive learning and teaching culture

Instructions

- 1 Please complete the questionnaire as objectively and truthfully as possible
- 2 Do not write your name on the answer sheet
- 3 The given responses will be treated with utmost confidentiality
- 4 This questionnaire must be completed by teachers (post level 1) only and principals

SECTION A: BIBLIOGRAPHICAL DATA
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 1

Respondent number

 v1

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 1-4

2 What is your present position?

Principal	1
Teacher (post level 1)	2

 v2 5

 3

My experience in teaching is years

 v3

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 6-7

4 What is your highest qualification? (mark ONE only)

Education diploma – two years or less	1
Further diplomas (more than 2 years)	2
B-degree (3 or 4 years)	3
B-degree and Education Diploma	4
Honours degree	5
Masters degree	6
Doctoral degree	7
Other qualifications (mention)	8

 v4 8

5 In which province is your school situated?

Gauteng province	1
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 v5 9

Northern Province	2
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SECTION B.1 -MOTIVATION

In this section the teachers reasons for choosing the teaching profession, and the extrinsic and intrinsic factors which have led to a poor culture of teaching will be determined

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Instructions

Circle your selected answer.

1 Reasons for choosing the teaching profession

		Yes	No
1	a love for children	1	2
2	a desire to impart knowledge	1	2
3	interest in and excitement about teaching	1	2
4	a desire to perform a valuable service to society	1	2
5	job security, pension benefits, etc	1	2
6	short working days and long vacations	1	2
7	the ease of preparing for teaching compared with other professions (e.g. medicine)	1	2
8	teaching was easily accessible to blacks compared to other professions	1	2
9	a reasonable income	1	2
10	occupational prestige	1	2
11	there was no other option – I had been denied entrance into other fields	1	2
12	easy bursary	1	2

2 According to you, amongst the reasons that you agreed with in Section B1, no.1 which 3 still exist today? List them in priority order from 1-3. No.1 is the most important and no.3 least important. Only state the appropriate numbers, not full sentences

1	
2	
3	

v24 34

v25 35

v26 36

v27 37

v28 38

v29 39

Mention other reasons for choosing the teaching profession

3

1	
2	
3	

SECTION B.2

a) PROFESSIONAL CHARACTERISTICS OF TEACHERS

v30 40-41

v31 42-43

v32 44-45

This section determines those professional characteristics of teachers which can help to enhance the academic achievement of learners in schools

Instructions

- 1 Use the following scale:

Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

- 2 Circle the appropriate response

	Strongly agree	Agree	Disagree	Strongly disagree
I have a satisfactory knowledge of the subject I teach	1	2	3	4
I have an up-to-standard teaching qualification	1	2	3	4
I vary my teaching methods and use teaching aids, demonstrations and excursions so as to improve my teaching	1	2	3	4
There is co-operation between teachers, principal, parents and learners	1	2	3	4
I prepare (a lesson plan) for the content and activities of every lesson	1	2	3	4
I teach to perform a valuable service to society, not for money	1	2	3	4

Mention other **professional characteristics** of teachers:

1	
2	
3	

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b) POSITIVE TEACHER CHARACTERISTICS

1

	Strongly agree	Agree	Disagree	Strongly disagree
I am a role-model to learners	1	2	3	4
I am a role-model to the society	1	2	3	4
I am warm, understanding, stimulating and imaginative	1	2	3	4
I praise and reward learners when they perform well	1	2	3	4
I encourage and counsel those who struggle with their school work	1	2	3	4
The atmosphere in my class is relaxed, enjoyable and I am always in control	1	2	3	4
I give clear instructions and learners can easily follow the flow of the lesson	1	2	3	4
I am motivated to teach	1	2	3	4

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

2 Mention other positive characteristics of teachers:

1
2
3

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

SECTION B.3

CULTURE OF LEARNING AND TEACHING (COLT)

The next section is meant to determine the current situation in your school which affects the culture of teaching and learning.

1 Instructions

These are positive characteristics of COLT. Circle the appropriate response in order to indicate the current situation of **teachers** in the school

	Strongly agree	Agree	Disagree	Strongly disagree
Punctuality in the school, in class, etc	1	2	3	4

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v44	<input type="checkbox"/>	60
v45	<input type="checkbox"/>	61
v46		62
v47		63
v48		64
v49		65

Regular attendance of classes by teachers	1	2	3	4
Dedication to do their work	1	2	3	4
Good preparation of work to be taught	1	2	3	4
Teachers self-discipline	1	2	3	4
Ability to discipline learners	1	2	3	4
Ability to motivate the learners	1	2	3	4
Positive Teacher-learner relationships	1	2	3	4
Healthy Teacher-teacher relationships	1	2	3	4
Assessment of learners e.g. class-tests and assignments are given to the learners	1	2	3	4
Marking done of given tests and learners are given feedback	1	2	3	4
Set positive example for learners	1	2	3	4
Overall motivation of teachers to do their work	1	2	3	4
Collaboration with parents	1	2	3	4

2 Indicate if you think the following factors may be a reason why teachers have lost the culture of teaching. Circle your selected answer

2.1 Factors within teachers (intrinsic)

	Strongly agree	Agree	Disagree	Strongly disagree
A feeling that teaching is a wrong choice of a profession for me	1	2	3	4
Lack of occupational prestige	1	2	3	4
Fear of being re-deployed, forced to resign or take an early package	1	2	3	4
I do not feel motivated to teach or to do my best	1	2	3	4
Teachers do not feel that their work is fruitful because learners continue to fail their exams, drop-out or repeat classes	1	2	3	4
There is little praise or reward even if a teacher performs well	1	2	3	4
Teachers lack confidence because of poor subject knowledge	1	2	3	4
Teachers fear for their lives – there is violence and killings of teachers	1	2	3	4

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2.2 Factors outside teachers (extrinsic)

	Strongly agree	Agree	Disagree	Strongly disagree
Teacher training is poor	1	2	3	4

v66		82
v67		83
v68		84
v69		85

Teachers' salaries are low and unsatisfactory	1	2	3	4
There is high levels of crime and violence in schools	1	2	3	4
The influence of the struggle against apartheid has a negative impact on teachers	1	2	3	4
There is poor administration and management of schools	1	2	3	4
Some irresponsible teachers have a bad influence on who are motivated to work	1	2	3	4
The abolishment of corporal punishment left teachers with nothing to discipline learners	1	2	3	4
Unions provide refuge for incompetent teachers	1	2	3	4
The poor infrastructure and facilities makes teaching to be a difficult task	1	2	3	4

2.3 Give more reasons that have led to the current situation

1	
2	
3	

SECTION C: GUIDELINES FOR IMPROVING THE SITUATION

1 This section will focus on what the Department of Education and Teacher Training institutions, principals, teachers and the wider community can do to help to restore the culture of learning and teaching in schools.

Instructions

Circle your selected answer.

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1.1 The Department of Education (DOE)

	Strongly agree	Agree	Disagree	Strongly disagree
Provision of in-service and induction programmes which focus on teachers' problems, fears, aspirations and experiences	1	2	3	4
The DOE needs to explain to teachers clearly how the re-deployment and rationalisation process works	1	2	3	4
Provide teachers with salaries and career opportunities comparable to other professions	1	2	3	4
Competitions between schools and provinces for each subject can boost teachers' morale	1	2	3	4
Improve working conditions	1	2	3	4
In-service training on subject related topics	1	2	3	4

v78 97

v79 98

v80 99

v81 100

v82 101

v83 102

1.2 Indicate other ways that the DOE can help to improve the present situation

1
2
3

v84 103-104

v85 105-106

v86 107-108

1.3 Teacher Training institutions

	Strongly agree	Agree	Disagree	Strongly disagree
Introduction of programmes which can help beginner teachers to adjust in the field and the new school	1	2	3	4
Entry requirements into teaching have to be of the same standard and quality as in other professions	1	2	3	4
Introduction of courses which look into the commitment of teachers in pursuing the teaching profession	1	2	3	4
Formation of teachers' alumni where teachers can discuss their experiences and solve each others' problems	1	2	3	4

v87 109

v88 110

v89 111

v90 112

1.4 Indicate other in which that the teacher training institutions can help to improve the situation

1
2
3

v91 113-114

v92 115-116

v93 117-118

1.5 Principals

	Strongly agree	Agree	Disagree	Strongly disagree
Principals and school governing bodies can raise funds which will be given to teachers according to merit	1	2	3	4
Give recognition of teachers' hard work and dedication	1	2	3	4
Make teachers feel important	1	2	3	4
Principals can organise competitions amongst teachers of the same subject within the school and with other neighbouring schools	1	2	3	4
Principals can organise an award-giving celebration for the best teacher of the year	1	2	3	4
Principals can organise and participate in a motivation forum whereby teachers can discuss their problems and successes	1	2	3	4
Principals need to involve teachers in the decision-making process, so that they feel a part of the school	1	2	3	4
Delegate work	1	2	3	4

v94 119

v95 120

v96 121

v97 122

v98 123

v99 124

v100 125

v101 126

1.6 Indicate other ways in which principals can help to improve the situation

1
2
3

v102 127-128

v103 129-130

v104 131-132

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1.7 Teachers

	Strongly agree	Agree	Disagree	Strongly disagree
The relationship between teachers has to be healthy in order to improve the working conditions	1	2	3	4
Teachers have to view their profession positively	1	2	3	4
Teachers have to be disciplined and exemplary to learners and the community as a whole	1	2	3	4
Teachers have to view unions as structures to improve their professionalism, not a refuge for their incompetence	1	2	3	4
Teachers have a right to strike if they are not satisfied with their working conditions	1	2	3	4

v105 133

v106 134

v107 135

v108 136

v109 137

1.8 Indicate other ways in which teachers can help to improve the situation

1
2
3

v110 138-139

v111 140-141

v112 142-143

1.9 Parents and the community

	Strongly agree	Agree	Disagree	Strongly disagree
The relationship between the principals, teachers, parents and community has to be healthy and encourage co-operation amongst all the groups	1	2	3	4
Parents have to make positive contribution towards the improvement of COLT e.g. help to discipline learners	1	2	3	4
The community has to be involved and assist in the problems of the school e.g. funding discipline, violence, etc.	1	2	3	4
The use of expertise from parents and the community in terms of subject knowledge and other matters can help to improve the school	1	2	3	4

v113 144

v114 145

v115 146

v116 147

1.10 Indicate other ways in which parents and the community can help to improve your school

v117 148-149

v118 150-151

1
2
3

1.11 Unions

	Strongly agree	Agree	Disagree	Strongly disagree
Unions have to help teachers to view the teaching profession positively and to teach for the love of teaching, not for money	1	2	3	4
Unions have to organise workshops, seminars and conferences in order to motivate teachers to work hard	1	2	3	4
Unions have to care about the learners rights and interest, as well as teachers' working conditions, professionalism and motivation	1	2	3	4
Unions have to organise activities/plan of action to help to restore COLTS in schools	1	2	3	4
Unions must organise labour actions to improve the situation for teachers	1	2	3	4

1.12 Indicate other ways in which unions can help to improve your school.

1
2
3

THANK YOU FOR YOUR ATTENTION AND POSITIVE ATTITUDE. I HOPE THAT THIS RESEARCH MAY BE TO YOUR BENEFIT IN THE FUTURE!