

THE PROFESSIONAL AND ACADEMIC  
UPGRADING OF BLACK TEACHERS  
IN NATAL AND KWA ZULU

by

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## DEDICATION

I dedicate this work to :

1. My father, the late Gilbert and my mother Annie who were the source of inspiration in my life.
2. My dear wife Veronica, who made the impossible possible, and my children S'Thembiso, S'Boniso, S'Phumelele and S'Busisile.



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DECLARATION OF ORIGINALITY

I hereby declare that the whole of this dissertation is my own original work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references; and the opinions expressed or conclusions arrived at are those of the writer.

  
.....  
M. G. MKHIZE

*12 December 1989*  
.....  
DATE

DURBAN

## A QUOTATION

"Education - with its provocative concepts of lifetime learning, adult and continuing education, and training for new careers at mid-life is a means to both individual and institutional self-renewal. Education is itself a process of re-examination and redirection. Through this process, we learn new ideas and perceive new relationships and consequently often change our views of the world, and of our role in it. Today's educators are posed with the challenge to take the leadership in providing opportunities for lifelong education. A better educated citizenry is better able to determine those things in our society which need change and those which should remain as they are."

Wilbur J. Cohen

Innovator, 1977

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CHAPTER ONETHE NATURE AND SIGNIFICANCE OF THE PROBLEM AND THE PURPOSES  
OF THE INVESTIGATION1.1 Introduction

This study concentrates on the professional and academic upgrading of Black teachers. It is also partly a response to the alarming revelations made by the de Lange report (H.S.R.C.: 1981a: 24) which showed the percentage of Black teachers underqualified or unqualified on the criterion of Standard 10 plus a professional qualification to be 85%. The report also stated that the number of teachers to be trained by 2020 to meet the criterion of a teacher-pupil ratio of 1 : 30 was 245 405.

Teachers are 'the seed-corn' of educational change, and therefore require careful professional nurture (Harbison, 1963: 28). If this is not done, there is the danger that no meaningful change can be achieved in the educational system.

The mention of 'teacher education' arouses the immediate expectation that initial or pre-service training is to be discussed. Major reasons for this are that the money spent and the institutions set up for teacher education are nearly all devoted to pre-service education. However, equally important is the need to upgrade the underqualified and unqualified teachers, especially Blacks. Upgrading should not be seen narrowly, but as "all those courses and activities in which a serving

teacher may participate for the purpose of extending his professional (as well as his academic) knowledge, interest and skill (Cane, 1969: 303).

The upgrading of teachers is the process whereby teachers acquire knowledge and skills essential to good professional practice at each stage or level of a teaching career. In many countries, both 'local' and overseas, there is a growing interest in the upgrading of teachers and a steadily increasing commitment to the advancement of institutions, activities and facilities that promote it. This includes education of new teachers, in-service education and training, and staff development programmes, to mention but a few. In fact, most of the recent national and state plans for reforming public education in South Africa have addressed the need to improve the quality of teachers.

The failure of Black education as a whole in the last two decades to meet the moderate expectations which had been set for it, led to a critical focus on Black teacher education. There were complaints about declining standards in education, criticisms from the public of sporadic innovations some of which were misunderstood, and criticisms from tax-payers and rate-payers that certain innovations were not being sustained by teachers after they had cost a great deal of money to introduce.



Discussions of teachers' weaknesses led to criticism of their training. It was concluded that teachers were often not adequately prepared for the innovations they were expected to implement. This in turn promoted the need for upgrading programmes for Black teachers.

As far as Black education in the Republic of South Africa is concerned, it is only since 1970 that some importance has been attached to the upgrading of teachers (Duminy, 1976: 46).

There has been a steady increase in the number of in-service courses organized for Blacks by: The Department of Education and Training; the Department of Education and Culture; members of the Inspectorate within their respective circuits; Colleges of Education; Universities; Teachers' Societies, e.g. Natal African Teachers' Union (NATU) and the private sector, e.g. 'The Shell Science'.

The following are the main aims of these in-service programmes:

- (a) to help put those teachers, who have had only three years secondary schooling plus two years professional training and who, according to State Registration, are underqualified, as well as those who are unqualified, in a position to obtain Standard 10 or Matriculation;
- (b) To assist teachers in their professional development in order that they might enjoy salary benefits on the basis of non-racial parity;

(c) to eliminate what Hartshorne (1982: 50) calls 'survival teaching' which prevails in Black schools:

The upgrading of teachers, a very necessary exercise on the part of any department worthy of the name is however, not an end in itself. The ultimate objective is the production of learners whose capacity to learn and to achieve their potential shall have been adequately stimulated; whose future as students in the various pursuits shall be assured.

(Department of Education and Culture, 1986b: 61)

## 1.2 The Nature and Significance of the Problem

Numerous public addresses, press reports and conferences have in recent years highlighted the shortcomings in Black education in South Africa. The principal issues discussed and debated include the shortage of schools and facilities; the heavy drop-out rate at the Junior Primary level; the acute shortage of teachers; and the very large numbers of unqualified and underqualified teachers.

Research into these problems has been limited and sporadic. The de Lange Report (H.S.R.C., 1981a: 23) was the first substantial attempt to analyse these problems. It made the following alarming revelations:

(a) the percentages of teachers in South Africa underqualified or unqualified on the criterion of Standard 10 plus a professional qualification were: White: 3,4%; Asian: 19,7%; Coloured: 16,4% and Black: 85,0%;

- (b) the number of teachers to be trained by 2020 to meet the criterion of a teacher-pupil ratio of 1 : 30 would be:  
White: 25 000; Asian: 7 000; Coloured: 23 000 and  
Black: 245 000 (H.S.R.C., 1981a: 23).

The need for the training of teachers in very large numbers is clear. While we are struggling to prepare and provide enough teachers for the exploding enrolments in Black schools, we must not surrender quality for quantity.

Equally important is the need to upgrade the underqualified and unqualified Black teachers. Black education is to a significant extent in the hands of teachers who are underqualified and who possess limited academic and professional qualifications.

In recent decades in-service training institutions and facilities have become important issues. Some attempts have been made to expand these. There is an urgent need for an in-depth investigation into the facilities and programmes for upgrading Black teachers. Otherwise the problem of the poor quality of education in Black schools will perpetuate itself into the future because poorly qualified and badly educated teachers produce poorly educated students.

Over the years teachers have been interested in improving their qualifications through further study. Many of the most efficient post-primary Black teachers started with the Lower Primary Teachers' Certificate and through private or part-time

study gained the Junior Certificate, the Matriculation or Senior Certificate and partial or full degrees.

Since 1983 it has been required in South Africa that all teachers possess at least M+3 qualifications (Matriculation plus three years training) to be paid on a 'non-racial' level of parity.

The upgrading of teachers is, therefore, a critical issue in Black education for a number of reasons. Firstly, since the teacher qualifications in Black education are low, those who are in service should upgrade themselves. Secondly, it is inherently vital that teachers continue with their personal and professional education. Thirdly, the rapid and extensive present-day changes affecting society, viz. technical, political, social, economic and cultural, make it imperative for teachers in particular to upgrade themselves so as to be able inter alia, to review and modify teaching methods and also to understand and implement curricula effectively.

Hartshorne (1982: 12), writing on the education and training of Black teachers, puts the case more strongly when he states:

If a new spirit and approach is to be achieved in education, urgent and immediate attention should be given to the position of the teacher, his academic background, his professional training, his further development during his teaching career, the conditions under which he works and the status he has in the society which he serves.

Such action will improve the present depression prevailing in Black education.

### 1.3 Background to the Study

This study deals with selected aspects of institutions and courses concerning the upgrading of unqualified, underqualified and qualified teachers in Black schools, with particular reference to Natal and KwaZulu. The research is also directed at those Black teachers who have had only three years of secondary schooling and two years of professional training.

The problem of the upgrading of unqualified, underqualified and qualified teachers is being solved by different agents:

- (a) there are universities that offer various courses towards the upgrading of teachers culminating in diplomas and/or degrees, for example, the open Vista University;
- (b) there are Colleges of Education which offer two-year and one-year courses to in-service teachers, whereby they obtain diplomas that raise their grading by one category, e.g. Idumiso College of Education;
- (c) teachers with Standard 8 plus two years training, study Standard 10 privately at adult centres and after passing take university degree courses or professional upgrading courses at Colleges for Further Training, e.g. Soshanguve and Umlazi;
- (d) there are in-service courses planned and organized by:
  - (i) the Department of Education and Training (DET) and held at Soshanguve In-Service Centre, and
  - (ii) the Department of Education and Culture (DEC) and held at Umlazi In-Service Centre.

The courses offered are determined by the introduction of new syllabi, new systems of staff evaluation and other factors;

- (e) there are in-service courses and seminars organized by the Circuit Inspectors within their respective circuits (Circuit Courses), as mentioned earlier. The Circuit Inspectors and their subject committees conduct in-service courses and seminars ;
- (f) there are in-service courses, seminars and discussions organized and offered by teachers' associations, e.g. the Natal African Teachers' Union (NATU). In addition, the NATU branches form subject committees that organize and offer in-service courses to teachers of various subjects;
- (g) there are in-service programmes and discussions organized by individual schools. What is interesting and important about these programme and discussions is that they are determined mainly by teachers who wish to enhance their classroom practice and are also more directly focused upon the needs, tasks and problems of a particular school. These in-service courses are determined and organized by individual schools and all members of the staff participate in seeking solutions to those problems which they themselves define as being of the highest priority.

The individual school efforts prove that teachers are keen to take part in in-service programmes because they relate directly to particular problems in the classroom.

The results are improvements in some areas of the students' learning or in teachers' professional skills.

To get from Category A to Category B, Black teachers have to follow a two-year correspondence course through VISTA University, which has been created for Blacks. If these teachers are successful and complete their courses, they are awarded a Secondary Teachers' Diploma (STD) sometimes called the Secondary Education Certificate (S.E.C.). At present all primary school teachers have to take this secondary course to get to Category B and be recognized as having Matriculation plus two years' professional training. These teachers may then take a Senior Secondary course to get to Category C (M+3) and be considered acceptably qualified and be paid salaries determined on a non-racial basis.

The need for and importance of this research lie in major conceptual changes that have been taking place in education during the past two decades. These include:

- (a) the knowledge explosion;
- (b) the population explosion;
- (c) the increase in complexity of all aspects of living;
- (d) the increase in educational requirements for almost all jobs;
- (e) the acceleration of rates of change in nearly all occupations, and particularly in job knowledge technology;
- (f) the increased mobility of almost all citizens;
- (g) the increase in the number of client groups to be served by education;
- (h) the interest shown in education by the public at large.

The need for upgrading of teachers or continuous learning on the part of teachers has been strongly emphasized by Bär and Slemmer (1987: 41) who describe upgrading as "one of the necessities of life" if teachers are to keep up to date.

James (1972: 1) also criticized the existing "over dependence on initial training" and stressed the need for teachers to engage themselves in continued learning. He saw this continued learning as the third element in a three cycle process involving 'personal education' as the first phase, 'pre-service training and induction' as the second, and 'in-service training' as the last. In-service training was seen as the most important of the three.

#### 1.4 The Objectives of This Study

The main objectives of this investigation are:

- (a) to describe and analyse what obtains in terms of upgrading, in particular current courses, curricula and methods in Black education;
- (b) to assess whether the upgrading programmes raise the effectiveness of the teachers and the extent to which they make unreasonable demands on underqualified teachers;
- (c) to find out whether there is any undesirable duplication in the upgrading of Black teachers;



- (d) to ascertain whether there are enough upgrading programmes or courses and upgrading institutions for Black teachers;
- (e) to find out whether teachers and heads of departments implement the knowledge gained from the upgrading programmes or courses;
- (f) to assess the progress and success of upgrading programmes, and to offer possible solutions to problems revealed by the research.

The data base provided by the present investigation will be useful for any subsequent research on topics related to the upgrading of teachers.

#### 1.5 Some Limitations of the Study

This study was constrained by a number of factors. Some of the major ones are the following:

- (a) As mentioned earlier, there has apparently been no in-depth research into the problems and issues relating to the professional and academic upgrading of Black teachers in South Africa. This implies that this study will be a pioneering effort which, therefore, constitutes a limitation to the present study.
- (b) To restrict the investigation to manageable proportions, the researcher limited it to Black teachers in Natal and KwaZulu. The broader field, on the other hand, represents landmarks for those who may wish to do further research in other parts of South Africa.

- (c) The school boycotts and class disturbances in Black education constituted a further limitation to this study. Places such as Pietermaritzburg, Edendale, Imbali, and ElandsKop were hard hit by student protests. School boycotts made it difficult for the researcher to visit affected schools. Questionnaire returns from such schools were sometimes jeopardized.
- (d) The 1987/88 floods in Natal and KwaZulu comprised one of the limitations of this study. The floods caused considerable damage to the infrastructure, viz. roads, bridges and school buildings. As a result it was difficult - sometimes impossible - to reach some schools. Many schools were totally cut off from the rest of Natal and KwaZulu.
- (e) The main instruments used in this study were questionnaires. While the questionnaire has numerous advantages as a measuring instrument, it also has a few disadvantages (see Chapter Three). The other instrument used was the Interview Schedule which also has its weaknesses.

The researcher experienced other limitations as well, such as: long distances to schools; financial constraints on travel and other expenses as most of the schools in Natal and KwaZulu are widely scattered, and restrictions on time for absence from teaching and administration at the secondary school where he is the principal.

## 1.6 Description, Discussion and Definition of Terms

Some key terms that come up often in the remaining chapters are singled out for explanation and definition. These are: professional upgrading; INSET; teachers' centres and academic upgrading.

### 1.6.1 Professional upgrading

Professional upgrading is a continuous, lifelong process whereby teachers acquire, through a wide range of activities, attitudinal changes, knowledge and skills essential to good professional practice at each stage of their teaching career (Harris, 1969: 46; Billing, 1982: 140). It is, therefore, inherently vital that teachers should continue with their professional education because the rapid, extensive and fundamental nature of present day changes makes it imperative for teachers to review and modify curricula and teaching methods.

Hoyle, et al. (1980: 43) state, "the concept of profession has reference both to the individual practitioner and to the occupation as a whole, and the criteria may embrace both dimensions". For example, the criterion of a knowledge-base implies the existence of a body of systematic knowledge on which professional practice is based, and also refers to the degree to which individual practitioners possess this knowledge.

The professional upgrading of teachers as the improvement of practice involves the continuous improvement of the knowledge

and skills of the teacher. This in itself, implies that professional upgrading includes improvement of status and improvement of practice, both of which are important to Black teachers.

The literature shows that the 'new' professionalism still retains the control elements of the 'old' professionalism, namely to know the subject and how to teach it and to know the students and how they learn and develop. But it is increasingly important also to understand the society at large and the school - society relationship and to define the teacher's role according to this knowledge (Cane, 1969: 222; Parish, 1976: 24; Niven, 1978: 13; McLeisch, 1980: 22).

#### 1.6.2 INSET

INSET is the short form of 'In-service Education and Training' which is one of the most important means of professional development. One cannot explain the upgrading of teachers without mentioning INSET. In-service education is the on-going continuing and life-long education of practising teachers, designed to enable them to fulfil their responsibilities in the classroom (Eraut, 1972: 94).

In Britain, there has been a growing interest in the process of developing the professional competence of teachers and a steadily increasing commitment to the institutions and activities which promote it. Similarly in South Africa today many concerned with teacher education are offering workshops, semi-

nars, long and short courses, all directed at improving teacher effectiveness and contributing to professional development.

A review of the literature reveals that the terms 'on-job training', 'continuing education', 'staff development', 'in-service training', 'in-service education', 'professional development', 'teacher development' and 'teacher upgrading' are often used interchangeably for all the activities that contribute to the continuing education of professional staff in the field of education (Cane, 1969: 62; Johnson, 1971: 9; Eraut, 1972: 1; Azuma, 1976: 54; Vink, 1979: 1; Yarger, 1977: 20-21; Bolam, 1980: 86; Boyce, 1981: 18). There are, however, some differences among some of these terms.

### 1.6.3 Teachers' Centres

Some writers and educationists are prepared to define 'Teachers' Centres' (T.C.) while others are wary.

Americans Schmieder and Yarger (1977: 29) define a teacher's centre as:

A place in situ or in changing locations which develops programmes for the training and improvement of educational personnel in which the participating personnel have an opportunity to share successes, to utilize a wide range of education resources and to receive training directly related to their most pressing teaching problems ...

Khan (1977: 27), a British educationist, regards a teachers' centre as more often just a place. It is:

both a place and a concept; a place where skills are improved and innovations shared; and a concept of professional growth which values the integrity of each teacher's work ...

He states further

It can respond to the needs of teachers and enhance their professional growth in a positive and constructive way.

Joyce and Weil (1973: 2) refer to teachers' centres as "multi-dimensional constructs for which there is no one definition but only emphases and preferences". Other writers point to the varying shades of differences in definitions and suggest that an all-inclusive definition can be misleading (Smith, 1973: 2; Howsam, et al., 1976: 159).

However, the following definition of teacher's centres appears appropriate as a working definition for this study:

A teachers' centre is a supportive service organization which is geared to respond to the needs of teachers as identified both by themselves and by their supervisors and educational institutions in order to contribute to their professional development as a continuous process (Pather, 1979:11).

Teachers' centres serve in various ways to promote professional growth. They render services such as, in-service education and professional development, curriculum development, dissemination of information received from INSET courses, resource back-up service, social activities and community education service.

Main (1985: 50) throws more light on teachers' centres by stating six functions of the centres, namely:

- (a) to identify major problems in the area of the curriculum, the learning - teaching process and the utilization of human, financial and physical resources;
- (b) to stimulate and conduct research which suggests solutions to identified problems;
- (c) to undertake projects and studies which give promise of improving both the quality and efficiency of educational programmes;
- (d) to support and provide service to groups interested in experimentation with new procedures and methods in learning and teaching;
- (e) to facilitate implementation of approved solutions to problems;
- (f) to identify and communicate progress in research experimentation and implementation.

It is really surprising to note that there is no record (to the writer's knowledge) of teachers' centres established either by the Department of Education and Training or by the Department of Education and Culture (KwaZulu) in Natal and KwaZulu. When one considers the problem of the large numbers of unqualified and underqualified teachers, one appreciates that regional teachers' centres could play an extremely valuable role in offering on-going professional and academic development courses to Black teachers.

#### 1.6.4 Academic upgrading

'Academic' is an adjective and its dictionary meanings are: pertaining to an academy, college or university; scholarly; classical and literary rather than technical; formal or theoretical, as opposed to practical; according to scholastic rules or usage.

The present study concerns itself with the academic upgrading of Black teachers whereby they continue with their studies to attain standard ten, degree courses and degrees. As stated earlier, many of the most efficient Black post-primary school teachers and University lecturers started either with a Lower Primary Teachers' Certificate or a Primary Teachers' Certificate (P.T.C.). Through private study they subsequently gained Junior and Senior Certificates (Matriculation) and finally partial or full degrees. Some have managed to obtain Doctors' degrees.

#### 1.7 Assumptions

The present investigation is based on a number of assumptions. These include:

- (a) there are merits and demerits as well as limitations in the professional and academic upgrading programmes or courses available to teachers;
- (b) the upgrading institutions complement and supplement the teacher training institutions which are only able to prepare a teacher partially for the classroom;
- (c) learning is a life-long process and learning to teach is no exception;



- (d) in the process of participating in planning, organizing and implementing the INSET programmes, teachers can test their own ideas, opinions and behaviour through interaction.

### 1.8 Chapter Organization of Present Study

Chapter One introduced the present study. It gave a statement of the problem and background. The objectives of the investigation and the scope and limitations of the study were outlined as clearly as possible. Descriptions, discussion and definitions of some key terms were also given.

Chapter Two gives the historical background to the problem; the origin and development of teacher-training; a review of the literature on upgrading of teachers; a study and analysis of upgrading institutions and the courses or programmes they offer.

Chapter Three deals with the following: construction of questionnaires and interview schedules; sampling procedures employed; selection of subjects; the pilot study and the administration of instruments.

Chapters Four, Five and Six attempt to analyze and interpret data from the primary and secondary sources and from responses to questionnaires and interview schedules.

Chapter Seven presents a summary of the findings of this study and offers considered conclusions and recommendations.

CHAPTER TWOHISTORICAL, COMPARATIVE AND ANALYTICAL PERSPECTIVES  
OF TEACHER UPGRADING2.1 Introduction

The pace of changes in education which we have already witnessed and others that we anticipate, suggest that future education systems should be radically different from those which exist today. Furthermore, the rapid, extensive changes in present-day society viz. technical, economic, cultural, political and social, make it imperative for teachers in particular to upgrade themselves so as to be able to review and modify teaching methods and curricula effectively.

It is inherently important that teachers continue with their professional and academic education. The Black teacher output is not sufficient. Therefore, those who are in service should upgrade themselves. The population explosion, the imbalance in pupil - teacher ratios and the shortage of qualified Black teachers are some of the factors stressing the importance of, and the need for, the upgrading of Black teachers.

The goal is no less than building a body of teachers well-prepared academically and professionally to sustain with confidence the formidable task to which they are called, viz.

... to guide each generation of children into a full appreciation of our culture to quicken their social and moral awareness, to enhance their intellectual

abilities to the highest standard of which each is capable and to develop their practical and human skills so that each may be enabled to make his or her health, wealth and harmony of a democratic society (Lomax, 1976, p. 3).

John McLeish (1980: 236) claims that African teachers are very satisfied with teaching as a career and place great emphasis on their own professional and academic development. Black teachers, however, still include a very large percentage (85%) of poorly educated and unqualified or underqualified personnel.

## 2.2 Upgrading of Teachers

This chapter reviews teacher upgrading in selected overseas countries and Africa; analyses the concept and purposes of INSET; and examines developments in, and provisions for the upgrading of teachers in South Africa.

### 2.2.1 Upgrading of teachers in the United Kingdom (U.K.).

The beginnings of in-service training (INSET) in the U.K. can be traced as far back as the beginning of the nineteenth century. INSET received its major stimulus in the early years of the twentieth century, when the Board of Education was established. There was a slow but steady increase in the provision of this kind of in-service training up to the outbreak of the Second World War (Bolam, 1982: 53).

In 1925, the Board of Education organized short vacation courses mainly for teachers in rural areas, and the local education authorities, universities and other bodies organized short summer courses.

The Board recommends the extension of course provision thus:

We look forward to a time when supplementation courses will have been formally adopted as a national policy, and when arrangements for all teachers to attend them at regular intervals of a few years will have become part of the national system of education. (Marais, 1982: 36).

Some idea of the U.K.'s involvement in in-service education is given by the McNair Committee which reported that in 1938 about 7 000 teachers attended one term courses and 47 000 attended part-time courses. The report also stated that courses in physical education, handwork, art and music, in that order, were most in demand and were fully provided (Taylor, 1980).

Richardson (1953: 35) describes the nature of in-service training in the early 1950s. He lists three types of courses, namely: supplementary courses, special courses for experienced serving teachers, and short refresher courses. Supplementary courses were intended primarily for non-graduate qualified teachers and could either follow on directly from the two-year initial training course or be deferred to a later date. Special courses were intended to enable a limited number of practising teachers to raise their professional qualifications to a substantially more advanced level. Short refresher courses had been intended to upgrade academic qualifications of teachers in rural schools, but they later changed considerably in character and purpose. They were organized to meet current needs and demands.

The Plowden Report on education recommended that "all teachers should have a substantial period of in-service training at least every five years" and that "short courses should be arranged for new or prospective head teachers and deputies." (Kremer, et al., 1979: 47).

The Gittins Report (1952) on education stressed the need "for an immediate and substantial increase in the provision of in-service training in several fields of primary education". It also recommended that provision be made for 'universal' in-service training, that is, every teacher should be allowed a period of secondment on full salary on the basis of a minimum of one week per year of service, and all teachers should feel an obligation to attend a minimum of perhaps 60 hours in-service training in each period of five years.

The introduction of the secondment system in 1955 stimulated a majority of teachers and increased the number who took special courses of one term or one year of full-time study.

It is worth noting that the majority of these courses were in the evenings and at week-ends and very few were residential. However, they had many irregularities and weaknesses which provoked many educationists and researchers such as Moorhouse (1965), Hogan and Willcock (1967), Henry (1968), Walton (1968), Ayles (1969), Bell (1970), and George (1971) to investigate what was really happening in in-service training.

During the late 1960s university institutes of education began to play an increasingly significant role in the provision of in-service courses, e.g. Nottingham developed intensive short-course programmes, while Newcastle concentrated on the development of part-time diploma courses (Tyson and Tuck, 1971).

The two most important innovations introduced in the provision of in-service education during the 1960s were: firstly, three one-year intensive courses for teachers of Russian, and secondly, the use of teachers' centres for INSET. Local Education Authority (LEA) INSET courses were placed in teachers' centres, and teachers' committees began to organize in-service programmes of their own.

Examining the extent of INSET provision, up to the 1970s, one finds the following discrepancies:

- (a) The demand for in-service training courses was greater from primary than from secondary teachers. This is opposite to the present trend in South African Black schools.
- (b) There was a heavier emphasis on predetermined subject courses than on teacher preferences.
- (c) There was a lack of co-ordination and an uneven distribution of opportunity. (Henderson, 1978: 22; Alexander et al., 1984: 161).

The increase in the number of teachers' centres and the prospect of the school-leaving age being raised brought about some important developments in INSET, e.g. more teachers attended in-service courses; the centres served as venues for professional interchange of information, ideas and innovations, and

for the exhibition of teaching and learning resources; new courses were introduced; television (TV) emerged as an in-service training medium; very substantial numbers of non-graduate teachers enrolled in the Open University first degrees like B.Ed. and higher degrees like M.Ed. and there was greater emphasis on school-based in-service training (Perrott and Duthie, 1970: 258).

Writers such as Warwick (1975), Burn (1976), Ellis (1976) and Miller (1979) point out that a number of interesting ideas were being attempted and developed in the field of in-service education during the 1970s.

In the 1980s, with the rapid increase of in-service education in various directions, school principals have more and more frequently begun to recognize that the basis of its success in terms of effecting change is the individual school and its staff.

The central government decided in autumn 1982 to provide direct funding for INSET in certain priority areas. This represented a significant change from the previous relatively non-interventionist policy of Her Majesty's Inspectors (HMI) - short courses, Department of Education and Science (DES) regional courses and pooled secondments. In 1983, school management was given the opportunity to designate priority areas; a national training centre was established and a system of basic courses as well as courses for trainers, was announced.

In recent years the Department of Education and Science, Her Majesty's Inspectors and other bodies have been very active in INSET schemes and programmes. Evidence of this comes in the form of a variety of circulars and papers (Williams, 1988: 1): a first Government circular on the In-Service Teacher Training Grants Scheme, Circular 3/83 (DES 1983); a second circular, Circular 4/84 (DES 1984); a third Government circular on the In-Service Teacher Training Grant Scheme, Circular 3/84 (DES 1985); Position Paper on Specific Grant Arrangements to Support the In-Service Training of Teachers (DES 1985); and a draft circular on the In-Service Education, Training and Professional Development of School Teachers, Circular 1/86 (DES 1986).

According to Williams (1988: 2) the purposes of the DES Scheme were, among others, to support the expenditure on in-service training so as:

- (a) to promote the professional development of teachers;
- (b) to promote more systematic and purposeful planning of in-service training;
- (c) to encourage more effective management of the teacher force;
- (d) to encounter training in selected areas which were to be accorded national priority.

Williams (1988: 33) carried out a research study on "The Identification of INSET Needs in Bury Primary Schools". He concluded that the successful identification of INSET needs in Bury primary schools was dependent on:



- (a) the active participation of the whole staff in examining whole school needs;
- (b) the adequate identification of the professional development needs of the individual teacher;
- (c) Some formal structure of responsibility to facilitate co-ordination and prioritisation.

He also carried out an investigation into "The Role of Staff Development Co-ordinations in St Helens Secondary Schools. School-Managed INSET Study." His interviews focused on the following:

- (a) the co-ordinator's appointment, training and responsibilities;
- (b) planning of Grant Related In-Service Training (GRIST) to include; identification of INSET needs; prioritising of needs: delivery of training; monitoring; and evaluation;
- (c) planning for staff development;
- (d) anticipated or desired changes.

In short, his findings were that the co-ordinators would welcome more support and co-ordination in INSET planning from the LEA. This would guide intra-school policy making and facilitate inter-school and school-LEA collaboration and the improvement of structures within the 14 institutions that were involved in the research study.

The literature shows a clear linkage in school planning between curriculum planning, resources planing, staff development and INSET planning.

### 2.2.2 Upgrading of teachers in the United States of America

The most influential and the longest established format for in-service training in the United States is the teachers' institute. The institute was established in the mid-nineteenth century during a period of acute shortage of qualified teachers. It served as an agency for in-service training. Its success accounted for its rapid and widespread adoption.

The old form of the institute disappeared during the mid-twentieth century. More recently, institutes have re-emerged in a new format. The National Science Foundation and some of the states finance these institutes which specialize particularly in the upgrading of secondary school teachers.

There are in-service courses of six to eight weeks 'residential' periods. These in-service courses stress the academic growth of individual teachers. They include social activity but demand a great deal of extremely hard work.

There are also residential summer schools or workshops. They are often more practical and less academic. They have considerable value as refresher courses. The summer workshops are designed specifically for administrators, e.g. state superintendents and school principals.

They form an important part of in-service training. Mention needs to be made at this point that these 'residential' summer school courses or refresher courses, like any other in-service training activity, have been the subject of some criticism, e.g. it is postulated that the development of self-confidence, self-esteem, self-respect and self-discipline can only occur within in-service programmes and activities that emphasize self-development.

Another important aspect of the American pattern of in-service education is the long-established tradition of informal workshops and committee work. This practice emphasizes active participation and also works on individual problems. It is also worth noting that this approach to in-service education stems from the recognition that:

An attack upon an educational problem by all persons concerned with it [is] a superior means of clarifying the understanding of all, of obtaining a commitment to policies and practices developed to remedy the problem situation, of insuring intelligent participation in attempts to implement suggested solutions, and of promoting professional growth (Richey, 1957: 35).

The United States of America also established the 'action research' approach to in-service education. This approach was very influential in the establishment of teachers' centres in the U.K. and elsewhere (Corey 1953: 96). Shumsky (1958) defines action research as "the involvement of teachers in a scientific study of an on-the-job problem".

The writer wishes to point out that most of the literature consulted, revealed the following two important features about in-service education or upgrading in the United States of America:

- (a) The expenditure per capita on in-service training or upgrading is substantially higher in the U.S.A. than in any other country.
- (b) The proportion of teachers concerned with large-scale improvement or upgrading of their professional qualifications, as opposed to attendance of short courses, is considerably greater than in the U.K. and elsewhere.

### 2.2.3 Upgrading of teachers in Russia

The style of in-service training (INSET) in most countries of Eastern Europe is rather similar, that is, the whole profession is involved simultaneously in teaching and further training / upgrading programmes. The following paragraphs outline the upgrading provisions in Russia.

In the Soviet Union, the 'Institutes for the Improvement of Qualifications' Act provided important agencies for in-service training. The local authorities maintain these institutes. The members of a local inspectorate spend some of their time teaching in one district and inspecting in another.

Every new teacher is compelled to attend between 40 and 60 hours per month at his local institute soon after initial training. This is meant to improve his knowledge of his teach-

ing subject. All teachers follow a course of one full day per week for a year at an institute after their first three years of teaching, and again five years thereafter.

The institute personnel and the local inspectorate also undergo a course of retraining. Teachers involved take a full year of private reading and study, together with seminars with inspectors at an institute. In the following year they attend a full-time course of between two weeks and one month (Goad, 1984).

It must be stressed here that all the in-service courses are compulsory for teachers and that in-service training or upgrading is taken very seriously in these countries.

#### 2.2.4 Upgrading of teachers in Western Europe

The Western European countries, like many countries in the world, are very concerned about the upgrading of teachers. The INSET or upgrading programmes in Western European countries are intended to stimulate processes towards rationalization, improvement and greater efficiency in teaching in relation to their past nature and to the initial training approach. This is well expressed in the Italian word for in-service training: 'perfezionamento' (C E R I., 1976).

Many studies were conducted on INSET during the mid-twentieth century. They acknowledge the importance of in-service training in relation to the social evolution of education, and the need to provide opportunities for teachers to influence struc-

tural reforms of school systems and to obviate the employment of untrained teachers (UNESCO, 1970).

There are wide variations in the extent and pattern of training in Western European countries. There are countries like Greece that concentrate their courses in school time, and those like the Netherlands that utilize mainly evenings, week-ends, and vacations. In some countries like Sweden, courses organized during school hours are compulsory, while in others like Norway, there are no compulsory courses. In some countries, e.g. Austria, the system is highly centralized, while in others, like the Federal Republic of Germany the system is completely decentralized.

In the Scandinavian countries, e.g. Sweden, the County Boards' staff play a major role in organizing, in consultation with the schools, three to five compulsory study days each year when teachers are on duty but no pupils are present (Jourdan, 1981).

These study days make possible very varied and well co-ordinated in-service training programmes for all teachers. The teacher training institutes also contribute to this by preparing study handbooks.

#### 2.2.5 Upgrading of teachers in Africa

African countries are developing countries (Third World). The objectives of in-service training programmes in these countries are not different from those in the First World and

Second World. The important aims and objectives of upgrading in African states are improving the competence of teachers, extending their general education and enhancing their qualifications.

The profession, in more developed countries like the U.K. and the U.S.A. has in general, the background of a fairly extensive post-primary education. This is not true of the profession in African countries.

The immediate problem of teacher supply and teacher upgrading in African countries has often been met by seeking assistance from an external agency. This kind of help provided from outside, while very necessary, has not always been so successful in Africa. Upgrading programmes, for example, were sponsored by the U.K. in some African states during the past three decades. Reports on some of the courses, however, stressed their questionable success because of the lack of follow-up to discover whether the ideas disseminated in a six- or eight-week course were being successfully implemented in the classroom (Andrews, 1966; Turner, 1968).

Joachim (1985) highlights the inadequate preparation of tutors for such courses. The need to provide them with a clearer understanding of the day-to-day problems of the teachers concerned, particularly through first-hand experience was not met.

### 2.2.6 The concept and practice of in-service education and training (INSET)

INSET involves education and training activities for teachers following their initial certification. Cane (1969: 48) sees INSET as including "all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest and skills". This definition includes studying for a diploma in teaching and a degree subsequent to initial training.

Harris (1980: 21) sees INSET as "any planned programme of learning opportunities afforded to staff members of schools, colleges, or other educational agencies for improving the performance of individuals in already assigned positions". The merit of this definition is that the purposes of in-service education are clearly restricted to learning outcomes related to the improvement of performances. Its demerits are that there are no restrictions implied on the kinds of activities to be provided and the term 'staff' is unrestricted.

Vink (1979) states that in-service education is organized training whereby management creates opportunities for staff to become equipped for present as well as future duties. Eraut (1972 : 1) sees in-service education as the support given to a teacher in his professional task of trying to answer questions for himself.

Eraut's view tallies with the objectives of in-service education and training (INSET) stated by Bush (1980: 417), namely



INSET enables the teachers:

- (a) to develop professional competence, confidence and relevant knowledge;
- (b) to evaluate their own work and attitudes in conjunction with their professional colleagues in other parts of the education service;
- (c) to develop criteria which would help them assess their own teaching roles in relation to a changing society for which the schools must equip their pupils;
- (d) to advance their careers.

This means that in-service training should enable a teacher to monitor and shape his professional development.

It is of vital importance to note that in order to achieve the abovementioned objectives of INSET, the rationale and planning for INSET must start from the needs to be met. For this purpose, it is necessary to think of different but related needs of schools, teachers, pupils, etc. and how these can best be reconciled within a coherent system which will improve the quality of teacher education especially in the Black education system.

Adams (1975: 37) sees INSET as

the development of the individual from the whole range of events and activities by which serving teachers can extend their personal, academic or practical education, their professional competence and their understanding of education principles and methods.

Dunkley (1984: 2), however, sees Adam's definition as vague. He gives his definition of INSET as "All those planned activities teachers undertake to improve their instructional effectiveness, personal and professional knowledge and skills to equip them for new or changed roles."

This is in partial contrast to van den Berg's (1983: 2) statement that "the fundamental rationale for INSET is not related to teacher quality per se, but to its role as a major strategy in attempts to maintain and improve the quality of schooling."

The survey of literature shows that it is difficult to give a single working definition of INSET which would satisfy all needs and include all aspects. One could say that INSET programmes ought to improve the competence, effectiveness, knowledge and professional skills of teachers while taking into consideration other factors such as the aspirations and personal needs of the teachers.

When putting INSET into practice certain problems are encountered, e.g. identifying INSET needs, namely the needs of individual teachers, the needs of functional groups within the school, and the needs of the school as a whole, to mention a few; deciding on and implementing the general programme, evaluating the effectiveness of the general programme, and the follow-up of ideas gained.

Rosewell (1983: 45) differentiates between teachers' needs and teachers' wants. He states,

"Everybody knows what teachers need, but only teachers themselves know what teachers want. Any successful form of INSET must in these circumstances be judicious of what teachers want and what those who provide the courses think they want."

In the light of the above statement the present study is very important for Black teachers in South Africa. According to Rosewell every education system must develop INSET strategies according to the particular needs of its teachers and as the teachers perceive the needs.

In most cases INSET programmes, sometimes referred to as professional career development, centre around workshops. The workshop is based upon well-known principles of learning, e.g. interest, a felt need and group procedures. It employs new methods of dealing with and learning through individual problems, resource groups, expert leadership, round table discussions and visiting. The participants, mainly teachers, spend time in the intensive study of teaching methods, growth and development, school organization, curriculum, and staff concerns.

Jacobson, et al., (1973: 146) claim that the workshop has the following advantages for the upgrading of teachers, namely:

- (a) It is concerned with specific needs and problems in a specific location.
- (b) The participant develops individually, socially, and emotionally as well as professionally.

- (c) It provides an opportunity for participants to make a contribution to the solution of relevant problems.
- (d) It provides a means of supplying practical assistance to people in specific positions.
- (e) It provides easy access to competent assistance.
- (f) It provides an open climate for both individual and group consideration of education problems.
- (g) It furnishes a stimulus to continue professional development.
- (h) The materials and ideas developed in workshops are useful in school situations.

The above evidence emphasizes the importance of workshops in education. They would be of considerable value to Black teachers who need to upgrade themselves in great numbers.

### 2.3 Upgrading of Teachers in South Africa (with special reference to Natal and KwaZulu)

The upgrading of White, Black, Coloured and Indian teachers is discussed below.

#### 2.3.1 Upgrading of White teachers in the Natal Education Department

Upgrading of White teachers has been going on for years. Presently the Natal College of Education (previously known as the Natal Training College) provides INSET and upgrading programmes not only for White, but for Coloured and Black teachers as well.

The Natal College of Education opened its doors to Coloured teachers in 1981. It admitted and rendered services to Black teachers in 1989. This move is a big step forward and opens fresh opportunities for a wider service to Black education.

**(a) Natal College of Education and Upgrading of Teachers**

The Natal College of Education offers the following INSET education diplomas: (Their codes are also indicated).

- " 1 ND"        One-year single subjects for non-diploma purposes.
- " 2 TP"        Three-year Diploma in Education for the Primary School.
- " 3 TJ"        Three-year Diploma in Education for the Junior Primary School.
- " 5 HP"        One-year Higher Diploma in Education for the Primary School.
- " 6 HJ"        One-year Higher Diploma in Education for the Junior Primary School.
- " 8 VJ"        Four-year Higher Diploma in Education for the Junior Primary School.
- " 9 VS"        Four-year Higher Diploma in Education for the Senior Primary School.
- "10 FR"        Further Diploma in Education (Reading Diploma).
- "11 FE"        Further Diploma in Education (Curriculum Enrichment and Extension).

The Natal College of Education is the only college in the province that offers these diplomas to teachers who want to upgrade themselves. All these diplomas are recognized throughout the country for classification in teacher categories and for

purposes of promotion. The standard of academic content of a subject offered on Level One is comparable with the standard of a first-year degree course, and the standard of the academic content of a subject offered on Level Two is comparable with the standard of a second-year degree course. A description of the nature of the courses listed above follows.

(i) "1 ND"

A teacher (White, Coloured, Black) may receive recognition for only two approved teaching diplomas. If the holder wishes to study for a higher or further diploma, the two existing diplomas must be consolidated into one.

The Natal Education Department will evaluate the two diplomas and state which subjects, if any, are lacking for a particular currently valid diploma (certain three-year diplomas, although valid when awarded, do not satisfy present day criteria). These subjects are studied through the Natal College of Education (N.C.E.). They may be academic subjects at first year university level or curriculum level courses, i.e. Std. 2 - Std. 4 level at N.C.E. On completion, the body issuing the higher of the two existing diplomas then issues the consolidated diploma.

(ii) "2 TP / 3 TJ"

These diplomas are intended for Primary and Junior Primary school teachers respectively. The minimum duration by correspondence **is three years**. Although the minimum period is two

years, some students, through force of circumstances, choose to spend more than two years.

The teachers who are admitted to these courses are in possession of a two-year diploma which satisfies the first two years of the present day three-year diploma.

Both diplomas consist of six courses, e.g. "2 TP" consists of four compulsory courses and two optional courses as follows:

Compulsory Courses

Education I  
 English I / Afrikaans Prakties  
 Afrikaans I / English Practical  
 General Mathematics Junior

Optional Courses

History I  
 Geography I  
 Biblical Studies I  
 Mathematics I  
 Natural Sciences I  
 Computer Science I  
 Zulu (Non-Mother Tongue) I

"3 TJ" consists of five compulsory courses and one optional course from the above-named courses.

The successful completion of the course qualifies the teachers for category C (M + 3).

(iii) "5 HP / 6 HJ"

Both of these are Higher Diplomas in Education. They are intended for primary and junior primary school teachers respectively and qualify them for category D (M + 4). They are one-year diplomas which follow on approved three-year diplomas. The minimum duration by correspondence is two years.

Teachers admitted to these diplomas must be in possession of a recognized three-year diploma. To study for this diploma the student's three-year diploma does not necessarily have to satisfy present-day criteria.

A total of four courses must be offered, selected from the compulsory and optional courses mentioned earlier. The compulsory subjects as well as at least one optional subject, must be on level two.

(iv) "8VJ / 9VS"

Each of these is a four-year Higher Diploma in Education (HDE) which includes and replaces a three-year diploma which satisfies present-day criteria. If a student's three-year diploma does not satisfy present-day criteria he/she can study the subjects which are lacking in the three-year diploma concurrently with the H.D.E. The contents of the course are similar to those of 5HP and 6HJ.

The 8VJ course is for junior primary teachers and the 9VS course is intended for senior primary school teachers. The minimum duration by correspondence is two years. The successful completion of the course qualifies the teacher for category D (M + 4). Possession of this four-year Higher Diploma in Education entitles a student to study for a Further diploma and receive recognition for it, as well as to enjoy improved category rating, i.e. M + 5.



(v) "10 FR"

The Further Diploma in Education (Reading Teaching) aims at increasing the competence of teachers in all aspects of reading teaching in the primary school. The minimum duration by correspondence is two years.

The diploma consists of five compulsory courses, namely:

1st Year: Didactics of Reading Teaching 1  
 Theory of Reading 1  
 Differentiated Reading Teaching 1

2nd Year: Two of the above courses are done at level two.

(vi) "11 FE"

This Further Diploma in Education (Curriculum Enrichment and Extension) aims at linking theory with practice. The contents of the diploma consist of five compulsory courses to be offered at level one in the first year, and at level two in the second year. The courses are: Principles of Curriculum Enrichment 1 and 2, Curriculum Enrichment 1 and 2, Curriculum Enrichment, Environmental Education 1, and Curriculum Enrichment, Humanities 1. Successful completion of the diploma qualifies the teacher for a category improvement.

All tuition is by distance teaching through correspondence. Students sometimes use telephonic communication or arrange interviews with lecturers when they encounter difficulties in their studies.

**(b) Natal Education Department and Teacher Upgrading**

Short in-service training courses are also organized and carried out by the Natal Education Department. Teachers in service attend courses in order to keep abreast of developments.

**2.3.2 Upgrading of Indian Teachers in Natal**

The Indian Education Department offers INSET on an "ad hoc" basis, i.e. when the need arises.

**(a) Institutions, courses and admission requirements**

The Springfield College of Education (originally Springfield Training College) has in the last two decades offered courses leading to diplomas for in-service teachers.

In 1968 an external Matric + 2 years course was instituted for underqualified and unqualified teachers. The course was spread over three years and tuition was given by correspondence. The entrance requirements for the course were a recognized junior certificate or senior certificate plus a professional certificate. The requirement for unqualified teachers was the Matriculation or Senior Certificate.

In 1974 the Indian Education Department extended this service by asking the Springfield College of Education to offer the M + 3 course externally over two years to those teachers in service who had an M + 2 qualification. Education diplomas

in the junior primary, senior primary and junior secondary phases were offered. These diplomas were equal in all respects to those offered to pre-service students. These courses were again offered in 1978-79 and 1981-82. Tuition for in-service teachers was by correspondence.

The College has also from time to time, admitted teachers who had been graded M + 1 as full-time students to complete the M + 3 course. In 1986 a College of Education for Further Training was established at Chatsworth. A number of in-service teachers were admitted as full-time students in July 1986 to complete a two-year programme leading to the M + 3 Junior Primary Education Diploma or the Senior Primary Education Diploma. A two-year correspondence course for M + 2 category teachers and a four-year correspondence course for M + 1 category teachers were also instituted in 1986.

Admission requirements for the M + 3 diploma courses at the College of Education for Further Training were as follows: teachers in the A/(M + 1), a<sub>1</sub> and a<sub>2</sub> categories had the option to study full-time (1986-7) or through correspondence for the M + 3 diploma. The full-time course spread over two years (1986-87) while the correspondence course extended over four years. The full-time course ended in 1987. Teachers in the B category (M + 2) could register for the M + 3 diploma which extended over two years through correspondence study only.

The College of Education for Further Training ceased to function at the end of 1986 and the in-service programme was transferred to the Springfield College of Education.

The College (Springfield) also offers further diplomas in specialized areas of study, e.g. a Resource Centre Management Course. These courses are offered over two years through correspondence.

#### (b) Syllabi

In-service courses leading to education diplomas in both junior primary and senior primary phases have been outlined above. We now examine the contents of these courses.

- (i) The two-year senior primary correspondence course consisted of English, Afrikaans, Education, History and Geography. The Junior Primary Education Diploma consisted of Communication, Environment studies, Elementary Mathematics and Health Care.
- (ii) The four-year correspondence course consisted of the same five subjects mentioned above (two-year correspondence course). The Junior Primary Education Diploma consisted of the same four subjects. These subjects were taken to higher levels of study than for the two year diplomas.
- (iii) The Diploma in School Library Resource Centre Management is a two-year correspondence course. This course consists of School Library Resource Management, Information

Science, Reader Science, Library Resource Education, Educational Technology, a Research Paper and School Library Resource Centre Practice.

The Springfield College organizes and presents orientation courses for all correspondence students. These courses are arranged from time to time and details are forwarded to students timeously. Short in-service training courses for teachers in service are also organized and held at the College whenever the Indian Education Department feels that this is warranted.

## 2.4 Upgrading of Black Teachers

### 2.4.1 Introduction

It is very interesting to learn that the need for the upgrading of Black teachers was felt as early as 1910. Emanuelson (1927: 313) points out that there were vacation courses that were organized and conducted between 1918 and 1920. He records thus:

- (a) The first Winter School for Natives (Blacks) was held at Adams (Amanzimtoti) in July 1918 and did much to improve the general standards of excellence in teaching.
- (b) The second Winter School for Native teachers was held at Marianhill in July 1919, and was a more ambitious undertaking than the first.

A similar course for uncertified Native teachers was then contemplated for January 1920, and was actually held at Centocow.

(c) The third Winter School for Native teachers was conducted at Adams Mission Station in July 1920 and was a great success.

The Black teachers realised their professional shortcomings and wished to learn how to get nearer to perfection.

The literature reveals that in the pre-World War II years, teachers were mostly trained in institutions specifically created for that purpose. However, these graduates only met part of the real demand, and in the post-World War II years, with the training system improved, the actual importance of teacher training institutions increased rather than decreased.

The supply of Black teachers has been increasing but has failed to keep pace either in quantity or quality, with the expansion in school enrolments. The number of unqualified teachers has also been increasing, thus worsening a bad situation.

Table 2.1 gives the distribution of unqualified teachers among selected population groups for the year 1981.

Table 2.1: Percentage of unqualified teachers in 1981

Population	Unqualified	Qualified	Total
Whites	3,36%	96,64%	100%
Coloureds	66,14%	43,86%	100%
Blacks	85,00%	15,00%	100%

(H.S.R.C., 1981. Vol. 1, p. 3)

Prof. Kgware (1968: 89) remarks about the shortage of trained teachers as follows:

... there is a general shortage of trained teachers for existing schools; an alarming exodus of trained teachers from teaching to other and more lucrative jobs; an insufficient number of recruits with the required academic standards coming forward for training; an insufficient number of teacher-training colleges; and a shortage of training college staff.

These remarks on the shortage of qualified teachers by Prof. Kgware are true even today with the exception of the exodus of trained teachers to other and more lucrative jobs. The exodus has diminished gradually since the Department of Education granted employment benefits to qualified teachers, e.g. vacation leave, study leave, medical benefits, pension benefits, housing loans and housing subsidies, improved salary and promotion opportunities.

During the last two decades teachers in the lower primary schools have been required to carry double loads of pupils in most parts of the Republic of South Africa. Under the system the school day was reduced from four-and-a-half hours to three hours, thus allowing double streams, one in the morning and another in the afternoon. This system, ironically, facilitated ever expanding school enrolments, as well as coping, to a certain extent, with an acute shortage of teachers. However, this system resulted in poor instruction for most pupils. In fact, it had more disadvantages than advantages. It caused more harm than good.

The problem of professional development has increasingly come to the forefront in the last two decades. Most of the educationists and people interested in education have realised that the hallmark of a teaching profession is that it keeps up-to-date, i.e. there must be a steady development of knowledge, skills and attitudes which make teaching a dynamic profession. Real teacher education therefore, is a process of progressive professional development.

It has also been realised that this profession is one of the most responsible and exacting of all. Therefore, it sets very high standards which are a challenge to any prospective teacher. He has to upgrade himself if he is to remain relevant to the profession and be equipped for the educational needs of the present and the future. The following quote is appropriate:

The future is a great land; a man cannot go around it in a day; he cannot measure it with a bound; he cannot bind it into a single sheaf. It is wider than vision, and has no end. (Author unknown).

It is not surprising therefore that the Department of Education and Training, as well as the Department of Education and Culture - KwaZulu urge Black teachers who have not yet attained at least a Category C (i.e. M + 3) rating to do their utmost to upgrade their professional and academic qualifications.

For clarity, the category ratings of teachers are explained briefly below.



Table 2.2: Rating categories for teachers

Category	Description
a) a3	Teachers with any standard lower than a Senior Certificate and without a professional qualification.
b) a2	Teachers with Standard 6 or 7 education and a two-year professional qualification.
c) a2M	Teachers with Senior or Matriculation Certificates but without professional qualifications.
d) a1	Teachers with Standard 8 or 9 education and a two-year professional qualification.
e) A / (M + 1)	Senior Certificate or Matriculation Certificate with an appropriate one-year professional qualification.
f) B / (M + 2)	Senior Certificate or Matriculation Certificate with an appropriate two-year professional qualification.
g) C / (M + 3)	Senior Certificate or Matriculation Certificate with an appropriate three-year professional qualification.
h) D / (M + 4)	(i) An approved bachelor's degree plus the University Education Diploma (U.E.D.). or (ii) a three-year professional diploma plus five school-directed degree courses of which one must be at second-year level.

Presently Black Colleges of Education do not offer a four-year professional diploma.

- i) E / (M + 5) (i) Five years' appropriate University study, or  
(ii) A three-year professional diploma plus an approved bachelor's degree.
- j) F / (M + 6) Teachers must have six years of recognized study including university study, i.e. a professional certificate plus a Degree plus Honours Degree plus B.Ed. or Masters' Degree.
- k) G / (M + 7) Teachers must have seven years of recognized study, including a recognized Doctor's degree, i.e. a professional certificate plus Doctor's Degree (Educamus, 1988: 7).

The following table shows the distribution of Black teachers, including principals and heads of department, over the various grades for the year 1984.

Table 2.3 Number of teachers according to categories as at  
31.12.84

Cate- gory	Assist Teacher	Principal						h.o.d.	Total
		P.1	P.11	P.III	PN	S1	S11		
A3	3 198	2	2	15	91				3 308
A2	4 446	2	2	5					4 455
A1	4 358	102	188	448	328		9	3	5 436
A	5 065	152	216	287	82	16	62	12	5 892
B	2 293	24	20	21	3	20	85	27	2 493
C	303	1	3	3		11	35	41	399
D	243		2	21		41	107	86	500
E	26			1		10	30	6	73
F	1					7			8
G						1		1	2
<b>TOTAL</b>	<b>19 935</b>	<b>283</b>	<b>433</b>	<b>801</b>	<b>504</b>	<b>106</b>	<b>328</b>	<b>178</b>	<b>22 566</b>
No. of teachers in primary schools:									13 523
No. of teachers in secondary schools:									8 874
No. of teachers in Colleges of Education:									169
									<b>22 566</b>

(DEC. Annual Report, 1984: 31)

It is evident from the above table that the great majority of teachers are in categories lower than C. A clear picture emerging is that the higher the category, the smaller the number of teachers in it.

A new dispensation introduced in 1983 required all teachers to have at least M + 3 in order to be considered acceptably qualified and to be paid a reasonable salary.

About 80% of Black teachers possess only a Standard 8 qualification plus one or two years of professional training. They have a great challenge to upgrade their professional and academic qualifications. It is a known fact that status and financial gains are of great importance to the individual teacher, but the aim of striving for improvement in the quality of his teaching should always enjoy priority in every teacher.

#### 2.4.2 Upgrading of teachers in colleges of education and universities

Teachers who have only a Senior or Matriculation certificate can improve their qualifications by enrolling for the special one-year Primary Teachers' Certificate at those Colleges of Education where it is still offered, e.g. KwaZulu: Umbumbulu College of Education. Unfortunately this course will come to an end in 1989.

Many of the teachers in Black schools have a Senior Certificate or Matriculation Certificate and the Primary Teachers' Certificate (P.T.C.). All these teachers fall into Category A.

Special provisions have been made to enable them to improve their qualifications. They can choose from the following options:

- (a) They can enrol as Primary Teachers' Diploma II students at a College of Education of their choice, as full-time students. When they complete the P.T.D. course, they qualify for category C. i.e. M + 3.
- (b) A teacher with a Matriculation Certificate, qualifies for enrolment at a university either full-time, part-time or for study through correspondence. A candidate/teacher having passed five recognized school-directed degree courses of which at least one must be at the second-year level, will be placed in the next higher category. The candidate will receive further recognition (for another category) on completion of the first degree.
- (c) He/she may enrol for further training through Vista University or Umlazi College for Further Training (details of courses and syllabuses appear later in this chapter).

Teachers in Category B, that is, those who have Senior or Matriculation Certificates plus Junior Secondary Teachers' Certificates (J.S.T.C.) or Senior Education Certificates (S.E.C.) can choose from the following options:

- (a) A one-year specialization course in Physical Education, Woodwork or Arts and Crafts. A successful completion of such courses leads to upgrading to a higher category.
- (b) Teachers may enrol for the Secondary Teachers' Diploma at the College for Further Training.

- (c) Teachers may improve their qualifications by taking degree courses and the conditions, in respect of the five recognized degree courses mentioned earlier, will apply to them.

#### 2.4.3 One-year specialization courses

The main aim of one-year specialization courses is to give experienced teachers the opportunity to specialize in a certain field or direction. Why? Because the received wisdom of yesterday and the informed practice of today are not necessarily reliable guides to the world of tomorrow, especially in a fast-changing world or part of the world like the Republic of South Africa. The world of tomorrow will be different, but not without continuity from the present.

Unless otherwise stated, the following are the requirements for admission to these courses:

- (a) A candidate must have a recognized professional teaching qualification and a Senior or Matriculation Certificate.
- (b) He/she must have a minimum of two years' satisfactory teaching experience.

On completion of a specialization course, a teacher is placed in the next higher category and remunerated accordingly. This, of course, serves as an incentive to most teachers who take these courses.

A teacher who is interested in these courses can choose from the following options:

**(a) The school librarianship and media course**

This course trains teachers to manage and control school libraries both at primary and secondary school levels. The course is offered at the College for Continuing Education at Soshanguve in the Transvaal.

**(b) The woodwork teachers' course**

This course trains specialist woodwork teachers for the teaching of woodwork in primary and secondary schools. The course is offered at the Amanzimtoti College of Education in Natal.

**(c) The art teachers' course**

Teachers are trained in the teaching of art and crafts from primary school level up to junior secondary school level. This course concentrates more on the expressive arts than on craft work. It is offered at the Transvaal College of Education. In Natal it was offered in the past at the Indaleni Training College in Richmond.

**(d) The physical education teachers' course**

This course provides teachers with a sound knowledge of, and a professional training in physical education which has been lagging behind for many years in Black schools. It also enables teachers to teach physical education from senior primary school level to post-primary school level. The same general admission requirements indicated earlier apply here, except that teaching experience is not essential.

The course has components that provide opportunities for qualifying as sport organizers, coaches or umpires in selected school games such as soccer, netball, volley ball and baseball. It is offered at the Transvaal College of Education.

**(e) The remedial education course**

The main aim of this course is to meet the need for teachers to teach pupils with special education needs and problems. It enables teachers to diagnose and apply special remedial techniques in order to assist children with learning difficulties in groups, as well as in individual teaching / learning situations. This course is offered at the College for Continuing Education at Soshanguve.

**(f) The technical instructors' course**

This course is for training teachers as instructors in a specialized field. Specialized training is given in one of the following subjects, namely: woodwork, brick laying and plastering; metal work and fitting; electrical work; and technical drawing. It is offered at the Plessislaer Technical College in Pietermaritzburg.

**(g) The secondary teachers' diploma**

This is a one-year full-time course for teachers in possession of a two-year post-standard ten teaching qualification. Students may specialize in one of the following fields of study, namely:

- |                         |                         |
|-------------------------|-------------------------|
| (i) Agriculture         | (ii) Music              |
| (iii) Economic Sciences | (iv) Physical Education |
| (v) Art                 | (vi) Science            |
| (vii) Fine Art          | (viii) School Library   |

#### 2.4.4 Upgrading of teachers at Vista University

Prospective teachers may register as full-time or part-time students at Vista University.

##### a) Full-time degrees

Degree courses are offered to full-time students. Students with Matriculation Exemption Certificates may register for:

- (i) Bachelor of Arts (B.A.) which requires a minimum of three years of study.
- (ii) Bachelor of Arts in Education which requires a minimum of four years of study.
- (iii) Bachelor of Commerce (B.Com.) which requires a minimum of three years of study.
- (iv) Bachelor of Commerce in Education which requires a minimum of four years of study.

##### (b) Full-time diplomas

There are also diploma courses which are offered to full-time students. These courses are meant for teachers with school-leaving certificates at Std. 10 level. The one-year course, like the Secondary Education Diploma (S.E.D.) is an example.



(c) Part-time degrees

Vista University also offers opportunities for teachers in service, namely:

Teachers have the opportunity of attending lectures for a maximum of two degree courses per year after school hours at Vista Campuses in Pretoria, East London, Soweto or Cape Town.

(d) Correspondence diplomas / certificates

Further training of teachers by correspondence caters for:

- (i) The Secondary Education Certificate (S.E.C.) with specialization in subjects from standards six to eight. This course is offered to teachers who have a Senior Certificate and a Primary Teachers' Certificate (P.T.C.). On successful completion of this course the teacher is remunerated on the scale M + 2 i.e. Category B.
- (ii) The Secondary Education Diploma (S.E.D.) with specialization in subjects taught in Standard Nine and Standard Ten. This course is meant for teachers who are in possession of the Junior Secondary Teachers' Certificate (J.S.T.C.) or the Secondary Education Certificate (S.E.C.). On successful completion of this course, a teacher is remunerated on the scale M + 3, i.e. Category C.

- (iii) The Secondary Education Diploma (S.E.D.) with specialization in Home Economics. This course caters for teachers - mostly females who are in possession of a Senior Certificate and a Home-Craft Teachers' Certificate or its equivalent. These teachers are trained and qualified to teach all post-primary school classes.

#### 2.4.5 Umlazi College for Further Education

The Umlazi College for Further Education was established in Durban in 1983. It has since continued to offer the Junior Secondary Teachers' Certificate (J.S.T.C.) to teachers with Senior or Matriculation Certificates plus the Primary Teachers' Certificate (P.T.C.). It also offers the Senior Secondary Teachers' Diploma (S.S.T.D.) to teachers with the Junior Secondary Teachers' Certificate (J.S.T.C.). Both of these are two-year correspondence courses.

In 1984, a total of 695 teachers were enrolled at the college. Fifty-one teachers received their teaching certificates during the first graduation ceremony in December, 1985. In 1986, a Primary Teachers' Diploma course was introduced to cater for the lower primary school teachers. The Secondary Teachers' Diploma (S.T.D.) was introduced in the 1989 academic year. These have replaced the J.S.T.C. and S.S.T.C. respectively. This additional attempt to upgrade underqualified Black teachers is proving to be a success.

#### 2.4.6 Umlazi In-Service Centre

The Umlazi In-Service Training Centre is also in Durban. The main objectives of the in-service courses at Umlazi are to upgrade teachers' skills and techniques; to increase their knowledge content-wise in subjects of their speciality; to train leaders of the 'Circuit' courses (Circuit: an inspector's circuit of schools); and to invite organizations such as the University of Orange Free State, and the Shell Science Centre, to run courses on 'critical' subjects such as Mathematics, Physical Science and Biology.

The centre has on-going programmes for Science teaching upgrading for both primary and secondary school teachers. Besides routine week-long courses in different school subjects the lecturing staff in Science and Mathematics conduct follow-up courses in some circuits. The main objective of the follow-up is to obtain some feedback on how the teachers, who have attended the courses, run the circuit courses.

The Umlazi In-Service Training Centre has a library that has over 3 000 titles which have been fully catalogued. There is a substantial reference section and a growing number of books. The library is open for five hours per day from Tuesday to Thursday. The centre offers one period of library familiarization to teachers attending the courses and another one for research guided by the course leader.

The Department of Education and Culture - KwaZulu intends to develop this library into a Resource Centre with a multi-func-

tional role: model library, reference library, information centre, resource centre, and recreation centre.

#### 2.4.7 The role of the private sector in the upgrading of teachers

A number of organizations have assisted in the process of teacher upgrading. These include the South African Sugar Association, British Council; Anglo-Vaal English Language Centre; Orange Free State University; Urban Foundation Trust, and Shell Science.

One example of the involvement of these organizations (Shell Science), is described below:

Michaelhouse, one of Natal's famous private schools, was the venue for an intensive Mathematics course for over 150 KwaZulu High School teachers. The course started on Monday 29 June 1987 and ended on Friday 2 July 1987. The course was designed by Shell education experts. Shell also financed the tuition, while "a number of philanthropic business houses" contributed to the cost of housing the 150 teachers at Michaelhouse for a week. Mr van Zyl, a deputy director of the Department of Education and Culture - KwaZulu said that "a first class team of twenty-four tutors" had been assembled comprising teachers from White and Indian Government schools as well as from Hilton College and Michaelhouse (The Natal Witness, Thursday, June 25, 1987, p.10).

Mr van Zyl stated that two other private schools, viz. Hilton College and St Charles had also agreed to participate in future upgrading programmes.

Lastly, almost all circuits hold in-service courses for Standard 8 and Standard 10 teachers on 'critical' subjects in Natal and KwaZulu. Teachers of these subjects converge on different dates at different venues for courses conducted by experts in selected fields.

#### 2.4.8 University education and training for in-service teachers

As stated earlier, in-service teachers may register either as full-time or part-time students at many universities including:

- (a) University of Fort Hare - Residential and non-residential;
- (b) University of the North - Residential;
- (c) University of Zululand - Residential and non-residential;
- (d) Vista University - Non-residential;
- (e) University of South Africa - correspondence only;
- (f) University of Natal (Durban and Pietermaritzburg) ; Residential and non-residential; and
- (g) University of Durban-Westville - Residential and non-residential.

The University of Zululand established an Extra-Mural Division at Umlazi in 1979. Teachers have the opportunity of attending a maximum of two degree courses per annum after school hours. Many teachers have obtained junior as well as senior degrees from this Extra-Mural Division. This facility has helped considerably in the upgrading of Black teachers.

The University of Natal (Pietermaritzburg) established a similar programme in 1985. This programme caters for Part-Time Bachelor of Arts (P.T.B.A.) students, i.e. teachers have an opportunity to attend two degree courses per year after school hours. This programme is meant to help in the upgrading of Black teachers.

The school-directed subjects that are offered to P.T.B.A. students are as follows: Zulu, English, Afrikaans, History, Biblical Studies, English Studies, Psychology and Economic History.

#### 2.4.9 Financial assistance to in-service teachers

Financial assistance to Black teachers is very limited. The few offers of help are described below:

In the 1960s the Department of Bantu Education used to offer study loans and grants to prospective teachers, e.g. a student who enrolled for the South African Teachers' Diploma course, received a loan of R80.00 a year plus R20.00 for books. Teachers taking one-year correspondence courses to improve their qualifications in Afrikaans, English, Science or Mathematics, received study grants of R150.00 a year (Horrell, 1968: 146).

Presently there is a study-aid scheme for serving teachers. The aim of this scheme is to encourage serving teachers to obtain degree qualifications through private study. The Department of Education and Training pays a certain amount to the teacher for successfully completing a one-year course of

study in any of the recognized school-directed subjects, e.g. languages, science subjects, commercial subjects and humanities, to mention but a few. This scheme applies only to undergraduate courses taken part-time through the University of South Africa (UNISA) or Vista University.

There are also private sector organizations that offer financial assistance to in-service teachers who want to upgrade their professional and academic qualifications. Some give financial assistance in the form of bursaries and others give assistance in the form of loans which have to be repaid in full together with interest determined by the organization concerned.

While Black education is grateful for such financial assistance, it is obvious that much more is needed.

## 2.5 Conclusion

A teacher shortage is a major bottleneck in plans for an accelerated educational programme in most African countries. The lack of qualified teachers is one of the key factors most likely to hold up the advance of Black education.

In addition to the overall shortage of qualified teachers to fill classroom vacancies, there are shortages of: trained teachers; teachers of particular subjects such as music, pre-school teachers and teachers of the handicapped.

It is therefore necessary to envisage a teacher training system which provides many pathways into the profession, a system which draws upon people of diverse talents. Teacher training systems should prepare teachers for an uncertain future in a changing world. It is also vital to keep possible future scenarios in mind when planning the programmes of study and practice of those who will, in the future, have the responsibility of moulding and responding to the activities of the children growing up in a world very different from that of today.

The quality of Black teachers and teaching has become a matter of strong public concern, the need for the professional development of Black teachers has come prominently to the forefront in recent decades.



CHAPTER THREERESEARCH METHODOLOGY AND PROCEDURES3.1 Introduction and Research Design Employed

If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do - why not ask them? (Allport, 1942: 179).

This chapter is mainly concerned with the procedures adopted in constructing instruments, administering them and collecting data for the present study.

The required data is necessary to test hypotheses or answer questions concerning the current status of the professional and academic upgrading of Black teachers in Natal and KwaZulu. Data is typically collected through questionnaires, interviews and observation.

3.2 Sampling

One main aim of research is to discover principles that have universal application. However, to study a whole population in order to arrive at generalizations is often impossible or impracticable. The process of sampling therefore, makes it possible to draw valid generalizations for a population on the basis of careful observation and analysis of variables within a relatively small proportion of the population.

A sample is a small proportion of a population selected for observation and analysis. A population is any group of individuals - in this study it comprises teachers, heads of department, principals and inspectors of schools in Black schools in Natal and KwaZulu - that have one or more characteristics in common that are of interest to the researcher.

\* The literature states that the larger the sample the greater the validity of the findings. But size without representativeness is not enough. The first step towards representativeness is achieved by random sampling. Random sampling is the method of drawing a sample so that each member of the population has an equal chance of being selected.

From data collected from a random sample, it is possible to make reliable inferences about the population from which the sample was drawn.

One cannot deny the fact that even if the sample is drawn randomly, it is never a completely accurate reflection of the population from which it was drawn, since not every member of the population participates. However researchers often have no choice but to work within this limitation.

Further factors like finance, time, facilities and amount of assistance for collecting and analysing the data are also critical in deciding the sample size of a study.

In the present study the writer had to obtain sufficiently large samples to represent the characteristics of the populations spread over Natal and KwaZulu.

### 3.2.1 Choice of locale

It was decided that this study should range over the whole of Natal and KwaZulu, thus covering regions that are economically, geographically and administratively different.

As Natal/KwaZulu covers a vast area with hundreds of Black schools and thousands of Black teachers, the researcher decided to use all 29 educational circuits in the province as geographical clusters for sampling the Natal/KwaZulu population of educators for a more detailed study.

### 3.2.2 Selection of populations and samples

The researcher wrote to the Department of Education and Culture - KwaZulu and the Department of Education and Training asking for their permission to conduct research in their respective schools. Replies were received from both departments granting the requested permission provided the Circuit Inspectors did not object. All Circuit Inspectors were subsequently written letters asking for their permission. Twenty-three of them replied granting permission to the writer to conduct the proposed study in their circuits. Six did not reply.

The population was restricted to Black educators. It comprised teachers and heads of department, principals and inspectors

of schools. The writer decided on four different sub-samples: teachers and heads of department currently engaged in upgrading courses; teachers and heads of department who had completed upgrading courses; principals, and inspectors of education. In addition rectors, lecturers and leaders of teachers' unions formed a fifth group for this study.

Preliminary enquiries had revealed that the number of teachers who had participated or were participating in upgrading programmes varied considerably from school to school. Some schools had about ten teachers participating while others had only one. The average appeared to be between four and five per school.

A sample of about 500 teachers and heads of departments who had either completed upgrading programmes or were engaged in upgrading was deemed sufficient for this investigation. Working on the basis of four teachers / heads of department per school, it was estimated that 125 schools should be involved. Another 100 schools would provide the 100 principals required to participate in the study. A sample of 50 inspectors of education from 23 circuits was deemed sufficient for the purposes of this study, i.e. two inspectors per circuit plus four others from larger circuits.

One hundred and twenty-five schools were chosen using random sampling procedures : five per circuit plus five others from larger circuits. Using similar procedures a further 100 schools were chosen for the 100 principals required for this study.

The researcher wrote to the principals of the 125 selected schools informing them:

- (a) of the nature and importance of the research;
- (b) that permission had been granted by the Circuit Inspector to conduct the research;
- (c) that permission was required from the principal to allow members of his staff to participate in the study;
- (d) that should he allow his school to participate then he kindly should indicate in his reply the number of teachers and heads of department who:
  - (i) were currently involved in upgrading courses, and
  - (ii) those who had completed their upgrading programmes / courses (See Appendix G).

All 125 principals replied giving the researcher the required permission as well as numbers in relation to teachers and heads of department who were currently involved in upgrading programmes (362) and those who had completed upgrading courses (184). The total was 546.

The provisional sub-samples, therefore were:

- (a) three hundred and sixty-two teachers and heads of department presently engaged in upgrading;
- (b) one hundred and eighty-four teachers and heads of department who had completed upgrading.
- (c) one hundred principals;
- (d) Fifty inspectors.

In addition, there was the earlier-mentioned fifth group of educationists comprising rectors of colleges of education, lecturers in colleges of education and universities and senior officials of teachers' associations.

### 3.3 Instruments Used

Common techniques for data collection include the questionnaire, the interview, the checklist, observation techniques and the study of documents. The writer used the questionnaire as the prime research tool in this study. An interview schedule assisted by a tape recorder was also employed.

#### 3.3.1 The questionnaire

There are many reasons for choosing the questionnaire for the study:

- (a) The questionnaire facilitates the obtaining of facts about current conditions and practices and the making of inquiries concerning attitudes and opinions.
- (b) It is virtually impossible to interview without assistance hundreds of teachers, heads of departments, principals and inspectors of schools because interviews are time consuming. The questionnaire is an extremely effective way of gathering information from a large number of people, relatively cheaply and in relatively short time by a single person.
- (c) The present study was conducted during the school term. Therefore, it was very important to obtain educators'

responses within a short period of time in order to disturb minimally the curricular programmes of the schools. The questionnaire helped to meet this requirement because of its brevity and conciseness.

(d) The questionnaires of the present study provided anonymity to the respondents. As a result they were expected to respond more willingly, openly and honestly to the questions.

(e) The questionnaires are an appropriate tool for collecting data from samples spread over a very large geographical area like Natal and KwaZulu.

(f) The questionnaire technique ensures to some extent, a good measure of objectivity in soliciting and coding the responses of the sample in a study.

Questionnaires, like interviews, are a way of getting data about people by asking them rather than watching their behaviour. However, the self-report approach incorporated in questionnaires, presents certain limitations. Sometimes these techniques measure not what persons believe but what they say they believe; not what they like but what they say they like.

Behr (1973: 150) says of the questionnaire: "If properly administered, it nevertheless continues to be the best available instrument for obtaining information from widely spread sources". The present researcher decided to employ questionnaires in gathering data.

### 3.3.1.1 Construction of the questionnaires

In constructing the questionnaires for teachers and heads of department, principals and inspectors, the writer followed the criteria, principles and steps of Kornhauser (1965: 110), Lovell et al (1970: 39), Tuney, et al. (1971: 132), Good (1972: 231), Mouly (1978: 191), and Borg and Gall (1979: 297).

Part One of the questionnaire for teachers and heads of departments as well as that for principals, asked for important personal details, e.g. gender, age in years, marital status, teaching experience in years, professional training, academic qualifications and years of experience.

Part Two comprised questions structured with the aim of determining the respondents' opinions about upgrading programmes, i.e. their evaluation. The questions asked amongst other things, what motivated teachers to upgrade their qualifications, what courses they were doing for upgrading, how long the courses were, to what extent the courses were relevant to teachers' and pupils' needs, to what extent the courses covered new ground, responses of colleagues to innovations introduced, sufficiency of resources and upgrading institutions, and teachers' recommendations.

The writer used a combination of closed questions and open questions when structuring the questionnaires.

Part Three of all four questionnaires, i.e. teachers' and heads of departments' (two questionnaires) principals' and



inspectors' asked respondents for what they regarded as major stumbling blocks in the way of Black teachers who want to be upgraded; and other comments regarding upgrading programmes and institutions.

The questions were in sets with each set centred around one important issue. The questionnaires included ratings, checklists and ranking (Behr, 1983: 152). To the rating type of question, the answer took the form of an evaluative word. In the checklist type of question, a cross had to be made against one of several possible answers (See Appendices A, B, C and D for final form of questionnaires).

#### 3.3.1.2 The pilot study

The pilot study, sometimes referred to as pilot testing, is a preliminary or 'trial run' investigation that precedes the carrying out of any investigation or project (Dejnozka and Kapel, 1982: 398).

The basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the instruments, e.g. questionnaires or textual materials, to be used. The number of the participants in the pilot study or group is normally smaller than the number scheduled to take part in the subsequent study.

Borg et al., (1979: 70) give the following purposes of the pilot study:

- (a) It permits a preliminary testing of the hypotheses, that leads to testing more precise hypotheses in the main study.
- (b) It often provides the research worker with ideas, approaches and clues not foreseen prior to the pilot study.
- (c) It permits a thorough check of the planned statistical and analytical procedures thus allowing an appraisal of their adequacy in treating the data.
- (d) It greatly reduces the number of treatment errors because unforeseen problems revealed in the pilot study may be overcome in redesigning the main study.
- (e) It may save the research worker major expenditures of time and money on a research project that will yield less than expected.
- (f) In many pilot studies it is possible to get feedback from research, objects and other persons involved that leads to important improvements in the main study.
- (g) In the pilot study, the research worker may try out a number of alternative measures and then select those that produce the best results for the main study.

The researcher decided to conduct a pilot study to test questions for inter alia, vagueness and ambiguity, to ascertain whether questions were correctly structured or not, and to identify questions of a sensitive nature. Space was provided at the end of the pilot questionnaire for the respondents to make the required comments.

In this way the writer tried to conduct as thorough a pretest as possible of the questionnaires before using them in his study. What was needed was a final instrument in which people who answered it could reach every facet of its organization.

The writer had initially arranged with the Circuit Inspector of Pholela to make use of the principals, heads of department and teachers in that circuit for the pilot study. This arrangement fell through because the questionnaires were not ready in time, i.e. before the summer holidays of 1987/88.

Instead, the principals, heads of department and teachers of schools who stay in the Pietermaritzburg district where the writer resides, were used in the pilot study. These educators taught at schools under of the Department of Education and Culture - KwaZulu and the Department of Education and Training. They completed the questionnaires and made comments where they felt necessary. Their constructive responses were of considerable assistance to the researcher in refining his questionnaire.

The writer did not conduct a pilot study for the inspectors' questionnaire. He discussed its purpose and contents with inspector colleagues in his circuit and in his home district before finalizing the instrument.

### 3.3.1.3 Administering the questionnaires.

#### (a) Questionnaires for teachers, and heads of departments

The writer sent an envelope to the principal of each of the 125 schools selected. The contents of the envelope were:

- (i) the teachers' and heads of departments' questionnaires (number and type of questionnaire based on information given by principal in reply to researcher's first letter). (See Appendices A and B for final form of each questionnaire);
- (ii) covering letters for the teachers and heads of department, and the principal to explain the main aims of the questionnaires and the manners in which they were to be filled. (See Appendices H and G);
- (iii) reply envelopes for teachers and heads of departments; and
- (iv) one large, stamped, addressed envelope for the principal to dispatch returns to the writer.

#### (b) Questionnaires for principals

Each principal of the additional 100 schools selected was posted a letter containing a principal's questionnaire and an accompanying letter stating:

- (i) that permission to conduct the research had been granted by the Circuit Inspector;
- (ii) the nature and significance of the research project especially for Black education;
- (iii) the principal's participation would be invaluable and highly appreciated; and

(iv) an early completion and return of questionnaire is anticipated. (See Appendix C).

(c) **Questionnaires for Inspectors**

Questionnaires for inspectors were posted to Circuit Inspectors. Both Circuit Inspectors and Inspectors were sent covering letters briefly explaining the purpose of the project, its importance to Black education, and directions for completing the questionnaires. (See Appendices D and F).

3.3.1.4 Control of questionnaire dispatch and return

The researcher made use of a record chart to control the proceedings, that is, the dates on which the letters and questionnaires were posted, and dates on which they were returned. This procedure made it easy to locate non-returns and send out reminders. (See Appendix I).

(a) **Questionnaires personally delivered**

The writer personally delivered questionnaires to schools within his reach and collected the completed ones. This facilitated the process and enhanced the response rate. It also enabled the researcher to expand on the purpose and significance of the study, clarify points, answer questions and motivate respondents to answer questions carefully and fruitfully.

(b) **Mailed questionnaires**

A large number of questionnaires were mailed to respondents in widely scattered areas. The responses were en-

couraging with about 70% of the mailed questionnaires being returned within the requested period. Reminders were posted to principals of schools who had not returned completed questionnaires with further copies of the questionnaire and self-addressed return envelopes. The reminders generally assumed the tone that the individuals or respondents did not submit returns because of pressure of work or oversight. These letters re-emphasized the importance of the study and value of the person's contribution to the present study.

The researcher also 'appointed' known or recommended persons at various points, i.e. one in each cluster of schools, to remind respondents and principals and to assist in collecting completed questionnaires. Some persons in charge posted the completed questionnaires to the writer. In other cases the writer personally fetched them from the person in charge. Some late returns from principals also arrived in the post.

These returns were scrutinized upon receipt and the information transferred in code to master sheets. Of the 696 questionnaires that were dispatched, 670 were returned, all of which were found to be suitable for the purposes of analysis. The response rate was a highly commendable 96,2%. This very high percentage of questionnaires returned constitutes a 'guarantee' for the validity of the generalizations derived from the study (Wiersma, 1980: 157). The breakdown of the returns was as follows:

Table 3.1: The breakdown of the returns

Sample	No. of despatched Questionnaires	No. of Returns	Percentage Returns
(a) Teachers and Heads of Departments who are presently engaged in upgrading programmes	362	350	97,7
(b) Teachers and Heads of Departments who have completed upgrading courses	184	170	92,4
(c) Total of teachers and Heads of Departments	546	520	95,2
(d) Principals	100	100	100
(e) Inspectors	50	50	100
Grand Total	696	670	96,2

### 3.3.2 The interview schedule

#### 3.3.2.1 Introduction

The interview is an oral questionnaire. The interviewee gives the needed information verbally in a face to face relationship rather than writing the response. Mason and Bramble (1978: 299) define an interview as: "A verbal discussion conducted by one person with another for the purpose of obtaining information".

The interview method of collecting data is flexible and can be easily adapted to a variety of situations. Through the interview technique, the researcher may stimulate the respon-

dent to greater insight into his or her own experiences and thereby explore important areas not anticipated originally by the interviewer.

The main reason for the flexibility of this method is the presence of the interviewer who can explore responses with the interviewee, ask further questions for the clarification of certain points and control the interview to elicit responses wanted. Borg et al. (1979: 25) support this view when they point out that interviews are valuable measurement tools for gathering information in areas where a deep understanding is needed and where probing might be required.

In this study the interview schedule was intended for senior educationists such as the rectors and lecturers at colleges of education, university lecturers, senior executive members of teachers' unions, e.g. Natal African Teachers' Union (NATU).

#### 3.3.2.2 Constructing the interview schedule

The present researcher required a structured but open-ended interview schedule because he did not want to place too much restriction on the responses given. This flexible approach permitted the interviewer to pursue certain responses as far as was necessary, to follow up important clues or to obtain additional information. The researcher constructed an interview schedule which consisted of a set of questions that the interviewer would ask of each respondent. (See Appendix E).



The interview schedule comprised eleven questions of which nine were similar to those presented to the principals. The two questions that differed were the following:

- (a) "What are your views on the value of upgrading courses?"
- (b) "What input does your department have in the course design of upgrading programmes at the various institutions?"

#### 3.3.2.3 Piloting the interview schedule

The researcher did a pilot testing of the interview schedule on persons similar to the intended respondents of the main study. The main reasons for the pilot test of the interview schedule were:

- (a) to identify and correct errors and weaknesses in the interview schedules;
- (b) to provide vital training for the writer as an interviewer;
- (c) to improve the questions' potential for eliciting relevant information by taking heed of constructive comments of colleagues in the field.

The final form of the interview schedule appears in Appendix E.

#### 3.3.2.4 Administering the interview schedule

The writer conducted interviews with selected educational experts, viz. rectors of colleges of education, rectors of colleges for further training, college lecturers and university lecturers in education departments, and senior executive members of teachers' associations.

These interviews were used to collect data, which was in turn, used in a qualitative manner to yield findings reported later in this study.

The writer believes that factors such as race, age, religion, vocabulary, accent, ethnic background and social class of the interviewer had little influence on the reliability and validity of the responses because the interviewer and most of the interviewees were of similar background.

#### 3.3.2.5 Recording interviews

Tape recording and note taking are the usual methods for preserving the information collected in an interview. Tape recordings provide the most accurate method of collecting information. Both techniques were employed concurrently in this study. There was no respondent who objected to the use of the tape recorder.

The use of tape recorders has several advantages when recording interview data in research, namely:

- (a) Recording interviews on tape is convenient and inexpensive.
- (b) It obviates the necessity for writing during the interview, which may be a distracting influence, both to the interviewer and the subject.
- (c) It reduces the tendency of the interviewer to make an unconscious selection of data favouring his biases.

- (d) Interviews recorded on tape may be replayed as often as necessary for complete and objective analysis at a later time.
- (e) It is also possible to re-analyse the taped interview data to test hypotheses not set up in the original study.
- (f) It is possible with tape-recorded data for a person other than the interviewer to evaluate and classify the responses (Best, 1981: 166; Borg et al., 1979: 88; Borg et al., 1983: 445.

The tape-recorded responses give a permanent record of what was actually said instead of what the interviewer thought was said. The researcher tape-recorded the responses during the interview and coded them later.

The writer also took the precaution of summarizing the responses during interviews by writing a legible record of the actual response of each respondent either during the interview or soon afterwards.

Notes of responses and tape-recordings were made of the interviews with the intention of double checking them. A written record of each interview was made afterwards.

#### 3.4 Statistics Employed: Test of Significance: $X^2$

In this study the Chi square statistic ( $X^2$ ) was used to test differences between proportions for significance.

The Chi square statistic is a test of significance which compares observed frequencies with expected frequencies (Downie and Heath, 1974: 197).

It is a measure of the discrepancy between observed and expected frequencies (Freund and Wilbourne, 1977: 330). Observed frequencies are obtained empirically while expected frequencies are generated on the basis of some hypothesis or theoretical speculation (Ferguson, 1966: 191).

Critical values of  $X^2$  are taken at the 5%, 1% and 0,1% levels. Symbols used will be:

- (a)  $p < 0,05$  to denote significance at the 5% level.
- (b)  $p < 0,01$  to denote significance at the 1% level.
- (c)  $p < 0,001$  to denote significance at the 0,1% level.

CHAPTER FOURPRESENTATION, ANALYSIS AND DISCUSSION OF RESPONSES  
FROM QUESTIONNAIRES TO TEACHERS AND HEADS OF DEPARTMENTS

The execution of this research produced a mass of raw data resulting from the administration of four questionnaires. The collected data had to be accurately collated, and systematically organized in a manner which facilitated analysis.

The collection and collation of responses from the questionnaires and interviews became more complex because open-ended items were included. After the responses had been categorized, the results were transferred to summary data sheets. Recording of the data in a systematic manner facilitated examination of the data as well as analysis.

In this chapter the responses to two of the four questionnaires administered are examined. One questionnaire is that sent to teachers and heads of departments currently involved in upgrading programmes and the other is the one administered to teachers and heads of departments who had completed upgrading courses. As the majority of the items in the two questionnaires were identical, the responses to these questions are analysed 'together' under a single sub-heading. The responses however, are presented in separate tables.

#### 4.1 Analysis of Responses in Questionnaires to Teachers and Heads of Departments who (a) Are presently taking upgrading courses, and (b) Have completed upgrading courses.

Those presently upgrading themselves (350) are far in excess of those who had completed upgrading courses (170). More than a 100% excess is noted. This is evidence that there is increasing appreciation amongst Black teachers of the need for upgrading.

##### 4.1.1 Biographical data

Although interest in teachers' biographical characteristics has diminished in the Western world, the present researcher wanted to explore relationships between the biographical data and upgrading programmes among Black teachers in South Africa.

Joslin (1980), for example, on the basis of a meta-analysis of 137 studies, found out that in-service education is successful in producing changes in behaviour in teachers with less than ten years' experience of teaching. The examination of the relations between experience, sex and age of teachers on the one hand, and gains from participating in workshops on the other was carried out by Klem (1982). The results showed clear relationships among these factors.

##### 4.1.1.1 Gender of teachers and heads of departments

Tables 4.1(a) and 4.1(b) show the distribution of teachers and heads of departments according to gender.

Table 4.1(a)

Distribution of teachers and heads of departments presently engaged in upgrading courses, according to gender.

	MALE	FEMALE	TOTAL
No.	120	230	350
%	34	66	100

Table 4.1(b)

Distribution of teachers and heads of departments who have completed upgrading courses, according to gender

	MALE	FEMALE	TOTAL
No.	50	120	170
%	29	71	100

The data shown in Tables 4.1(a) and 4.1(b), indicate that a majority (66%) and (71%) respectively of the participants were female. A  $X^2$  of 134,5 ( $p < 0,001$ ) for the combined group shows that the difference between males (170) and females (350) is highly significant.

In recent years there has been criticism from many quarters that the teaching profession has been feminized because there are so many women in it. Even as early as 1890 female teachers in the United States of America outnumbered males (Tyack and Strobeck, 1979).

Locally and overseas major professions like medicine and engineering have a small minority of women practitioners. In teaching however, the situation is different. Recent figures show that in the United States of America 70% of teachers are women, in Australia 64% and in Britain 58% (Adams, 1975: 125).

Writers like Simpson and Simpson (1980) claim that women are more submissive to bureaucratic control than men, and that teaching can at best become only a semi-profession such as nursing, social work and librarianship where women predominate to the professional disadvantage of these occupations.

Lewis and Maude (1952) maintain that because female teachers already have a higher professional status than most other women, their motivation to increase it is minimal. The results set out in the above tables oppose this view point, since more females are involved in upgrading programmes than males.

Studies in Australia (Armstrong 1952), Canada (Archibald, 1970), and the United States of America (Epstein, 1971) indicate clearly the foolishness of trying to argue that as far as professional tasks are concerned, female teachers are less capable than male teachers. However, one would not deny that teaching does in fact offer many women advantages of a kind virtually absent from other professions or occupations.



4.1.1.2 Age distribution of teachers and heads of departments

The ages of teachers and heads of departments are set out in the tables below.

Table 4.2.(a)

Age distribution of teachers and heads of departments presently engaged in upgrading

	Under 25 years	26-30 years	31-35 years	36-40 years	41-45 years	Over 45 years	Total
No.	10	115	135	75	10	5	350
%	3	33	39	21	3	1	100

Table 4.2.(b)

Age distribution of teachers and heads of departments who had completed upgrading courses

	Under 25 years	26-30 years	31-35 years	36-40 years	41-45 years	Over 45 years	Total
No.	0	33	90	43	2	0	170
%	0	20	54	25	1	0	100

The largest frequencies (39% in Table 4.2.(a) and 54% in Table 4.2.(b)), are in the 31 - 35 year range. The results show that in the two groups, 158 participants were less than 31 years old while 135 teachers were more than 35 years old. This difference is significant as the calculated  $\chi^2$  was 4,69 ( $p < 0,05$ ). The relatively large disparity is explained by

the fact that Black teachers are generally young. There is a greater percentage of teachers under 31 years in the group presently upgrading themselves (38%) than in the group that had completed upgrading courses (20%).

There are many reasons for studying the age of the participants in upgrading and in-service education, including economic gains and opportunities for promotion. It is an accepted fact that the younger the teacher the greater the pay-off. Younger persons are more open to change in their behaviour than older ones.

Hopkins (1986: 106) states that upgrading, particularly when it involves the exchange of old habits for new, breeds considerable insecurity. He further states that professional development is both an affective and a cognitive process.

Does this mean that adults regress cognitively? Does age affect upgrading? Boltes and Schaire (1976: 120) are the two researchers most responsible for revising our common conceptions of ageing. Their studies have shown the so-called decline in I.Q. to be a myth. They postulate replacing the degeneration hypothesis with the concept of plasticity, that is, adults can learn new abilities and improve old abilities.

The premise that individual differences among people increase with age, is widely accepted in the literature. Therefore, upgrading programmes for teachers must make optimal provision for differences in style, time, place and pace of learning.

The tables show that only five teachers engaged in upgrading were above 45 years of age. Abraham's (1964) comments about this positive phenomenon are:

- (a) Methods of teaching have changed since most older teachers were in school so that most of them have to go through a period of adjustment to strange new conditions which they are inclined to avoid.
- (b) Various physiological changes occur in the process of ageing, such as decline in visual acuity, reduction in speed of reaction, and lowering of energy levels, which operate as barriers to learning unless compensated for by such devices as louder sound, larger printing and slower pace.
- (c) Older teachers respond less readily to external sanctions for learning such as grades or standards than to internal motivation.

#### 4.1.1.3 Marital status

In the present study the position with regard to marital status of teachers and heads of departments was as follows:

Table 4.3.(a)

Marital status of teachers and heads of departments who are presently engaged in upgrading

	Single	Married	Divorced	Widowed	Total
No.	50	280	8	12	350
%	14,2	80	2,3	3,5	100

Table 4.3.(b)

Marital status of teachers and heads of departments who have completed upgrading courses

	Single	Married	Divorced	Widowed	Total
No.	12	148	5	5	170
%	7	87	3	3	100

The results indicate that a large majority (80% in Table 4.3.(a) and 87% in Table 4.3.(b)) of the participants were married. In total, married participants (428) exceeded the rest (92) by a large margin. This difference is highly significant as the calculated  $\chi^2$  was 108,5 ( $p < 0,001$ ).

The results in Tables 4.1.(a) and 4.1.(b) which show that a majority of the participants were female teachers, taken together with the above findings suggest that many of the participants were working mothers and fathers with children.

Ryan (1975) investigated the marital status of teachers and his conclusion was that married teachers have a more business-like attitude to their professional duties than unmarried teachers. Although Western literature supports Ryan's findings, the present writer is reluctant to generalize these findings for South African Black teachers as he found that those who were unmarried also had families (parents, brothers and sisters) and/or siblings to support. This is a typical Third World phenomenon.

One of the recommendations made by teachers and heads of departments, was that teachers who were engaged in upgrading programmes should form study groups in order to help one another in understanding study programmes. In addition these study groups could bridge existing gaps between young teachers and old teachers, married teachers and unmarried teachers, and establish an integration of life experiences with openness to changes.

#### 4.1.1.4 Teaching experience of teachers and heads of departments

The years of teaching experience of teachers and heads of departments participating in this study are set out in the tables below.

Table 4.4.(a)

Teaching experience of teachers and heads of departments presently upgrading their qualifications

	2 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	21 - 25 years	Over 26 years	Total
No.	25	145	150	27	1	2	350
%	7	41	43	8	0,4	0,6	100

Table 4.4.(b)

Teaching experience of teachers and heads of departments who have completed upgrading courses

	2 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	21 - 25 years	Over 26 years	Total
No.	0	48	90	32	0	0	170
%	0	28	53	19	0	0	100

The results in Tables 4.4.(a) and 4.4.(b) are similar in that the highest percentages of respondents (43% and 53% respectively) fall in the 11 - 15 year range of experience. This implies that the majority of teachers used in this study are still relatively young. Only three teachers had experience of over 21 years. The difference between teachers with teaching experience less than 15 years (458) and those with teaching experience more than 15 years (62), was highly significant as the calculated  $X^2$  was 301,4 ( $p < 0,001$ ).

Feiman and Floden (1981: 27) point out that helping teachers reflect on their experiences and providing support during times of change may be effective practices in promoting upgrading regardless of the developmental status of the teacher or head of department. They also state that it makes sense to pay attention to what teachers are motivated to learn when determining the appropriate starting point for upgrading.

Knowles (1978: 53) claims that mature individuals accumulate an expanding reservoir of experience which becomes an exceedingly rich resource of learning. The important question is:

Are the teachers able to integrate their teaching experience with theoretical studies in upgrading courses / programmes?

Recent studies have shown that teachers have difficulty in combining teaching experience with educational theory. Research studies by Carr (1980), Fey (1980), Farnsworth (1981), Joyce and Sowers (1981), Mohlman (1982), Klassen (1983) and Wasp (1983) highlight an inevitable gap between theory and practice at both initial teacher training and in-service or upgrading levels.

There have been numerous investigations and attempts made through in-service education and upgrading programmes to attain the vital aim of bridging this gap in many parts of the world.

According to Louw (1984: 4) the following is true:

In school, in-service education and training (INSET) has a vital role to play in maintaining the efficiency of teachers allowing for discussion on the links between theory and practice and for the introduction of cautious and well-tried innovations.

To conclude this discussion on experience and theory, one of the de Lange Working Committees' recommendations on INSET is given:

The ideal that must be striven for is that each individual teacher as a professional person, shall grow in knowledge and teaching skills. Experience can certainly make a contribution but in itself is no guarantee of such professional growth, and further training is, in this respect, desirable if not essential (H.S.R.C., 1981a; 114).

4.1.1.5 Professional training institutions

The following tables show the types of institutions where teachers and heads of departments obtained their initial training for teaching.

Table 4.5.(a)

Types of institutions for initial teacher training attended by teachers and heads of departments presently upgrading their qualifications

	College of Education	University Department	Coll. for Advanced Tech. Education	Other (Specify)	Total
No.	301	49	0	0	350
%	86	14	0	0	100

Table 4.5.(b)

Types of institutions for initial teacher training attended by teachers and heads of departments who have completed upgrading courses

	College of Education	University Department	Coll. for Advanced Tech. Education	Other (Specify)	Total
No.	160	10	0	0	170
%	94	6	0	0	100

The results show that most of the teachers (86% of teachers presently upgrading their qualifications and 94% of teachers who have completed upgrading courses) did their initial teacher training at colleges of education. It is regrettable that



only a small number of the participants obtained the rich experience of university studies.

Mention needs to be made that nowadays the colleges of education are faced with a dual challenge, that is, to provide teachers of quality for the various and ever-expanding sectors of education and at the same time to look afresh at their own roles.

In spite of the commendable efforts of the colleges of education there is a considerable backlog. The Minister of Development Aid, Dr Gerit Viljoen, was quoted as saying that if Matriculation plus three years professional training was accepted as the minimum basic qualification for primary and secondary school teachers, then 94,6% of the teachers in his department were either underqualified or unqualified (The Natal Witness, 25.06.87: 3).

#### 4.1.1.6 Professional qualifications of teachers and heads of departments

The following tables show the different types of professional qualifications held by teachers and heads of departments.

Table 4.6.(a)

Professional qualifications of teachers and heads of departments presently engaged in upgrading programmes

	P.T.C. or lower	J.S.T.C.	P.T.D. Pre- Primary	P.T.D.	S.T.D.	U.E.D. Post Grad.	H.D.E.	B.Paed.	B. Ed.	Total
No.	135	115	4	16	65	5	0	10	0	350
%	39	33	1	5	18	1	0	3	0	100

Table 4.6.(b)Professional qualifications of teachers and heads of departments who had completed upgrading courses

	P.T.C. or lower	J.S.T.C.	P.T.D. Pre- Primary	P.T.D.	S.T.D.	U.E.D. Post Grad.	H.D.E.	B.Paed.	B.Ed.	Other (Specify)	Total
No.	48	90	2	16	9	1	0	2	1	1 (D.S.E.)	170
%	28	53	1	9	5	1	0	1	1	1	100

The results in the above tables support the contention that Black teachers need to upgrade their qualifications because most of them are underqualified. The highest percentages, namely 39% in Table 4.6.(a) and 28% in Table 4.6.(b) for P.T.C. and Lower and 33% and 53% respectively for J.S.T.C., are for those Black teachers who had only three years of secondary schooling and two years professional training.

This high incidence of underqualification is detrimental to the Black education system as a whole. Hilliard (1971: 33) states that the distinguishing characteristics of the professional person is that he is properly qualified to practise; he is not merely a learned person, but one whose learning has been directed towards the acquisition of certain skills, the practice of which calls for the application of appropriate knowledge.

According to the results in the above tables, only 93 of 520 teachers in the present study were qualified to teach in the

secondary school. The remaining 427 were in a vulnerable position and under-equipped for their task because they taught beyond the level for which they had been prepared professionally.

The difference between teachers qualified to handle secondary classes (93) and those underqualified (427) is highly significant. The calculated  $\chi^2$  was 214,4 ( $p < 0,001$ ).

If the quality of education is to be improved then teachers must be given further training. The aims should be to provide additional teachers' guides and skills for the qualified teachers, and further education for the underqualified teachers, with a view to upgrading them.

The onus is therefore, partly on the teacher to keep himself abreast of times by continually upgrading his qualifications. In order to fulfil their responsibilities and to be accountable to their constituencies teachers must be fully prepared to grow professionally.

#### 4.1.17 Academic qualifications of teachers and heads of departments

The academic qualifications held by teachers and heads of departments are set out below.

Table 4.7.(a)

Academic qualifications of teachers and heads of department who are presently engaged in upgrading programmes

	J.C or lower	Matric	Undergrad. courses	Degree	Hons./B.Ed. & higher degrees	Total
No.	20	240	70	20	0	350
%	5,7	68,6	20	5,7	0	100

Table 4.7.(b)

Academic qualifications of teachers and heads of departments who have completed upgrading courses

	J.C or lower	Matric	Undergrad. courses	Degree	Hons./B.Ed. & higher degrees	Total
No.	14	130	5	20	1	170
%	8	76	3	12	1	100

Table 4.7.(a) indicates that 68,6% of the participants had Matriculation Certificates. The results in Table 4.7.(b) also show that most teachers and heads of departments had the Matriculation Certificate.

The results of Tables 4.7.(a) and 4.7.(b) combined show that only 115 had either degree courses or full degrees. The remaining 405 teachers had either Senior / Matriculation Certificates or less. The difference between teachers and heads of departments who had degree courses or degrees (115) and those who had Matriculation Certificates or less is highly significant with  $\chi^2 = 81,5$  ( $p < 0,001$ ) in Table 4.7.(a); and  $\chi^2 = 80,9$  ( $p < 0,001$ ) in Table 4.7.(b).

These indicate that most teachers are underqualified in respect of academic qualifications. Mathivha (1981) contends that over the years, teachers have always been interested in improving their qualifications through further study. Unfortunately, too often teachers committed themselves to university subjects like Anthropology, Sociology and Criminology which bore little relevance to the secondary school subjects they were teaching. This upgrading did not help them become better equipped in the subjects they were teaching like languages, science, mathematics, history and agricultural science.

The teacher is expected to keep abreast with developments and adapt himself as well as his pupils to changes. By so doing the teacher ensures that every pupil is sufficiently equipped morally, spiritually, socially, culturally and intellectually to adapt himself to an ever-changing world.

It is always sound educational policy to raise the standard of teacher education and to improve the qualifications of teachers. It is now an accepted fact that qualifications and training alone do not make a teacher and that an initial training course is insufficient for a lifetime of professional service in such a rapidly changing world. Academic and professional qualifications form the basis of all upgrading and in-service programmes, and they enjoy priority.

4.1.1.8 Types of posts held by teachers and heads of departments

The details of the types of posts held by teachers and heads of departments presently engaged in upgrading programmes are shown in the table below.

Table 4.8

Types of posts held by the teachers and heads of departments presently upgrading their qualifications

	Teacher	Head of Department	Total
No.	325	25	350
%	93	7	100

The results in Table 4.8 show that the majority (93%) of the participants were teachers and only 7% were heads of departments.

The implications of these results are three-fold. First, most of the teachers, as the present study revealed, were under-qualified, therefore they could not be appointed as heads of departments. Only a few had the required qualifications and teaching experience. Secondly, there were very few heads of department posts allocated by the two departments of Black education. This meant that even those teachers who had the required qualifications and experience could not be appointed as heads of department.

The sex stereotype prevailing in Black education was the third possible reason for having a high percentage of teachers and a low percentage of heads of departments. Sex stereotyping does more than deny access to male teachers and female teachers of a wide variety of behaviours and activities that would make their lives richer and fuller. Many educationists agree that sex stereotypes introduced in the home are reinforced and refined in school through hidden curricula, predominance of males in posts of higher rank, and so on.

4.1.1.8.2 Posts held by upgraded teachers and heads of departments before upgrading of qualifications

It should be pointed out that teachers and heads of departments used in this study were asked to indicate the types of posts they held before upgrading their qualifications. The results are set out in the following table.

Table 4.9.(a)

Posts held by upgraded teachers and heads of departments before upgrading of qualifications

	Teacher	Head of Department	Other (Specify)	Total
No.	168	2	0	170
%	99	1	0	100

Ninety-nine percent of the respondents were teachers before upgrading their qualifications. The 1% of heads of departments contrasts significantly with the 12% for the group that had

completed upgrading courses (See Table 4.9.(b). This increase implies that a teacher who improves his/her qualifications, especially through university, places himself/herself in a better position for promotion. The Department of Education and Training continually informs teachers, through 'Educamus' and 'The Teaching Profession' (academic journals) about the ladder of promotion from post-level one to post-level seven.

The results suggest that educational occupations are also characterized by sharply defined male roles and female roles. While there is growing equity in the numbers of each sex employed, their professional status is demarcated by gender. Men are over-represented in major decision-making positions in education. In secondary schools heads of departments are usually male. Administration also remains male-dominated in higher positions in education.

4.1.1.8.3 Posts held by upgraded teachers and heads of departments after completion of upgrading courses.

Table 4.9.(b)

Posts held by upgraded teachers and heads of departments after completion of upgrading courses

	Teacher	Head of Department	Other (Specify)	Total
No.	150	20	0	170
%	88	12	0	100



The findings show that 88% (150) of the participants were teachers while 12% (20) were heads of departments. A comparison of Tables 4.9.(a) and 4.9.(b) shows that upgrading has a positive influence on promotion.

The proportion of heads of departments among teachers was significantly greater after upgrading than before. The calculated  $\chi^2$  was 15,75 ( $p < 0,001$ ).

#### 4.1.2 Evaluation by teachers and heads of departments of upgrading programmes

##### 4.1.2.1 Motivation for upgrading one's qualifications

Teachers and heads of department were asked to re-arrange given motivating factors in order of priority. The results (first priority) are set out below.

Table 4.10.(a)

Motivating factors for upgrading of teachers presently engaged in upgrading programmes

	Salary	Promotion or Status	Professional development	Academic development	Total
No.	65	5	165	115	350
%	19	1	47	33	100

Table 4.10.(b)

Motivating factors for upgrading of teachers and heads of departments who had completed upgrading courses

	Salary	Promotion or Status	Professional development	Academic development	Total
No.	20	0	120	30	170
%	11	0	71	18	100

The major incentives are professional development (47% in Table 4.10.(a) and 71% in Table 4.10.(b)), followed by academic development (33% and 18% respectively). These dominate over material rewards such as money (salary). The least motivating factors were promotion and status. While both groups placed greatest emphasis on professional development, teachers and heads of departments who had completed their upgrading courses, placed significantly greater stress on this incentive than those presently upgrading. The calculated  $\chi^2 = 18,67$  ( $p < 0,001$ ).

Luthuli (1982: 111) points out that teachers who are clear about their motivations come to the classroom prepared to work with pupils or students in ways that are in harmony with their ideals and in a manner which is personally satisfying to the community, to pupils, to teachers themselves, and to the whole education objective.

The results in the tables above support the fact that if Black education is to attain its particularised aims and objectives,

teachers must be properly qualified, both academically and professionally (Ndaba, 1975: 110; Luthuli, 1982: 100).

Newman, Burden and Applegate (1980) point out that teachers' understandings and interpretations of their own development could be a positive influence on their further education. The authors proposed that upgrading programmes should be designed to assist teachers to reflect on their development and to anticipate future professional and academic stages. A number of methods were then suggested to meet these objectives, namely:

- (a) Teachers could examine their own careers;
- (b) Teachers could view other teachers' careers;
- (c) Teachers could compare academic and professional development.

According to Knowles (1978: 31) adults (teachers in this case) are motivated to learn as they experience needs and interests that learning will satisfy. Therefore these needs and interests are appropriate starting points for organizing adult learning activities as well as teachers' upgrading programmes.

The present research indicates that upward mobility through promotion is not an important objective of teachers involved in upgrading or INSET. The results in Tables 4.10.(a) and 4.10.(b) appear to contradict the results of a United Nations survey (1982) conducted among the member countries of the Asian Programme for Educational Innovation and Development. The survey discovered that "the practice of linking INSET with further formal qualifications, proved popular with many teachers

particularly among those who were seeking upward mobility." (CAPEID, 1982: 4).

It has to be noted that the combination of materials which are relevant to practice and non-threatening self-assessment techniques, lead to the potential learner realizing the importance of, and need for upgrading.

#### 4.1.2.2 Upgrading courses taken by teachers and heads of departments

Teachers and heads of departments were asked to give the names of courses they were doing or had done and the duration of these courses. The results are shown below.

Table 4.11.(a)

Names of courses (taken by teachers and heads of departments presently upgrading themselves) frequency and duration

Name of course / Degree	Duration	No. of Teachers and Heads of Departments enrolled	Percentage
1. P.T.D	2 yrs.	28	8
2. S.T.D.	2 yrs	50	14
3. S.E.C.	2 yrs	115	33
4. S.E.D.	2 yrs	40	11
5. Home Economics Diploma	3 yrs	0	0
6. Matric	2 yrs	20	6
7. B.A.	3 yrs	64	19
8. B. Paed.	4 yrs	5	1
9. B. Ed.	2 yrs	8	2
10. Hon. Degree	2 yrs	20	6
TOTAL		350	100

Table 4.11.(b)

Names of courses (taken by teachers and heads of departments who had completed upgrading), duration and frequency

Name of course / Degree	Duration	No. of Teachers and Heads of Departments enrolled	Percentage
1 P.T.D.	2 yrs	2	1
2. S.T.D.	2 yrs	14	9
3. S.E.C.	2 yrs	25	15
4. S.E.D.	2 yrs	16	9
5. J.S.T.C.	2 yrs	20	11
6. S.S.T.C.	2 yrs	7	4
7. Matric	2 yrs	13	8
8. B. Paed.	4 yrs	5	3
9. B.A.	3 yrs	9	5
10. Hon. Degree	2 yrs	4	2
11. B. Ed.	2 yrs	5	3
12. Woodwork	2 yr	9	5
13. Arts and Crafts	1 yr	3	2
14. Remedial Education	1 yr	0	0
15. School Librarian-ship	1 yr	12	7
16. Physical Education	1 yr	10	6
17. Home Craft	1 yr	3	2
18. SPOMS (Special Course in Maths and Science)		13	8
TOTAL		170	100

The results presented in Table 4.11.(a) and Table 4.11.(b) show that most teachers preferred professional upgrading (144) to academic upgrading (26). The difference is significant as the calculated  $\chi^2$  was 44,36 ( $p < 0,001$ ).

The further training / upgrading of teachers by correspondence at Vista University seems to be very popular among Black teachers. The results show that among teachers presently studying 33% were taking the Secondary Education Certificate (S.E.C.) which is a course offered to teachers who are in possession of a Senior Certificate and a Primary Teachers' Certificate (P.T.C.) and 11% were taking the Secondary Education Diploma which caters for teachers who are in possession of the Junior Secondary Teachers' Certificate (J.S.T.C.) or Secondary Education Certificate. Both of these upgrading courses are offered by Vista University only.

It is interesting to note that 19% of teachers and heads of department were studying for Bachelor of Arts degree at various universities. This suggests that teachers realise the need to upgrade their academic qualifications as well.

Some of the courses stated above no longer exist at Colleges of Education and some of the institutions from which they were obtained no longer exist. The nomenclature of some courses have changed, e.g. 'Home Craft' was changed to 'Home Economics' and the curriculum and duration were changed.

One year, and two year professional upgrading course seemed to be the favourite courses for upgrading among the participants of the present study.

It must be pointed out that there are some upgrading or in-service courses that are terminal and do not lead to further or higher qualifications in them, e.g. Woodwork. These courses are aimed at increasing the teachers' knowledge of the subject matter and subject didactics. The courses are either centralized or decentralized. Centralized courses are offered at the colleges for continuing training, e.g. Soshanguve and Malokazi. Decentralized courses are offered by a variety of agents: educational advisers from head office; educational advisers in various regions; Circuit Inspectors at their respective circuits; Subject Societies organized and carried out by subject teachers under the auspices of the Natal African Teachers' Union (NATU).

These courses are used to disseminate information on newly-developed or improved teaching methods; to introduce new syllabi; and to serve as refresher courses to teachers who have been in service for a long time, and as an induction course to newly-appointed teachers.

A comparison of the results in Tables 4.11.(a) and 4.11.(b) shows an increase in academic upgrading among Black teachers.

#### 2.1.2.3 The relevance of the courses to the needs of teachers and heads of department

Information about the relevance of the courses to the needs of teachers and heads of department was obtained. The following details show how relevant the upgrading courses were to the teachers' needs.

Table 4.12.(a)

Relevance of upgrading courses to the needs of teachers and heads of departments presently engaged in upgrading

	Highly relevant	Moderately relevant	Of little relevance	Irrelevant	Cannot decide on relevance	Total
No.	315	35	0	0	0	350
%	90	10	0	0	0	100

Table 4.12.(b)

Relevance of upgrading courses to needs of teachers and heads of department who had completed upgrading

	Highly relevant	Moderately relevant	Of little relevance	Irrelevant	Cannot decide on relevance	Total
No.	165	5	0	0	0	170
%	97	3	0	0	0	100

The majority of respondents (90% in Table 4.12.(a) and 97% in Table 4.12.(b)) see the upgrading courses to be highly relevant to their needs.

Recent studies revealed that education systems and their curricula are traditionally past-oriented. Naisbit (1986) states: "We have essentially the same education as we had in the industrial society and we are trying to use it to equip us for the information age".



The issue of relevance of education as a whole, including pre-service training and upgrading or in-service programmes, is indisputable. The results in Tables 4.12.(a) and 4.12.(b) confirm that there is a strong positive relationship between the upgrading course selected and the needs of teachers and heads of department.

Upgrading is a tool to mould better teachers by improving their knowledge, providing ways to help them improve their effectiveness in the classroom and instilling in them a desire to perform better in their teaching. To accomplish these aims, upgrading programmes must be designed to satisfy the needs of the teachers (Rubin, 1978: 215).

Main (1985: 187) maintains that one of the real ends for upgrading should be "to help teachers to meet not only the needs of their students, but also their own needs, and those of the institution." Carkhuff, et al., (1977) see upgrading programmes as providers of teaching needs that are required by all practising teachers in order to be effective in teaching.

A fact that emerges clearly is that the range and variety of professional needs are predictably very wide and numerous. They derive from the teacher's age, his personal and professional education, the sum of his teaching experience and his personality and temperament, and further needs within the context of a functional group of which he forms part in school.

It is unlikely, therefore, that any one in-service or upgrading programme can meet all these needs. A variety of upgrading programmes can contribute relevance to the many professional needs that are important in the teaching-learning situation.

#### 4.1.2.4 The relevance of the courses to the pupils' needs

Information about the relevance of the courses to the pupils' needs was also obtained. The following details indicate how relevant teachers felt upgrading courses were to the pupil's needs.

Table 4.13.(a)

Relevance of courses to pupils' needs: responses of teachers and heads of department presently upgrading themselves

	Highly relevant	Moderately relevant	Of little relevance	Irrelevant	Cannot decide on relevance	Total
No.	300	45	5	0	0	350
%	86	13	1	0	0	100

Table 4.13.(b)

Relevance of courses to pupils' needs: Responses of teachers and heads of departments who had completed upgrading courses

	Highly relevant	Moderately relevant	Of little relevance	Irrelevant	Cannot decide on relevance	Total
No.	165	4	0	1	0	170
%	97	2,5	0	0,5	0	100

The results indicate that a very large majority of the respondents were of the opinion that upgrading programmes were highly relevant to the pupils' needs.

Most of the teachers in service did not get specialization in remedial education, woodwork, school library and media science, physical education, and so on, in their pre-service education. The upgrading programmes, therefore, meet the pupils' needs that have been neglected during the past decades.

The new concepts of special educational needs are changing views about the nature and organization of service delivery needed to meet the pupils' needs. These models of service delivery make additional demands on teachers in ordinary schools, and require a range of support personnel with relevant knowledge and competence.

Sayer et al. (1985: 92) point out that the knowledge and competence related to special education broadly include the following aspects:

- (a) An understanding of the nature of special education needs in the context of the relative and interactive view of 'need';
- (b) strategies for identifying and responding to special education needs, and the knowledge and competence to do this;
- (c) an understanding of resource management needed for (b) and particularly for resource personnel;

(d) competence in influencing the attitude of others, and in passing on knowledge and skills to those with day-to-day responsibilities for children with special needs. Those concerned particularly with policy development and innovation will require the level of competence necessary for this.

Mention needs to be made that the results in Tables 4.13.(a) and 4.13.(b) are not a guarantee for what should happen in the classroom. The upgrading programmes may be relevant to the pupils' needs, but this relevance may not be conveyed to the pupils by teachers. Some teachers may not be adequately helped to recognise that the content and processes of learning have to be appropriate to the pupils' level of understanding and previous experience, that pupils benefit from approaching new ideas through a familiar context, and that pupils need to appreciate the relevance of what they are learning to their immediate or future needs.

#### 4.1.2.5 The extent to which the content of upgrading courses covers new ground

Teachers were asked to indicate the extent to which the content of upgrading courses covers new ground. This was meant to discover any duplication of content. The details are set out below.

Table 4.14.(a)

The extent to which the content of upgrading courses covers new ground: responses of teachers and heads of departments presently upgrading themselves

	Very High	High	Moderate	Low	Very low	Total
No	295	50	5	0	0	350
%	85	14	1	0	0	100

Table 4.14.(b)

The extent to which the content of upgrading courses covered new ground: responses of teachers and heads of department who had completed upgrading courses

	Very High	High	Moderate	Low	Very low	Total
No.	165	4	1	0	0	170
%	97	2	1	0	0	100

The overall picture revealed by the above results is that the content of upgrading courses certainly covered considerable new ground. There was apparently little repetition of content.

#### 4.1.2.6 Introduction at school of knowledge received from upgrading courses or programmes

Teachers were asked whether they had tried to introduce at school what they were learning or had gained from upgrading programmes or courses.

The results are shown in the tables below.

Table 4.15.(a)

Introduction at school of knowledge gained from upgrading courses; Responses of teachers and heads of departments presently upgrading themselves

	Yes	No	Total
No	339	11	350
%	97	3	100

Table 4.15.(b)

Introduction at school of knowledge gained from upgrading courses: responses of teachers and heads of department who had completed upgrading courses.

	Yes	No	Total
No	168	2	170
%	99	1	100

The results show that almost all the teachers return to their schools to transmit information gained from INSET and upgrading institutions. The results contradict Taunyane's view that:

"... a teacher's enthusiasm soon diminishes when he returns to school from these courses because he (teacher) has many commitments and because staff who have never been on the courses and have been teaching in the same way for many years are not receptive to new ideas" (Taunyane, 1983: 27).

The results of the present study indicate clearly that teachers really desire to improve their professional competence, and

they do their best to implement innovations they obtain from upgrading courses.

There is an emerging body of knowledge relative to the importance of individual and group attitudes about current use of 'innovations' that characterize the content of many upgrading programmes (Griffin, 1983: 102). A fundamental premise is that it is critical for the teacher, who is introducing an innovation, to know where the teachers, heads of department and principals are in terms of their feelings and present practice in order to match better the innovation with the existing individual, group and contextual conditions. Obviously the central point is that the innovation must be considered within the context of local policy and practice as well as a principals' attitude to the innovation being proposed and its usefulness.

The high, unfavourable pupil-teacher ratios, low teacher qualifications, inferior infrastructure and support systems cause a decline in discipline and in the self-image and self-respect of pupils, and mounting frustration among educators and teachers. The above are some of the main obstacles that can hinder the success of innovations learned from in-service and upgrading programmes.

#### 4.1.2.7 Responses of colleagues to the introduction of innovations by teachers and heads of departments

The details in the tables below, show the responses of the colleagues, viz. teachers, heads of departments and principals,

to the introduction of innovations by those who were upgrading themselves or had completed upgrading.

Table 4.16.(a)

Responses of colleagues to introduction of innovations by teachers and heads of departments presently upgrading themselves

	Positive Response			Negative Response			Neutral/No Response		
	Teacher	H.O.D.	Principal	Teacher	H.O.D.	Principal	Teacher	H.O.D.	Principal
No.	312	308	320	0	0	0	38	42	30
%	89	88	91	0	0	0	11	12	9

Table 4.16.(b)

Responses of colleagues to introduction of innovations by teachers and heads of department who have completed upgrading courses

	Positive Response			Negative Response			Neutral/No Response		
	Teacher	H.O.D.	Principal	Teacher	H.O.D.	Principal	Teacher	H.O.D.	Principal
No.	166	166	166	0	0	0	4	4	4
%	98	98	98	0	0	0	2	2	2

It was established earlier that teachers introduced innovations resulting from upgrading programmes in their respective schools. The results in the tables above show that the overall response from teachers, heads of departments and principals was very positive.



The relatively low percentage of 'Neutral/No' responses shown by principals in Tables 4.16.(a) and (b) implies that most principals support their teachers in their attempts to introduce innovations and ensure that transfer of knowledge takes place at their schools.

Any implementation of innovations assumes that there will be changes along the following dimensions, viz. new materials will be used, some form of structural or grouping arrangements are implied, teachers, heads of departments and principals are expected to have or come to have an understanding of the underlying educational philosophy of the change, knowledge and skills, and the teaching strategies necessary for achieving the objectives in question.

Hopkins (1986: 272) points out that implementation may or may not occur depending on the pre-history, that is, whether the colleagues have had essentially positive or negative experiences with previous implementation attempts; whether there is a focus on role as well as content change; whether there is a process to develop clarity about the philosophy, goals and means of implementation; whether in-service training or upgrading programmes are linked directly to implementation needs; whether materials are available and adapted to the local manageable amount of change, and time for carrying it out; and whether the district and school administration facilitates a plan for supporting implementation.

There are many other excellent studies that provide rich explanations and sources of data on the role and implications, and implementation of INSET. Examples included are analysis of the Rand Change Agent data by McLaughlin and Marsh (1978) and research on the Concerns Based Adoption Model by Hall and Lanck (1978) and Louck and Hall (1979).

It is a fact that there are many obstacles and difficulties in Black schools that often hamper teachers when introducing and implementing new ideas obtained from upgrading and in-service programmes. The results of the present study show however that most teachers try to overcome these constraints.

#### 4.1.2.8 Adequacy of resources in Black schools

Teachers were asked whether there were sufficient resources at their schools in order to implement what they had learned from upgrading programmes. The details are presented in the tables below.

Table 4.17.(a)

The adequacy of resources in Black schools: Responses of teachers and heads of department presently upgrading themselves

	Plentiful	Sufficient	A fair amount	Little	None	Total
No.	7	7	202	120	14	350
%	2	2	58	34	4	100

Table 4.17.(b)

The adequacy of resources in Black Schools: Responses of teachers and heads of department who had completed upgrading

	Plentiful	Sufficient	A fair amount	Little	None	Total
No.	1	1	144	23	1	170
%	0,5	0,5	85	13,5	0,5	100

The present study revealed that the amount of resources in most Black schools was either little or fair. Insufficiency of resources is one major retarding factor in Black education and is well documented in the de Lange Report (1981) and subsequent publications and research.

Resources include fiscal and human resources. Fiscal resources can be converted into almost any kind of resource through which instruction can be improved. The importance of funds for teaching / learning improvement hardly needs to be explained. Money can be used to buy essential teaching apparatus and other auxiliary aids.

Human resources are obviously vital. The wealth of human talent available has long been recognised but only nominally exploited. Upgrading will generally be required to assure efficient use of such human resources (Harris, 1980: 18).

Although fiscal and human resources are inadequate in Black schools, teachers who have upgraded their qualifications should not cry over this inadequacy and stop there. They must do their best to uplift the standard of Black education in the classroom in spite of the shortcomings.

There has been an outcry from more recent observers, educationists and researchers concerning the paucity of resources in Black schools. In this respect, Niven (1978) feels that in the interest of maximum efficiency and the greatest economy of use of resources a common system of education should be aimed at in order to reduce departmental duplication and waste. This is supported by the de Lange Report (1981).

In order to increase the number of Black teachers, Hartshorne (1982: 55) suggests that we should share all the scarce resources available in a region and in particular make full use of those teacher training facilities which are under-utilised at present, e.g. in White education.

The South African Institute of Race Relations (1987) states that in 1986 about 20% of the places at White teacher training colleges were not used. If these places had been used to train Black teachers, the number being trained would have increased from 27 613 to 30 296, an overall increase of almost 10%. Such a move would have saved the taxpayer R40 000 000 (The Natal Witness, 21.5.1988: 7).

#### 4.1.2.9 Sufficiency of upgrading institutions

It was decided to find out from teachers whether, in their opinion, the institutions available were sufficient for the upgrading of teachers. Their responses were as follows:

Table 4.18.(a)

Sufficiency of institutions available for the upgrading of teachers: Responses of teachers and heads of department presently upgrading themselves

	More than sufficient	Sufficient	Insufficient	Total
No.	5	15	330	350
%	1	4	95	100

Table 4.18.(b)

Sufficiency of institutions available for the upgrading of teachers: Responses of teachers and heads of department who had completed upgrading

	More than sufficient	Sufficient	Insufficient	Total
No.	0	0	170	170
%	0	0	100	100

The data indicate that the majority of the participants (95% in Table 4.18.(a) and 100% in Table 4.18.(b)) see an urgent need for increasing the number of upgrading institutions.

The Urban Foundation (1980: 5) suggested that training institutions, e.g. Colleges of Education and Adult Centres should

be encouraged to provide short, specialized and practical in-service training courses in modular form to teachers where it is impossible for them to be released for long periods. Another suggestion is that, in order to increase the number of upgrading institutions, all KwaZulu schools should be made available after hours, for upgrading programmes or studies.

Hartshorne (1982: 51) is of the opinion that in-service education and upgrading programmes should be given high priority and considerable resources of money and people should be committed to them. He further states that the need for more upgrading institutions and upgrading programmes is so massive that it is doubtful whether any department of education can cope with it using present methods, which are touching only the fringe of the problem.

Hartshorne also suggests that:

- (a) the training colleges should be drawn into in-service and upgrading programmes on a regular basis. This would have, according to him, the added advantage of keeping colleges of education staff in touch with the everyday problems of the teachers in schools;
- (b) the university must be brought fully into its 'constituency' in this area, and in terms of academic upgrading because it has expertise and facilities not to be found elsewhere; and
- (c) the private sector has a role to play in this regard.

The above tables affirm the need to increase upgrading institutions urgently if Black teachers are to improve in quality.

4.1.2.10 The extent to which upgrading programmes increase teachers' skills

Teachers were asked to indicate the extent to which upgrading courses had increased their teaching skills.

Table 4.19.(a)

Extent to which upgrading programmes increased teachers' skills: Responses of teachers and heads of department presently upgrading themselves

	Very high	High	Moderate	Low	Very low	Total
No.	300	43	7	0	0	350
%	86	12	2	0	0	100

Table 4.19.(b)

Extent to which upgrading programmes increased teachers' skills: Responses of teachers and heads of department who had completed upgrading

	Very high	High	Moderate	Low	Very low	Total
No.	166	0	4	0	0	170
%	98	0	2	0	0	100

It is clear that teachers drew considerable benefit from upgrading programmes. This finding echoes the observations of

more recent observers. It also confirms the previous findings of educationists and researchers like van den Berg (1983), Dunkley (1984) and Keast (1982) that in-service and upgrading programme have a large positive impact on teachers' skills.

Upgrading contributes to the professional growth and competence of staff members during the time of their service to the school system.

Mention needs to be made, at this juncture, that upgrading programmes must increase skills which are flexible so that they can serve several purposes: skills which are applicable in unexpected situations; skills capable of being redeployed and updated to suit new work areas; and skills which do not become obsolete. However, to promote these skills calls for more advanced teaching and study methods, which include the unlocking of creativity, imagination, improvization and positive attitudes to innovation (Shaw et al., 1984: 184).

Carkhuff et al., (1977: 120) tabulate the skills of teaching as follows: attending skills; responding skills; personalizing skills; and initiating skills. They summarize these sub-skills thus:

- (a) **Attending skills:** Teachers are physically attentive while observing and listening to the learners. The learners, on the other hand, involve themselves in the learning experience.



- (b) **Responding skills:** Teachers experience and communicate their understanding of the learners' frames of reference to learners, while learners explore where they are in relation to their learning experience.
- (c) **Personalizing skills:** Teachers communicate their understanding of the learners' individual problems and goals to the learners. Learners understand where they are in relation to where they want to be.
- (d) **Initiating skills:** Teachers work with the learners to develop programmes to achieve the learners' goals. The learners try to get from where they are to where they want to be.

The writers maintain that upgrading programmes which fail to increase these skills and other teaching skills are not worth taking. 'Efficient' teachers have known for years that teaching skills are the basis for learning. They learned to enjoy hard work and discipline as they taught their pupils. They noticed that pupils are interested in learning because the teachers care about them and have teaching skills to implement their care.

4.1.2.11 The extent to which the upgrading programmes increased teachers' knowledge of subject matter

The respondents were asked to indicate the extent to which upgrading courses had increased their knowledge of subject matter. The results are shown in the tables that follow.

Table 4.20.(a)

Extent to which upgrading programmes are increasing knowledge of subject matter for teachers and heads of department presently upgrading themselves

	Very high	High	Moderate	Low	Very low	Total
No.	300	45	5	0	0	350
%	86	13	1	0	0	100

Table 4.20.(b)

Extent to which upgrading programmes are increasing knowledge of subject matter for teachers and heads of department who had completed upgrading courses

	Very high	High	Moderate	Low	Very low	Total
No.	168	2	0	0	0	170
%	99	1	0	0	0	100

The results show that almost all the participants used in this study were of the opinion that upgrading programmes increased their knowledge of subject matter to a very high extent. The results imply that upgrading should be seen to be a continuation of the educational provision beyond initial education.

Shaw et al. (1984: 185) state:

If professional workers (teachers in this case) are to update their knowledge effectively and frequently, they must be provided with courses and materials which are relevant to practice and they must be made aware of their relevance and importance. In order

that such aims are met, practitioners (teachers) must have the opportunity to question their competence to practice, become aware of deficiencies in their knowledge and thus see the need to update.

Professions like teaching and medicine clearly provide their members with many upgrading programmes. This has also led to considerable debate about the extent to which upgrading programmes increase knowledge of subject matter. However, responses of Black teachers in the present study give overwhelming support to the thesis that upgrading programmes increase teachers' knowledge of subject matter.

#### 4.1.2.12 Respondents' recommendations in respect of upgrading courses

Teachers and heads of departments were asked to indicate the extent to which they recommended upgrading courses for teachers. The results are as follows:

Table 4.21.(a)

Extent to which teachers being upgraded recommend upgrading courses

	Very high	High	Moderate	Low	Very low	Total
No.	321	25	4	0	0	350
%	92	7	1	0	0	100

Table 4.21.(b)

The extent to which teachers already upgraded recommended up-  
grading courses

	Very high	High	Moderate	Low	Very low	Total
No.	168	0	2	0	0	170
%	99	0	1	0	0	100

The very high value of upgrading to Black teachers was endorsed by more than 94% of teachers and heads of departments in the present study.

It was stated earlier that one of the principal issues addressed by numerous public addresses, press reports and conferences was the one concerning the very large number of unqualified and underqualified Black teachers. The need to upgrade these teachers is therefore very important and urgent.

Hirschman, et al. (1974: 26) state that in-service training of teachers as well as upgrading of teachers, offers the best returns in raising standards of teachers already employed. The need to build on initial training and to keep teachers abreast of improved techniques is as important as initial training.

The Human Sciences Research Council (HSRC) carried out an investigation into education. One of its recommendations on INSET was as follows:

The ideal that must be striven for is that each individual teacher, as a professional person, shall grow in knowledge and teaching skills. Experience can certainly make a contribution but in itself is no guarantee of such professional growth, and further training is in this respect, desirable if not essential (HSRC, 1981a:114).

Upgrading of qualifications is becoming increasingly popular among Black teachers. The officials of both departments (D.E.C. - KwaZulu and D.E.T.), educators, officials of teachers' unions, and people interested in education see upgrading as a means of solving some of the problems raised by this appalling shortage of properly qualified teachers and the rapidly increasing school population.

The de Lange committee (H.S.R.C., 1981b: 51) echoes this concern when it states that:

... without a corps of well trained and talented teachers any endeavour aimed at a system of education by means of which the potential of the country's inhabitants is to be realized, economic growth promoted, the quality of life of the inhabitants improved and education of equal quality provided for everyone, cannot be successful.

The quality of education depends in the main on the teacher in the classroom. Curricula or syllabi, equipment, educational administration and buildings are important, but it is the quality of the teacher, his knowledge, background, up-to-date-ness and ability to teach, that in the end is the deciding factor.

#### 4.1.3 Responses to open questions

When teachers and heads of departments were asked for additional comments about upgrading of Black teachers in general, the following facts emerged.

##### 4.1.3.1 Value of correspondence or distance study

Eighty-two percent of the total respondents commented that part-time upgrading helps those who are unable to go back to colleges of education or universities on a full-time basis.

Correspondence has been attractive as a way of upgrading because it appears simple and straight-forward, economical, flexible, and can operate over long distances and cater for widely scattered students. It proves attractive to busy teachers in service and mostly to those who are in remote rural areas. This study shows that high percentages of teachers are upgrading or have upgraded their qualifications through correspondence with Vista University.

The distance learning approach (used by UNISA, Vista University, UNIZULU, Umlazi Further Training) tries to overcome problems of time, distance and, in many cases, shortage of money. The distance study has been found to be an effective answer to problems of continuing education for the following reasons:

- (a) materials can be used in learner's own time, at his own pace, and at a convenient place;
- (b) relevant material, designed specifically for one centre, can be widely disseminated;

(c) active involvement and feedback can and should be built into the learning process (Shaw, et al., 1984: 185).

Its limitations, according to Alexander, et al., (1984: 68) are:

(a) the correspondence student is necessarily isolated. He lacks the stimulus of discussion with his tutor and/or with other students. This isolation can have some unfortunate effects, for example:

(i) the student may be unable to proceed with his course at all;

(ii) he may be easily discouraged;

(iii) he may learn something which is wrong, and find it hard to unlearn owing to the delay in feedback from his tutor;

(b) the problem of delay is far worse in districts (rural areas) with a slow postal service;

(c) If he has only his correspondence text to rely on, then he will tend to follow it slavishly and uncritically.

This does not, however, overrule the tremendous advantages of distance learning which is proving valuable among Black teachers.

#### 4.1.3.2 Guidance in choice of programmes

Guidance should be given to teachers when choosing upgrading programmes or subjects. This comment was stated by 55% of the participants. The fact that this was repeated under 'comments' stresses its importance.

The findings of this study give support to the need for a caring and supportive environment for upgrading and adult learning which is well documented in the writings of Knowles (1970: 1975).

Guidance is vital, although the approach is very complex. Nisbet (1979: 9) elaborates as follows on this complexity:

We should be able to give guidance if we can link method of study with individual differences. A basic principle of educational psychology is the wide range of individual differences, and it is unlikely that only one style will be appropriate to all. Also, there are differences between subjects, which vary in the requirements they demand; and each aspect must be tackled intelligently and not according to a single recipe.

Guidance is very important to the upgrading of teachers, but its success is determined by the self-motivation of teachers rather than through extrinsic motivation.

#### 4.1.3.3 The unfavourable pupil-teacher ratio

The majority of teachers and heads of departments commented that the pupil-teacher ratio and teachers' workload had to be decreased.

This is a well-established complaint because, at present, teacher-pupil ratios around 1 : 60 are not uncommon in Black schools, especially in rural areas.



Authorities must endeavour to reduce the high densities in classrooms caused by, among other things, continued rapid growth of the Black population, a strong trend towards urbanisation, inferior infrastructures and support systems, an acute shortage of classrooms especially in rural areas where the communities have to build schools from their own resources.

#### 4.1.3.4 Study leave

Fifty-seven percent of the total participants recommended that study leave should be available more easily to teachers. A majority of respondents also complained about the problems encountered by teachers who apply for study leave, namely:

- (a) salary problems;
- (b) indifferent or negative attitudes shown by some departmental officials towards the applicants (for study leave);
- (c) the delay in processing the study leave forms.

The 'sabbatical leave', i.e. study leave, has been associated with the desirability of refreshing one's knowledge and ideas after a period of teaching and administration (Freeway,

1978: 46). It is a positive feature of education that a person is considered to be contributing to the academic community even while he is temporarily removed from day-to-day involvement in his own school. The teacher benefits but so does his pupil and the school.

#### 4.1.3.5 Increased variety in programmes / courses offered

Some teachers and heads of department felt that there should be an increase in the variety of courses or programmes offered.

There are problems at school in the teaching of the official languages, mathematics, science and commercial subjects. This is due mainly to the shortage of adequately qualified teachers, the shortage of equipment, and difficulties caused by environmental and cultural backgrounds of students. The serious lack of audio-visual aids and science equipment is slowly being attended to. Upgrading programmes must cater for and alleviate some of the abovementioned weaknesses by providing upgrading courses in specific fields of study.

Any upgrading programme in the new technologies has to take into account that only minimal levels of technological knowledge were acquired during the pre-service training of many teachers in service.

#### 4.1.3.6 Neglect of pupils during short INSET courses

Some of the participants (43%) stated that upgrading of teachers should not be done at the expense of the pupils. This situation is illustrated by the following data. About 8 000 teachers attended in-service courses at the College for Continuing Training during 1985. During 1986 this number was raised to 11 000. Each course took about a week, i.e. five days (Pelser, 1986: 251).

The Transvaal African Teachers' Union (TATU) in its memorandum to D.E.T. on the provision of in-service education, complained as follows:

"We are seriously concerned about some of the effects of various in-service courses organized by the inspectors and the departments, because some teachers attending these (courses) seem to spend more time outside the classroom than inside, thus causing pupils to be left untaught for considerable periods. (TUATA, 1983: 27).

Many teachers in Black schools teach more than one subject. Each teacher is expected to attend in-service courses for each subject he teaches. This makes him spend a considerable amount of time attending courses instead of teaching pupils. Some teachers travel long distances from their respective schools to the upgrading institutions which are few and situated in larger cities. These teachers leave early from their schools, causing pupils to be left untaught during the later part of each day.

#### 4.1.3.7 One-year full-time upgrading courses

A large number of respondents (42%) pointed out that it would be appreciated if a one-year full-time upgrading course could be established for the teachers who hold a two-year Secondary Teachers' Certificate / Diploma.

The majority of teachers and heads of department in this study were undertaking courses longer than a year's duration. They stated that it was difficult to combine studying with teaching

commitments, especially for long periods. A one-year full-time upgrading course would alleviate this problem.

#### 4.1.3.8 Dissatisfaction with some departmental decisions regarding INSET recognition

Thirty percent of teachers and heads of departments were dissatisfied with the fact that the upgrading certificates and diplomas issued by Umlazi College for Further Education are not to be recognized for categorization and remuneration purposes by the Department of Education and Training. A D.E.T. decree (1987) thus restricted recognition of teachers' certificates and diplomas from Umlazi College for Further Education only to schools under the Department of Education and Culture -KwaZulu.

#### 4.1.3.9 Other complaints

Some participants mildly complained about the courses offered by certain upgrading institutions. They said that the grouping of subjects was unsatisfactory and the number of subjects limited.

Other participants (7%) felt that teachers and heads of departments who had completed upgrading courses should provide more assistance to those who were still engaged in upgrading programmes.

CHAPTER FIVEPRINCIPALS' QUESTIONNAIRES : ANALYSIS AND DISCUSSION

This chapter analyses the responses in the questionnaires to principals. It quantifies and evaluates data pertaining to processes, programmes and qualifications pertaining to upgrading. Analysis of open questions concerning upgrading programmes and institutions is also presented.

5.1 Biographical Details of Principals5.1.1 Gender of Principals

In the table below details about the gender of principals who participated in this study are presented.

Table 5.1

Gender of Principals

	Male	Female	Total
No.	80	20	100
%	80	20	100

The data in the above table implies that in general, the majority of black principals are male. These results also imply that male teachers in general, are better qualified. This is due to the fact that, culturally and historically, Black parents have preferred to

educate their boys rather than their girls. The difference in numbers between male and female principals is highly significant as the calculated  $X^2$  was 36,0 ( $p < 0,001$ ).

Mitchel and Hawley (1972), Fishel and Pottker (1975 : 113), Gallup (1975 : 235), Hagen and Kahn (1975), Miller et al (1975 : 378), Paddock (1977), and Finigan (1978) provide support for the findings of this study, namely, the predominance of males in high educational positions.

The results also show the effects of gender stereotypes, mentioned before. With regard to gender stereotypes, Frazier et al (1973: 104) point out that men do a variety of existing jobs and that career possibilities include being "an astronaut, explorer, inventor, scientist, writer and so on. Women also work, but mainly in restricted sex-typed jobs of secretary, nurse, teacher and librarian".

The writers also emphasize the importance of appointing female teachers to posts of high rank e.g. principalship and inspectorship. Modern thinking is that gender bias needs to be done away with, particularly in education.

### 5.1.2 Age of principals

The following table shows details of principals regarding their age.

Table 5.2

#### Age Distribution of Principals

	Under 30 years	31-35 years	36-40 years	41-45 years	Over 45 years	Total
No.	0	10	30	40	20	100
%	0	10	30	40	20	100

As expected, the results show that there is no principal under the age of thirty years. It is encouraging to note that a large majority of black principals (80%) are relatively young i.e. under 45 years. The young principals are more likely to be open-minded, that is, receptive to innovations in education and allowing teachers to implement innovations they (the teachers) have obtained from upgrading courses. Younger principals are expected to be more motivated to upgrade their own qualifications than older ones.

### 5.1.3 Marital Status of Principals

The following table indicates the position in regard to the marital status of principals involved in this investigation.

Table 5.3Marital Status of Principals

	Single	Married	Divorced	Widowed	Total
No.	0	85	5	10	100
%	0	85	5	10	100

The findings show that a very large majority (85%) of the principals in the study were married. This implies that most of them had families and children to look after. Even the 15% who were "single" (divorced and widowed) had once been married.

In relation to married teachers, Ryan (1975) who investigated the marital status of teachers in U.S.A., concluded that married teachers had a more businesslike attitude to their professional duties than unmarried teachers. If his finding is valid for Black education in South Africa then the results in Table 5.3 are encouraging. Principalship requires teachers who are responsible and also have among other qualities efficient attitudes to their duties.

#### 5.1.4 Teaching Experience of Principals

The results in the following table show the teaching experience of principals.



Table 5.4Teaching Experience of Principals

	Less than 5 years	6-10 years	11-15 years	16-20 years	21-25 years	26 years & over	Total
No.	0	5	15	45	30	5	100
%	0	5	15	45	30	5	100

The majority of the participants (95%) had experience of more than ten years. This was expected. The results imply that the greater the amount of teaching experience in years the greater the chances for promotion to principalship. The difference between the number of principals with teaching experience of more than twenty years (35) and those with less (65) is significant with  $X^2 = 9$  ( $p < 0,01$ ). This conforms to the earlier findings that the majority of Black principals are relatively young.

The promotion of a few principals (5%) who had experience of less than ten years was due to their superior qualifications. All of them had university degrees. Better qualifications considerably enhance chances for promotion in Black education which is still in great need of better qualified teaching personnel.

#### 5.1.5 Years of Experience as Principal

Respondents were asked to give their years of experience as principals of schools. The details are presented below.

Table 5.5Years of Experience as Principal

	0 - 5 years	6-10 years	11-15 years	16-20 years	21-25 years	26 years & over	Total
No.	15	30	40	10	4	1	100
%	15	30	40	10	4	1	100

Fifty-five percent of the principals had relatively substantial experience i.e. between eleven years and thirty years. However, the results do not contradict the implications of the results in Table 5.2; that is, the majority of black principals are relatively young. Eighty-five percent of the principals in this study had served in that capacity for fifteen years or less. This number is highly significant. The calculated  $X^2$  is 50 ( $p < 0,001$ ). Youthful principalship is an advantage to Black education as the tendency to resist innovation and change will be less.

#### 5.1.6 Professional Qualifications of Principals

The following table shows the different types of professional qualifications held by the principals in this study.

Table 5.6Principals' Highest Professional Qualifications

	P.T.C. or lower	J.S.T.C.	P.T.D. Pre-Primary	P.T.D.	S.T.D.
No.	45	32	0	0	10
%	45	32	0	0	10

	U.E.D.	H.D.E.	B.PAED	B.ED.	Other (Specify)	Total
No.	5	0	5	3	0	100
%	5	0	5	3	0	100

A large number of principals (45%) held the Primary Teachers Certificate or lower qualifications. It should be remembered that the Junior Secondary Teachers Certificate (J.S.T.C.) was only introduced in 1969. Therefore, teachers who did their pre-service training before that date had no alternative but to take the Primary Teachers Certificate (P.T.C.) or lower qualifications.

Since 1969 Black students in possession of the Senior Certificate could do the J.S.T.C. as their pre-service training course. The results show that the second largest number of participants (32%) held the J.S.T.C. qualifications.

The above results show that only twenty-three percent of the participants held suitable professional qualifications i.e. S.T.D. or higher. The remaining seventy-seven percent were under-



qualified. This difference is highly significant as the calculated  $X^2$  was 29,16 ( $p < 0,001$ ).

With regard to the findings that the majority of principals were underqualified, the Urban Monitor (1984) also established that there were many underqualified and unqualified persons in positions of power in education. The publication also reports that "experienced" means according to some principals and teachers, "underqualified, 15 years in teaching and a relative of someone in a powerful position" (Urban Monitor, 1984 : 11).

#### 5.1.7 Academic Qualifications of Principals

The results in the following table indicate the academic qualifications held by the principals who participated in this study.

Table 5.7

#### Principals' Academic Qualifications

	Junior Certificate or Lower	Matric/Senior Certificate	Undergraduate Courses	Bachelors' Degree
No.	0	1	30	65
%	0	1	30	65

	Honour's Degree	Bachelor of Education	Master's/Doctor's Degree	Total
No.	1	3	0	100
%	1	3	0	100

It was gratifying to find that the majority of the principals (65%) in this study had at least a bachelor's degree and that another thirty percent had passed undergraduate courses, which meant that they were on their arduous route towards completing their degrees. The difference between the graduates (69%) and the remainder (31%) is highly significant as the calculated  $X^2$  was 14,44 ( $p < 0,001$ ).

A comparison of these results with those in Table 5.6 shows a larger number of professionally underqualified and unqualified principals (77%) than academically underqualified principals. This reveals that more teachers pursue academic upgrading than professional upgrading. This is probably due to the existence for many decades of a correspondence university - the University of South Africa (UNISA) and more recently the Extra-mural Divisions established at various places by universities. This practice is also prevalent in some European countries as was reported in Chapter Two of this study.

Professional upgrading programmes however, are relatively new. They were established when most of the present principals probably were no longer assistant teachers.

It should be noted that there were no principals who held master's or doctor's degrees. It is a common practice that when a teacher or principal obtains a master's degree or doctor's degree, he gets promoted to a higher rank in the hierarchy of the education system.

The shortage of "highly" qualified persons in Black education makes it very rare to find a school principal with a master's or higher degree.

## 5.2 Quantification and Evaluation of Principal's Responses to Questions Relating to Investigation

This section deals with geographical location of schools, number of teachers in these schools, and information concerning teachers who had completed upgrading programmes as well as those who were taking upgrading courses. Data relating to upgrading programmes and institutions, as well as the effects of upgrading on education, are analysed.

### 5.2.1 Geographical Location of Schools Of Principals Participating in this Study

The hundred schools that participated in this study are distributed over the entire Natal and Kwa Zulu region. They are situated in the following sub-regions : Northern Natal, Natal Midlands, Durban and District, Natal South Coast, Natal North Coast and Zululand.

### 5.2.2 Rural/Urban Setting of Schools

The rural-urban distribution of schools is set out in the table below.

Table 5.8Rural-Urban Setting of Principals' Schools

	Rural	Urban	Urban-Rural Fringe	Total
No.	60	30	10	100
%	60	30	10	100

The majority of schools (60%) in this study were rural. Very few (10%) were in the urban-rural fringe. The reason for this dominance is that most of the schools under the Department of Education and Culture - Kwa Zulu are in rural areas. The numerical difference between rural (60%) and urban (30%) schools is significant as the calculated  $X^2$  was 10 ( $p < 0,01$ ).

5.2.3 Number and Gender of Teachers in Schools of Principals Participating in this Study

The principals were asked to give numbers and gender of teachers at their schools. The details are given in the table below.

Table 5.9

Number and Gender of Teachers in Schools of Principals Participating in this Study

	Male	Female	Total
No.	697	963	1 660
%	42	58	100

The findings show that there was an average of 16,6 (17) teachers per school. This implies that most schools are small. It also implies that the average pupil - teacher ratio is high.

The results show that over half the teachers (58%) were female. The difference is highly significant as the calculated  $X^2$  was 42,6 ( $p < 0,001$ ).

These findings confirm the previous findings in this study which revealed a predominance of women teachers in the profession. Female teachers enter and leave the profession with high frequency and their degree of commitment to the teaching profession is also circumscribed by familial commitments. This contributes to what Leggatt (1970 : 166) describes as "a loose organisation of the teaching profession beyond the power of exhortation for rational planning and co-operation".

#### 5.2.4 Principals' Responses Relating to Teachers who had completed Upgrading Programmes

##### 5.2.4.1 Number of Teachers who had completed Upgrading Courses

Principals were asked to give the numbers of teachers in their schools who had completed upgrading courses. The results are set out in the following table.



Table 5.10Number of Teachers who had completed Upgrading Courses

	Male	Female	Total
No.	46	75	121
%	38	62	100

The results show that only 121 teachers out of 1 660 i.e. 7,3%, had completed upgrading courses. This number is disturbingly low.

The findings also show that an average of one teacher (1,2) per school had completed upgrading courses.

A majority of teachers (62%) who had completed upgrading courses were female. The difference between male (46) and female (75) is significant as the  $X^2$  was 6,95 ( $p < 0,01$ ).

The above results also show that there were fewer teachers (121 or 1,2 per school) who had completed upgrading courses compared to those who were presently engaged in upgrading programmes i.e. 302 teachers (Table 5.17). This encouraging situation is the result of many factors. One of them is that professional upgrading programmes that lead to further certificates/diplomas and higher categories are relatively new in Black education.

#### 5.2.4.2 Names of Upgrading Institutions

The principals provided names of upgrading institutions used by their teachers as well as the numbers who studied at these institutions. The details are set out in the table below.

Table 5.11

Names of Upgrading Institutions and Number of Teachers who Studied There

Names of Upgrading Institution	No. who Studied	Percentages
Vista University	19	16
Umlazi College For Further Education	28	23
Umlazi Extra-Mural Division	20	16
University of Zululand	9	8
University of Natal (Pietermaritzburg and Durban)	4	3
University of South Africa	6	5
Colleges of Education	7	6
Soshanguve In-Service Centre	13	11
Indaleni Training College *	8	6
Pholela Training College *	7	6
Total	121	100

\* Upgrading institutions that no longer exist.

The highest percentage of teachers (23%) had studied at Umlazi College for Further Education. The overall results show that the majority of teachers (68%) attended upgrading courses that led to professional qualifications. One-year specialization courses were popular among Black teachers.

The results also show that thirty-two percent of the participants had studied at universities offering degree courses. Mention needs to be made that half this number of teachers (16%) had studied at the Umlazi Extra-Mural Division (UZ). These teachers had studied on a part-time basis.

#### 5.2.4.3 Names of Courses Offered and Number of Teachers Who Took Each Course

Principals were requested to give the names of upgrading courses taken by teachers and the number of teachers taking particular courses. The results are set out below.

Table 5.12

Names of Courses and Number of Teachers Who Took Them

Name of Course	Number who took course	Percentage
S.E.C.	14	12
S.E.D.	5	4
J.S.T.C.	16	13
S.S.T.C.	12	10
School Libr.	4	3
Maths and Science	7	6
Physical Education	4	3
Remedial Education	5	4
B.A.	30	25
B. PAED.	6	4
B. ED.	3	3
Arts and Crafts	4	3
Woodwork	4	3
Homecraft *	7	6
Total	121	100

\* Upgrading course that no longer exists.

It has been pointed out that a majority of the teachers apparently preferred professional upgrading courses of one year duration to academic upgrading over two or more years. The results above give support to this theory. They show that a highly significant majority of teachers (68%) had pursued professional upgrading courses and only 32 percent had pursued degree courses. The calculated  $X^2$  was 15,25 ( $p < 0,001$ ).

It is an undeniable fact that professional growth, in these constantly changing times, is the concern of every profession. Education, as a profession, must provide its staff with opportunities to grow. The fact still remains that effective in-service and upgrading programmes can produce results that will lead to increased competence and effectiveness in the performance of teaching. That this professional upgrading should not overshadow academic upgrading is stressed by Cawood and Gibbon (1981 : 15). The emphasis must be on both professional and academic upgrading.

#### 5.2.4.4 Duration of Upgrading Courses Completed by Teachers

The principals were requested to give the number of teachers who had completed upgrading courses and the duration of these courses.

The following table contains the results.

Table 5.13

Number of Teachers who had Completed Upgrading Courses and the Duration of these Courses

Length of Course	Less than 1 year	1 year	2 years	3 years	More than 3 years	Total
Number of Teachers who took Course	0	34	48	12	27	121
Percentage	0	28	40	9	23	100

The implication of these results is two-fold. Firstly, the majority of teachers prefer professional upgrading courses to academic courses. This implication has been revealed by the present study in several tables shown earlier. Secondly, teachers seem to prefer upgrading courses of short duration. Tight (1987 : 67) also concluded that teachers prefer short in-service and upgrading courses to long courses. This preference for courses of one or two years duration among Black teachers is highly significant.  $X^2 = 15,28$  ( $p < 10,001$ ).

#### 5.2.5 Principals' Responses Concerning Teachers Presently Engaged in Upgrading Programmes

It is very encouraging to note that all principals of schools who participated in this research had teachers on their staff who were engaged in upgrading programmes.

Principals were asked a variety of questions regarding teachers presently engaged in upgrading programmes. Their responses are presented and discussed below.

##### 5.2.5.1 Number of Teachers Presently Engaged in Upgrading Programmes

The principals gave the numbers of teachers who were engaged in upgrading programmes. The results are set out in the table below.

Table 5.14Number of Teachers Presently Engaged in Upgrading Programmes

	Male	Female	Total
No.	115	187	302
%	38	62	100

It is encouraging to note that the number of teachers engaged in upgrading programmes (302) is larger than the number of teachers who had completed upgrading courses (121). In other words, 18,2 percent of the teachers were engaged in upgrading programmes, while 7,3 percent had completed theirs.

It is discouraging to note that only 16,5 percent of all male teachers (697) and 19,4 of all female teachers (963) were involved in upgrading of qualifications while the large majority were not.

5.2.5.2 Names of Upgrading Institutions and Number of Teachers Studying in them

The participants in upgrading programmes were studying at various institutions. Details of names of institutions and numbers of teachers studying in them are shown in the table below.

Table 5.15

Names of Upgrading Institutions and Numbers of Teachers Studying in them

Name of Institution	Number of Teachers Studying	Percentage
Umlazi College For Further Education	31	10
Umlazi Extra-Mural Division	93	31
Vista University	102	34
University of Natal	13	4
University of Zululand	10	3
University of Durban-Westville	3	1
University of South Africa	45	15
Colleges of Education	5	2
Total	302	100

The highest percentages of teachers who were upgrading their qualifications were enrolled at Vista University (34%) and Umlazi Extra-Mural Division (UZ) (31%). The difference between the number of teachers enrolled in these two institutions and the number of all those at the other institutions is highly significant as the calculated  $X^2$  was 25,64 ( $p < 0,001$ ).

It is therefore clear from the above table that these two institution attracted most of the teachers.



The top order of priority amongst 90% of the teachers engaged in upgrading was Vista University, Umlazi Extra-Mural Division (UZ), University of South Africa and Umlazi College for Further Education.

Almost all of these institutions offer upgrading courses through correspondence or distance learning, except the Umlazi Extra-Mural Division, which offers upgrading courses on a part-time basis. It was stated in Chapter Two that most of the Black schools in Kwa Zulu Natal are situated in rural areas. Correspondence and distance learning approaches used by the above-mentioned upgrading institutions, have advantages that overcome problems of time, transport, distance, and in many cases shortage of money, mainly for teachers in rural areas (Shaw and Trott, 1984 : 185).

#### 5.2.5.3 Courses Offered and Number of Teachers Taking them

The following table shows courses taken by current participants in upgrading programmes.

Table 5.16Courses Offered and Number of Teachers Taking Each Course

Name of Course	No. of Teachers Taking Course	Percentage
P.T.D.	3	1
S.T.D.	14	5
S.E.C.	79	26
S.E.D.	18	6
Home Economics	5	2
School Libr.	3	1
Remedial Education	3	1
Physical Education	3	1
J.S.T.C.	3	1
S.S.T.C.	5	2
B. PAED.	6	2
B.A.	156	52
B.ED.	3	1
Total	302	100

More than half of the teachers (52%) were studying for the B.A. degree. This is an improvement on the thirty-two percent of upgraded teachers who had taken degree courses (Table 5.12). The overall picture indicated by these results is that over half of these teachers (55%) were involved in degree courses and the balance were taking professional courses. The difference between those involved in degree courses (164) and the balance taking professional courses (138) is not significant as the calculated  $X^2$  was 2,24 ( $p > 0,05$ ).

The Secondary Education Certificate (S.E.C.) offered by Vista University appeared to be a favourite professional upgrading course. Twenty-nine teachers out of 138 taking professional courses were doing this course.

It was a disappointment to discover that only a small number of teachers (5%) were engaged in upgrading in specialized fields of education like Home Economics, Physical Education and Remedial Education.

These one-year specialization courses are very important because they give experienced and professionally qualified teachers the opportunity to specialize in specific subject areas of great need in Black schools.

5.2.5.4 The Duration of Courses and the Number of Teachers in Each Duration Category

The duration of courses and the number of teachers in each duration category are set out in the following table.

Table 5.17

The Duration of Courses and the Number of Teachers in Each Duration Category

Length of Course	Less than 1 year	1 year	2 years	3 years	More than 3 years	Total
Number of Teachers Taking Course	0	11	125	5	161	302
Percentage	0	4	41	2	53	100

It is encouraging to note that the gap between academic and professional upgrading is closing. For example, the results in Table 5.17 show that the majority of teachers (55%) were taking academic upgrading (degree) courses while Table 5.13 shows that 32% of upgraded teachers had done degree courses. The demand for one-year courses (4%) and three-year courses (2%) is negligible. The difference between the number of teachers involved in upgrading courses of less than three years (136) and those in courses of more than three years (166) is not significant as the calculated  $X^2$  was 2,98 ( $p > 0,05$ ).

The fact that fifty-five percent of the teachers were taking degree courses suggests that a majority of Black teachers realize the importance of upgrading their academic qualifications which in turn enhances promotion opportunities for teachers.

Professional upgrading is also important. It is complementary to academic upgrading. That 45 percent of the teachers were pursuing professional courses is an encouraging feature.

#### 5.2.6 Relevance of Upgrading Curricula to School Programmes

When principals were asked to indicate the extent to which the curriculum of the upgrading programmes was relevant to the present school curriculum and needs, the following results emerged (Table 5.18).

Table 5.18

Extent to which Curriculum of Upgrading Programmes is Relevant to Present School Curriculum and Needs

	Very High	High	Moderate	Low Very Low	Total
No.	83	12	5	0	100
%	83	12	5	0	100

Most of the principals (83%) stated that the relevance of the curriculum of the upgrading programmes to the present school curriculum and needs, was very high. There was no respondent who doubted this. These responses reflect very positively on Black upgrading programmes offered.

#### 5.2.7 The Need for Guidance in choice of Upgrading Programmes

All the principals participating in this study agreed that teachers should be provided with some guidance when choosing their upgrading courses. Educationists and researchers such as Knowles (1970), Knowles (1975), Nisbet (1979) and Main (1985) are of the firm opinion that guidance must be provided to teachers who want to choose upgrading courses.

Other educationists and researchers who did in-depth studies on the importance of guidance and counselling in choosing courses of learning include Ginzberg (1951), Hopson, et al (1968), Ztowski (1968), Jackson et al (1971), Moore (1971), Lytton, et al (1975), and Ball (1978). They report strong support for this educational service.

#### 5.2.8 Principals' Reasons for Emphasizing Guidance

The following are the main reasons given by many principals for emphasizing guidance to teachers in course selection.

- a) Teachers needed guidance in choosing upgrading courses in order to select teaching subjects that were relevant to what they taught at school.
- b) Teachers needed guidance in order to alleviate difficulties encountered by them in planning and organising their studies e.g. time tabling, making effective use of time, concentrating on study.
- c) Teachers in the process of upgrading their qualifications, needed guidance in order to alleviate ineffective cognitive structuring of subject-matter as evidenced by problems in note-taking, essay writing, etc.
- d) Upgrading teachers needed guidance to remove some personal worries about cognitive skills like reading.

5.2.9 Principals' Estimation of the Extent to which Teachers Benefit from Upgrading Programmes/Courses

The following table indicates principals' responses regarding the extent to which teachers benefit from upgrading programmes.

Table 5.19

Principals' Estimation of the Extent to which Teachers Benefit from Upgrading Programmes/Courses

	Very High	High	Moderate	Low Very Low	Total
No.	80	15	5	0	100
%	80	15	5	0	100

A very large number of principals (95%) indicated that teachers benefitted considerably from upgrading programmes. These findings imply that principals firmly believe that upgrading programmes succeed in increasing and improving subject content in the areas of teachers' specialities. They also provide teachers with skills to increase their effectiveness in the teaching - learning situation.

The above results vindicate Harris's (1980) conclusion viz. the improvement of instruction is the essential focus of the upgrading of teachers. A variety of approaches can be utilized for improving instruction, namely, improving instructional goals and objectives;

improving instructional resources provided; improving tools for instruction; improving working conditions within which teaching and learning take place; improving staff performance (Harris, 1980 : 16).

#### 5.2.10 Effects of Upgrading of Teachers on Pupils

All principals of schools that participated in this study, declared that upgrading of teachers had positive results on their pupils.

The following reasons were given by the principals for their responses :

- a) Teachers who had upgraded their qualifications had better content knowledge, therefore, they were better equipped for the subjects they taught at school.
- b) They also acquired new teaching methods. This enabled them to impart their knowledge more effectively to their pupils. As a result, pupils performed better.
- c) Upgrading maintains and improves communication among the staff, and this in turn improves communication between teachers and pupils.
- d) Teachers who had upgraded their qualifications taught more confidently and enjoyed their work, producing better results.



- e) Teachers developed criteria which helped them to assess their own teaching roles in relation to a changing society for which the schools must equip their pupils.

#### 5.2.11 The Ways in which Teachers Benefit from Upgrading Programmes

The details of how teachers benefit from upgrading programmes are indicated in the table below.

Table 5.20

#### The Ways in which Teachers Benefit from Upgrading Programmes

	Professional Development	Academic Development	Both Prof & Acad. Dev.	Other (Specify)	Total
No.	5	3	92	-	100
%	5	3	92	-	100

The results set out in the above table show that a very large number of principals (92%) felt that teachers benefitted from upgrading programmes both professionally and academically. These findings suggest that professional and academic upgrading programmes are not mutually exclusive.

This dual emphasis is also apparent in the findings in Section 5.2.5.3 where there was little difference between the number of teachers taking professional upgrading courses (45%) and those taking academic upgrading courses (55%).

### 5.2.12 Influence of Upgrading on Promotion Opportunities

The principals were asked what kind of influence upgrading had on promotion opportunities. Their responses are set out in the table below.

	Very High	High	Moderate	Low	Very Low	Total
No.	60	35	4	1	0	100
%	60	35	4	1	0	100

The majority of principals (95%) felt that upgrading had considerable influence on promotion opportunities. It was pointed out earlier (see Section 5.1.2.5.5) that better qualified teachers stood better chances for promotion.

The Department of Education and Training, for example, points out categorically that "a teacher who improves his or her qualifications through a University may be appointed as a lecturer at a University", that "excellent opportunities exist for dedicated conscientious qualified teachers", and that on "appointment and/or promotion the salary notch and salary scale are determined according to qualifications and experience" (D.E.T., 1986 : 36).

#### 5.2.13 The Need to Increase the Number of Upgrading Institutions

All the principals who participated in this study emphasized the urgent need to increase the number of upgrading institutions in Natal - Kwa Zulu. In fact, they echoed what was stressed earlier by teachers and heads of department (see Chapter Four).

#### 5.2.14 Reasons for the Need to Increase Institutions

The principals gave the following reasons for requesting an increase in the number of upgrading institutions.

- (a) There were too many Black teachers who were either underqualified or unqualified. They needed upgrading in order to be equipped with necessary theory, teaching skills, subject matter, etc.

The establishment of more institutions would alleviate problems encountered by teachers who wanted to upgrade their qualifications e.g. transport problems, problems of distance and finance.

- (b) There was no Vista University campus in Natal. The establishment of a Vista University campus in Natal would enhance the opportunities for communication between upgrading teachers and their tutors/lecturers.

- (c) The establishment of a University Extra-Mural Division in Northern Natal would be helpful to teachers living in that area which is far away from Pietermaritzburg or Durban.
- (d) More Colleges for Further Training/Education were required as Umlazi College for Further Education could not cope with big numbers of teachers who wanted to upgrade their qualifications.

5.2.15 The Need to Increase the Variety of Upgrading Programmes

All the participants responded positively to this question. There was no doubt about the need felt by principals for greater variety.

They gave the following as major reasons for increasing the variety of upgrading programmes :-

- (a) It is well known that all teachers are concerned with the mental progress of children by promoting intellectual skills and the acquisition of knowledge. Further, they attempt to encourage individual children in their efforts to adjust both personally in preparation for adult life, and socially as members of a community. The same aims are true of special education provision, except that the order of priority must take into account the exceptional disadvantages of each child.

An increase in the variety of upgrading programmes is very important in order to cater for all these needs and meet all these aims. Variety is also vital because the key to special educational provision is to assist each needy child to adjust and to compensate for his or her disability as well as to fulfil the broader aims suggested above.

- (b) The D.E.T. has already introduced differentiated secondary school courses/subjects. Technical and industrial schools have been opened. Qualified teachers are required for all these courses. Therefore, upgrading programmes need to provide a variety of courses to meet these demands.
- (c) The lack of qualified teachers for Mathematics and Physical Science has resulted in a tendency at secondary school not to offer these subjects. Upgrading programmes should provide courses for teachers who teach these subjects at school.
- (d) The supply of suitably qualified teachers in the official languages i.e. English and Afrikaans, is no better than that in the science subjects. More recent observers maintain that inadequacy in English is one of the main causes of failure in the Senior Certificate Examinations in Black schools. There should be upgrading programmes provided for teachers of languages, particularly English.

#### 5.2.16 The Demand Amongst Black Teachers for Upgrading

The responses of principals relating to the demand for upgrading amongst Black teachers are shown in the following table.

	Very High	High	Moderate	Low/Very Low	Total
No.	86	10	4	0	100
%	86	10	4	0	100

Almost all the principals who participated in this research (96%) indicated that there was a high or very high demand for upgrading amongst Black teachers.

This is a very gratifying feature as a teacher has a special responsibility always to remain a student for the sake of general professional growth as well as efficient service to the public (De Witt, 1981 : 15).

#### 5.2.17 Number of Unqualified Teachers in Schools Sampled

Principals were asked to give the number of unqualified teachers at their schools. The following table shows the results.

	Male	Female	Total
No.	49	82	131
%	37	63	100

The above results show that eight percent of teachers (131 out of 1 660) were unqualified. The results imply that there was about one unqualified teacher per school. They also show that the majority (63%) of unqualified teachers in the schools that participated were female. This is probably due to the following reasons :

When a qualified teacher leaves school during the academic year, it is difficult, if not impossible to get a qualified teacher to replace him/her. The unqualified teacher is then employed on a temporary basis until the end of the year. Principals and school committees usually employ female matriculants. There are more unemployed female matriculants who are at home than male matriculants. Therefore female matriculants are more easily available as unqualified teachers when the need arises. Male matriculants are generally not attracted by the meagre salary given to unqualified teachers. Females are more easily attracted to teaching than males. Males have a wider variety of jobs in which they can be employed than females.

#### 5.2.17.1 Teachers Who Had Not Upgraded Their First Qualifications

Principals had to give the number of teachers in their schools who had not upgraded their initial qualifications. The results are set out in the table below.

Table 5.24Number of Teachers Who Had Not Upgraded Their Initial Qualifications

	Male	Female	Total
No.	702	404	1 106
%	63	37	100

The results show that 67 percent (1 106 out 1 660) of teachers had not upgraded their initial qualifications. The remaining thirty-three percent comprised teachers who had completed upgrading courses (7%), teachers who were presently engaged in upgrading programmes (18%), and unqualified teachers (8%).

Teachers who aspire to promotion usually undertake further study but a disturbing large number of teachers (67%) are doing little in this regard in spite of the better salaries offered in recognition of higher qualifications.

De Witt (1981 : 16) points out that it is the duty of the authorities to encourage teachers in every possible way to improve their qualifications, for teaching is a non-competitive profession, and the stimulus of competition which is so prominent in other professions does not affect every teacher.



The results show that there were significantly more male teachers (63%) than female teachers (37%) who had not upgraded their initial qualifications. The calculated  $X^2 = 80,3$  ( $p < 0,001$ ). This makes sense because more female teachers than male teachers were found earlier to have completed upgrading or currently upgrading themselves.

#### 5.2.17.2 Reasons for Teachers Not Upgrading Themselves

When principals were asked to give reasons why some teachers did not upgrade their initial qualifications, the following reasons emerged :

- (a) Most teachers lacked motivation. Both intrinsic and extrinsic motivation cause teachers to improve their qualifications and teaching performance. In extrinsic motivation, the impetus may come from rule enforcement or from rewards that are valued by the participants but do not usually stem from improved performance e.g. bonus, increments, certificates, etc.

In intrinsic motivation, the impetus for improvement may come from a desire to do a better job of teaching. Intrinsically motivated teachers derive satisfaction directly from the performance of their teaching duties. The rewards here are those perceived by the teacher and are highly dependent upon

his/her values and attitudes and environmental pressures. In short some teachers need to be motivated in order to take upgrading courses.

- (b) Some teachers experienced problems discussed earlier in this study e.g. transport problems, distance problems, financial problems, and learning problems.

### 5.3 Open Questions

#### 5.3.1 Obstacles Preventing Black Teachers from Upgrading Themselves

When principals were asked to point out the biggest stumbling blocks in the way of Black teachers who wanted to be upgraded, the following facts emerged, namely :

- (a) The majority of principals stated that there were relatively few upgrading institutions and upgrading programmes which in turn made it difficult if not impossible for large numbers of teachers to upgrade their qualifications.
- (b) Principals also pointed out that the very high teacher - pupil ratios in Black schools made it difficult for teachers to study privately due to fatigue from the heavy work loads.
- (c) Some principals felt that the study leave procedures were too cumbersome. They also complained of unreasonable delays in the processing of study leave applications.

- (d) Other difficulties encountered by teachers who wanted to upgrade themselves were transport problems, distance problems and lack of support from the family and friends.
- (e) Some teachers had financial problems. There are very few public and private institutions that help teachers in service financially to upgrade themselves.
- (f) Other handicaps were inadequate libraries and resource centres in the teachers' neighbourhoods.
- (g) Only a limited number of teachers per school, could go on study leave per year (Quota System).
- (h) Some principals pointed out that it was very difficult for some teachers in rural areas to study through correspondence or using distance learning approaches because postal deliveries were often delayed due to transport problems. On occasions teachers did not get their post for up to a month when bad weather conditions prevailed, especially in summer.
- (i) Principals also stated that another problem was the teachers' failure to budget time properly for studies after school hours.
- (j) Principals stated that some teachers were deficient in study skills while others lacked determination and self-discipline. These proved obstacles to further studies.

5.3.2 Other Comments from Principals Regarding Upgrading Programmes/Institutions

The following responses emerged when principals were asked to give additional comments regarding upgrading programmes or institutions.

- (a) Most principals repeated a point made earlier, that is, teachers needed some guidance when choosing upgrading courses. This would prevent some teachers from choosing non-teaching subjects or subjects they were not teaching at school.
- (b) Some principals stated that upgrading of teachers should not be done at the expense of the pupils. They pointed out that some teachers concentrated on their studies and neglected school work. This is a critical issue that has been raised at the highest level in the Department of Education and Culture - Kwa Zulu.
- (c) Headmasters also pointed out that some Black teachers needed motivation in order to take upgrading courses. According to Child (1986 : 21) incentives in the form of reward, immediate knowledge of satisfying results, co-operation and self-competition or competition with others are potent sources of motivation.

CHAPTER SIXANALYSES OF RESPONSES OF INSPECTORS AND OTHER SENIOR  
EDUCATIONISTS

Most of the questions put to (a) inspectors of schools and (b) senior educationists were the same. However, the instruments used differed. While the inspectors replied to questionnaires, the senior educationists were interviewed individually by the researcher, who entered their responses to questions on a prepared schedule. The inspectors comprised Circuit inspectors and inspectors of schools. The senior educationists included administrators in education departments; lecturers from universities (University of Natal and University of Durban-Westville); educational heads such as rectors of colleges of education; and senior executive members of the Natal African Teachers Union (NATU).

6.1 Analyses of Inspectors' Responses.

Inspectors were requested to respond to closed and open-ended questions concerning important issues in the upgrading of black teachers. (See Appendix D for Inspectors' Questionnaire).

6.1.1 Main factors motivating teachers to upgrade their qualifications.

The Circuit Inspectors and Inspectors of schools were asked to choose what they regarded as the main factors motivating teachers to upgrade their qualifications. The results are set out in the table below.

Table 6.1

Main factors motivating teachers to upgrade their qualifications

	SALARY	PROMOTION/ STATUS	PROFESSIONAL DEVELOPMENT	ACADEMIC DEVELOPMENT	TOTAL
NO	10	5	22	15	52
%	19	10	42	29	100

Forty-two percent of the inspectors indicated that in their opinion professional development was the main factor motivating teachers to upgrade their qualifications. Academic development (29%) was regarded as the second main factor. It is gratifying to note that 71% of inspectors see professional and academic development as the main incentives for teachers.

The results show that the emphasis was more on services rendered rather than on financial reward (19%). This does not however, imply that teachers value financial reward less highly than do the other professions or the rest of the community.

The dedicated teacher is always aware that his monthly salary is not his only reward and that those teachers who are in teaching only for money will soon become so frustrated and unhappy that they will consider some other more rewarding career. (Luthuli, 1977;120).

#### 6.1.2 Guidance in choosing upgrading courses.

All 52 Inspectors were in agreement that teachers needed some guidance in choosing upgrading courses.

#### 6.1.3 Problems encountered by teachers when choosing upgrading programmes or courses.

Circuit Inspectors and Inspectors of schools gave reasons similar to those given by principals earlier for the need to guide teachers in their choice of upgrading courses (See Chapter Five).

One reason given by a large majority of inspectors was that some teachers chose non-teaching subjects such as Anthropology, Philosophy, etc. which were irrelevant to school curricula.

#### 6.1.4 Relevance of curriculum of upgrading programmes/courses to the school curriculum.

All fifty-two participants in this study stated that by and large, the curriculum of upgrading courses was relevant to the school curriculum.

#### 6.1.5 Benefit from upgrading courses/programmes.

Inspectors participating in this study, were again unanimous that teachers benefited from upgrading courses. The inspectors' responses confirm the statement of Kabwasa et. al; (1973;26) that upgrading provides updated teaching guides and improved techniques as well as further education for the underqualified teachers with a view to upgrading their teaching qualifications.

Inspectors supported their responses with the following reasons:

- (a) Upgrading equipped teachers with teaching skills;
- (b) Teachers gained new teaching methods from in-service and upgrading programmes/courses;
- (c) Teachers gained subject matter/knowledge which makes them teach with confidence.

#### 6.1.6. Positive results of the upgrading of teachers.

The responses of the participants with regard to the positive results of the upgrading of teachers are shown in the following table.



Table 6.2

Results of the upgrading of teachers at school are positive

	YES	NO	TOTAL
NO	47	5	52
%	90	10	100

A large majority of the inspectors (90%) indicated that upgrading had positive results at school. The results indicate clearly that inspectors believed that upgrading of teachers is necessary and does improve results at school.

The inspectors who stated that upgrading of teachers had positive results at school gave the following reasons:

- (a) Students taught by better qualified teachers had shown some improvement in examination performance in schools in their circuits;
- (b) Upgrading courses changed a teacher's attitude towards his/her work. The teacher began to enjoy his/her work with improved results;
- (c) Upgrading develops in staff a positive attitude to change; it broadens experience and prepares for new and changing roles inside and outside the institution; it involves additional and increased responsibilities and thus enhances career development;

- (d) Upgrading courses improve communication and personal relationships and encourage staff to contribute to the maintenance of an academic community;
- (e) Upgrading enables teachers to broaden and update their knowledge, and to advance their personal development and their academic and professional achievements;
- (f) These programmes assist teachers to cater for the social welfare as well as the academic needs of the students, and develop an awareness of pupils' needs and educational experience.

The minority (10%) who indicated that upgrading of teachers had no positive results at school gave the following reasons: teachers concentrated on their studies and neglected pupils; pupils were left idle while the teacher was on study leave.

#### 6.1.7 Need for more teachers to attend upgrading programmes.

All inspectors were of the opinion that more teachers should attend upgrading programmes. They stated that teachers had to be given further education if the quality of Black education was to be improved.

Inspectors gave reasons, which were similar to those given by principals in this study. These are:

- (a) There was an urgent need for Black teachers to upgrade themselves because there was a large number of them who were underqualified or unqualified;

- (b) Constant changes in syllabi called for upgrading and updating on the teachers' part;
- (c) The "knowledge explosion" also called for upgrading of teachers;
- (d) Evaluation criteria for teachers, which had recently been introduced to the Black Education System called for upgrading of teachers to meet the new requirements.

6.1.8 A need to increase the number of upgrading institutions.

All the inspectors indicated that there was an urgent need to increase the number of upgrading institutions. The inspectorate gave, among others, the following reasons for the need to increase the number of upgrading institutions:

- (a) Many teachers were unable to get admission to upgrading institutions due to the shortage of institutions.
- (b) Some teachers had to travel long distances to and from institutions. This resulted in poor performance of teachers in upgrading courses. Some had to leave early from school and left their pupils without a teacher. Effective study is feasible when facilities and resources of study are within easy reach.

6.1.9 Need to increase the variety of available upgrading programmes.

All inspectors agreed that the variety of available upgrading programmes had to be increased. These findings supported the previous findings documented in the literature and those of this study which were stated earlier.

When inspectors were asked to give reasons for the need to increase the variety of available upgrading programmes the reasons emerging were similar to those given earlier by principals in this study (See Chapter Five).

The inspectors were also asked to respond to the following two open questions.

6.1.10 What are the main obstacles facing upgrading of black teachers?

Circuit Inspectors and Inspectors of schools who participated in this study pointed out the following as the main obstacles facing upgrading of Black teachers:

- (a) High pupil-teacher ratios and the teachers' workload have resulted in exhausted and dispirited teachers some of whom had to abandon ideas of upgrading their qualifications.

- (b) Some teachers received little motivation and encouragement from their families, friends and colleagues. They received discouragement instead.
- (c) Some teachers encountered problems such as finance, distance and transport.
- (d) There were few upgrading institutions compared to the many teachers who needed upgrading.

Some of the reasons given are similar to those of principals in this study.

6.1.11 Have you any further comments to offer with regard to upgrading programmes/institutions?

The following generalisations emerge from comments on upgrading programmes and institutions given by inspectors.

- (a) Upgrading programmes needed to be varied, according to the teachers' needs, pupils' needs, community needs, and departmental needs.
- (b) Upgrading institutions had to be increased and decentralized i.e. established in many more areas/places in Natal and Kwa Zulu.
- (c) In addition to existing universities and colleges of education adult centres and selected schools should also be used for the upgrading of Black teachers.

(d) Bursaries and study loans should be made available to teachers who wanted to upgrade their qualifications.

## 6.2 Analysis of Responses of other Educationists (Interview Schedule).

It was stated in Chapter Three and also at the beginning of this chapter that the present research included interviews with senior executive members of teachers' unions viz. A.T.A.S.A. and N.A.T.U., lecturers in education departments and professional experts from universities viz. University of Natal and University of Durban-Westville; and educationists such as rectors of colleges of education, and senior administrators in departments of education.

The main issues raised in response to the questions enumerated in the Interview Schedule follow:

Firstly, there are differing and opposing assumptions, attitudes and approaches that are laid bare for the readers' scrutiny. Secondly, some areas of consensus emerged among the issues raised in the interview. Some of the interview questions and summaries of responses are presented below. (See Appendix E for Interview Schedule).

6.2.1 "What are your views on the value of upgrading courses?"

The respondents were unanimous in the view that upgrading of teachers was a crucial issue in Black education for a number of reasons, namely:

- (a) Specialist teacher out-put in Black education was not enough; those who were in service had to upgrade themselves. Upgrading enabled teachers to review and modify teaching methods and curricula effectively;
- (b) It was important that teachers continue with their academic and professional education;
- (c) The rapid extensive and fundamental nature of present-day changes namely technical, political, social, economic, cultural, and so on, made it imperative for teachers in particular to upgrade themselves.

6.2.2 "What input does your department have in the course design of upgrading programmes at the various institutions?"

Respondents from Departments of Education and institutions that provide upgrading courses/programmes, maintained that their departments had some input in the course design of upgrading programmes at their respective institutions. The departments provided curricula structure of the courses and contributed to

decisions regarding the duration of the courses, lectures, teaching materials, and so on.

On the other hand some respondents pointed out that their departments had little or no input in the course design of upgrading programmes at various institutions. Even those that had an input, felt it was so limited that it had little effect on the design of the upgrading courses.

This means that some departments have input in the course design of upgrading courses while others have little or no input. This state of affairs is certainly not desirable.

The remaining nine questions in the Interview Schedule were similar to those in the principals' questionnaire. The responses to seven of the nine questions were similar to those of the principals.

The senior educationists, like principals and inspectors, agreed that:

- (a) the curriculum of upgrading programmes was relevant to the school curriculum;
- (b) there was a need to increase the variety of available upgrading programmes;
- (c) teachers benefited from upgrading programmes/courses;



- (d) teachers needed guidance in choosing upgrading courses;
- (e) relevant factors were motivating teachers to upgrade their qualifications;
- (f) major obstacles obstructed the upgrading of Black teachers.

Like the principals and inspectors discussed earlier in this study the majority of senior educationists agreed that (a) more teachers should attend upgrading programmes and (b) the number of institutions should be increased. However, some respondents suggested that only a limited number of teachers per school, per circuit, per year, be allowed to attend in-service or upgrading programmes. They argued that when teachers were away from schools, pupils were left untaught. The respondents also argued that not enough teachers were highly motivated to take upgrading courses successfully. A few claimed that establishing more institutions would be unjustified expenditure of money.

CHAPTER SEVENSUMMARY, CONCLUSIONS AND RECOMMENDATIONS7.1 Introduction

In the 1970's there was a general assumption amongst educationists that upgrading and in-service training were, per se, beneficial to individual teachers in the profession and to the educational service as a whole.

In the 1980's, partly as a result of less comfortable economic conditions e.g. sanctions and depreciation of the rand in South Africa, this assumption has been questioned. This has led to calls for evaluation to provide evidence of worth. In addition to the summative evaluation of education, there has been an increasing realisation, during the same period, of the value of formative evaluation as a means of continually improving many aspects of education, including upgrading and in-service training for teachers.

This final chapter provides a summary of the investigation including the findings, formulates conclusions, discusses implications of the findings, and makes recommendations based on the findings. A concluding note is added.

## 7.2 Summary

### 7.2.1 Summary of Issues Relating to the Problem Investigated, the Literature Review, the Research Design and Fieldwork

It was stated earlier that numerous public addresses, press reports and conferences have, in recent years, highlighted the acute shortage of qualified teachers and the very large numbers of unqualified and underqualified teachers. These comprised some of the major shortcomings in Black education. The upgrading of teachers is therefore a crucial issue in Black education. (See Chapter One).

Chapter Two reviewed teacher upgrading in selected overseas countries like the United Kingdom, the United States of America, Russia, Western Europe and Africa. It also analysed the concept and purposes of INSET; and examined developments in and provisions for the upgrading of teachers in South Africa. The literature showed a clear linkage in school planning between curriculum planning, resources planning, staff development and INSET planning.

This study involved collecting data in order to answer questions concerning the current status of the professional and academic upgrading of Black teachers in Natal and Kwa Zulu. Data was typically collected through questionnaires, interviews and observation. The writer needed four different questionnaires: questionnaires to teachers and heads of department currently engaged in upgrading programmes, questionnaires to teachers and heads of

department who had completed upgrading courses, questionnaires to principals, and questionnaires to inspectors of education. In addition the writer conducted interviews with selected educational experts namely, rectors of colleges of education, lecturers at colleges and universities, and senior executive members of teachers' unions. (See Chapter Three).

### 7.2.2 Summary of Findings

On the basis of the review of literature, analyses of responses to questionnaires and interviews, observations, and personal visits to some upgrading institutions in Natal and Kwa Zulu, the following findings were made.

#### 7.2.2.1 Biographical features

Analysis of the samples revealed that teachers and heads of department who were presently engaged in upgrading programmes (350) were considerably more than teachers and heads of department who had completed upgrading courses (170). The number of female participants was significantly greater than males in both groups. Black teachers are relatively young as 54 percent of the participants were in the age range 31 - 35 years. It was also noted that a very large percentage (82) of the participants were married.

The study also revealed that most Black teachers (75%) were underqualified with P.T.C./J.S.T.C. Certificates. Only 23 percent of the principals in the sample were professionally suitably

qualified. Academically the majority of teachers (71%) had matriculation or Senior Certificate, 7% had Junior Certificate or less and only 22 percent had degrees. A gratifying majority (65%) of principals had degrees and further 30 percent had degree course credits. Of the group consisting of teachers and heads of department only 9 percent were heads of department while 91 percent were teachers. It was interesting to note that upgrading was significantly related to promotion.

#### 7.2.2.2 Evaluation of responses

##### a) Motivation for upgrading

According to the responses of teachers and heads of department the factors that motivated teachers to upgrade their qualifications were in the following order: professional development (55%); academic development (28%); salary (16%). The majority of principals and inspectors stated that professional and academic development were the most important factors that motivated teachers to upgrade themselves.

##### b) Upgrading courses

Professional upgrading courses enjoyed priority over academic upgrading courses. One-year and two-year professional upgrading courses were favoured by teachers and heads of department. Many teachers favoured Vista University.

c) Relevance of courses to teachers' needs

The majority of teachers (90%) stated that upgrading courses were highly relevant to teachers' needs. Eighty-three percent of principals and all the inspectors were impressed with the relevance of courses to teachers' needs. However some principals pointed out the need for increased variety in the courses.

d) Relevance of courses to pupils' needs

It was noted that 89% of teachers, 83% of principals and all 52 inspectors of schools agreed that upgrading courses were highly relevant to the pupils' needs.

e) Innovations at schools arising from upgrading

Teachers, heads of department and principals responded very positively about innovations at their schools based on upgrading programmes.

f) Adequacy of resources for implementing upgrading experiences at schools

The participants' responses to the issue of adequacy of resources were: three percent of teachers stated that resources were sufficient; 67 percent stated that resources were fair, and 30 percent indicated that resources were scarce or non-existent.

g) Sufficiency of upgrading institutions

The majority of teachers (96%) indicated that there were insufficient upgrading institutions in Natal and Kwa Zulu. They expressed an urgent need for an increase in the number of upgrading institutions. All the principals and all the inspectors felt that there was a pressing need to increase the number of institutions and the variety of programmes, to overcome the large number of unqualified teachers.

h) Extent to which upgrading courses increase teachers' knowledge and skills

The majority of teachers and heads of department (90%), principals (92%) and all the inspectors agreed that teachers and heads of department drew considerable benefit from upgrading programmes/courses.

i) Extent to which upgrading courses are recommended

A large majority of teachers (90%), principals (80%) and inspectors (90%) highly recommended the upgrading courses available. They stated that upgrading courses had a positive influence on the pupils' results at school. Ten percent of the inspectors stated that while teachers were upgrading themselves, pupils and schoolwork were neglected.

j) High pupil-teacher ratio

The high pupil-teacher ratio in Black schools was again criticized and given as an obstacle to teachers upgrading their qualifications. Teachers suffered from exhaustion from the heavy work load.

7.2.2.3 Obstacles in upgrading of black teachers

This research produced very strong evidence of the need for, and importance of, upgrading programmes, which raise appreciably the quality and effectiveness of teachers.

The numerous significant benefits of upgrading were undermined by a variety of factors encountered by teachers engaged in upgrading programmes. Those obstacles emphasized by respondents are presented below:

- a) Teachers in this study voluntarily sought knowledge and teaching skills because of a perceived gap between present and desired levels of knowledge and teaching skills. Motivation and assistance from the educational authorities should feature more prominently.
- b) The majority of teachers and heads of department stated that it was difficult to combine studying with teaching commitments. The part-time nature of upgrading programmes was frequently mentioned as a serious drawback.



- c) Some teachers were intimidated by the modern and sophisticated facilities designed for use in upgrading programmes, for example, libraries, lecture rooms, administrative offices, to mention but a few. The learning processes were thus adversely affected even before they began.
- d) There is an outcry for sufficient resources in Black schools. Evidence was found that most Black schools lacked the minimum material and human resources. Money must also be invested in resources to be used when implementing strategies gained from upgrading programmes.
- e) Teachers have little or no input into course content and programme structure. Many participants claimed that course content and learning experiences would become even more meaningful if teachers had some input.
- f) A prominent feature in upgrading programmes was the predominance of young women. However, the present study shows that female teachers are promoted mainly to the principalships of pre-primary and junior primary schools. Seldom are they found in promotion posts in senior primary schools, post primary schools and inspectorship.
- g) The cost of attending university or college is high particularly at graduate level. Teachers find it a very

expensive exercise to leave a professional position to participate in full-time academic experiences.

- h) Personal problems such as lack of time to spend with family, uncertainty about the future and health reasons were given as further obstacles. Personal problems can be very debilitating.

### 7.3 Conclusions and Implications

- a) In the final analysis it was found that the need to upgrade the underqualified and unqualified Black teachers was as important as the need to train teachers in very large numbers.
- b) The author was unable, within the confines of this study, to investigate the effect of upgrading of Black teachers on pupils' performance, attitudes and motivation. Educationists in the sample firmly believed that upgrading of teachers benefitted pupils, though in the short term some pupils may have lost because they were taught by teachers whose attention was, in part, focused on their own studies, or by unqualified teachers who had replaced those who were on study leave.
- c) One could postulate a series of implications and conclusions about future trends in the upgrading of Black teachers. The following are some of the more important ones that come to mind.

- i) Incentives will derive more from the intrinsic rewards of superior craftsmanship, than on salary increases, promotions and accumulation of degrees and diplomas.
- ii) Upgrading of qualifications will be a more routine aspect of a teacher's professional life in the future. It is a means to an end rather than an end in itself.
- iii) Diversity in both the organization and methodology of upgrading programmes will be expanded since all aspects of professional competence cannot be dealt with through a limited number of mechanisms.
- iv) For upgrading programmes to be successful lecturers, advisors, consultants, specialists and rectors must have a high degree of practical experience and should be drawn from the ranks of the profession itself.
- v) The quality of teaching will be viewed to be just as important as the development of new curricula. The emphasis at the moment is on the former.
- vi) The results of this study clearly indicate that the participants in upgrading programmes want to be involved in determining content, structure and process, and in assessing strengths and weaknesses of upgrading courses and programmes.

vii) The underlying assumption in the upgrading of teachers is that teachers can and will grow through learning. This in turn is good for their schools, their profession, pupils and society at large. In short, the teacher will respond to personal needs and will enact strategies to eliminate deficiencies, face the challenges of the dynamics of society, and grow in a professional manner to fulfil the requirements of being a learning facilitator of pupils.

#### 7.4 Recommendations

The recommendations made below are presented in the full knowledge that it is always easier to suggest change than actually to implement it. The recommendations are concerned with numerous broad issues.

##### 7.4.1 Increase in the Number of Upgrading Institutions

It is recommended that upgrading institutions be increased, scientifically planned and strategically placed so that they are easily accessible to each regional teaching community.

This would ensure that more teachers who want to upgrade their qualifications will get the opportunity to do so. It would also alleviate problems such as transport, distance and finance, which are encountered by many teachers presently engaged in upgrading programmes.

It has become obligatory to have institutions for upgrading easily available because upgrading nowadays, is incumbent upon any teacher who desires to remain a useful member of society and exercise his profession in the most acceptable manner.

#### 7.4.2 Teachers Centres

Teachers' centres should receive urgent attention as agents for supporting and providing professional upgrading. These centres generally emphasize a classroom-oriented type of learning with the use of simulations and individualized programmes. They encourage peer integration, allow for voluntary attendance and programmes designed to meet staff and organizational needs. They also promote a learning atmosphere of informality and helpfulness among the teachers engaged in upgrading.

The teachers' centres can be used effectively by teachers to enhance the quality of upgrading activities. They could also play vital roles in bringing about change as well as providing the means for change. It is strongly recommended, therefore, that more teachers' centres for the Blacks be established in Natal and Kwa Zulu.

#### 7.4.3 Study/Discussion Groups

A group of colleagues who share similar areas of professional interest can provide a network whereby each teacher can be of assistance to the others in their professional and/or academic

development. Discussion groups can be of great benefit to the teachers who live in the rural areas where upgrading institutions and resources are limited. Upgrading through correspondence would be more appropriate for them.

#### 7.4.4 Guidance

It is recommended that teachers be guided in choosing upgrading programmes or courses, especially degree courses. A counsellor is very important at this stage. In addition, there should be the stimulation of opening doors, the challenge of the unknown, the pressure of requirements for achieving a certain status, the anticipated excitement of discovery, the tantalizing yearning to know and to be able to do something.

In the absence of guidance, we find some teachers completing upgrading programmes that are irrelevant to their needs or the pupils' needs. Some obtain diplomas and degrees that are not accepted by the department of education for categorization and salary benefits. This frustrates them and they often end up leaving the profession.

#### 7.4.5 Study Leave

It is recommended that study leave be made available freely to teachers. Study leave is a significant instrument for facilitating the upgrading of teachers. It is intended to assist teachers and

administrators - heads of departments, principals and inspectors - in securing personal, academic and professional improvement so that they would be more effective in their respective tasks.

#### 7.4.6 Finance

It is recommended that funds be made available to teachers by the departments of education, upgrading institutions and the private sector to encourage teachers as well as researchers in the field of teacher upgrading. In addition the Government should consider granting tax rebates in respect of tuition fees, book purchases and transport expenses incurred by teachers when upgrading their qualifications.

#### 7.4.7 Upgrading of Teacher Educators

It is recommended that the training of teacher educators should become a top priority in Black education systems. Included will be all those involved in the preparation and support of teachers, including staff in universities and colleges, and personnel in field posts and advisory positions. Teacher educators also need initial orientation and systematic opportunities for professional enrichment.

#### 7.5 Suggestions for Further Research

In this dissertation an attempt was made to investigate the professional and academic upgrading of Black teachers in Natal and

Kwa Zulu. The field of teacher upgrading, however, is available to be studied more thoroughly.

In the light of the above statement and others made previously in this study, the following topics are suggested for consideration for further research.

- i) A comparative study be undertaken of upgrading programmes/courses in the Republic of South Africa and overseas countries. Insights from such a study could assist us in structuring, implementing and evaluating our own programmes.
- ii) A comparative study on the nature of upgrading programmes of all race groups in the Republic of South Africa be carried out to assist in the reform of existing programmes in Black education.
- iii) Research should explore gender stereotyping in upgrading generally, and the manner in which this affects later occupational and career patterns. Such a study would not only show the present situation concerning this issue but also predict future developments.
- iv) Research into the effects of the length and level of teachers' educational qualifications on pupil achievement is advocated. The findings could act as incentives for



upgrading, assist programme developers and educationists at school level.

- v) A study of the motivational factors relating to upgrading of teachers ought to yield interesting results. The present study handled a limited number of motivational factors as this issue was not one of its main objectives.
- vi) The writer recommends a study of the effects on pupil performance as a result of teachers' absence during upgrading. It has been stated several times by critics of upgrading that pupils suffer neglect while their teachers are involved in upgrading.
- vii) A study of wastage and drop-out among teachers in upgrading institutions/programmes is recommended. It has been claimed that many teachers drop-out from upgrading programmes. The nature, causes and consequences of drop-out need investigation.

#### 7.6 Concluding Note

The findings in the present study indicate that a full perspective of teacher training can only be correctly viewed when it is realised that for all teachers, training will include an effective induction followed by regular upgrading.

This study was initiated and sustained by the writer's deep interest in the concept of upgrading, especially of Black teachers.

Its worth will depend firstly on the extent to which it influences providers, planners and administrators of Black education and secondly on any addition, it may have contributed, to our understanding of teaching.

It is hoped therefore that one of the products of this study will be the stimulation of further research of additional aspects of the upgrading, especially of Black teachers.

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## APPENDIX A

QUESTIONNAIRE TO TEACHERS AND HEADS OF DEPARTMENT  
WHO ARE PRESENTLY TAKING UPGRADING COURSES

You are kindly requested to complete this questionnaire as accurately as you can. The information you and others provide will be used in a research study on "The Professional and Academic upgrading of Black teachers in Natal and KwaZulu".

Do not write your name anywhere on this questionnaire. This is to ensure that your identity is not revealed. Your assistance in completing and returning the questionnaire is greatly appreciated, and you are assured that the information you provide will be treated in the strictest confidence.

Indicate your answer to each item by a cross (X) in the appropriate block where applicable. Elsewhere you must write.

PART ONE1. BIOGRAPHICAL DETAILS1.1 Sex

MALE	FEMALE

1.2 Age in Years

Under 20	21-25	26-30	31-35	36-40	41-45	Over 45

1.3 Marital Status

Single	Married	Divorced	Widowed



1.4 Teaching Experience in Years

Less than 1	2-5	6-10	11-15	16-20	21-25	Over 26

1.5 Professional Training

In what type of institution did you do your first train for teaching?

College of Education	University Department	College of Advanced Tech. Educ.	Other (Specify)

1.6 Professional Qualifications

Which professional qualifications do you hold?

P.T.C. or lower	J.S.T.C.	P.T.D. Pre-Primary	P.T.D.	S.T.D.
U.E.D.	H.D.E.	B. PAED.	B.ED.	Other (Specify)

1.7 Academic Qualifications

Which academic qualifications do you hold?

J.C. or Lower	Matric	Undergraduate Courses	Degree	Hon. Degree
B.ED.	Masters Degree	Doctors Degree		

## 1.8 What Post are you holding at present?

Teacher	H.O.D.	Other (Specify)

PART TWO2. EVALUATION

2.1 What motivated you to upgrade your qualifications?

You may cross more than one. Put, 1, 2, 3, etc. in order of priority, e.g. X(1), X(2), X(3) etc.

Salary	Promotion/ Status	Professional Development	Academic Develop- ment	Other (Specify)

2.2 What course are you doing for your upgrading and how long is the course?

Name of Course	Duration in Years

2.3 To what extent is the course relevant to your needs?

Highly Relevant	Moderately Relevant	Little Relevance	Irrelevant	Cannot Decide on Relevance

2.4 To what extent is the course relevant to the pupils' needs?

Highly Relevant	Moderately Relevant	Little Relevance	Irrelevant	Cannot Decide on Relevance

2.5 To what extent does the content cover new ground?

Very High	High	Moderate	Low	Very Low

2.6 Have you tried to introduce at school what you are learning from upgrading programmes or studies?

Yes	No

2.7 If yes to Question 2.6, what were your colleagues responses to your introduction of innovations?  
 [One cross each (total 3) for Teacher, H.O.D., Principal].

Positive Response			Negative Response			Neutral/ No Response		
Teach.	HOD.	Princ	Teach.	HOD.	Princ	Teach.	HOD.	Princ.

2.8 If no to Question 2.6, give reasons.

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2.9 Are there sufficient resources at your school to implement what you learn from upgrading programmes?

Plentiful	Sufficient	Fair Amount	Little	None

2.10 Are there sufficient institutions available for the upgrading of teachers?

More than Sufficient	Sufficient	Insufficient

2.11 To what extent has the upgrading programme increased your teaching skills?

Very High	High	Moderate	Low	Very Low

2.12 To what extent has the upgrading programme increased your knowledge of subject matter?

Very High	High	Moderate	Low	Very Low

2.13 How highly do you recommend upgrading courses for teachers?

Very High	High	Moderate	Low	Very Low

PART THREE

3. OPEN QUESTION

3.1 Any other comments you wish to make concerning upgrading courses. Please feel free to express frankly your feelings about upgrading.

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Thank you for your co-operation and for sacrificing your valuable time.

## APPENDIX B

QUESTIONNAIRE TO TEACHERS AND HEADS OF DEPARTMENT  
WHO HAVE COMPLETED UPGRADING COURSES

You are kindly requested to complete this questionnaire as accurately as you can. The information you and others provide will be used in a research study on "The Professional and Academic upgrading of Black Teachers in Natal and KwaZulu".

Do not write your name anywhere on this questionnaire. This is to ensure that your identity is not revealed. Your assistance in completing and returning the questionnaire is greatly appreciated, and you are assured that the information you provide will be treated in the strictest confidence.

Indicate your answer to each item by a cross (X) in the appropriate block where applicable, elsewhere you must write.

PART ONE1. BIOGRAPHICAL DETAILS1.1 Sex

MALE	FEMALE

1.2 Age in Years

Under 20	21-25	26-30	31-35	36-40	41-45	Over 45

1.3 Marital Status

Single	Married	Divorced	Widowed

1.4 Teaching Experience in Years

Less than 1	2-5	6-10	11-15	16-20	21-25	Over 26

1.5 Professional Training

In what type of institution did you do your first training for teaching?

College of Education	University Department	Coll. of Advanced Tech. Educ.	Other (Specify)

1.6 Professional Qualifications

Which professional qualifications do you hold?

P.T.C. or lower	J.S.T.C.	P.T.D. Pre-Primary	P.T.D.	S.T.D.
U.E.D. Post Grad	H.D.E.	B.PAED.	B.ED.	Other (Specify)

1.7 Academic Qualifications

Which academic qualifications do you hold?

J.C. or lower	Matric	Under-Graduate Courses	Degree	Hon. Degree
B.ED.	Masters' Degree	Doctors Degree		

1.8 What post did you hold before upgrading your qualifications?

Teacher	H.O.D.	Other (specify)

1.9 What post are you holding now, i.e. after completion of upgrading studies?

Teacher	H.O.D.	Other (specify)

PART TWO

2. EVALUATION

2.1 What was the motivation for you to upgrade your qualifications? You may cross more than one block. Put 1,2,3, etc. to show order of priority, e.g. X(1), X(2), etc.

Salary	Promotion/ Status	Professional Development	Academic Develop- ment	Other (specify)

2.2 Name the course(s) you did for upgrading as well as its/ their duration.

Name of Course	Duration of course in years

2.3 To what extent was the course (most recent one) relevant to your needs?

Highly Relevant	Moderately Relevant	Little Relevance	Irrelevant	Cannot Decide on relevance

2.4 To what extent was the course relevant to the pupils' needs?

Highly Relevant	Moderately Relevant	Little Relevance	Irrelevant	Cannot Decide on Relevance

2.5 To what extent did the content cover new ground?

Very High	High	Moderate	Low	Very Low

2.6 Have you tried to introduce at school what you learned from upgrading programme/studies?

Yes	No

2.7 If yes to Question 2.6 what were your colleagues' responses to your introduction of innovations?  
[One cross each (total 3) for teacher, H.O.D., Principal].

Positive Response			Negative Response			Neutral/ No Response		
Teach.	HOD.	Princ.	Teach.	HOD.	Princ.	Teach.	HOD.	Princ.

2.8 If no to Question 2.6, give reasons.

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2.9 Are there sufficient resources at your school to implement what you learned from upgrading programmes?

Plentiful	Sufficient	A fair Amount	Little	None

2.10 Are there sufficient institutions available for the upgrading of teachers?

More than Sufficient	Sufficient	Insufficient

2.11 To what extent have upgrading programmes increased your teaching skills?

Considerably	Moderately	Little	None

2.12 To what extent have upgrading programmes increased your knowledge of subject matter?

Considerably	Moderately	Little	None

2.13 How highly do you recommend upgrading courses for teachers?

Very High	High	Moderate	Low	Very Low



## APPENDIX C

PRINCIPALS' QUESTIONNAIRE

You are kindly requested to complete this questionnaire as accurately as possible. The information you and others provide will be used in a research study on "The Professional and Academic upgrading of Black Teachers in Natal and KwaZulu".

Do not write your name anywhere on this questionnaire. This is to ensure that your identity is not revealed. Your assistance in completing and returning the questionnaire is greatly appreciated, and you are assured that the information you provide will be treated in strictest confidence.

Indicate your answer to each item by a cross (X) in the appropriate block where applicable. Elsewhere you must write.

PART ONE1. BIOGRAPHICAL DETAILS1.1 Sex

MALE	FEMALE

1.2 Ages in Years

Under 20	21-25	26-30	31-35	36-40	41-45	Over 45

1.3 Marital Status

Single	Married	Divorced	Widowed

1.4 Teaching Experience in Years

Less than 5	6-10	11-15	16-20	21-25	26 and over

1.5 Years of Experience as a Principal

0-5	6-10	11-15	16-20	21-25	26 and above

1.6 Professional Qualifications

Which professional qualifications do you hold?

P.T.C. or lower	J.S.T.C.	P.T.D. Pre-Primary		P.T.D.	S.T.D.
U.E.D.	H.D.E.	B.PAED.	B.ED.	OTHER (Specify)	

1.7 Academic Qualifications

Which academic qualifications do you hold?

J.C. or Lower	Matric	Under- graduate Courses	Degree	Hon. Degree	B.ED.
MASTERS DEGREE		DOCTORS DEGREE			

PART TWO2. EVALUATION

2.1 Place where your school is situated? \_\_\_\_\_

2.2 Is this place:

Rural	Urban	An Urban-Rural Fringe

2.3 How many teachers are there at your school?

State Number	MALE	FEMALE	TOTAL

2.4 Questions concerning teachers who have completed upgrading programmes

2.4.1 How many teachers, in your school, have completed upgrading programmes?

State Number	MALE	FEMALE	TOTAL

2.4.2 At which institutions did they study?

	NAME OF UPGRADING INSTITUTION	NUMBER WHO STUDIED
a)		
b)		
c)		
d)		
e)		

2.4.3 Which course(s) did they study and how many studied each course?

	NAME OF COURSE	NUMBER OF TEACHERS TAKING COURSES
a)		
b)		
c)		
d)		
e)		

2.4.4 Give the number of teachers who completed upgrading courses according to minimum number of years to complete the course.

Length of Course	Less than 1 yr	1 yr	2 yrs	3 yrs	More than 3 yrs
No. of Teachers					

2.5 Questions concerning teachers who are presently engaged in upgrading programmes

2.5.1 Are there any teachers presently engaged in upgrading programmes at your school?

YES	NO

2.5.2 If yes to Question 2.5.1, how many?

	MALE	FEMALE	TOTAL
State Number			

2.5.3 At which institutions are they studying and how many at each institution?

	NAME OF INSTITUTION	NUMBER STUDYING
a)		
b)		
c)		
d)		
e)		

2.5.4 Which course(s) are they studying and how many in each course?

	NAME OF COURSE	NO. OF TEACHERS TAKING COURSE
a)		
b)		
c)		
d)		
e)		

2.5.5 Give the number of teachers who are presently taking upgrading courses according to the minimum number of years to complete the course.

Length of Course	Less than 1 yr	1 yr	2 yrs	3 yrs	More than 3 yrs
No. of Teachers					

2.6 To what extent do you think the curriculum of the upgrading programmes is relevant to the present school curriculum and needs?

Very High	High	Moderate	Low	Very Low

2.7 Do teachers need some guidance in choosing upgrading courses?

YES	NO

2.8 Give reasons for your answer in 2.7

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2.9 To what extent do teachers, in your opinion, benefit from upgrading programmes/courses?

Very High	High	Moderate	Low	Very Low

2.10 Does the upgrading of teachers have positive results on your pupils?

YES	NO

2.11 Give reasons for your answer in 2.10

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2.12 In what way do teachers benefit from upgrading programmes?

Professional Development	Academic Development	Both Acad & Prof. Dev.	Other (Specify)

2.13 Does upgrading have positive influence on promotion opportunities?

To a Great Extent	To Some Extent	Average	Little	Very Little

2.14 Do you think there is a need to increase the number of upgrading institutions?

YES	NO

2.15 If yes to 2.14 give reasons.

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2.16 Do you think there is a need to increase the variety of upgrading programmes?

YES	NO

2.17 If yes to 2.16, give reasons

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2.18 How high is the demand amongst Black teachers for upgrading?

Very High	High	Moderate	Low	Very Low

2.19 How many teachers, on your staff, are unqualified?

	MALE	FEMALE	TOTAL
State Number			

2.19.1 How many teachers, at your school, have not upgraded their first qualifications?

MALE	FEMALE	TOTAL

2.19.2 Why, do you think, they have not taken upgrading courses?

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PART THREE

3. OPEN QUESTIONS

3.1 What are the biggest stumbling blocks in the way of Black teachers, who want to be upgraded?

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3.2 Any other comments you wish to make regarding upgrading programmes / institutions.

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Thank you for your co-operation and for sacrificing your valuable time.

APPENDIX D

INSPECTORATE'S QUESTIONNAIRE

You are kindly requested to complete this questionnaire as accurately as possible. The information you and others provide will be used in a research study on "The Professional and Academic upgrading of Black Teachers in Natal and KwaZulu."

Do not write your name anywhere on this questionnaire. This is to ensure that your identity is not revealed. Your assistance in completing and returning the questionnaire is greatly appreciated, and you are assured that the information you provide will be treated in the strictest confidence.

Indicate your answer to each item by a cross (X) in the appropriate block where applicable. Elsewhere write in your answer.

PART ONE

1.1 What do you think are the main factors motivating teachers to upgrade their qualifications? (You may cross more than one block). Put 1, 2, 3, etc. in order of priority, e.g. X(1), X(2), X(3), etc.

Salary	Promotion / Status	Professional Development	Academic Development	Other (Specify)

1.2 Do teachers need guidance in choosing upgrading courses?

Yes	No

1.3 If yes to Question 1.2, what problems do teachers encounter in choosing upgrading programmes / courses?

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- 1.4 Is the curriculum of upgrading programmes / courses relevant to the school curriculum?

Yes	No

- 1.5 If no to Question 1.4, state in what respects they are irrelevant.

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- 1.6 Do teachers, in your opinion, benefit from upgrading programmes / studies?

Yes	No

- 1.7 Give reasons for your response to 1.6.

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- 1.8 Does the upgrading of teachers have positive results at schools in your circuit?

Yes	No

1.9 Please give reasons for your answer in 1.8

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1.10 Should more teachers attend upgrading programmes?

Yes	No

1.11 Give reasons for your response in 1.10.

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1.12 Do you think there is a need to increase the number of upgrading institutions?

Yes	No

1.13 Please give reasons for your answer in 1.12.

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1.14 Do you think there is a need to increase the variety of available upgrading programmes?

Yes	No

1.15 Give reasons for your reply to 1.14.

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PART TWO

2. OPEN QUESTIONS

2.1 What do you think are the main obstacles facing upgrading of Black teachers?

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2.2 Any other comments in regard to upgrading programmes

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Thank you for your co-operation and for sacrificing your valuable time.

APPENDIX ETHE INTERVIEW SCHEDULE

1. "What are your views on the value of upgrading courses?"
- 2.(a) "Is the curriculum of upgrading programmes relevant to the school curriculum?"
- 2.(b) "Give reasons for your answer to Question 2.(a)."
3. "What input does your department have in the course design of upgrading programmes at the various institutions?"
- 4.(a) "Do you think there is a need to increase the variety of available upgrading programmes?"
- 4.(b) "Give reasons for your answer / reply to Question 4.(a)."
- 5.(a) "Do teachers in your opinion, benefit from upgrading programmes / courses?"
- 5.(b) "Give reasons for your response to Question 5.(a)."
- 6.(a) "Do teachers need guidance in choosing upgrading courses?"
- 6.(b) "Give reasons for your response to Question 6.(a)."
7. "What do you think are the main factors motivating teachers to upgrade the qualifications?"
- 8.(a) "Should more teachers attend upgrading programmes?"
- 8.(b) "Please give reasons for your response to Question 8.(a)."

- 9.(a) "Do you think there is a need to increase the number of upgrading institutions?"
- 9.(b) "Please give reasons for your answer to Question 9.(a)."
- 10.(a) "What do you think are the main obstacles facing upgrading of Black teachers?"
- 10.(b) "How can these be overcome?"
11. "Please give any other comments or suggestions with regard to upgrading of Black teachers."



APPENDIX F

LETTER TO CIRCUIT INSPECTOR

"EMBO"  
House No. 828  
Unit 13  
Imbali  
4503

17 November 1987

RESEARCH BEING UNDERTAKEN AT UNIVERSITY OF DURBAN -  
WESTVILLE: FACULTY OF EDUCATION

TO CIRCUIT INSPECTOR

Dear Circuit Inspector,

I am writing to ask for your kind co-operation with regard to research being undertaken by me into "The Professional and Academic Upgrading of Black Teachers in Natal and KwaZulu".

I have obtained the necessary permission from the Department of Education and Culture - KwaZulu. A copy of the letter granting permission is attached.

We are all aware of the need for training of teachers in very large numbers and, equally important, the need to upgrade our underqualified and unqualified teachers.

It is also clear that Black education is, to a certain extent, in the care of teachers who are underqualified and who possess limited academic and professional training.

In the light of this, I kindly ask your permission to conduct research in schools in your circuit. This will entail the administration of questionnaires to teachers and principals and inspectors.

I wish to thank you in anticipation, for your kind assistance.

Yours sincerely,

A handwritten signature in cursive script, appearing to read 'M.G. Mkhize', written over a horizontal line.

M.G. MKHIZE

HEADMASTER

AT

MATOMELA P.P. SCHOOL.

APPENDIX G

LETTER TO PRINCIPALS

FIRST LETTER TO PRINCIPALS OF 120 SCHOOLS

"EMBO"  
House No. 828  
Unit 13  
Imbali  
4503

14 January 1988

RESEARCH BEING UNDERTAKEN AT UNIVERSITY OF DURBAN-WESTVILLE:  
FACULTY OF EDUCATION

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TO : PRINCIPAL

Dear Colleague,

I am writing to ask for your co-operation with regard to research being undertaken by me into "The Professional and Academic Upgrading of Black Teachers in Natal and KwaZulu".

We are all aware of the need for training of Black teachers in very large numbers and, equally important, the need to upgrade our unqualified and underqualified teachers. It is also clear that Black education is, to a certain extent, in the care of teachers who are underqualified and who possess limited academic and professional training.

It is hoped that in the light of this, you will kindly permit your staff to contribute to this research by providing their views about the upgrading of teachers.

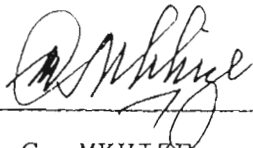
Your Circuit Inspector has granted me permission to conduct the research in his circuit. I now kindly ask for your permission to include your school in my sample.

Should you allow your school to participate, then kindly indicate in your reply:

- (a) the number of teachers and heads of department in your school who are presently involved in upgrading courses, and
- (b) the number of teachers and heads of department in your school who have completed upgrading courses.

I wish to thank you in anticipation for your kind assistance, as I am aware of your administrative and managerial burden.

Yours sincerely,



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M.G. MKHIZE

HEADMASTER

AT

MATOMELA P.P. SCHOOL.

SECOND LETTER TO PRINCIPALS OF 120 SCHOOLS

"EMBO"  
House No. 828  
Unit 13  
Imbali  
4503

9 February 1988

RESEARCH BEING UNDERTAKEN AT UNIVERSITY OF DURBAN-WESTVILLE:  
FACULTY OF EDUCATION : THE PROFESSIONAL AND ACADEMIC UPGRADING  
OF BLACK TEACHERS IN NATAL AND KWAZULU

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TO : PRINCIPAL

Dear Colleague,

Thank you for granting me permission to use your school and for providing me with numbers of teachers and heads of departments who have participated or are participating in upgrading programmes.

As I pointed out in my earlier letter (requesting permission), we are all aware of the need for training Black teachers in very large numbers and equally important, the need to upgrade our unqualified and underqualified teachers. It is also clear that Black education is, to a large extent, in the care of teachers who are underqualified and who possess limited academic and professional training.

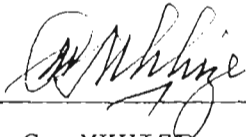
It would be appreciated if you would be kind enough to arrange for your teaching staff to receive the enclosed questionnaires and covering letters. These teachers comprise Teachers and Heads of Departments who are currently engaged in upgrading

programmes and Teachers and Heads of Departments who have completed upgrading courses.

I kindly ask you to return the completed questionnaires to me in the large stamped, addressed envelope enclosed for this purpose.

I wish to thank you in anticipation for your kind assistance, as I am aware of your administrative and managerial burden.

Yours sincerely,

A handwritten signature in cursive script, appearing to read 'M.G. Mkhize', is written over a horizontal line.

M.G. MKHIZE

HEADMASTER

AT

MATOMELA P.P. SCHOOL.

LETTER TO PRINCIPALS OF 100 SCHOOLS

"EMBO"  
House No. 828  
Unit 13  
Imbali  
4503

9 February 1988

RESEARCH BEING UNDERTAKEN AT UNIVERSITY OF DURBAN-WESTVILLE  
: FACULTY OF EDUCATION : THE PROFESSIONAL AND ACADEMIC UP-  
GRADING OF BLACK TEACHERS IN NATAL AND KWAZULU

TO : PRINCIPAL

Dear Colleague,

I am writing to ask for your co-operation with regard to research being undertaken by me into "The Professional and Academic Upgrading of Black Teachers in Natal and KwaZulu".

We are all aware of the need for training of Black teachers in very large numbers and, equally important, the need to upgrade our unqualified and underqualified teachers. It is also clear that Black education is, to a large extent, in the care of teachers who are underqualified and who possess limited academic and professional training.

Your Circuit Inspector has kindly granted me permission to conduct the research in his circuit.

It is hoped that in the light of the above, you will be kind enough to contribute to this research by answering the attached questionnaire.

Your participation would be invaluable and highly appreciated.

Please return the completed questionnaire to me as soon as possible in the stamped addressed envelope attached.

Yours sincerely,

A handwritten signature in cursive script, appearing to read 'M.G. Mkhize', is written over a horizontal line.

M.G. MKHIZE

HEADMASTER

AT

MATOMELA P.P. SCHOOL.



APPENDIX H

LETTER TO TEACHERS AND HEADS OF DEPARTMENTS

"EMBO"  
House No. 828  
Unit 13  
Imbali  
4503

9 February 1988

RESEARCH BEING UNDERTAKEN AT UNIVERSITY OF DURBAN-WESTVILLE :  
FACULTY OF EDUCATION

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Dear Colleague,

I am writing to ask for your help with some research I am undertaking into "The Professional and Academic Upgrading of Black Teachers in Natal and KwaZulu".

Most of us are aware that the De Lange Report (H.S.R.C. : 1981) made some alarming revelations, and one of them was that 85,0% of Black teachers are unqualified or underqualified on the criterion of Standard 10 plus a professional qualification. The upgrading of teachers is therefore a crucial issue in Black education.

The views and opinions you and others provide, will be used to make inferences and to substantiate the conclusions drawn. Your name is not required, so please feel free to answer questions to the best of your ability.

Although you will be using up valuable time to fill in the questionnaire, your views are very important for the improve-

ment of our teaching profession. I have attempted to make the questionnaire short, interesting and easy to complete. Please spare a little of your time and complete it.

I thank you in anticipation for your co-operation and assure you that your contribution will be of great value to the teaching profession.

Please use the envelope provided to seal your questionnaire and hand it to your principal who will post it to me.

Yours sincerely,

A handwritten signature in cursive script, appearing to read 'M.G. Mkhize', is written over a horizontal line.

M.G. MKHIZE

HEADMASTER

AT

MATOMELA P.P. SCHOOL.

APPENDIX I

CONTROL CARD

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NUMBER: .....

CIRCUIT NAME: .....

SCHOOL NAME: .....

NAME AND ADDRESS: .....

DATE: CARD POSTED: .....

DATE: QUESTIONNAIRE POSTED: .....

REMINDER 1. DATE: .....

REMINDER 2. DATE: .....

REPLY. DATE RECEIVED: .....

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MNYANGO WEMFUNDO  
AMASIKO



DEPARTMENT OF EDUCATION  
AND CULTURE

DEPARTEMENT VAN ONDERWYS EN KULTUUR

Pheli Locingo :	Isikhwama Seposi :	X04	Ucingo :
Telegraphic Address : INKANYISO	Private Bag :	Ulundi.	Telephone : 0358-202608
Telegrafiese Adres :	Privaatsak :		Telefoon :
ombuzo :	Usuku :		Inkomba :
Inquiries :	Date :	12-11-87	Reference :
avrae : W.G. HARPER	Datum :		Verwysing :

Mr M.G. Mkize  
House No. 828  
Unit 13  
IMBALI  
4503

Sir

1. Your letter of 1987-11-01 refers.
2. The Department of Education and Culture has given positive consideration to your request and permission is granted for you to conduct research in schools of the Department, provided that:
  - 2.1 All necessary arrangements are negotiated with the Circuit Officer's concerned.
  - 2.2 The confidentiality of sensitive material be respected at all times.
  - 2.3 A copy of your dissertation be submitted to this Department upon completion of your Degree.
  - 2.4 Material for publication be first submitted to this Department for evaluation.

CHIEF EDUCATION PLANNER  
WGH/btm