

**INVESTIGATING TEACHERS' NEEDS FOR INSET
IN SECONDARY SCHOOLS IN SOUTH AFRICA**

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ABSTRACT

Investigating School Teachers' Needs for INSET in Secondary Schools in South Africa

Mokoqo Paulus Mofokeng

In this study, the researcher started by viewing INSET (the in-service training for teachers) as a basic need for all teachers, especially for those who are un- or under-qualified. The aim of INSET is to help teachers already in the profession to keep in touch with developments in education and update their teaching strategies, skills, techniques, approaches, and methods. The researcher argues further that opportunities to attend INSET abound in South Africa. However, INSET can be seen as problematic because many INSET courses are initiated, organized, designed and conducted by facilitators who have either lost touch with schools or have never been at schools. Often INSET courses are conducted without any input from the teachers.

This research surveyed a group of teachers to find out their experiences with and opinions about such INSET programs and to gather their input about what kind and how INSET should be organized to be more successful. The results showed that the INSET in which teachers want to participate is one in which they are participants and not passengers only. They would like to be heard so that they may make a difference and own the courses too. They further indicated that their attendance in future INSETS will depend on whether planning, organization and management of the courses meet certain criteria.

DEDICATION

I dedicate this work to my parents

Ke Mofokeng wa Matsheleng

Motho wa Letshela la Moojane le Ntshenki

Motho wa Nkejane

Ke motho wa tshello e a hlaba

Mothe wa tshello ha a tholwe

O mo thola, o tswile matswabadi, wa phumoha monwana o motona

Ke motho wa mankatana kobo taboha ka mmoho o sala

Ba sale ba o apara diqola

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CHAPTER 1

INTRODUCTION

1.1 Introduction

South Africa today is going through a period of transition from the old apartheid era to a new democratic order. It is a time of turmoil marked by big changes in all spheres of life and resistance from some sectors. The country is faced with the mammoth task of building one nation from a number of ethnic groups that has been fragmented for a long time for political reasons. The future of this country depends largely on the creation of properly structured, organized and well-managed education of our children. The nation is faced with the challenge of ensuring that while we grapple with change and its challenges, our learners' educational needs are not sacrificed. Denying our children the quality of education required would undermine the process of nation building. The *White paper on education and training* (South African Department of Education, 1995) summarizes this matter well when it says that the care and development of young children must be the foundation of social relations and the starting point of human resources development strategies from community to national levels.

The *Discussion document on norms and standards for teacher education, training and development* (Free State Department of Education, 1997) states that 48% of the South African population is below the age of 19. This means that almost half of the population of this country is composed of people who are at a school-going age. Teachers are primary agents in education. Their role in reconstructing this country (Reconstruction and Development Program) is in the classroom. Their task is essentially to move away from the traditional approach of the pre-democratic days and towards outcomes-based

education (OBE). OBE aims at equipping all learners with the knowledge, competencies and skills they need to succeed after they leave school or have completed their workplace training. The OBE approach is basically egalitarian. It encourages critical thinking and competence on the part of learners in dealing with situations. In other words, it aims at producing thinking and competent citizens. The *White paper on education and training* (South African Department of Education, 1995) clearly states that:

The curriculum, teaching methods and text books at all levels and in all programs of education and training, should encourage independent and critical thought, the capacity to question, enquire, reason, weigh evidence and form judgement, achieve understanding, recognize the provisional and incomplete nature of most human knowledge, and communicate clearly. (p. 14)

The situation outlined above stresses that the preparation (pre-service education and training, or PRESET) and professional development (in-service education and training, or INSET) of teachers are of great importance in education. Teachers have to be intellectually resourceful and imaginative. They need to be adaptable, flexible, creative, and have superior critical thinking skills. Teacher education will have to develop these qualities. Tackling these challenges will require effective and creative PRESET and INSET of professional educators and systems managers, and a focus on professionalism. Teacher education and development should, therefore, enable teachers to help students to be enthusiastic about their studies, participate in the growth of their understanding, and develop their skills and professional competence. It should produce teachers who can help their students become autonomous life-long learners who constantly enquire, question, criticize and evaluate, and who assume responsibility for the management of their learning (Free State Department of Education, 1997).

1.2 Teacher Education Sector in South Africa: An Overview

1.2.1 Historical Background

Prior to 1994, South African society was basically characterized by rigid class and race hierarchies and by gender distinctions. This institutionalized discrimination was brought about and facilitated by the then government's policy of separate development, and is commonly referred to as the legacy of apartheid. Apartheid was born in 1945 when the National Party of Dr. D. F. Malan came to power. Its fundamental goal was to keep South Africa safe for the white man and keep the black man in his place. According to the ideology of apartheid, the right place for the black man was that of being subservient to the white man. Blacks were to be denied the right to independent and critical thinking. Non-white education became a system to produce and reproduce manpower for the fields and mines of the country (Christie & Collins, 1982).

Education in South Africa was divided according to race and was governed by different departments. There was the Department of Bantu Education, later known as the Department of Education and Training (DET) for Blacks, Education and Culture; the House of Assembly (HoA) for Whites, Education and Culture; the House of Delegates (HoD) for Indians, Education and Culture; the House of Representatives (HoR) for Coloureds. The DET was further fragmented according to boundaries that were ethnically determined. The boundaries made up what were called homelands for the Bantus (Bantustans), which were either self-governing or independent. For example, we had the Department of Education and Culture: Qwaqwa; the Department of Education and Culture: Transkei. Therefore, there were more than four departments of education in this country before 1994. In the Free State alone, the new government had to unify five ex-

departments to form the present Free State Department of Education (Christie & Collins, 1982; National Education Policy Investigation, 1992).

1.2.2 Teacher Education In Perspective

The National Education Policy Investigation (1992) report states that prior to 1994 teacher education was fragmented, characterized by difference and discrimination, and without any coherent teacher education policy or plan for national development. Each department had its plan, policy and laws by which teacher education was governed, including how both PRESET and INSET of teachers was to be conducted.

As early as 1992 all the departments listed above had already reported an oversupply of teachers from their teacher training institutions, largely as a result of attempts to redress the imbalances of the past. In 1998 the Education Labour Relations Council passed Resolution 6, which mandated the department to rationalize serving educators. The resolution empowers the department to deploy teachers from oversupplied to undersupplied schools where their services are more needed.

1.2.3 Curriculum 2005 and Outcomes-Based Education

The introduction to this chapter points out that a new system is essential in the educational system of South Africa. The curriculum used under this new system must deal vigorously with the injustices of the past and liberate those learners from traditionally disenfranchised communities (South African Department of Education, 1995). This means that one must move away from a traditional content-based type of curriculum to the one which is based on outcomes and aims at equipping all learners with the knowledge, competencies, and orientations needed for success after they leave school

or have completed their training. The curriculum must also integrate education and training, and must introduce a view in education that rejects a rigid division between academic and applied knowledge, theory and practice, and knowledge and skills. The new curriculum was launched in February 1997 and was called Curriculum 2005.

The new curriculum comes into place at the time when the system cannot absorb new entrants into the profession. In other words, at the present moment, there is little to no room for PRESET of new teachers. The only alternative is to train those who are already in service through INSET. S.M.E. Bengu, the then Minister of Education, acknowledged this at the unveiling of Curriculum 2005 in February 1997 when he said: “Accordingly, much of our efforts will be focused on providing the necessary support in the form of in-service teacher training.” (South African Department of Education, 1997).

A number of organizations and governments came to the assistance of the South African government to make this dream come true, developing teacher training programs and projects in various fields. For example, a Canadian International Development Agency (CIDA) Project, funded by the government of Canada, has been helping with school improvement, education management development, empowering school governing bodies (governance), and inducting new school principals since 1997. The European Union assisted South Africa in educational project management from 1998 to 1999. The Belgian government is funding a project known as the Flemish Project, whose aim is the development of financial management and governance for rural schools. Many of these projects are still operating in the Free State and in the other eight provinces. There is also a number of non-governmental organizations (NGOs) with projects like the Molteno Project, which are conducting teacher-training projects in the country.

1.2.4 Crisis in Black Education in South Africa

During the apartheid era, the education of indigenous black people was in turmoil. The Soweto riots on June 16, 1976 brought more than 15,000 black school children to the streets, rioting against the principles of Bantu education, which had frustrated Africans for about three decades. They went on a rampage of vandalism and wanton destruction. Throughout the 1980's unrest spread out from Soweto to the rest of the country. By the late 1980's and early 1990's education in the black schools in the townships had literally collapsed. Children at these schools terrorised their teachers, devastated their townships, and burned the very buildings which were provided to educate them because these buildings were seen as physical symbols of authority onto which frustration could be taken (Murphy, 1987; Molteno, 1987). Consequently, at the dawn of democracy in South Africa, black education, just like apartheid, was on its knees. The authority of principals and teachers was eroded and children were in power (Molteno, 1987). Schools had become dysfunctional year after year. The new government acknowledged the situation when the African National Congress (ANC) came to power in 1994 and took immediate steps to end it. In February 1997, President Nelson Mandela launched a campaign, which was intended to restore the culture of learning, teaching and service (COLTS).

For the most obvious sign of an educational system in dire straits, one can look at the high school matriculation results pass rates. A number of studies observed this system through the years from 1976 onwards. They unanimously agree that there has been a serious decline in the teaching-learning culture in the black schools in South Africa. The decline in teaching-learning culture brought matriculation pass rates down. This decline is illustrated in Table 1, which covers most of the period from 1970 to 1995.

Table 1
High School Matriculation Pass Rates

Year	Black students only						All races
	1970	1975	1980	1985	1988	1989	1995 ^a
Pass Rate	72.2%	67.0%	52.4%	46.5%	56.7%	37.9%	52.2%

Note. Data for the years 1970 to 1989 are from Unterhalter (1991), p. 47; data for 1995 is from Mokgalabone (1998), p. 14.

Private candidates who studied through correspondence are included.

^aNo racial breakdown of this pass rate is provided by the Department of Education according to Mokgalabone.

These tables show a general downturn in the number of African pupils passing matriculation examinations. Unterhalter (1991) attributes this serious decline in pass rates to prolonged periods of disrupted schooling with police and the military occupying schools (especially in 1989), overcrowding, poor teacher training, and low spending in black education. She argues that “the high rate of matric failure among African pupils, compared to white pupils [is] a trend which highlights the gross inadequacies in teaching in Bantu education and the severe restrictions of poverty, overcrowding, under-qualified teachers and lack of resources placed on African students” (p . 46).

In January 2002 the Free State Department of Education (FSDoE) conducted a snap survey of the performance of all 333 schools in the province that offer grade 12. The purpose of the survey was to investigate the trend of the performance of these schools over the period of the last six years. The results of the survey are summarized in Table 2.

Table 2
School Success Classifications in 2002

Pass Rate	Classification of Schools	No. of Schools
80 – 100	Excelling schools	95
60 – 79	Well performing schools	71
40 – 59	Schools on the verge of success	96
Less than 40	Failing schools	71

Note. Data is from the Free State Department of Education (2002).

As can be seen from the above table, there are 71 schools that are labeled as failing schools. All these are township or farm schools located in disadvantaged areas. South African democracy is now eight years old and children are still failing in massive numbers.

The goal of this research is to address a small part of the overall problem by focusing on how INSET can be used to bring teachers to greater levels of effectiveness. Many children fail because their teachers are either under or unqualified, and thereby unable to help them overcome their pupils' learning difficulties. Since the schooling system cannot absorb any more new teachers, the goal must be to improve the skills of those already in service, and that can only be done through INSET.

1.3 Purpose of the Study

This research focuses on examining the effectiveness of INSET as a mechanism for trying to improve teachers' skills and classroom delivery. Its main goal is to gather information about the current state of INSET in the country – what teachers' experiences are with regards to this form of updating teacher skills, what their expectations and

opinions are on how it may be conducted. To achieve this goal, this research attempted to answer the following questions:

- What experiences do teachers have with INSET?
- How often do teachers attend INSET courses and where?
- Do teachers have any preferences about their INSET programs?
- Who determines INSET policies and programs?
- To what extent are teachers willing to attend future INSET courses?
- What contributions would the schoolteachers like to make in their INSET so that it becomes meaningful and beneficial to them?
- What specific needs would teachers like INSET to address?

1.4 Method of Investigation

To answer these questions, the researcher studied policies, related laws, books and research already done on the subject. The purpose of this phase was to document the direction of thinking of policymakers and the teaching corps in general. A questionnaire was then used to collect data on the INSET experiences and needs of teachers. The researcher selected schools from a list of 16 traditionally disadvantaged high schools that offer grade 12 classes in the Reitz Education District, in the eastern part of the Free State Province of South Africa. It was important to select schools where grade 12 classes were offered because the performance of grade 12 students on the matriculation examination given at this level is one of the ways in which the effectiveness of schools is currently judged.

1.5 Limitations of the Study

This research is confined to one out of 12 education districts in the Free State. This area produces the lowest matriculation pass rates in the province and country. This means that the results are not readily generalizable to other parts of the country. The study is also limited by all of the various validity and reliability problems that arise when questionnaires are used to collect information.

Another limitation may be that it was impossible to pilot the instrument before conducting this study so that weak items that needed refining could be revealed.

Lastly, literacy and cooperation from teachers with regard to research and responding to questionnaires are also factors in South Africa.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In-service education and training (INSET) is not a new subject in educational research. There are innumerable reports, dissertations and theses on the subject of INSET strategies in a wide variety of countries in the world. In South Africa, however, the topic has yet to be adequately explored. In the search for literature on the specific topic of INSET in South Africa, the researcher could only find four research reports. This country still has a lot of investigative work to do in this area. As stated in chapter 1, understanding this issue is crucial at this time of our history, given the situation outlined in the last chapter.

This chapter discusses existing and available literature on in-service training for all kinds of clientele, in general, and in particular for schoolteachers. The chapter begins with the definition of INSET as found in several dictionaries and the writing of certain crucial authors. It will discuss how earlier researchers have tried to define INSET, what the literature says about teachers' needs for INSET, and then draw a conclusion based on these.

2.2 Definitions

The *Concise Oxford dictionary* (1990, p. 612) describes in-service training as training of those actively involved in the profession or activity concerned. From this explanation it is clear therefore that in-service training is synonymous with on-the-job training. Reader's Digest *Universal dictionary* (1987, p. 796) views it as occurring while one is employed or in the context of one's job. This explanation agrees with the first and

further clarifies that INSET takes place in context. In other words, teachers will be given INSET on education matters, nurses on matters pertaining to nursing, and so on, if and only if they are actively involved in the respective service. *Webster's 3rd new international dictionary* (1991) describes it as "...continuing while in service" (p. 1169). This statement clarifies further the claim above that INSET does not take place in isolation or in a vacuum but occurs while one is in service. For this reason, it assumes or suggests that INSET is for those who are already employed, and it is a life long learning process and not an event.

Morant (1981, p. 1), faced with the dilemma of defining INSET, claims that it is probably easier to say when in-service education should occur than to give a definition. Murphy (1985, p. 6) suggests that there are as many definitions of INSET as there are INSET programs. He goes on to state that INSET embraces all those experiences a teacher may undergo for the purpose of expanding his/her professional and personal education.

Van den Berg (1983, p. 2) argues that the fundamental rationale for INSET is not related to the teacher *per se*, but rather to teachers in their role as maintainers and improvers of the quality of schooling. From these statements, we can conclude that it is easier to describe INSET in terms of what is happening within different INSET programmes, than to assign it a simple, global definition.

Hartshorne (as cited by Bagwandeem, 1991, p. 47) defines INSET as being:

the whole range of activities by which serving teachers and other categories of educationalists (within formal school systems) may extend and develop their personal education, professional competence, and general understanding of the role which they and the schools are expected to play in their changing societies. INSET further includes the means whereby a teacher's personal needs and aspirations may be met, as well as those of the system in which he/she serves.

Therefore, if INSET has to be successful and meaningful as it is intended, teachers who undergo the training must be aware of the process, willing to improve on their performance and get involved in the whole process. Willingness to change is an indication of being a reflective practitioner, and these are teachers that are needed in this century. In so doing they will be in a position to enjoy their work and wish to do more in future. Their self-concept will be enhanced, their high order needs will be satisfied, and they will be self-actualized. In short, teachers are responsible and accountable for their own development. For this reason they must ensure that they make a success of it.

Cane (1969) defines INSET as follows:

In-service training is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Preparation for a degree, diploma or other qualification subsequent to initial training is included within this definition. (p. x)

After looking at the above definitions, it is now easy to see that INSET is, *inter alia*, about training that happens to a teacher after completing his/her initial training programme. It is intended to improve, sharpen or reinforce his/her skills and/or knowledge. Acquisition of further diplomas, degrees or other certificates is included under the INSET heading.

There is general agreement among researchers that the ultimate beneficiary of INSET courses must be the child in the classroom. Murphy (1985) explains this as follows:

It is clear that all definitions must clearly relate to improving the competence, knowledge and professional skills of teachers; but there are other factors to be considered, such as teachers' individual and personal needs and aspirations at different stages of their careers, which may be strong motivating factors for participation in INSET courses. Rather than leave it to the planners to decide what they think teachers need, and then provide INSET courses for them, there

is perhaps a case for carrying out a needs assessment among the teachers and then to define what kind of INSET is required accordingly. (p. 8)

In conclusion, Bagwandeem and Low (1993) say, "... in-service education, suggests the need for a sustained program of retraining that counteracts obsolete or defective teaching" (p. 11). They go further to say that it implies the continuation of professional development which reaches beyond the support given to beginner teachers and specific school systems.

2.3 Aims and Objectives for INSET of Teachers

In times of rapid change, teachers' initial training will not be enough to see them through their entire career. No initial training, no matter how well organized and delivered, can provide the fuel and supplies that a teacher needs for a life-long journey. Pre-service teacher education can provide no more than an introduction to professional work. It is up to individual teachers and their superiors to ensure that professional renewal becomes a part of normal teaching duties. Indeed, for progress in education to be of any value, teachers must participate in their own intellectual growth enabling them to improve their professional expertise (Bagwandeem & Low, 1993, p. 2). It is therefore clear that in planning and organizing INSET of any form, improving professional competence and avoiding stagnation in teachers are high priorities (Pather, 1995, p. 42).

Establishing the aims and objectives of INSET programs is as difficult as trying to define INSET. There is tremendous variation from program to program. According to Morant (1981, p. 3), the ultimate aim of INSET is "to widen and deepen teachers' knowledge, understanding and expertise with respect to their professional work by means

of activities designed to attain this purpose”, and by implication to have a positive impact on teaching and learning in the classroom.

Murphy (1985, p. 11) lists six aims or objectives of INSET, without categorizing them in any way. The list is as follows:

- i. integration of experience and theory
- ii. provision of upward mobility
- iii. supplying teachers for the system
- iv. combating ‘burn-out’ of teachers
- v. educating teachers to serve as initiators of change and helping them adjust to changing conditions
- vi. fulfilling legal requirements

Pather (1995, p. 34) suggests that there are two types of aims or objectives. He asserts that there are general/broad and specific objectives. The following is a list of his broad objectives:

- i. improving the competencies (job performance) of individual teachers (including head masters) and whole school staff,
- ii. extending the experience of individual teachers for career development or promotion purposes,
- iii. developing professional knowledge and understanding for each teacher and extending the personal or general education of a teacher”.

He further lists and discusses a number of objectives that he regards as specific. Among others, he also lists what Murphy refers to as fulfillment of legal requirement, improvement of school organizational culture, improvement of qualifications, advancement of teachers’ careers, and coping with stress which means the same as Murphy’s combating ‘burn-out’ of teachers (pp. 42–63).

Bagwandeem (1991) agrees with Pather that there are broad and specific objectives. In his view, “the broad aim of INSET also is to enable a teacher to monitor and shape his professional development” (p. 87). Considering this statement, one realizes

that Bagwandeem further confirms the idea that has been propounded earlier that teachers are responsible and accountable for their own development. He says that the broad aims of INSET should include adaptation of the curriculum to continuing cultural and social changes; improving attitudes and skills involved in cooperative action research; and improving skills in the utilization of community resources and in working with adults (p. 88). It is for this reason, he states, that well thinking teachers cannot afford to rust while their colleagues progress professionally, personally and socially.

From this broad aim, he goes further to name and discuss a long list of specific ones. His list of 17 specific aims includes fulfillment of legal requirements, introduction to new methods, and positive retraining. It is clear that fulfilling legal requirements is the most popular specific aim among these. This aim refers to a situation in developed countries like the USA or the UK, where part of becoming qualified involves completing a certain period of INSET. The teachers who fail to satisfy this requirement are not awarded certification.

2.4 Policy on INSET

In the South African context, INSET for teachers comes under the Skills Development Act 97 of 1998 and Skills Development Levies Act 9 of 1999. Section 2 of the 1998 act states that the purpose of the act includes (a) the development of skills of the South African workforce and (b) ensuring the increase in the levels of investment in education and training in the labour market and improving the return on that investment. The act acknowledges that if workforce skills are improved, its members will be motivated and encouraged to go the extra mile, and they will always aspire to do better. If teachers, as part of the workforce, start doing better in the classroom and learners pass,

then the government can start hoping to have the quality education promised to South Africans.

This act further states that the above purposes are to be achieved by, among others, encouraging cooperation between the public and the private sector of the economy to provide education and training in and for the workforce. Chapter 1 alluded to the fact that the South African Department of Education and FSDoE work closely with a number of NGOs, developed countries and consortia to ensure that this mission is accomplished. According to Organisational and Human Resources' *Development circular No.2/2001*, in the section concerning the allocation of full time bursaries to educators and non-educators, the FSDoE is expected to put aside 1% of its salary bills for development programs for its workforce under the terms of the Skills Development Act (1998) and Skills Levies Act (1999). In total, this amounts to R26,563,340. This money is supposed to help 860 unqualified and 726 under-qualified teachers attain qualifications and re-skill 370 teachers, particularly lecturers from the rationalized colleges. The last category of skill development is called "Enhancement", which includes encouraging teachers to pursue further study leading towards attaining post graduate qualifications such as Masters or Doctoral degrees. Because this law is not provincial but national, the rest of the remaining eight provinces have their own approaches in dealing with this challenge. For this dream to be realized, teachers who belong to these categories must apply for the bursaries using the form attached to the circular, taking advantage of the assistance of the Organisational and Human Resources personnel deployed for this purpose. Therefore, it is clear that South Africa is bound by law to engage in human resource development

which will lead to redressing the imbalances of the past and be non-discriminatory in all senses.

2.5 Teachers' Needs for INSET

Determining teachers' INSET needs involves two sets of activities. Employers determine from their perspective which teacher needs should be met, while the individual teachers themselves determine their needs for their own development as they see them. According to Bell and Gilbert (1999, pp. 16-17), teachers need development for their own personal, professional and social advancement. Such needs differ from teacher to teacher and are therefore not easy for any INSET program or employer to satisfy. All that may be done to try and get closer to satisfying them could be to take an audit of teachers' needs for INSET and then set up a program that would attempt to address those most frequently stated. This route may not necessarily remedy the situation completely, but it comes closer to the solution.

To support this point, Bell and Gilbert (1999) cite comments from some teachers who stated their reasons for joining the program that the researchers were investigating.

The following are examples of what teachers said:

Because I was not happy with how I was presenting things. The kids were getting good marks. But I wasn't happy, I just didn't like it, I wasn't getting to every kid in the class, you could see their eyes glazing over...So I was looking for something new and I didn't know what I was looking for. I wanted a new approach to the same stuff but I wanted to be able to present it in a different way that was going to break through those barriers. (p. 17)

the kids were obviously not responding to what I was doing very much. They were sitting there being very lethargic and it was coming from me and not from them. And they were sort of sponges, I suppose, and really didn't see where they were going or any relevance. (p. 17)

Hartshorne, cited in Ashley and Mehl (1987, p. 1), suggests, "each education authority is doing its own thing and is concerned only with its needs as an employer of teachers and not with the needs of the country as a whole, nor in many instances with the development of the teacher as a mature professional person". Hartshorne further observed that specific departments are in the best position to decide what is good for their teachers and what they need. With the above statements in mind, it is therefore essential to observe and note that teachers do need INSET to address their needs for they do have specific needs for INSET. It is also important to note that many current INSET programs are basically there to satisfy the employers' needs. They assume deficiencies in the teachers but do not solicit participation and input from the teachers concerning what these needs are when they organize their INSET programs.

Bagwandeem and Low (1993) observe too that there is a problem with the management of INSET in South Africa. They state, "The problem of providing INSET is compounded by the heterogeneous nature of the population, the fragmented nature of the provision of education and the large number of un- and under-qualified teachers especially among the non-white sector" (p. 2). Since many teachers do not hold correct qualifications required for their posts, or do not have any at all, and since this situation needs to be remedied, both employers as well as the individual employees could benefit from INSET. Because their needs are the same in this regard, we may assume that attempts to sort this matter out will receive the support of a very high proportion of teachers. To justify that INSET for teachers is not only necessary but essential, Bagwandeem and Low (1993) stress that "... pre-service teacher education cannot provide more than an introduction to professional work. ... as a practising professional he (the

teacher) is under serious obligation to ensure that he maintains professional renewal and experimentation as part of his normal duties” (p. 2). Bagwandeem (1991, pp. 152–159) lists and discusses four other types of needs that teachers have for INSET. He says these are induction needs for newly appointed teachers, extension needs for teachers who have experience and a track record of achievement so that they can be exposed to activities of a higher order like mentoring those who are newly appointed, refreshment needs for retraining or further training in the subject previously treated, and conversion needs for those teachers who change their job descriptions through transfers.

Ashley and Mehl (1987, p. v) discuss four teachers’ needs for INSET. Firstly, they suggest that because there have been a history of disparities in the delivery of education and the training of teachers in South Africa, INSET is needed to bridge the gap of training between the advantaged and the disadvantaged. Secondly, they see INSET as trying to tackle the problem of ensuring a better quality of teaching in the classroom. They see the needs of teachers as going beyond giving teachers certification. It involves ensuring that teachers continually seek personal development and strengthening their motivation and commitment to this matter. They also claim that neither knowledge nor professional skills and techniques are static entities. Under the impact of the electronic revolution, knowledge is expanding rapidly so each teacher must keep him-/herself up to date. Lastly, they assert that all teachers need to be actively involved in the INSET programs designed for them for this type of training to have an impact..

Murphy (1985, pp. 1–5) agrees. He views teachers as agents of change and INSET as the best way to help them effect these changes. Greater provision of INSET will help teachers develop professionally, adopt different modes of teaching so that they

can come to terms with the rapid changes taking place in society, and keep them from becoming stagnant and undynamic. Teachers must have both a deep knowledge of the subject that they teach and also the professional skills to impart it to the learners of different abilities, aptitudes and ages. He acknowledges that the teacher's performance does not end in the classroom, but it extends to the society where he/she lives and from which the children he/she teaches come from.

Buchner and Hay (1999, pp. 320–321) agree with Bagwandeem and Low (1993) when they argue that training programs (PRESET) do not adequately prepare and equip students for the realities of the teaching profession. They argue that most of beginner-teachers suffer from what they call practice shock, which results in most of them failing to enjoy their teaching and quitting very early. In their study they found that 30% of beginner-teachers do not teach for longer than two years, and 40% leave the profession within five years. They state that in California alone, practice shock has been blamed for a resignation figure of up to 50% after only five years of teaching. They cite a 1994 study of Badenhorst in which she observed that in her sample of 227 beginner teachers that she had studied in the Free State Province in South Africa, 39% indicated that they disliked teaching and would not enter the profession again if they were given a second chance. Badenhorst also studied a smaller sample in the Free State and discovered that 73% of the beginner teachers sampled stated that being a teacher had not turned out to be what they had expected, and 68% had no intention of remaining in teaching.

These authors use statistics such as those cited above to strengthen their point that beginner-teachers have a basic need for induction INSET programs that will gradually bridge the gap between theory received during training and the realities of the classroom.

With regard to which features of induction would help retain teachers, Badenhorst (cited in Buchner & Hay, 1999, pp. 320–321) includes (1) addressing beginner teachers' personal factors (that include wrong choice to enter teaching, attitude problems, and personality attributes), (2) addressing school-based problems (ethos and organizational climate of the school), teaching and classroom orientated problems (division of work, classroom composition and size, teaching facilities, time for preparation, discipline, motivation, rewards and punishment, evaluation and differentiation), (3) and dealing with administrative issues (classroom management, record keeping and registers) and relationships (with the school, seniors, colleagues, parents and learners).

These induction courses must involve the use of mentor teachers (particularly for beginners) selected from older members of staff. The mentor, who is the lynchpin in the whole process, can be described as a non-judgemental friend with whom the mentee has a particular, personal relationship within a general framework of professional development. Mentors must advise and criticize, act as consultants, confidants, and sources of great deal of information. To ensure that the new teachers' professional development is less traumatic, the mentors must serve as models, coaches and facilitators. In addition the mentors should ensure that in the process, they become trusted and respected friends of the mentees because people are more likely to listen to and act upon advice offered by those they view as friends. They also state that it is critical for the mentors to receive appropriate training for their role. Teachers need training, and it should occur when they are actively engaged in their service. Therefore, teachers need INSET, and they need it for different reasons.

Cope and Inglis (1992, pp. 297–307) also surveyed the beliefs of teachers who pursued the MEd degree between 1978 and 1988 and BA degrees between 1983 and 1988. Their sample consisted of 204 teachers of whom 94 had completed an MEd and 110 completed a BA in Educational Studies in the previous 12 years. The study shows the participants saw the INSET courses they took as a source of significant advantage. They saw these courses as having boosted their confidence and as having created in them a general awareness of educational issues and, in some cases, a long term intellectual interest in the process of education. The participants also claimed that their degrees empowered them because they improved their classroom skills and initiated profound changes in their teaching as a result of a clearer understanding of the underlying processes rather than of the acquisition of some teaching technique. Cope and Inglis' study underscores another aspect of INSET, namely the benefits of acquiring higher qualifications. While the teachers improved their qualifications, the courses they took not only increased their knowledge of the subjects they taught, they helped them to understand their work better and to enjoy it more. Above all, their completion of these courses and subsequently their degrees provided them with a chance for vertical mobility in terms of promotions.

2.6 INSET Models

This section focuses on the forms that INSET offered to teachers can take. Bagwandeem (1991) suggests that the format is varied and usually depends on the purpose for which it is conducted. It is important for us to take note that each modality, however useful and usual it may be, will still have both merits and demerits. Murphy (1985, p. 52) suggests that INSET activities will be influenced by such factors as timing or the length

of the INSET courses – single sessions, afternoons, weekends, or even longer periods such as vacation. These factors will determine their success or failure. For this reason, it is important for providers of INSET to study INSET innovations and practices in other countries because doing so enables them to avoid an excessively narrow interpretation of teachers' needs. Pather (1995, pp. 64–122) supports this position when he states that understanding INSET models better and being able to select the most suitable ones to serve specific objectives require a review of the development of such conceptual models. A thorough understanding of the nature of INSET will allow providers to select the models that best serve both the needs of the education system and the individual teachers. There are many conceptual models of INSET, and these are reviewed below.

2.6.1 Defect Model

The mistake that INSET providers commonly make is that they presuppose deficiency in the teachers they are organizing INSET for and anticipate solutions for their [teachers] problems without ascertaining the teacher's needs for INSET or development. Pather (1985, pp. 74–79) suggests that types of INSET conducted by providers with this presupposition are based on what he calls the “deficit INSET model”. This model assumes that problems in the school are a consequence of inadequacies or deficiencies in the teacher, ranging from inadequate teaching skills to outdated information. Based on this assumption, providers of this type of INSET usually focus on applying remedial measures that will help teachers become more effective in their work. Normally lectures, seminars, and workshops planned and delivered by departmental officials in a series to reach as many schools as possible within a short period of time are the main means of filling in the perceived gaps in the teachers. Follow-ups are made when departmental

officials pay visits to individual schools on matters such as routine and guidance. This approach is based on the officials' perceptions of the malfunctioning of the schools. For this reason, it fails to be needs driven.

According to Bagwandeem (1991, pp. 133–134), the deficit model is based on the assumption that something is wrong with the way practicing teachers operate and the purpose of INSET is to set them straight; to repair their defect. He, too, agrees that superior teachers like principals, inspectors and subject advisors normally conduct the INSET. Such decisions are driven by the contention that education undergoes rapid and vigorous change. In the same way that old things are replaced by new, better and effective ones. He concludes by saying, “It begins with a judgement of weakness usually diagnosed by an outsider and proceeds to suggest a remedy for eradicating the weakness usually through a training program directed to change specific aspects of the educators behaviour in the classroom” (p. 134).

2.6.2 The Traditional INSET Model

Hartshorne, cited in Pather (1995, p. 74), defines the traditional INSET model as focusing on fixing the curriculum. In this INSET model, education departments' officials explain syllabus changes, teaching methods, and organizational change in the school. Groups of teachers meet regionally in a lecture or workshop situation in a school or teachers' centre to discuss these issues. Hawthorne holds a view that this model generates 'detached courses' because they do not relate to the realities of the schools from which the participants come. This occurs when course providers offer solutions to problems without considering that these problems may not be the same in all schools. Even when INSET courses address a common problem, the conditions, facilities, resources,

qualifications and experiences of the teachers vary from school to school. Therefore, solutions conceived for all schools may not be good enough for some schools, or not applicable in others.

Van den Berg (1983, p. 37) suggests that failure to take account of the context in which INSET is needed is becoming increasingly problematic. This is so because there is often no match between the teachers' needs and course content. The effects of the course on teaching and learning in the school are minimal because there is limited or no follow-up or support visits to evaluate the success or failure of implementation of this type of INSET. Van Der Berg attributes failure in this type of INSET as arising because of lack of staff. Because capacity in terms of staffing the departmental sections remains a problem, these courses are offered to a few representatives from a school, who are in turn expected to go and train others when they return home. However, as stated above, nobody does follow-up to evaluate the success of the implementation of the program. As a result, these programs fall apart along the way.

2.6.3 Life-long Learning/Continuing Education Model

Pather (1995, p. 79) says that by means of life-long learning or continuing education through INSET, teachers may elevate themselves to being true professionals, so that they may adjust to change. Like the name suggests, the teacher must accept that he/she is a learner throughout his/her career. For this reason, he/she must adopt an attitude of critical questioning, a keenness to keep abreast of developments of developments in education, and to participate voluntarily in professional activities.

2.7 Conclusion

It is clear that in-service education and training means ongoing training for those who are already actively involved in the business of teaching as opposed to pre-service training which is intended for those interested in becoming teachers. Depending on its purpose, organization, planning and management, INSET will affect and benefit the participants differently. While it is true that in South Africa INSET is usually initiated by employers to serve their needs, employees may also suggest or opt for it in order to improve their skills and enrich their knowledge of what they do daily and create opportunities for upward mobility. INSET can be conducted in formal settings (such as in school and training centres) as well as informally (such as mentoring and scaffolding beginner-teachers in their new posts). Some INSET programs give their participants certificates of attendance. Others enable participants to earn degrees such as a BA, BEd, and MEd, and others go an extra mile in helping teachers, for they not only assist participants in techniques of doing their work but afford them chances for vertical mobility in their work. This helps boost their morale, motivates them to do better, increases their love of their work, and enhances their self-concept.

CHAPTER 3

METHODOLOGY

3.1 Introduction

As stated in 1.3 above, this research focuses on using INSET as a mechanism to try and improve teachers' skills and classroom delivery. To achieve this, this research will attempt to answer the following main question:

Given the present situation in South African education, what policies are needed for effective INSET that will benefit both teachers and learners by strengthening and improving teachers' skills and knowledge and thereby improve learners' pass rates?

To find answers to this question, the researcher administered a survey questionnaire (see Appendix A) to a group of teachers who were randomly chosen to represent those who were teaching in Reitz Education District of the Free State Department of Education.

3.2 Participants

The participants in this study were teachers drawn from traditionally disadvantaged high schools in the Reitz Education District, in the eastern part of the Free State Province of South Africa. This district has 16 high schools employing a total of 470 teachers. Since not all these teachers could be included in the study, the researcher decided to use a random sample of 10% of all teachers in the district, which worked out to 47. To find out how many teachers were in each school, the researcher liaised with the staffing section of the Human Resources sub directorate which provides all the teaching staff of the 16 schools in question. The researcher checked the given staff establishments

to see if there were any schools with special features that if included could affect the results in an undesirable manner. Examples included a school that was so big that it could stand for the required sample size on its own and a school so small that the inclusion of those teachers in the study would not affect the results in any significant way. For example, a school with teaching staff of more than 40 teachers would be too big to be included for selection. Similarly, any school with a staff of fewer than 10 was regarded as too small and was disregarded.

In the initial random sampling in the schools, it was found that one of the 16 schools had 44 teachers. This school was left out because of the previous decision to use a sample size of ± 47 educators from 2 schools.

The remaining 15 schools were categorized into new and old schools. Old schools were defined as schools that were started before 1990. Generally, these schools have buildings, adequate resources, enrolment of above 1,000 learners, and experienced, middle-aged educators. In this district there were nine high schools in this category. Seeing that one of them was too big to be sampled as stated above, eight remained eligible for the study. New schools were deemed to be those started in 1990 or later. Teachers at these schools are fairly young and inexperienced. Generally, the schools are under-resourced. They do not have buildings of their own. They share facilities with other schools that host them. Between such schools there exists an agreement called a "platoon agreement" governing the manner in which facilities are shared. Even without their own buildings, new schools perform much better academically than the old schools. Seven schools fell into this category.

The old schools were labeled 1 to 8, the labels were put in a dish, shaken, and one was taken out. The same process was repeated for the new schools, and again one label was drawn from the dish. The total number of educators at these two randomly selected schools, irrespective of rank, was 55, a number close to the target sample size.

3.3 Questionnaire

To find out the kind of experiences that teachers had with INSET, a questionnaire was used. The questionnaire was divided into five parts. The complete questionnaire is included as Appendix A. Part A was designed to gather information about the participants' biographical data (e.g., age, gender, qualifications, teaching experience in years, etc). There were 13 questions asked in this section. The questions were presented as multiple choice items, for example:

- | | |
|-----|-------------|
| Age | (a) 0 – 20 |
| | (b) 20 – 24 |
| | (c) 25 – 29 |
| | (d) 30 – 34 |
| | (e) 35 – 39 |
| | (f) 40 + |

Part B investigated the teachers' INSET experience. There were 10 multiple choice type questions of the following type:

- | | |
|---|------------------------------|
| When was the last
INSET you attended ? | (a) in 1999 |
| | (b) in 1998 |
| | (c) in 1997 |
| | (d) in 1996 |
| | (e) in 1995 |
| | (f) more than five years ago |

For Part C to E, the items were presented in a 6-point Likert-scale format. Part C asked participants about their opinions and experiences with INSET programs. They responded by indicating to what extent they agreed or disagreed with each of the given statements. They circled 1 if they disagreed completely, and 6 if they agreed completely. There were seven main items in this part, and questions 4 to 7 had subsections which brought the total of questions asked to 25. An example of questions from this part is:

INSET, in general, is effective in helping teachers improve
their teaching skills. 1 2 3 4 5 6

In Part D, participants were asked about the likelihood of their attending INSET in the future. This part consisted of 12 questions. For example:

If you have the means to do so, how likely are you to attend the next
INSET ? 1 2 3 4 5 6

Part E investigated the beliefs of the participants concerning the areas in which INSET could help them improve. There were 13 skill areas given and participants were asked to rank them in the order of how important INSET should be for developing them.

3.4 Data Gathering Procedure

Procedure for data gathering started with seeking permission to conduct the research. The first request went to the Head of Department who applied for permission to conduct research in the Free State Schools. This permission was granted. The letter from the Head is attached (Appendix B).

Next, the researcher contacted the principals of the selected schools and provided them with a copy of the permission from the Department of Education. He then arranged to distribute copies of the questionnaire to the two schools. The educators were given five

days to complete and return the questionnaire. Since few teachers met this deadline, follow-up requests were conducted by telephone. At this point the researcher took it upon himself to go to one of the schools and learn first hand what was causing the slow response. Thereafter, the response rates improved dramatically, and 46 of the 55 questionnaires were completed and returned.

3.5 Data Analysis

As stated above, the questionnaire items were divided into five sections, A to E. It was further stated that items of sections A and B were of a multiple choice type. For each question in these sections there was a list of possible answers given, a minimum of two and a maximum of seven, from which only one was to be chosen. To score the questionnaires, the researcher used number coding to capture and simplify the participants' responses for statistical analysis (see the last column of Appendix A). The coded responses were then keyed into SPSS. Percentages were calculated for each set of responses. These percentages were used to determine the teachers' reactions and attitudes and choices with regards to their ideal INSET programs.

To find out whether there were significant differences in the teachers' responses due to demographic features, the data were subjected to a series of analyses of variance procedures (ANOVAs). Finally, where numbers of participants were large enough for this procedure to be conducted one-way ANOVAs were performed on the data. In particular ANOVAs focusing on variables likely to contribute differences: AGE, GENDER, and YEARS of EXPERIENCE, etc. were conducted.

CHAPTER 4

RESULTS

This chapter reports the main findings of the data analyses described earlier. The first part of this section reports on the demographic features of the group of respondents who participated in this study. This is followed by a presentation of the respondents' reports and opinions concerning their experiences about INSET.

4.1 General Information on the Teacher Respondents (Demographic Factors)

Part A of the questionnaire given to the teachers was designed to obtain biographical information about them. Table 3 shows the age group distribution of the teachers who participated in the study. All together, 46 teachers participated in the study, with ages ranging from between 25 and 29 to over 40. The majority of the participants (67.4%) of the sample were between 30 and 39 years of age and 13% were younger. Only 20% were older than 40. As a group therefore, the teachers were fairly young.

Table 3
Age of Teachers

	25-29 yrs	30-34 yrs	35-39 yrs	40+ yrs
<i>n</i>	6	19	12	9
percent	13.0	41.3	26.1	19.6

Table 4 shows that there was more or less an equal number of males and females who participated in the study. Twenty-four (24) were males and 22 female. In terms of proportional composition, this sample consisted of 52.2% men and 47.8% women.

Table 4
Gender of Teachers

	Male	Female
<i>n</i>	24	22
percent	52.2	47.8

The same Department of Education hires these teachers, but they have different contracts with their department, the FSDoE. These contracts are determined by their ranks. Table 5 shows that out of the 46 teachers who participated in this research there were 36 regular teachers (78.3%), one senior teacher, five heads of the departments (10.9%), and four principals (8.7%). The senior teacher position is one that does not carry extra pay . People who accept this position do so on a voluntary basis at the request of the management. Department heads are teachers who have been promoted to this position according to formal recruitment procedures, and their task is to supervise a group of teachers who teach a particular group of subjects. The additional principals listed above may have been teachers who received their promotions for a new school at the time of completing the questionnaires and may have used their new position in describing their current rank.

Table 5
Rank of Teachers

	Teacher	Senior teacher	Department head	Principal
<i>n</i>	36	1	5	4
percent	78.3	2.2	10.9	8.7

Table 6 below shows that more than 50% (24 out of 46) of these teachers were married and had children, seven of them were single parents and 15 were single, without children.

Table 6
Marital Status of Teachers

	Single (unmarried)	Single Parent	Married Parent
<i>n</i>	15	7	24
percent	32.6	15.2	52.2

According to Table 7 below, more than half of the teachers had taught for 5–9 years (52.2%). More than a third had between 10 and 25 or more years teaching experience, and the rest (13%) were comparatively new teachers with four years of experience or fewer. If one were to characterize the respondents in terms of teaching experience, one could say that the majority consists of young teachers, with only a few having more than 20 years experience.

Table 7
Actual Years of Teaching Experience

	0-4 yrs	5-9 yrs	10-14yrs	15-19 yrs	20-24 yrs	25+ yrs
<i>n</i>	6	24	5	6	4	1
percent	13.0	52.2	10.9	13.0	8.7	2.2

Forty-four respondents in this sample (see Table 8) were found to be permanently employed, only one temporarily employed, and one of the 44 was awaiting redeployment to yet another school.

Table 8
Nature of Teaching Appointment

	Temporary	Permanent on probation	Permanent	Permanent in excess
<i>n</i>	1	3	40	1
percent	2.2	6.5	87.0	2.2

Missing = 1 (2.2%)

Table 9 reveals that 63.0% of participants in this research did not have qualifications beyond matric. Only 8.7% (or 4) had a bachelor's degree and 13% (or 6) had honours and equivalent.

Table 9
Highest Qualification: Academic

	Less than matric	Matric	Bachelors degree	Honours & equivalent
<i>n</i>	4	25	4	6
percent	8.7	54.3	8.7	13.0

Missing = 7 (15.2%)

According to Table 10, 32 (69.7%) respondents were professionally qualified to teach matric classes in that they possessed teaching qualifications equal to a diploma or higher. Three were under-qualified (6.5%) with teaching qualifications lower than a diploma, and 11 (23.9%) did not answer this question.

Table 10
Highest Qualification: Professional

	PTC ^a	JSTC ^b	Diploma	Higher/further diploma
<i>n</i>	2	1	30	2
percent	4.3	2.2	65.2	4.3

Missing = 11 (23.9%)

^aPrimary teaching certificate; ^bJunior secondary teaching certificate

Table 11 shows that there is a movement towards specialization in subject teaching because 45.7% were specializing in certain subjects only. However it is clear from the table that 50% were teaching combinations. For example, one teacher taught both language and mathematics. Two teachers did not respond to this question.

Table 11
Subjects Taught

	Maths	Natural sciences	Economic sciences	Human sciences	Languages	Combination
<i>n</i>	2	6	3	2	8	23
percent	4.3	13.0	6.5	4.3	17.4	50.0

Missing = 2 (4.3%)

According to Table 12, 12 (26.1%) of the participants were improving their qualifications through studying.

Table 12
Teachers Pursuing Further Study

	Yes	No
<i>n</i>	12	34
percent	26.1	73.9

Of the 12 participants who were engaged in further studies, 11 were in fields of study closely related to the subjects that they taught at their schools. Only one teacher studied something different from what he/she taught at his/her school, and 34 stated that the question was not applicable to them. Table 13 shows the type of degree or diploma that those pursuing further study were seeking.

Table 13
Degree or Diploma Sought if Pursuing Further Study

	Bachelors degree	Honours or equivalent	Diploma	Higher/further diploma	Not applicable
<i>n</i>	2	3	1	6	33
percent	4.3	6.5	2.2	13.0	71.7

Missing = 1 (2.2%)

The number of participants shown in Table 14 whose studies were related to their qualifications, academic and professional, is 12 (26.1%). One did not answer the question, and the answer of the remaining 33 was that the question was not applicable.

Table 14
Relationship of Further Study to Qualifications

	Academic (yes)	Professional (yes)	Not applicable
<i>n</i>	3	9	33
percent	6.5	19.6	71.7

Missing = 1 (2.2%)

To sum up: Most of the participants in this study are ordinary teachers (78.3%), teaching one or a combination of subjects. Only 9 (19.6%) held some kind of administrative positions (department head or principals). In general the sample is young,

with most teachers being under 40 years of age. Almost all have permanent positions. Only a few have qualifications beyond a matric but some are pursuing further studies, and of those all but one are doing so in areas that are related to the subjects they are teaching.

4.2 Teachers' INSET Experience

This section, Part B of the questionnaire, investigated the teachers' INSET experiences. In this survey 54.3% (25) of the sampled teachers (see Table 15) asserted that they had attended INSET courses in the past as against 37% (17) who had not attended INSET courses before and 8.7% (4) who did not respond to the question.

Table 15
Previous Attendance of INSET Programs

	Yes	No
<i>n</i>	25	17
percent	54.3	37.0

Missing = 4 (8.7%)

In the following three tables, information is given only for those 25 respondents who had previously attended an INSET program ($n = 25$). According to Table 16, there were 9 respondents who had attended more than five courses, seven had attended two, six had attended three, and one had attended either one or four sessions.

Table 16
Number of INSET Programs Attended (n=25)

	One	Two	Three	Four	More than five
<i>n</i>	1	7	6	1	9
percent	4.0	28.0	24.0	4.0	36.0

Missing = 1 (4.0%)

Table 17 illustrates that 60% of these participants had last had INSET in 1999, 24% said that they had had it more than 5 years ago, while the rest last attended in 1998 and in 1995.

Table 17
Time INSET Programs Was Attended (n=25)

	1999	1998	1995	More than 5 years ago
<i>n</i>	15	3	1	6
percent	60.0	12.0	4.0	24.0

Another question in the questionnaire dealt with the location of the INSET. Table 18 shows that the great majority of participants had attended INSET held at their schools and at neighbouring schools, while two had attended at a local learning centre.

Table 18
Location of INSET Program (n=25)

	My school	Neighbouring school	Localized learning centre
<i>n</i>	11	11	2
percent	44.0	44.0	8.0

Missing = 1 (4.0%)

The remaining tables again report responses from the full sample of 46 teachers unless otherwise indicated. When teachers in this research were asked how significant it was to be issued certificates of attendance, overall 34.8% (16) answered that it was very important (see Table 19). Twelve said it was important; two, not important. Six were not sure, and 10 did not answer this question.

Table 19
Importance of Receiving a Certificate of Attendance

	Not sure	Not important	Important	Very important
<i>n</i>	6	2	12	16
percent	13.0	4.3	26.1	34.8

Missing = 10 (21.7%)

Participants in this research were also asked if they discussed INSET with colleagues (see Table 20). Their responses showed that 34 of them (73.9%) did discuss it with differing frequency; four never discussed it and eight did not respond to the question. The highest frequency was for “often” reported by 18 (39.1%).

Table 20
Discussion of INSET with Colleagues

	Never	Rarely	Sometimes	Often	Frequently
<i>n</i>	4	2	9	18	5
percent	8.7	4.3	19.6	39.1	10.9

Missing = 8 (17.4%)

Asked who determined teachers’ INSET at their schools (see Table 21), 16 participants said INSET facilitators, 10 said school management, five said colleagues, and one

reported that individual teachers did. Five indicated that the question was not applicable, and 12 did not answer it.

Table 21
People Who Determine Teachers' INSET Needs

	Individual teachers	Colleagues	Management	School governing body	INSET facilitators	Not applicable
<i>n</i>	1	5	10	1	16	1
percent	2.2	10.9	21.7	2.2	34.8	2.2

Missing = 12 (26.1%)

Another question asked the participants to indicate how supportive school management was to teachers' INSET. Table 22 shows that 30 respondents (65.2%) found management to be very supportive. Six (13%) said it was occasionally supportive. One (2.2%) said not supportive and nine (19.6%) did not answer the question.

Table 22
Level of Support from Management for INSET

	Not supportive	Occasionally supportive	Very supportive
<i>n</i>	1	6	30
percent	2.2	13.0	65.2

Missing = 9 (19.6%)

When asked if they need some release time for INSET, a majority of the participants (76.1%) responses were "yes", only two (4.3%) said "no", one "not applicable" and eight did not respond to the question (see Table 23).

Table 23
School Should Allow Release Time for INSET

	Yes	No	Non applicable
<i>n</i>	35	2	1
percent	76.1	4.3	2.2

Missing = 8 (17.4%)

With regard to having release time to attend INSET, Table 24 shows that responses were divided among those who preferred full-time study leave with pay (28.3%), those who preferred one day only (23.9%) and those who preferred one day plus short blocks of one to two weeks (19.6%). There were nine who did not respond to this question.

Table 24
Preferred Length of Release Time for INSET

	1 day only	1 day & a short block	single block: 3-6 mths	series of one-month blocks	Full-time study/full pay	Not applicable
<i>n</i>	11	9	2	1	13	1
percent	23.9	19.6	4.3	2.2	28.3	2.2

Missing = 9 (19.6%)

4.3 Teachers' Opinions about INSET

Part C of the questionnaire surveyed the 37 teachers in the sample (see Table 5) on various aspects of INSET by agreeing or disagreeing with statements concerning its effectiveness. Table 25 summarizes their responses to this part of the questionnaire. In this table the column marked Mean ranking/6-pt. scale contains the mean responses on

Table 25
Percentage Frequency of Responses to Statements Concerning Teachers' Opinions and Experiences with INSET

Questionnaire item	Disagree					Agree					Total agree	Missing	Mean rating/ 6-pt scale	n
	1	2	3	4	5	6	4	5	6					
1. Effectiveness of INSET in improving teaching skills	2.7	-	8.1	10.8	5.4	5.4	5.4	54.1	64.9	24.3	5.29	28		
2. School-based INSET improves abilities better than centre based INSET.	32.4	-	8.1	40.5	2.7	13.5	21.6	37.8	21.6	3.38	29			
3. Centre-based INSET better than school based INSET.	29.7	8.1	8.1	45.9	10.8	5.4	10.8	27.0	27.0	2.81	27			
4. Features of INSET that best improves teaching skills.														
a) Teacher-organized	8.1	2.7	8.1	18.9	13.5	-	35.1	48.6	32.4	4.48	25			
b) Meets specific needs	10.8	2.7	2.7	16.2	8.1	13.5	29.7	51.3	32.4	4.48	25			
c) Allows teachers to give workshops and	13.5	-	2.7	16.2	13.5	8.1	27.0	48.6	35.1	4.29	24			
d) Designed to be held regularly.	5.4	-	10.8	16.2	8.1	8.1	37.8	54.0	29.7	4.81	26			
e) designed with follow-ups.	8.1	-	2.7	10.8	2.7	8.1	51.4	62.2	27.0	5.15	27			
5. Possibility to organize INSET that:														
a) incorporates teacher input	5.4	5.4	8.1	18.9	8.1	13.5	29.7	51.3	29.7	4.54	26			
b) addresses specific needs of teachers.	5.4	2.7	8.1	16.2	10.8	8.1	40.5	59.4	24.3	4.79	28			
6. The last INSET(s) I attended ^a														
a) was (were) very well organized.	8.0	-	4.0	12.0	12.0	24.0	36.0	72.0	16.0	4.81	21			
b) was (were) well suited to my needs	20.0	-	8.0	28.0	12.0	20.0	24.0	56.0	16.0	4.00	21			
c) improved my overall ability to teach.	20.0	-	4.0	24.0	20.0	24.0	24.0	68.0	8.0	4.09	23			

^aResponses in item 6 are from the 25 teachers who had previously attended INSET.

the 6-point scale of only those who filled in the scale (see column marked *n* for the number who gave a response to the items).

4.3.1 INSET and Improving Teacher Skills

Table 25 shows that a large majority of the teachers thought that INSET was effective in improving teaching skills. This calculation is based on the teachers' responses on the positive end of the Likert scale (space numbers 4 – 6, with 6 indicating the greatest agreement). A combined total of 64.9% of the respondents showed agreement with the given statement (see column marked Total agree, henceforth TA, in Table 25). Those responding rated the effectiveness of INSET in improving teaching by giving it a mean rating of 5.29 on the 6-point Likert scale used (See column marked Mean rating in Table 25).

4.3.2 Location of INSET

Asked to indicate whether INSET should be held in the teachers' own schools or at a local learning centre, the teachers seemed rather divided. A combined total of 40.5% (see TD column, Table 25) disagreed that school-based INSET improved teaching abilities more than centre-based INSET. On the other hand, 37.8% (see column TA, Table 25) agreed that school-based INSET is better, thus favouring somewhat centre-based INSET. When the questions was reversed to ask whether centre-based INSET was better than school-based INSET, the proportion of those who disagreed with this was 45.9% (see TD column), and only 27.0% (see TA column) agreed that centre-based was better, indicating this time that more preferred school-based INSET. They gave school

based INSET a mean score of 3.38 on a scale of 6 and only 2.81 for the centre-based one (see column marked Mean rating).

4.3.3 Type of INSET

In terms of what features of INSET would make it most successful in promoting learning, a combined total of 62.2% of the respondents suggested that it would be most successful if it was designed to have follow ups. Altogether the respondents gave this feature a 5.15 rating on a 6 point scale (See Mean rating column). INSET that is designed to be held regularly is also desirable. A combined total of 54% agreed with the statement that a regularly held INSET would improve teaching most successfully, and 51.3% of the respondents agreed that it is possible to design INSET that addresses the specific needs of teachers. The respondents agreed strongly with the statement suggesting this possibility (4.48 on the 6-point scale).

4.3.4 Teacher Input in the Design of INSET

Is it possible to conduct INSET that is organized by teachers? Nearly half of the respondents (48.6%) thought this is possible to do (see TA column). The respondents as a group agreed very strongly with the statement expressing this idea (4.48 on a 6-point scale - see Mean rating). With respect to the current political and economic situation in South Africa, 51.3% of the respondents agreed that INSET could incorporate teacher input, as against 18.9% who disagreed, and 59.4% of the respondents agreed that INSET could address the needs of teachers as against 16.2% who disagreed. In addition 48.6% of respondents agreed that teachers could give workshops, whereas only 16.2% did not.

4.3.5 Comments on Last INSET Organized

The last item in Table 25 shows the opinion of the 25 teachers with INSET experience about the last INSET that they had attended. The results indicate that a majority of the teachers (72%) thought it was well-organized (see TA column). They gave the organization a rating of 4.81 on the 6-point scale (see Mean rating column). However, they were not as enthusiastic about its suitability to their needs. Only 56 % agreed with the statement that it was well suited. Those who responded on this item gave it the lowest rating (4.00 on the 6-point scale) for the three aspects of item 6. In terms of whether it improved their teaching, a combined total of 68% agreed with this statement. The respondents, however, were also not overly enthusiastic about the amount of improvement made. Their agreement was however positive, 4.09 on the 6-point scale.

4.4 Skills Improved after Last INSET

The 25 teachers who reported having attended INSET in the past were asked to indicate what teaching skills they thought improved as a result of their last INSET experience. Their comments on this issue are discussed next.

4.4.1 Improvement in Pedagogical Skills

Six statements in the survey questionnaire were concerned with finding out whether the teachers thought their last INSET experience improved their pedagogical skills (see Table 26). These statements were concerned with the effect of INSET on teachers' ability to explain things (a), their knowledge of subject matter (b), ability to plan well (i), ability to organize group work (j), ability to adapt their teaching methods to the needs of the class (k), as well as ability to use textbooks (l). A majority of the teachers

Table 26

Percentage Frequency of Responses to Statements about Ways INSETs Attended Had Improved Teaching

Questionnaire item	Disagree						Agree			Total agree	Missing	Mean rating/ 6-pt scale	n
	1	2	3	Total disagree			4	5	6				
The last INSET I attended improved my													
a) ability to explain things to my students.	16.0	-	8.0	24.0	12.0	16.0	40.0	68.0	8.0	4.43	23		
b) knowledge of content of the subject I am currently teaching.	16.0	4.0	4.0	24.0	8.0	20.0	40.0	68.0	8.0	4.43	23		
c) ability to evaluate what my students have learnt.	16.0	-	4.0	20.0	12.0	16.0	40.0	68.0	12.0	4.50	22		
d) ability to assess my students' comprehension as I teach.	20.0	-	-	20.0	12.0	28.0	28.0	68.0	12.0	4.27	22		
e) ability to handle difficult students in my class.	24.0	-	-	24.0	16.0	28.0	20.0	64.0	12.0	3.95	22		
f) ability to keep order in my class.	20.0	4.0	12.0	36.0	4.0	8.0	40.0	52.0	12.0	4.09	22		
g) ability to cooperate with my colleagues.	4.0	4.0	8.0	16.0	-	24.0	48.0	72.0	12.0	5.05	22		
h) ability to learn from my colleagues.	8.0	4.0	-	12.0	8.0	24.0	44.0	76.0	12.0	4.91	22		
i) ability to plan my lesson well.	12.0	-	12.0	24.0	8.0	20.0	32.0	60.0	16.0	4.43	21		
j) ability to use my required textbook.	28.0	4.0	4.0	36.0	8.0	24.0	20.0	52.0	12.0	3.64	22		
k) ability to organize group work in my class	16.0	-	8.0	24.0	8.0	12.0	44.0	64.0	12.0	4.50	22		
l) ability to adapt my teaching method to the needs of my class.	16.0	-	8.0	24.0	4.0	24.0	36.0	64.0	12.0	4.45	22		

Note. Responses are from the 25 teachers who had previously attended INSET.

(between 64%–68%) agreed with the statements attesting to improvement in their ability to explain things to students (see Table 26, item a), their ability to adapt their teaching methods (item l), and ability to organize group work (item k), suggesting that the teachers recognize the effect of INSET on these aspects of their pedagogical skills. Their endorsement of the effect of INSET on other aspects of pedagogical skills measured was more mixed. A majority of 68% agreed with the statement that their last INSET improved their knowledge of the content of their teaching (item b). Sixty percent agreed with the statement that INSET improved their lesson planning skills (item i). A lower percentage of respondents (52%) agreed that INSET improved their ability to use the required textbooks (item j) and 36% disagreed with this statement. In general then, the teachers acknowledged the effectiveness of INSET for improving their pedagogical skills.

4.4.2 Improvement in Teachers' Assessment Skills

Two statements in the survey questionnaire were concerned with whether the teachers thought their last INSET improved their ability to assess students (see Table 26, item c and 27, item d). The teachers' responses on these items showed appreciation regarding the efficacy of INSET. A majority of 68% agreed with the statement that the last INSET improved their ability to evaluate what their students have learned (27, item c). A similar percentage agreed with the statement concerning the effect of INSET on their skills to assess their students' comprehension skills (27, item d). They rated the effect of INSET on both ability to evaluate their students and assess student comprehension skills positively, 4.50 and 4.27 respectively on the 6-point scale (see column marked Mean rating in Table 26).

4.4.3 Class Management Skills

The teachers were also asked to comment on whether they thought INSET affected their ability to manage the class. A majority of 64% thought INSET improved their ability to handle difficult students in class (Table 26, item e). A smaller percentage (52%) acknowledged the effect of INSET on their ability to keep order in class (Table 26, item f). A proportion of 24% disagreed strongly that INSET improved their ability to handle difficult students in the class. A combined total of 35% disagreed concerning the effect of INSET on their ability to keep order in the classroom. The mean ratings were 3.92 and 4.09 respectively for these two items.

4.4.4 Collegiality

Did the teachers think their last INSET improved their collegiality, that is, their ability to cooperate with their colleagues (Table 26, item g) and their ability to learn from their colleagues (Table 26, item h)? Seventy-two percent agreed with the statement that INSET improved their ability to cooperate with their colleagues. They rated the success of INSET positively (5.05 on the 6-point scale), and 76% agreed that it improved their ability to learn from their colleagues. They assessed success to be at the positive end (4.91) of the 6-point scale.

To sum up, the teachers, in general, saw a positive effect of the last INSET they had attended. The highest gain was seen in improving their collegiality, and slightly behind this was improvement in some aspects of their pedagogical skills and assessment skills (explaining, knowledge of subjects taught and in assessing student learning and comprehension) and increasing their pedagogical knowledge. They were still positive, but

they had less enthusiasm about the effect of INSET on some of their class management skills and their ability to use the required textbook.

4.5 Likelihood of Attending INSET

This section of the questionnaire sought information on the 37 teachers' plans to attend INSET. What conditions would increase the likelihood that they would attend?

Table 27 summarizes the teachers' responses to these questions.

4.5.1 Likelihood of Attending the Next INSET

The likelihood that the teachers would attend the next INSET is very high. Seventy-three percent indicated that it is very highly likely that they would attend (5.78 on the 6-point scale (see column marked Mean rating/6-point scale). They indicated the greater likelihood of attending INSET held in their own schools (5.73) than if held in a local centre (4.08). Sixty-eight percent (67.6%) indicated that they are likely to attend if held in their own school. Only 43.2% said they are likely to attend if held in a local centre. They are more likely to attend if it is held during formal time rather than outside formal time. For example, 48.6% indicated they would attend if held during formal time compare to 37.8% who said they would attend if held outside formal time. The likelihood that they would attend INSET is higher if INSET is conducted by facilitators than if conducted by their own colleagues. About 65 % (64.9%) indicated they are likely to attend if INSET is conducted by facilitators. Only 48.6% indicated likelihood to attend if conducted by colleagues. Very few are likely to attend if they are asked to shoulder their own costs. Only 16.2% said they are likely to attend if they do it at their own expense, and 56.7% indicated that they are not likely to attend if this was the case.

Table 27

Percentage Frequency of Responses to Questions about Likelihood of Attending Any Future INSET

Questionnaire item	Unlikely			Likely			Total likely	Missing	Mean rating/ 6-pt scale	n
	1	2	3	4	5	6				
If you have the means to do so, how likely are you to attend the next INSET?	-	-	-	2.7	10.8	59.5	73.0	27.0	5.78	27
How likely are you to attend the next INSET if:										
It is held in your own school?	2.7	-	-	2.7	-	62.2	67.6	29.7	5.73	26
It is held in a centre like a LLC?	13.5	2.7	5.4	21.6	8.1	21.6	43.2	35.1	4.08	24
It is held during formal teaching time?	13.5	2.7	5.4	21.6	5.4	10.8	48.6	29.7	4.35	26
It is held outside formal teaching time?	21.6	2.7	10.8	35.1	10.8	2.7	37.8	27.0	5.48	27
It is conducted by your own colleagues?	8.1	2.7	10.8	21.6	2.7	13.5	48.6	29.7	4.54	26
It is conducted by outside facilitators?	5.4	2.7	-	8.1	5.4	8.1	64.9	27.0	5.22	27
You have to pay for costs yourself?	43.2	2.7	10.8	56.7	2.7	10.8	16.2	27.0	2.33	27
If you cannot attend the next INSET, how likely is the main reason for this to be:										
Transportation costs?	27.0	2.7	2.7	32.4	2.7	8.1	37.8	29.7	3.62	26
Accommodations costs?	24.3	5.4	5.4	35.1	2.7	10.8	37.8	27.0	3.59	27
Failure to get substitute teachers?	24.3	-	18.9	43.2	10.8	2.7	27.0	29.7	3.11	26
Unsuitability of INSET to your needs?	27.0	13.5	2.7	43.2	2.7	18.9	24.3	32.4	2.96	25

4.5.2 Main Reasons for not Attending INSET

The questionnaire also asked the teachers to indicate what reasons might keep them from attending INSET. Table 27 indicates that transportation costs and accommodation are factors for more than one-third of the teachers (37.8%), while almost as many state that it is an unlikely cause (32.4%). Failure to get substitute teachers and unsuitability for their needs are surprisingly not the main reason for about 43.2% of the respondents, while 27% indicate that failure to get a substitute teacher and 24.3% claim that unsuitability for their needs would be reasons for not attending INSET.

4.6 Abilities and Skills that INSET Should Develop

Finally, the respondents were asked to indicate what skills they think INSET should aim to develop. They were given a list of abilities, skills, and knowledge that INSET could develop and they were asked to rank order these in terms of importance. Table 28 shows the results of their ranking. The table shows the mean ranking given to each skill by the respondents. This mean was calculated by averaging the rankings of all the respondents for that skill. The lower the mean rank given to a skill or ability, the higher the importance is for this skill/ability to be developed during INSET. The table shows that improving teachers' knowledge of their subject matter (mean=2.79), ability to assess their students (3.25) and evaluate what they have learned (3.61) are among the most important skills or abilities to be developed by INSET. Of lesser importance to be developed during INSET are the ability to learn from colleagues (5.28), ability to plan well (5.32), ability to keep order in class (5.39), and ability to use the required textbooks (6.18). It should be noted that only nine of the respondents actually ranked the abilities

Table 28

Mean Rank of Abilities/Knowledge in Order of Importance for INSET to Help Teachers Develop Them (1 = Most Important; 13 = Least Important)

Questionnaire item	<i>n</i>	<i>m</i>	<i>sd</i>	Highest ranking	Lowest ranking
1. knowledge of content of the subject I am currently teaching	28	2.79	3.15	1	12
2. ability to assess my students' comprehension as I teach	28	3.25	2.59	1	9
3. ability to evaluate what my student have learnt	28	3.61	3.38	1	13
4. ability to adapt my teaching method to the needs of my class	28	3.68	3.62	1	12
5. ability to explain things to my students	29	3.79	3.90	1	13
6. ability to organize group work in my class	27	4.00	3.20	1	10
7. ability to handle students with special needs	29	4.14	4.09	1	13
8. ability to cooperate with my colleagues	28	4.61	4.05	1	12
9. ability to handle difficult students in my class	29	4.90	4.36	1	12
10. ability to learn from my colleagues	29	5.28	4.28	1	13
11. ability to plan my lesson well	28	5.32	4.34	1	13
12. ability to keep order in my class	28	5.39	4.72	1	13
13. ability to use my required textbook	28	6.18	5.04	1	13

Note. Only 9 of the respondents ranked all 13 skills from 1 to 13. The others preferred to gave equal ranking to two or more skills.

from 1 to 13, where 1 was the highest ranking. Most gave equal rankings to more than one ability, indicating that they considered these to be equally important, and many gave the rank of 1 to several of the abilities listed.

4.7 Other Results

The discussion above focused on the responses of the teachers taken as a group. Analyses was also conducted to find out whether certain demographic variables such as

age, gender, years of experience, previous experience with INSET, and so on, affected the responses of the teachers. To this end, analysis of variance procedures were used, using as dependent variables each of these factors. The results of these ANOVAs indicate that age and gender (see discussion below) had significant effects on some aspects of the teachers' responses. The other factors did not have any significant effects on the results.

4.7.1 AGE

Age had a significant effect on the teachers' perception of what would make INSET successful in improving teaching abilities ($F(1, 23) = 6.76, p < .05$). While most teachers indicated that INSET they themselves helped to organize and plan is the most successful, teachers who were under 30 years of age agreed unanimously with this idea while the teachers who were 30 years and over were merely positive (6.00 versus 4.00 on the 6-point scale).

4.7.2 GENDER

Gender also played a significant effect. Again, all the teachers reported that their last INSET improved their teaching skills. However, the female teachers rated the success of INSET significantly higher than did the male teachers (6.00 versus 4.57, $F(1, 26) = 11.11, p < .01$).

Gender also played a significant effect on the teachers' perception of the way their last INSET was organized and how much this contributed to upgrading their skills. As pointed out above, the teachers as a group considered their last INSET to be well organized (4.81), however, they rated its suitability to their needs lower on the scale (4.00). As a result, although they acknowledged that it improved their skills, they also

rated the improvement lower on the scale (4.09). To find out the effect of gender, a repeated measures ANOVA was performed on the data, with GENDER used as the between group factor and the three FEATURES of the last INSET attended as the within groups factor (see Table 25, item 6). The results showed a significant GENDER by FEATURES effect ($F(2, 36) = 9.02, p < .05$). The female teachers ($n=9$) reported a higher discrepancy between their perception of the organization of the last INSET and, on the one hand, its suitability to their needs and, on the other hand, the improvement they expected. For example, the female teachers reported that their last INSET was very well organized (5.33 on the 6-point scale) but they saw its suitability to their needs as very much lower (2.89). A paired samples t test performed on these data showed the difference between the means to be significant ($t(8) = 3.05, p < .05$). The female teachers' perception of the way in which their last INSET improved their teaching skills was also lower (3.00) in comparison to their perception to its organization. A paired samples t test again showed the difference between the means to be significant ($t(8) = 2.92, p < .05$).

CHAPTER 5

DISCUSSION

5.1 Introduction

In this chapter the important findings presented in chapter 4 will be integrated and discussed. The perceptions of teachers will be placed in the context of the needed in-service training of teachers in South African schools. The chapter starts with a brief summary of the demographic information gathered about the teachers who participated in this study. It is followed by a more detailed discussion of teachers' perceptions about their past INSET experiences and their recommendations for how future ones should be conducted.

5.2. Discussion of Data

5.2.1 Demographic Information on the Teacher Participants

5.2.1.1 Age

The data analysis shows that it was a relatively young group who participated in this survey. The majority of the teachers were only between the ages of 30 and 39. An important reason for the predominance of teachers in this age group may simply be the fact that Black graduates often complete their studies late. This is because they often have to work before they are able to register for their tertiary education. The small number of teachers under the age of 30 is very striking.

5.2.1.2 Gender

There was almost an equal number of male and female teachers who participated in the study, reflecting that there is some gender balance in the workforce. However, of

all those who were found in senior posts there was only one female in the senior teacher rank. The remaining five heads and four principals were all males.

5.2.1.3 Experience

Most of the respondents have taught for less than 10 years. This means it has not been so long ago since these teachers were students themselves. Because of this, it is likely that their uptake in the INSET would be better. Respondents who have been away from college or university for a long time might have more trouble adjusting to being on the learners' side of the classroom again. In contrast, more recent graduates are likely to still feel the comfort of being students, and, because of the teaching experience they have acquired, they may not have as much insight to bring into their learning as teachers who have been away from school a great deal longer but who have been working all this time.

5.2.1.4 Nature of Appointment

Virtually all the respondents have permanent positions. This means that they can afford to experiment without fear of losing their jobs; they are experienced enough to have a lot to share with other teachers.

5.2.1.5 The Highest Qualifications (Academic and Professional)

Most of the teachers had a high school matriculation or less. This means a high percentage of the respondents were un- or under-qualified. This phenomenon of teacher un-/under-qualification can be said to be a product of apartheid, and it is a serious problem in South African schools. Six teachers did not respond to this question possibly because they too were un- or under-qualified. This situation is appalling especially when one remembers that the respondents to the questionnaire were all teachers at high school.

The big question remains how they have managed to teach students at a level that they themselves had not yet attained. The situation is particularly grave when one notes that 63% of the participants fell into this category. Many researchers have alluded to the fact that lack of adequate training for teachers may account for the high failure rate among African children in township schools (Unterhalter, 1991; Mokgalabone, 1998). As a result, it is no wonder that the student matric results are as bad as they are. As long as teachers and the Department of Education do not take advantage of improving teachers' qualifications as stated in the Skills Development Act, one can expect the number of failing schools (see Table 2) to increase tremendously with the years. These teachers need INSET that will help them improve their academic qualifications.

5.2.1.6 Subjects

About half of the teachers who responded to this question taught a combinations of different subjects. This phenomenon may be the result of being moved from subject to subject as need arises. The moving of teachers from subject to subject can pose a bit of a challenge when it comes to providing INSET since offering appropriate INSET to teachers who are responsible for several different subjects is more difficult than for teachers with a single subject.

5.2.1.7 Pursuing Further Studies

About a fourth of the participants (12 of the 46) are pursuing further studies, which shows that some of the teachers are open to further training and skills development. However, in 5.2.1.5 it was stated that almost two thirds of the participants

(63%) were un- or under-qualified. This suggests that there is still a major need to promote INSET among the teachers in South African schools.

5.2.2 Teachers' INSET Experience

The main aim of this thesis was to examine teachers' experiences with INSET programs and their perceptions of the merits of INSET as well as suggestions for how a successful INSET must be conducted.

Among the most interesting findings of the study is the fact that about half of the teachers had had experience with INSET and half had not had any. Most of those who reported having had INSET had only attended one or two INSET programs in the past. Those who had had INSET seemed to have had quite a positive experience with it. A majority of those teachers agreed with the statement that INSET had improved their teaching skills. Teachers' gender seems to affect the responses on this issue in the sense that the female teachers assessed the success of their INSET experience significantly more favorably than did the male teachers. Some of the skills that were improved included pedagogical skills (ability to plan lessons, ability to adapt methods, ability to organize group work, knowledge of subject content), management skills (the ability to handle difficult students) and assessment skills (evaluating student learning and assessing student comprehension while instruction is taking place). Improvement in collegiality (ability to cooperate with and learn from colleagues) was rated highest of all.

The researcher also examined the opinions of the teachers regarding other aspects of their past INSET. The survey revealed that there was a consensus among the teachers that the last INSET that they attended was very well organized. Again, this opinion was held more strongly by the female teachers than the male teachers. The teachers'

perception that INSET was well organized, however, was a great deal more positive than their perceptions of the effect of INSET in improving their skills. Thus, although they found that the last INSET was well organized, they did not think that it improved their skills very much. One reason may be the fact that they did not believe that their last INSET was well suited to their individual needs. This last finding indicates once again the recurring theme in this study, namely, that the teachers should be taken into account in any INSET offered to them.

Another interesting result of the study concerns the teachers' opinions about what makes a successful INSET program. The teachers were quite clear in their beliefs that a successful INSET is the one that involves the participation of the teachers themselves and that it should be well suited to their needs. An interesting finding relating to this is the role of age. Teachers under the age of 30 indicated more strongly than their counterparts who were 30 years and above that INSET that the teachers themselves help plan would improve their teaching abilities better.

The researcher also found that teachers think INSET should afford the teachers opportunity to give workshops and papers. INSET should be conducted regularly and each one of them must have regular follow-ups. These results indicated that the teachers themselves had much to say about how they want INSET to be run, and it is imperative that their opinions and suggestions be taken into account.

That teachers want fuller participation in organizing the type of INSET that they receive is underscored by other results of the survey. For example, in the survey the teachers were asked to indicate where they would like future INSET programs to be held, who should conduct them and when could they be best held. The teachers did not indicate

a clear preference for INSET to be conducted in their own schools rather than in localized learning centers. However, their strong agreement that they are highly likely to attend INSET if it is held in their own schools underscores the ambivalence of their feelings. This issue should be examined in greater detail in future studies.

Although the respondents displayed uncertainty in regard to the location of any future INSET in their responses, it was clear that they prefer INSET to be held during rather than outside formal teaching time. As a matter of fact, many of the teachers indicated that they would not be likely to go to the INSET programs if they had to pay for their transportation costs. Another interesting finding of the study is the fact that the teachers would prefer an INSET led by facilitators to one led by teachers themselves although they did indicate that teachers should be allowed to give workshops. This finding needs to be examined further but it is possible that teachers prefer facilitators because they expect them to be better experts than their peers, which suggests that only the best teachers be permitted to give workshops. Finally, the researcher was interested also in examining whether the teachers felt, given the current situation in South Africa, that it was possible to organize INSET that incorporates a great deal of teacher input. The survey indicates that the most of the teachers agreed that the current political and economic situation of the country made it possible to organize such INSET. This means that the majority of teachers believe that the situation in the country is not a hindrance to providing INSET to teachers.

5.3 Recommendations

The purpose of this research has been to investigate what the teachers' needs for INSET are, if there are any, and to find out the teachers' feelings, opinions and beliefs

regarding the INSET programs they have attended, and learn if teachers felt that there were any areas that needed improvement in the present INSET policy. Given that a majority of (63%) had academic qualifications that did not extend beyond their matric, the need to upgrade these qualifications is of supreme importance. The teachers in South African schools cannot forever remain simply students who happened to be brighter than their peers and therefore can stand in front of them in their classes. It is imperative that the teaching force in the educational system attain higher academic qualifications than matric. They need to be afforded a chance to study towards some INSET bachelor's degrees that will enhance their technical knowledge of the subject they teach, and thus improve the performance of their schools. One recommendation of this study then is that serious steps be taken to determine how this large group of teachers can be given release time for INSET. The problem is grave since 76% of those surveyed expressed their need for this release time to upgrade their skills.

It is further recommended that INSET should have follow-ups. About 62% of respondents identified follow-ups as a challenge facing South African INSET programs. INSET facilitators must evaluate the success of their programs by conducting these suggested follow-ups with teachers and their schools.

All forms of INSET must be purposive. Respondents in this research stated in their responses that INSET programs must be organized to address teachers' skills and abilities to deal with work in the classrooms. These included pedagogical techniques and knowledge of the subjects they teach. Fifty-four percent of the respondents made this request.

It is further recommended that all INSET programs that are organized must take teachers' needs and input into serious consideration. If this is done, teachers will own and support these courses. In other words, INSET facilitators must not bring a prepackaged product to the teachers. They must work with the teachers in the planning, organization and management of the INSET programs.

To avoid practice shock experienced by most beginner teachers, it is strongly recommended that schools and the Department, as part of the appointment package for newly appointed teachers, conduct induction courses. Practice shock has been found to be responsible for a number of potentially good teachers "dropping out" along the way and at an early stage (Buchner & Hay, 1999).

Lastly, it is again recommended strongly that none of the costs for the INSET programs be paid for by the teachers. Should they have to pay for anything, accommodation or transportation, they may not attend.

5.4 Conclusion

Bell and Gilbert (1996) open their book by stating that:

Teachers want the best for their students. In particular, they want their students to have the best possible opportunities and outcomes. Often in their time, teachers seek new teaching ideas, new resources and equipment to improve the learning of their students. They seek to improve their teaching skills, their knowledge about the subject they are teaching, their relationships with students and their management of the schools in which they work. After completing the initial teacher education required in most societies, teachers continue to learn about teaching and learning throughout their professional lives. (p. 1)

The above statement suggests that teachers are never satisfied with the little bit that they have. They always want to improve on their abilities, knowledge, skills and teaching techniques so as to ensure that their students get the best. Committed teachers

seek to develop on their own because they want anything that will help to improve students' learning and performance.

Bagwandeem (1991, p. 118) asserts that continuous development of teachers is the key to school improvement. For this development to be successful, he suggests that initial training (PRESET) must link up with in-service (INSET) which includes induction of the new entrants. It should be remembered that it has been argued that pre-service cannot provide more than an introduction to professional work. (Bagwandeem & Low, 1993, p. 2)

In conclusion, from responses to this research we learnt that all normal thinking teachers need development in their teaching skills and abilities. They all want development because they are always concerned about the performance of their students.

In consideration of the statement cited above, it is clear that teacher development must be located within the life-long-learning framework that will emphasize the triple-I continuum (initial, induction, and in-service) for teachers. INSET policy must be developed in such a way that gaps between theory and practice are properly closed. Beginner teachers are should be helped to understand the purpose of PRESET properly, to understand that there are gaps between the two phases but the two are interdependent. In other words, it would be a good thing if policy makers could ensure that INSET becomes a prerequisite for all teachers. It would also help if INSET could be built into all teachers' employment contracts.

The primary aim of this study has been to investigate teachers' needs fro INSET. From the teachers' responses collected, it has been clear that they are saying yes to INSET. However the teachers want INSET programs to take their needs into

consideration when such courses are planned. Teachers have gone further to state that they want to be part of these programs in terms of planning, organizing and management. If these are built-in the INSET programs of the teachers, teachers will always own, support and attend the programs.

Teachers have also stated that they would appreciate it if release time could be built into all forms of INSET programs so as to allow teachers to attend a series of these, thus enabling uninterrupted development that will benefit their students in the classrooms. They further asserted that release time should be during formal teaching time. This is a surprising assertion for responsible teachers, who claim that they want the best for their students, to demand that they should leave learners for INSET programs during formal teaching time, for that would actually be the worse for students. It is worse when we remember, in terms of the South African policy, that there would be no substitute teachers for those hours or days. The only time where substitute teachers would be available would be if participant could ask for long paid study leaves.

Finally, respondents to this study have stated that the last INSET programs they attended benefited them in a number of ways. They asserted that they improved on the skills, techniques and knowledge. It is therefore essential that policy makers regard INSET as an integral part of teacher development, which is a life-long process. However, it is equally essential that these programs be coordinated to reduce pressure on teachers, school management, and principals.

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APPENDIX A

QUESTIONNAIRE

INVESTIGATING TEACHERS' INSET NEEDS

PART A : BIOGRAPHICAL DATA

<i>No.</i>	<i>CRITERIA</i>	<i>POSSIBILITIES</i>	<i>PROPOSED DATA CODING</i>
1	Age	(g) 0 – 20 (h) 20 – 24 (i) 25 – 29 (j) 30 – 34 (k) 35 – 39 (l) 40 +	1 2 3 4 5 6
2.	Gender	(a) Male (b) Female	1 2
3.	Rank	(a) Teacher (b) Senior Teacher (c) Departmental Head (d) Deputy Principal (e) Principal	1 2 3 4 5
4.	Marital status	(a) Single (unmarried) (b) Single parent (c) Married parent (d) Married without children	1 2 3 4
5.	Actual Teaching experience in years	(a) 0 – 4 (b) 5 – 9 (c) 10 – 14 (d) 15 – 19 (e) 20 – 24 (f) 25 +	1 2 3 4 5 6
6.	Nature of appointment	(a) Temporary (b) Permanent on probation (c) Permanent (d) Permanent in excess	1 2 3 4

<i>No.</i>	<i>CRITERIA</i>	<i>POSSIBILITIES</i>	<i>PROPOSED DATA CODING</i>
7.	Highest qualification	(a) Academic (i) - Matric (ii) Matric (iii) B. degree (iv) Honours and equivalent (v) Masters (vi) PhD (b) Professional (i) Unqualified (ii) PIC (iii) J.S.T (iv) Diploma (v) Higher/Further Diploma	 1 2 3 4 5 6 1 2 3 4 5
8.	What subject do you teach ?	(a) Mathematics (b) Natural sciences (c) Economics Sciences (d) Human Sciences (e) Languages (f) Technical subjects (g) Combination	1 2 3 4 5 6 7
9.	Are you pursuing any further studies ?	(a) Yes (b) No	1 2
10.	If yes, state your field of further study	(a) Matric (b) B.degree (c) Honours or equivalent (d) Masters (e) PhD (f) Diploma (g) Higher/Further Diploma	1 2 3 4 5 6 7
11.	If you do, where do you study ?	(a) College (b) Technicon (c) University (d) Other (specify)	1 2 3 4
12.	Is your field of further study related to the subjects you are currently teaching ?	(a) Yes (b) No	1 2
13.	Is your field of further study related to your qualifications ?	(a) Academic (Yes) (b) Academic (No) (c) Professional (Yes) (d) Professional (No)	1 2 3 4

PART B : INSET EXPERIENCE

No.	CRITERIA	POSSIBILITIES	PROPOSED DATA CODING
1.	Have you attended any INSET program before ?	(a) Yes (b) No	1 2
2.	(If yes) How many so far ?	(a) One (b) Two (c) Three (d) Four (e) Five (f) More than five	1 2 3 4 5 6
3.	When was the last INSET you attended ?	(g) in 1999 (h) in 1998 (i) in 1997 (j) in 1996 (k) in 1995 (l) more than five years ago	1 2 3 4 5 6
4.	Where was it held ?	(a) in my school (b) in a neighbouring school (c) in a LLC	1 2 3
5.	In your role as a teacher how important is it for you to receive a certificate of attendance in your INSET program ?	(a) Not sure (b) Not important (c) Important (d) Very important	1 2 3 4
6.	Do you ever discuss INSET with your colleagues ?	(a) Never (b) Rarely (c) Sometime (d) Often (e) Frequently	1 2 3 4 5

<i>No.</i>	<i>CRITERIA</i>	<i>POSSIBILITIES</i>	<i>PROPOSED DATA CODING</i>
7.	Who determines the INSET needs at your school ?	(a) Individual teachers (b) Colleagues (c) Management (d) School Governing Body (e) INSET facilitators	1 2 3 4 5
8.	Do you think your school should allow release time for INSET	(a) Yes (b) No	1 2
9.	If release time is available for INSET, which of the following would you prefer ?	(a) one day only (b) one day and a short block (1-2 weeks) (c) single block of long term (3-6 months) (d) longer than a single block (e) a series of one month blocks (f) full time study leave with pay	1 2 3 4 5 6
10.	How supportive is your school management to INSET programs ?	(a) Not supportive at all (b) Occasionally supportive (c) Very supportive	1 2 3

PART C

In this part of the questionnaire, we would like you to tell us more about your opinions of and experiences with INSET programs by indicating how much you agree or disagree with each of the statements below. Circle 1 if you disagree completely and 6 if you agree completely.

1. INSET, in general, is effective in helping teachers improve their teaching skills. 1 2 3 4 5 6
2. INSET held at the teachers' own schools contributes more to Improving their teaching abilities than one held at a Localized Learning Centre (LLC). 1 2 3 4 5 6
3. INSET held at a centre such as the LLC would contribute more to improving teachers' teaching abilities than one held at the teachers' own schools. 1 2 3 4 5 6
4. The only INSET that can be said to be truly successful in improving teachers' teaching abilities is one :
 - a) that the teachers themselves help to plan and organize. 1 2 3 4 5 6
 - b) that is designed to meet the specific needs of teachers. 1 2 3 4 5 6
 - c) that gives the teachers opportunity to give workshops and present papers. 1 2 3 4 5 6
 - d) that is designed to be held regularly. 1 2 3 4 5 6
 - e) that is designed to have follow ups. 1 2 3 4 5 6
5. Given the current political and economic situation in South Africa, it is possible to organize INSET that :
 - a) incorporates a great deal of input from teachers for whom it is designed 1 2 3 4 5 6
 - b) addresses the specific needs of teachers. 1 2 3 4 5 6
6. The last INSET (s) I attended
 - a) was (were) very well organized. 1 2 3 4 5 6
 - b) was (were) well suited to my needs. 1 2 3 4 5 6
 - c) improved my overall ability to teach. 1 2 3 4 5 6

7. The last INSET I attended improved my

- | | |
|---|-------------|
| a) ability to explain things to my students. | 1 2 3 4 5 6 |
| b) knowledge of the content of the subject I am currently teaching. | 1 2 3 4 5 6 |
| c) ability to evaluate what my students have learnt. | 1 2 3 4 5 6 |
| d) ability to assess my students' comprehension as I teach. | 1 2 3 4 5 6 |
| e) ability to handle difficult students in my class. | 1 2 3 4 5 6 |
| f) ability to keep order in my class. | 1 2 3 4 5 6 |
| g) ability to cooperate with my colleagues. | 1 2 3 4 5 6 |
| h) ability to learn from my colleagues. | 1 2 3 4 5 6 |
| i) ability to plan my lesson well. | 1 2 3 4 5 6 |
| j) ability to use my required textbook. | 1 2 3 4 5 6 |
| k) ability to organize group work in my class. | 1 2 3 4 5 6 |
| l) ability to adapt my teaching method to the needs of my class. | 1 2 3 4 5 6 |

PART D

Your attendance in the next INSET:

Please answer a few questions about the likelihood that you will attend the next INSET that you are invited to attend or that you are sent to. Circle 1 if the likelihood that you will do so is extremely low and 6 if it is extremely high.

- a) If you have the means to do so, how likely are you to attend the next INSET ? 1 2 3 4 5 6
- b) How likely are you to attend the next INSET if :
- It is held in your own school ? 1 2 3 4 5 6
It is held in a centre like a LLC ? 1 2 3 4 5 6
- c) How likely are you attend the next INSET if :
- It is held during formal teaching time ? 1 2 3 4 5 6
It is held outside formal teaching time ? 1 2 3 4 5 6
- d) How likely are you to attend the next INSET if
- It is conducted by your own colleagues ? 1 2 3 4 5 6
It is conducted by outside facilitators ? 1 2 3 4 5 6
- e) How likely are you to attend the next INSET if :
- You have to pay for the costs yourself ? 1 2 3 4 5 6
- f) If you cannot attend the next INSET, how likely is the main reason for this to be :
- Transportation costs ? 1 2 3 4 5 6
Accommodation costs ? 1 2 3 4 5 6
Failure to get substitute teachers ? 1 2 3 4 5 6
Unsuitability of INSET to your needs ? 1 2 3 4 5 6

PART E

In this part of the questionnaire we would like you to tell us what you think INSET should help you develop. Rank order the following in terms of the order in which you think INSET should pay attention to them. Circle 1 to indicate the most important and 13 as the least important.

- a) ability to explain things to my students
- b) knowledge of content of the subject I am currently teaching
- c) ability to evaluate what my students have learnt
- d) ability to assess my students' comprehension as I teach
- e) ability to handle difficult students in my class
- f) ability to keep order in my class
- g) ability to cooperate with my colleagues
- h) ability to learn from my colleagues
- i) ability to plan my lesson well
- j) ability to use my required textbook
- k) ability to organize group work in my class
- l) ability to adapt my teaching method to the needs of my class.
- m) ability to handle students with special needs.

APPENDIX A
Letter of Permission from the Free State Department of Education



FREE STATE PROVINCIAL GOVERNMENT
Education

Private Bag X20565 - Bloemfontein - 9300 - South Africa
55 Elizabeth Street - CR Swart Building - Bloemfontein
Tel.:- +27 (0) 51 - 4074911 - Fax : +27 (0) 51 - 4074036

Enquiries : Mr W.B. van Rooyen/LB
Reference no. 0-1/11/3/3

Tel. : 051-405 5504
Fax : 051-403 3421

02 August 1999

Mr T. I. Makume
Director (South Africa): Uniqiwa / Concordia Project
University of the North
Qwa Qwa Campus
Private Bag X 13
PHUTHADITJHABA
9866

Dear Mr Makume

REQUEST TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. Your request dated 2 September 1999 and the detailed research requests for five students refer.
2. Research titles applied for:

Name:

Titles:

Me Tankiso Mokoena:

Strategies for preventing the sexual abuse of children in schools

Mr Mroke Zacharia Sematle:

An analysis of common errors in the written English of black learners in secondary schools in Phuthaditjhaba District of the North-eastern Free State.

Mr Paul Mofokeng:

School based INSET as one tool (change) to improve teachers' and learners' performance in school through normalising collegiality among teachers.

Mr Noa Komako

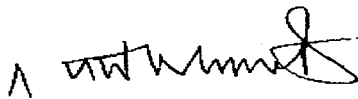
Support systems in the learning and teaching of mathematics.

Me Mamokhele Julia Mami Maduna

Supporting curriculum change in the classroom:
An analysis of the impact of the use of teaching aids in mathematics teaching and learning in Qwa Qwa primary schools.

3. Permission is granted for the above students to conduct research in the Free State Department of Education under the following conditions:
- 3.1 The names of teachers/learners (where applicable) must be provided by the principals.
 - 3.2 Officials / Principals / HOD's / Teachers / Learners (where applicable) participate voluntarily in the projects.
 - 3.3 Where applicable, the names of schools and respondents involved remain confidential in all respects.
 - 3.4 Completion of questionnaires by teaching staff and learners must take place outside normal tuition time of the school.
 - 3.5 This letter must be shown to all participating persons.
 - 3.6 Individual reports on the 5 projects must be donated to the Free State Department of Education after completion of the projects where it will be accessed in the Education Library, Bloemfontein.
 - 3.7 You must address a letter to the Head: Education, for attention
W.B. van Rooyen
Room 1211
C.R. Swart Building
Private Bag X20565
BLOEMFONTEIN
9301
accepting the conditions as laid down.
4. We wish the students every success with their research.

Yours sincerely



HEAD: EDUCATION