

**ASSESSMENT OF IN-SERVICE TRAINING OF SCHOOL-BASED EDUCATORS IN THE
GRAHAMSTOWN EDUCATION DISTRICT**

BY

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COMPLETED: FEBRUARY 2009

DECLARATION

I, Mnweba McNair Nonxuba, a student of Fort Hare University, School of Public Management at Bisho campus, declare that to the best of my knowledge the work presented in this dissertation, which is submitted in partial fulfilment of the requirements for the Masters degree in Public Administration, is my original work and has not been submitted for examination or a degree at this or any other university.

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Acknowledgements

The performance of schools in the Grahamstown Education District varies so widely from school to school that one wonders what reasons are there to be offered as causes of this scenario. Some schools perform at 100% pass rate at grade 12 examinations while other schools perform at as low a pass rate as 0% in the same examinations in the same education district.

Grahamstown Education District, for example, out of the twenty grade 12 schools that the district has, has performed as follows in the grade 12 examinations for 2008 and 2007:

For some time I have always longed to make a researched study and a contribution to the efforts of solving some of the challenges experienced in the education of our youth in schools. I consider it a worthy exercise to make a contribution to a battle against poor school performance by offering some research findings on the causes of poor performance in our schools and recommendations for improvement of school performance in our country, South Africa. I, therefore, thank the Almighty that such a moment became a reality and circumstances were made to allow this study to succeed.

I also thank the Grahamstown Education District for the opportunity accorded me to conduct this research in the schools in this education district as well as for furnishing the examination statistics that have been included in this study.

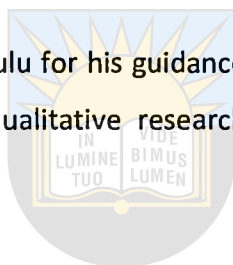
My special thanks go to educators in the schools that provided responses to questions and answered all the searching qualitative type of questions with such honesty and conscientiousness. It might have been difficult and rather painful to describe some of the scenarios they experience in their various schools. To these educators who kept on citing overloaded work-load, one needs to say thank you once more for honouring this study with their extra time and extra energy to answer these questions. The questions were rather probing deeper into their practices and somewhat lengthy at times, but these educators took their time to respond humanely and objectively all the time.

Special thanks also go to my colleagues at my place of work for appreciating every step of this research and encouraging me to carry on carrying on in spite of all odds. Time to conduct the

research has been one serious challenge especial that 2008 was the trial year for grade 12 National Curriculum Statements and as a result needed alertness at every moment by all education officials and educators. My colleagues have always looked forward to the success of this research.

I, in a special way, thank my family for encouraging and allowing me to utilize some of the family quality time to conduct this study and write out the outcomes of this study into the mini-dissertation it is. It has not been easy at times to sit and focus on my studies when my father figure presence and contribution are needed most.

I also thank Professor Harry Nengwekhulu for his guidance and mentoring skill and patience to show me the way of conducting a qualitative research enquiry and write it out into an informative piece of literature.



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ABSTRACT

This research is premised on the problem of poor school performance in the Eastern Cape Provincial Department of Education as witnessed in the grade12 examination results. Eastern Cape Provincial Department of Education grade12 pass rate is always the lowest of all the nine provincial education departments in the Republic of South Africa.

One education district out of the twenty-three education districts in the Eastern Cape has been selected for studying and assessing in-service training needs of school-based educators in this education district. The selected education district being the Grahamstown Education District has been at the middle of the grade 12 pass rate continuum from the worst to the best performing school. The range of grade 12 examination pass rate varies from 0% to 100% from school to school within this education district.

There is definitely a need to find out why schools in the same provincial education department differ so widely in their respective grade 12 pass rates. This study has, therefore, hypothesised that lack of in-service training of school-based educators is the cause of such a wide margin

between best performing and worst performing schools. That is to say that if all school-based educators were trained on an ongoing basis to the same extent, they would produce grade 12 pass rates within reasonable margins between schools and reasonable pass rates for each school.

It should be noted that schooling is made up of various activities falling within the following:

- Teaching and learning within the classroom;
- Extra- and co-curricular activities which create the aesthetic and morale-building environment of a school;
- Leadership and management of staff by line managers, namely the school principal, deputy principal and heads of departments, within the school and at various levels of authority;
- Leadership of learners, parents, other stakeholders, namely suppliers, donors or sponsors, labour unions and other educators within and outside the school and management of learners' activities and their work. Every educator in this area becomes a leader and manager;
- Discipline, counselling and remediation is also the responsibility of every educator by virtue of his/her calling and professional mandate in the classroom, in a music and singing session, on the sports fields, during excursions and tours, during arts and culture activities, in the library and even during examination sessions;
- Mentoring, coaching and offering advice to learners and parents is also part of an educator's responsibility;
- Educators are also charged with the responsibility to impart and nurture good values, character, culture, tradition, leadership, and beliefs in the young minds of learners; and
- Educators are expected to produce worthy citizens out of the learners they teach and take care of during school years.

Educators therefore have a daunting task of transforming an ordinary learner into a prominent and good citizen. In order to be able to cope with this huge and responsible task, educators need to be trained on an ongoing basis to keep them abreast of the requirements of their profession and developments, to enable them to succeed in spite of adversity and lack of resources and to keep them knowledgeable, inspired and motivated to carry out their duties in a selfless spirit.

The following are some of the areas or approaches that an educator needs to be always equipped in at any single moment during the course of execution of his/her duties:

- Staff-development or human resource development of all educators in all schools. This means that a department of education should create an ongoing programme of staff-development at every school and see that it is manned by capable, well-trained and responsible managers at every school;
- Whole School Development. A school is not an island but an extension of life of a learner in a community environment and living side-by-side with other learners, parents, the business world, the religious world, the political world and many other contributors to his/her progress and challenges. Educators, therefore, need to be masters of whole school development. Good schools are created by good educators for producing good learners and good society.
- Quality Management. Standards of good quality should be set in a school and educators, learners, parents and all stakeholders should meet these standards. Only educators are in a better position to inculcate this spirit of good standards in a school. All educators need to be equipped to be ever conscious of better standards in every activity in a school.
- Performance Standards. Educators, learners, parents and all stakeholders need to be aware that good performance for all of them is a norm. Only educators can drive a programme of good performance when properly trained to do so, on an ongoing basis.

- Classroom teaching and learning as a core-business of a school needs excellent educators who are trained continually to care and nurture every learner in a school to excel in whatever they do;
- Extra- and co-curricular activities of a school support teaching and learning in that character develops during these activities and create a better learner. All educators should, therefore, be trained continually to manage and lead successful extra- and co-curricular activities.

All these virtues should be integrated in a school programme to meaningfully spend and utilize the seven-hour school day responsibly and effectively.

This research has managed to successfully explore the need of educators to be trained in these areas because educators that were respondents gave a clear picture of what is happening and what is not happening in their schools. This so because qualitative research methods were used so that the researcher could not impose the research hypothesis on the respondents hence the research has proved that to remedy the ills of poor performance in schools, ongoing in-service training is the answer for all school-based educators.

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ONE: OVERVIEW OF THE RESEARCH

1.1 INTRODUCTION

This overview of this research study examines and outlines the fundamentals of a research process by dealing with the statement of the problem this study aims to probe, the significance of this study, objectives of this research, statement of hypothesis of this research, review of literature that addresses key concepts in this study, research methods used in this study, delimitation and limitations of this study as well as ethical considerations observed in this study.

The study is concerned with the extent to which educators in schools are always ready to successfully deal with their responsibilities that would lead to schools that perform well above average in all school activities. The following are examples of scenarios school-based educators are continually confronted with:

All teachers in South African public schools are confronted with the advent of the new curriculum called the National Curriculum Statements and therefore need to enhance their skills, not necessarily qualifications, for the delivery of the new curriculum. A large variety of these teachers need to strengthen their subject knowledge base, and teaching skills. Due to the nature of this curriculum teachers need to acquire skills in recognizing, identifying and addressing barriers to learning and creating inclusive and enabling environments for learners, including those with disabilities and other special needs. A sizeable proportion of teachers need to develop specialized skills in areas such health and physical education, HIV/AIDS support, teaching learners with disabilities, diversity management, classroom management and discipline, and so on.

Further, the National Teacher Education Audit in 1995 showed that a third of the teaching force at that time was engaged in qualifications-driven in-service education and that in many instances though there were considerable rewards in terms of salary increases, such qualifications had little or no impact on classroom practice. Despite a huge effort and commitment of resources by schools, Provincial Education Departments, universities, NGOs, community based organizations, teachers' unions, and faith-based organizations, that have been applied to in-service education, current

provision remains fragmented and uncoordinated. Quality Control measures are always frequently inadequate or absent.

Furthermore, the report of the 2003 Trends in International Mathematics and Science Study (TIMSS) showed that South African teachers have extensive development opportunities, but evidence of poor learner performance shows that these have had limited impact (The National Policy Framework for Teacher Education Development in South Africa; Government Gazette, No. 29832, vol. 502, 26 April 2007, Pretoria: 16-17).

1.2 STATEMENT OF THE PROBLEM

Performance is deteriorating in schools and no one seems to know why this is happening. The Education Department tends to engage poorly performing schools in learner performance intervention programmes for grade 12 learners only. These learners are usually assisted with extra classes on Saturdays and during holidays year after year. There does not seem to be concerted efforts to address quality of work during normal teaching and learning time in all grades. Average grade 12 final examinations pass rate is always very low in the majority of schools that offer grade 12, with some schools obtaining as low as zero percent pass rate. Some schools obtain as much as eighty percent in one year and twenty percent the following year. This is a scenario that is difficult to understand.

School-based educator in-service training is not visible and ongoing as it is *ad hoc* and sporadic without a specialised unit like an In-service Training Centre that has a specific plan and target. There is, therefore, no record of any training on which evaluation of the results of training would be made for each educator or group of educators. There is therefore no possibility of identifying training gaps in this practice nor is there any way follow up training can be done based on proven need, type and extent of re-training.

1.3 SIGNIFICANCE OF THE STUDY

This study will assist the Department of Education to discover the realities of the place of in-service training of school-based educators in school performance. Balanced in-service training of school-based educators should empower educators to perform well in all facets of the school work and therefore produce quality academic results and learners that are esteemed in the labour market.

In-service training policies of the Department of Education will be positively influenced by the findings of this study to the extent of re-aligning educational programmes, funding and other resources more towards in-service training for the purpose of maintaining quality teaching and learning. This would mean investing the resources of the state in well trained educators for the future of the children of this nation for all times.

This study will help in re-defining and redesigning a tool, a system and a baseline for determining the readiness of educators to engage in quality teaching and learning processes effectively and with confidence. This will help give more meaning, motivation and satisfaction to educators in their daily endeavours to succeed in their workplace responsibilities. It would therefore be expected that educator and learner absenteeism and late coming will be reduced drastically in schools. Moreover, once all educators are trained in what they are expected to do, what else can stop them in doing it. Training of educators in all facets of school work should mean training them as well to overcome challenges and stumbling blocks in their daily duties.

1.4 RESEARCH OBJECTIVES

The major objective of this study is to assess in-service training of school-based educators in relation to school performance in order to identify causes of high failure rate in schools and systematically correct it in all schools for normal performance throughout the grades. All educators need to enjoy the same level of competency irrespective of school, locality, grade or subject taught. This competency should involve the whole teacher in his entire teaching responsibility that includes teaching all sorts of learners, be it slow learners or gifted learners.

Secondly, this study seeks to make recommendations for overall improved school performance for the purpose of improving the quality of academic results in schools and producing learners that compete fairly in the current labour market irrespective of which school they attended.

Thirdly, this study seeks to influence the policies of the Department of Education and the implementation thereof regarding in-service training of school-based educators to maintain a crop of well trained educators that run successful schools.

1.5 HYPOTHESIS

Well planned in-service training of school-based educators is necessary for schools to consistently function properly and perform at optimal levels.

Effective, well structured and balanced in-service training of educators assures quality teaching and learning that would obviate unforeseen high failure rate.

In-service training that is well planned, monitored and followed-through assists educators to be always up-to-date in their work and knowledge of the dynamics of teaching and learning. This includes readiness to deal with unforeseen challenges in the teaching and learning practice.

1.6 LITERATURE REVIEW

This research is premised on the strong argument that for a school to function and perform optimally there should be consistent upgrading of educators to meet expectations and overcome challenges in the teaching and learning processes. For this to happen there should be an overarching in-service training programme through which every educator passes during the course of his service as an educator on an ongoing basis. Further, educators need to be trained continually so that they can be quality assured on specific tasks they have been trained in. Existing theory on quality control is found in the Department of Education's Integrated Quality Management Systems (IQMS) which stipulates three programmes, namely

- Developmental Appraisal (DA) that appraises individual educators with a view to determine areas of strength and weaknesses and to compile individual and group programmes for development and support;
- Performance Management (PM) that evaluates performance of individual educators for the purpose of salary and grade progression, affirmation of appointments and rewards, and incentives; and
- Whole School Evaluation (WSE) that evaluates the overall effectiveness of the school including teaching and learning (Province of the Eastern Cape Department of Education: Manual for School Management: 450). This quality management system does not seem to be producing the desired outcomes in that schools continue producing poor results. Therefore there is a need to find out what is wrong with the teaching and learning practice in schools.

McKenna *et al* (2002:172) have written that performance management incorporates the reviews of past performance and setting objectives for the future. He went further to states that it should be regarded as a fundamental managerial activity that to some extent formalizes the everyday processes of feedback between manager and employee, and that a sound basis should be established for other associated elements of Human Resources Management practice namely training and development and reward management.

Heneman *et al* (1978:63) have written that a true systems approach to performance appraisal has three components, namely

- Management by Objectives which is used to establish work goals and assess the degree of goal accomplishment and which emphasizes results or outcomes;
- Performance Development and Review which is aimed at assessing appraisee behaviours, the concern here being the processes appraisees utilize to achieve results orientation only tells if employees have been successful and if not how they might improve; and
- The results from Management by Objectives and the Performance Development and Review that feed into the third or evaluative judgemental component of the system. The Management by Objectives results would be major input into salary increase decision; while the Performance Development and Review would be influential in decisions about development activities such as training.

Stone (2002:277) has written that Performance appraisal may be viewed as an overall measure of organizational effectiveness: organizational objectives are met through the effort of individual employees and that if employee performance is improved the organization will lift its performance. He has gone further to state that performance appraisal typically involves measuring how well an individual employee is doing their job against a set of criteria providing feedback and creating a development plan. The performance process generates information that may be used for administrative purposes (such as rewards, promotions, transfers) and/or developmental process (such as training and development, coaching and carrier planning) and/or research purposes (such as validating selection procedures and evaluating the effectiveness of training).

Armstrong (2006:143) has written that performance management strategy aims to provide the means through which better results can be obtained from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. It involves the development of processes for establishing shared understanding about what is to be achieved, and an approach

to managing and developing people in a longer term. It is owned and driven by line management.

Stredwick (2005:289) has written that there are two main purposes driving performance management, namely

- Operational reasons, which serves to lead and control. The performance management system sets out to communicate the link between an organization's mission and strategic direction and the required employee performance; and
- Cultural reasons whereby the system can feature as part of the overall drive to build a more open relationship with employees. Organizational plans can be shared, appraisal discussions can be frank within a realistic context and means of improving performance can be encouraged and openly evaluated.

Training can be seen as the sustained, purposeful, organised attempt to change or improve people's knowledge, skills, attitudes, techniques, judgement, feelings and productivity. Employers provide training for their employees so that they will have the necessary knowledge and skills to do a particular kind of work (Beach, 1975: 375, Lawrence, 1972:40).

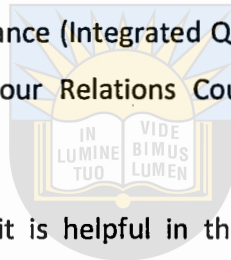
Training is the transfer of specific skills to an employee so that he or she can perform a very specific job or task (Meyer 1999:4-5).

Norms and Standards for Educators (2000) describes the roles of a competent teacher as a specialist in a particular learning area; a specialist in assessment; a curriculum developer; a leader; administrator and manager; a scholar and lifelong learner; and a professional who plays a community, citizenship and pastoral role (Government Gazette No. 29832, 26 April 2007:3).

Grieves (2008:8) contends that educators need to develop new skills such as decision-making, problem-solving and personal skills which include listening, resolving conflict, negotiating and leadership.

The National Policy Framework for Teacher Education and Development in South Africa (2007) classifies professional development of educators into five categories, namely school-led programmes; qualification programmes; other programmes offered by NGOs, teachers' union, community-based organizations, or approved providers; and self-chosen activities (Government Gazette No. 29832, 26 April 2007:18).

The purpose of Integrated Quality Management Systems (IQMS) is to identify specific needs of educators, schools and district offices for support and development; to provide support for continued growth; to promote accountability; to monitor an institution's overall effectiveness and to evaluate an educator's performance (Integrated Quality Management Systems, Training Manual for educators, Education Labour Relations Council, Province of the Eastern Cape Department of Education: 1-2).



Armstrong (1994:2) has written that it is helpful in the identification of training needs to produce good quality, specifically aligning individual objectives to organisational objectives and ensuring that individuals uphold corporate core values.

Van Dyk et al (2001: 134) has written that the key features of a learning organisation are its vision of how it wants to be and a clear articulation and understanding of its purpose or mission and the ways in which these manifest themselves in values and behaviour. Rothwell et al (2003:89) wrote that comprehensive needs assessment is a board, systematic examination of conditions conducted for the purpose of identifying general differences between what people should know or do and what they actually know or do.

Fletcher (2004:1-2) writes that no matter how hard it is to devise a satisfactory performance appraisal scheme, there's no real alternative to turn to, appraisal will take place in an unstructured and perhaps highly subjective form, whenever people work together.

The strongest argument in this study is that educators have been trained professionally to become agents of teaching and learning. Educators therefore should be able to run good schools that produce good academic results, good leaders and good entrants into the labour market. If educators are not producing these good results, there is definitely a need to find out

what can be done to assist them. This study is aimed at assessing the empowerment of educators by in-service training thereby enhancing quality of teaching and learning. It is therefore necessary to conduct this research study into the nature and extent of in-service training of school-based educators as a general requirement and as a measure to correct any inadequacies that may be detected during training.

1.7 RESEARCH METHODOLOGY

This study will use only Qualitative Research Methods because the nature of the problem in question involves the behaviour of people that demonstrate a dynamic social phenomenon. Quantitative Research Methods are too limited in that they would only show the quantitative relationship between high failure rate in schools and lack of in-service training. In-service training is multi-faceted in that it encompasses many learning and teaching competencies in one individual that carry different weights and not linear.

Becker *et al* (2004:92) has written that Qualitative Research Methods focus on understanding behaviour, values and beliefs of people from the perspective of the subjects with a commitment not to impose the researcher's understanding of what is going on. These methods focus also on the description and emphasis of the context accompanied by attention to detail and a rich account of the people and description of the research setting so that behaviour and belief can be understood in the context of the research settings. These methods also focus on processes as there is a tendency for social life to be viewed in terms of unfolding processes so that events are depicted as interconnected over time and not as disparate.

Qualitative methods are also flexible because the researcher is likely to uncover subjects; meanings and interpretations rather than impose his or her own understanding. The lack of structure in qualitative research has additional advantage that the general strategy is flexible so that if the researcher encounters unexpected events that offer a promising line of enquiry, a new direction can be absorbed and followed up. Qualitative methods also focus on the emergent theory and contexts because concepts and developments of theory emerge out of the process of data collection rather than appearing at the outset of an investigation. This preference for an inductive approach reflects the predilection among qualitative researchers

for interpretation to take place in the subjects' own terms. This study will use qualitative research methods for collecting data thereby using unstructured interviews and questionnaires.

Letters of application for permission to conduct this study will be written to the District Director of Grahamstown Education District and School Principals of the four schools whose educators will be asked to participate in this study.

Upon approval, unstructured interview questions and questionnaires will be drafted and schools will be visited by the researcher to consult with educators on the intention and processes of this research study, namely that the first phase is to ask every educator to find time and answer the questionnaire and describe to the best of one's ability perceived in-service training needs that would make him/her more comfortable and productive in one's roles as an educator.

The questionnaires will be collected at the agreed upon dates and analyzed by collating the categories of in-service training areas highlighted by the participants. A research report will be written that depicts the findings from this analysis and that will lead to recommendations as to what should be done to correct the present state of in-service training in schools to improve quality education.

1.8 DELIMITATION

This study seeks to look more closely at the present state of in-service training of school-based educators that would maintain quality teaching and learning and good academic performance in schools. About thirty responses are expected from four high schools in the Grahamstown Education District.

There are no foreseeable empirical limitations as the farthest school is about one hundred and thirty kilometres from the researchers' base. Theoretical limitations as well should be almost non-existent since these are High School educators with high academic qualifications. This study should therefore be completed within this academic year as the Department of Education's Integrated Quality Management System programme corresponds with an academic year. Interviews where necessary will be held especially with educators who either need to

supply more information, those who want to know more about this concept in order to give more meaningful responses and/or those who are in management positions who prefer a special opportunity to present their side of the story.

1.9 ETHICAL CONSIDERATIONS

The personal conduct of the researcher is to be such that the educators should see the research as an opportunity to open up and speak out about their state of readiness to conduct quality teaching and learning more successfully. During the delivery and administration of the questionnaires and interviews the researcher should show and induce moral duty on the part of educators to participate in this research simply because it is the right thing to do to speak out and be heard in a professional and honest manner while being assured that their identity will under no circumstances be divulged. The privacy and confidentiality of their responses will be upheld by making the questionnaire and interview responses anonymous. Educators, as subjects in this research will be assured that they will be supplied with the findings of this research as co-researchers.

1.10 OUTLINE OF CHAPTERS

Having dealt with the research problem, significance of this study, research objectives, hypothesis, literature review and research design in this chapter, the next chapters in this study will be outlined as follows:

Chapter Two

This chapter deals with the meaning, definition and theoretical interpretation of the following concepts as they impact on this topic of in-service training of school-based educators and school performance based on literature review in order to form a basis for interpretation of collected data: in-service training of educators, human resource development of educators, quality management systems of a school, performance management within a school, total quality management in respect of a school, training-needs identification of educators, and school performance as reflected in classroom practice, school management and leadership in a school as well as whole school development. This combination of concepts should define areas

of activity in a school that determine the quality of work of educators and success of processes in a school. Proper understanding and placing these concepts into proper perspective should assist a school to develop to aspired heights.

Chapter Three

This chapter outlines research methodology employed in the collection of data in this study. Unstructured qualitative research methods are utilized in this study so as to allow respondents to describe their experiences in an original manner to depict a more precise picture of the state of affairs of their school performance relative to their in-service training. This chapter goes about describing this study's methodology by detailing research approaches; data gathering techniques; namely questionnaire surveys and interviews; sampling; and analysis and reporting of collected data.



Chapter Four

This chapter deals with the actual presentation and interpretation of data. It starts by detailing the types and levels of schools and educators that are taking part in this research and goes further to present data collected through the unstructured qualitative research methods under the following topics: in-service training needs in respect of each respondent; staff development (human resource development) undergone by each respondent; quality management experienced and or conducted by each respondent; performance management (self-, peer-, and other forms of evaluations of performance and follow up of educators) experienced by each respondent; school performance (success rate in all school activities) experienced by each respondent with special reference to classroom practice, school management and leadership and whole school development.

It is envisaged that each respondent describes his/her experiences of the above scenarios in his/her special, real and original way. This is very important for interpretation of this data to give a real, honest picture of the state of affairs in respect of school performance relative to in-service training of school-based educators.

Chapter Five

This chapter is concerned with the summary, recommendations and conclusion of the study. It deals with a summary of findings of as well as recommendations on how to better handle identification of in-service training needs of educators, staff development of educators (human resource development), quality-management of school activities, performance-management within a school in the classroom, in as far as school leadership and management is concerned and in a whole school development sense as defined here above.

Conclusion

This next chapter covers accurately the basic and fundamental features of what is to follow in this study. It lays the foundation to clearly describe the relationship between school performance and in-service training of school-based educators. The definitions are such that all data is interpreted in a proper context as outlined in available literature considering the descriptive nature of the unstructured research methods used in this study.

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2. CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews literature in order to throw light on key concepts about school performance relative to in-service training of school-based educators. This literature review is instrumental in offering understanding of in-service training, human resource development or staff development, quality management, performance management, total quality management, training-needs identification, school performance, classroom practice, school management and leadership; and whole school development. The definition of these concepts is very crucial in this chapter in order to decide what data needs to be collected and how to interpret the collected data.

Definition of these concepts becomes more important when one considers that teaching and learning is a multi-faceted combination of various processes consisting of leadership in and management of:

- resources such as time, people, finance, teaching and learning material, school property;
- learner- and staff- discipline, morale, job satisfaction, people's needs, desires, aspirations and interests, problems, challenges and conflicts, health, safety, security and wellness as well as performance;
- actual classroom teaching and learning of learners without and with disabilities, examinations and assessments, curriculum design and subject knowledge, co- and extra-curricular activities;
- relations with the community, staff, learners, parents, school management teams, school governing bodies, interest groups, teacher unions, suppliers and donors, other institutions, tertiary institutions, department of education and other government departments;
- government legislation, policies, rules, regulations, processes, procedures, projects and programmes;

- opportunities, threats, weaknesses, strengths, changes and innovations;
- Health and School Safety, HIV/AIDS, Sports and Cultural Activities; and
- school financial and procurement processes.

Further, these definitions become necessary in this study considering that capacity of educators to carry out these responsibilities has to be measured in order to decide whether in-service training is needed and what kind of in-service training is needed. Terms that define training measurement and training needs should therefore be taken care of when assessing in-service training needs of educators.

Arcaro (1995:142) takes this view further when he says that assessment of training is a comparison between a normative criterion (what should be) and the condition of the group or individual being audited (what is). The tendency is to assume that all is well until the facts show otherwise. Assessment of training should be comprehensive in scope and designed to recognize an organization's relationship to its environment. It also identifies the relationships that exist between the education district or the school and its parts. Achievement is compared to stated goals in a non-threatening, and non-blaming manner. Present conditions (what is) are compared with desirable criteria (what should be). Education professionals will do what is best for the system if the facts are sound.

Arcaro (1995: 64) further adds that if one expects people to change the way they do things, one must provide them with the tools necessary to change their work processes. In-service training provides people with the tools necessary to improve their work processes.

Stone (2005:337) says in this regard that the effectiveness of training is enhanced when training activities are preceded by comprehensive analysis. This demonstrates how in-service training contributes to the organization's strategic business objectives. Without information about what and how critical the needs are, in-service training efforts are likely to continue to be in vain. In-service training should be cost-effective as any other functional activity. In-service training is investment in the human capital of the organization. Accordingly, it is essential to measure the adequacy of the return of investment for in-service training activities. The return is

likely to be higher if a systematic approach to in-service training is taken rather than an *ad hoc* one. A systematic approach to in-service training consists of a three-step approach to training as follows:

- Assessment of training needs;
- Conducting of the training activity; and
- Evaluation of the training activity.

Stone (2005:327) confirms this view by saying that a well-trained, multi-skilled work force is essential for organizational survival. Many employees now look to the organization they work for to provide them with growth and learning opportunities to improve their employability. Virtually all descriptions of high-performance management emphasize in-service training. Ford Australia, for example, claims that worker training in its manufacturing plant halved absenteeism and dramatically reduced labour turnover. Similarly, it is claimed that Toyota's Technical Skills Academy is the cornerstone of its success.

Armstrong (2006:115) echoes this sentiment when he says that a continuous improvement strategy aims to improve the quality and reliability of products or services and their customer appeal, enhance operational systems, improve service levels and delivery reliability, and reduce costs and lead times.

Armstrong (2006:141) further confirms this point by stating that strategies for managing performance exist to develop a high-performance culture and achieve increased organizational effectiveness, better results for individuals and teams, and higher levels of skills, competence, commitment and motivation; and that managing performance is a continuing responsibility for managers and team leaders.

Armstrong (2006:114) concurs with this view when he asserts that quality management is concerned with all the activities required to ensure that products and services conform to the standards set by the organization and meet expectations of customers. Armstrong (2006:114) further states that these activities include steps taken to ensure that high quality is achieved (quality assurance) and the actions taken to check that defined quality standards are being

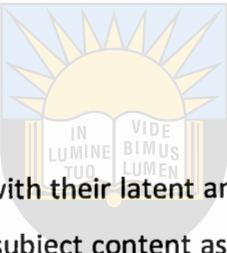
achieved and maintained (quality control). That is, the core values of the organization should give prominence to quality.

McKenna *et al* (2002:225) maintains that it is the task of every function and every employee to contribute to activities connected with improvements; and quality systems and a quality culture are essential prerequisites.

Heneman *et al* (1978:57) finally correctly states that whether or not an organization is successful depends largely on how effectively employees perform their jobs.

2.2 DEFINITION OF TERMS

2.2.1 IN-SERVICE TRAINING



Educators join the teaching profession with their latent and active talent; interests, wishes and enthusiasm; background knowledge of subject content as well as professional knowledge. This baseline knowledge and ability does not guarantee success of an educator in actual practice, hence the need for new educator induction and in-service training of new educators. In addition to this new educator induction and orientation, an ongoing training of serving educators becomes a must and these types of trainings are sometimes called refresher courses. These up-dating trainings are often and regularly offered by all leading professions like medicine. In professions there are always new approaches and innovations that need to be afforded serving professionals. This is true for education as well. The advent of Outcomes Based education in South Africa is one such example. The introduction of Outcomes Based Education is not to be introduced just as a curriculum issue. Many facets of introduction of new curriculum are at stake. Educators need to partially unlearn approaches they have successfully used for many years. They have to learn new tactics, techniques and approaches. The tendency is to continually fall back on the old methodologies. There is therefore no remedy to this scenario other than ongoing integrated in-service training of all educators whether there is new curriculum or not. This in-service training should be integrated in the sense of training the serving educator in all his pertinent roles being planning and lesson preparation, classroom setting and lesson delivery, learner and educator research strategies, assessment and

examination approaches, etc. The most important part of this training is training in skills and attitudes.

According to Heneman *et al* (1978:180) in-service training may be thought of as a planned process whose organizational purpose is to provide learning experiences that will enhance employee contribution to the goals of the organization. This definition agrees with the view already stated in the introduction when it cites the term “planned process” indicating that in-service training should be a series of predetermined, interrelated steps rather than a haphazard activity undertaken for uncertain purposes. These steps include training needs assessment, specifying training objectives, designing training content and techniques, evaluating the effectiveness of the training, and modifying the process, if necessary, for future application.

Armstrong (2006:135) fittingly asserts that training is the planned and systematic modification of behaviour through learning events, programmes and instruction that enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively and that training is designed to develop specific competences. Behaviours and attitudes are acquired and are therefore subject to training, grooming and nurturing. So training should target changing behaviours and inclinations for the better functioning and quality products in an organization.

Swanepoel *et al* (200: 495) correctly blends the interests of the employee with those of the organization by saying in-service training is job-related learning that is provided by employers for their employees and that the main aim is the improvement of employees’ skills, knowledge and attitudes so that they can perform their duties according to set standards.

McKenna (2002:6-7) adds an important dimension to this concept being that of employee development, career-pathing and progression when he asserts that in-service training ranges from simple on-the-job instruction to education and training courses offered by providers external to the organization. In-service training coupled with development, is apparent when organizations plan the progression of key employees through the company, in which case an attempt is made to reconcile organizational needs with individual career developments.

The significance of this educator development through in-service training is that it rewards the educators with knowledge and self-esteem while benefiting the organization.

McKenna *et al* (2002:222) concurs with this view when he says that in the 1960s training received a fillip with the establishment of Industrial Training Boards in the United Kingdom. The emphasis was on the acquisition of behavioural skills and what a training programme could achieve. This was referred to as systematic training and it put emphasis on off-the-job training. Quite simply a systematic approach would start with a definition of the in-service training-needs of employees, that is, the attitude, knowledge, skills and behaviour required by the employee in order to do the job adequately. Next the required training necessary to satisfy these needs is put in motion using suitable trainers, and finally there is an evaluation of the training undertaken in order to ensure it is effective.

Training in the context of in-service training should be informative, corrective, supportive, innovative, individual- and team-equipping, performance-oriented, ongoing and specific to the needs of trainees and the organization.

2.2.2 HUMAN RESOURCE DEVELOPMENT

In-service training of educators should be seen in general as development of human resources for a school. Every organization that has employees, has a responsibility to develop them on an ongoing basis for organizational improvement and employee development. A school needs capable, skilled, motivated and willing educators. Educators should, therefore, be trained according to the needs of the school as well as those of educators.

Stone (2005: 327) correctly captures this thinking when he says that Human Resource Development includes training and development, career planning and performance appraisal. Its focus is on the acquisition of the required attitudes, knowledge and skills to facilitate the achievement of employee career goals and organizational strategic objectives.

In-service training of educators on an ongoing basis in the relevant fields of expertise empowers them to be ready to deal with any situation successfully in their fields of responsibility.

2.2.3 Quality Management Systems

Every employer has a responsibility to measure the quality of work of his employees in order to effect corrective measures and ensure that service delivery meets and exceeds expectation. Poor quality of work of employees manifests itself in the products employees and the organization produce. Ongoing improvement comes as a result of regular management of quality without which there is no way quality standards can be maintained.

McKenna *et al* (2002:225) rightly asserts that quality management, and particularly approaches such as total quality management, elevates to a position of significant importance the process of improvements in organizational operations and output. The final judge of its effectiveness will be the customer in the market. Those responsible for quality improvements and total quality management will try to ensure that quality pervades all organizational activities.

Quality management should be geared at maintaining and improving every activity in an organization for the purpose of overall quality output.

A school, therefore, like any other organization, should include in its planning, quality management systems that are an integral part of its daily activities. Performance of all activities should be measured against set standards. Not everything that is done is up to standard unless it has passed quality measurement.

2.2.4 Performance Management

Educators are expected to be custodians of good performance of their schools through their daily activities. Educators therefore need to be holistically trained to carry out their duties in accordance with set standards. This should translate to good learner- and hence school-performance. Quality performance should always be attributed to contribution by educators of good values, commitment, diligence, morale, skill and capacity to the school system.

Carrel *et al* (1997) contributes positively to this thinking when he says that performance management as a total quality management programme emphasizes use of the management tools, including performance management tool to ensure achievement of performance goals.

who has social, emotional, and intellectual needs. Education is personalized according to individual learning styles, and students are afforded the opportunity to benefit from acting in a leadership role as well as meeting the challenge of working in a cooperative role. The best is expected from each student. Total Quality Management is not just for the best and the brightest. It works equally well with average students, students at risk for dropping out, and students with physical and mental challenges.

Arcaro (1995:142) says that when Total Quality Management fails, the lack of in-service training provided to individuals or groups who are expected to implement the concepts and procedures is usually the major contributing factor. Their people's skills have not been properly developed.

Quality that permeates school activities means observance of quality in everything the school stands for, be it classroom teaching and learning activities, supporting co- and extra-curricular activities, human relations, discipline and human respect, time and other resources, etc. Educators need therefore to be prepared by ongoing in-service training to accord themselves, others and the school quality service in order to produce quality products.

2.4 Training Needs Identification

Whilst training should always be part of an annual plan of a school, one would say it must always be part of a school development plan of a school. It should be strongly argued that all activities of a school should never be routine but developmental. The school's annual plan should be so developmental that it is hardly different from the school development plan. A school's annual plan should therefore be a result of observed discrepancy between what is expected and what takes place in practice in a school.

In this regard Stewart (1998:219) says that training needs are often identified at the appraisal as, when the individual takes stock of their performance an underlying cause for any problem might be realized to be a deficiency in certain knowledge or skills. The appraisal is a chance for all parties to give and receive feedback on what might need to be changed. The feedback aspect is very motivating for most people, even if there are complaints about parts of the standard of their work. It is more motivating to be reprovved occasionally than to be ignored.

Van Dyk (2001; 199) says that every individual experiences a need to work, to survive and to achieve. In view of the circumstances in which humans find themselves today due to explosion of knowledge as well as the ever-increasing scarcity of work, workers inherently feel that they have to keep abreast of events around them, live up to the demands imposed upon them, and perform the job to the best of their ability. Since most people's waking hours are spent at their jobs, it is important that they must be happy in the job and with their achievements at work. They must experience personal growth and fulfilment of their various needs within the work situation. Usually workers are not adequately equipped to fulfil all the demands of a job. Invariably one experiences a need for further training and development in one or another area of one's job. There is therefore a need for training or further training to ensure successful job performance and there is a need for personal growth.

Coleman *et al* (2005:234) correctly captures this point very well by saying that training-needs identification, the measurable discrepancy between a present state of affairs and a desired state of affairs, is the first and pivotal issue of staff development management. It is therefore important to identify individuals' needs along with those of the school and the education system in which the individual works. Coleman *et al* (2005: 234) add that appraisal and performance reviews can be helpful and that effective performance management arrangements provide schools with a route to better reconciliation between the individual's and the school's needs and priorities for development. They allow individual, departmental or section and whole school developmental needs to be identified and they enable individuals to see how their own development fits into, benefits from, and contributes to the wider school or departmental developmental agenda.

According to Coleman *et al* (2005:236) teachers need a framework for staff development management on three priority areas, namely:

- Individually focused: These activities should focus on a teacher's own needs and be identified by individual teacher as supporting their professional development and/or career objectives. Appropriate Continuing Professional Development or staff development management activities might include attending courses, mentoring,

developing a new teaching activity, exchanging ideas and good practice with colleagues and exchange visits.

- School focused: These activities should primarily be targeted at the requirements of the school that currently employs the teacher. The Continuing Professional Development or staff development management requirements would be identified from school development plan and relevant activities should largely be undertaken during non-pupil contact days, with any additional identified school focused activities financed from school budgets.
- National and local focused: These Continuing Professional Development or staff development management activities would meet the demands of national and local initiatives. They could involve activities organized on a cross-school basis such as cluster meetings or around a national priority.

Van Dyk *et al* (2002:175) state that a situational analysis is conducted to assess the unique requirements of a situation when there is a perception that everything is not as it should be. It entails an examination of those aspects that may have a bearing on the situation as well as those aspects that may have a bearing on the situation as well as those aspects that may have a bearing on the design of the training programme. The perception that everything is not as it should be can be based on any of the following indicators:

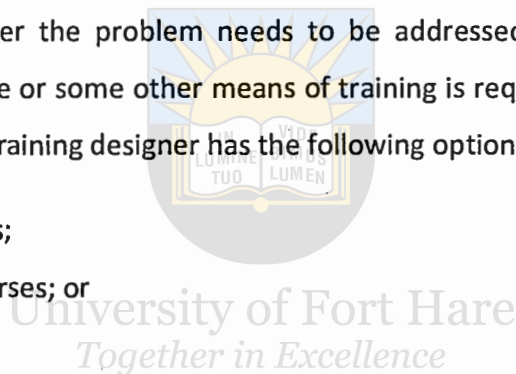
- Low morale and unhappiness among the workforce;
- Target dates not being met;
- Labour turnover;
- Unsatisfactory results of existing courses;
- Absenteeism;
- Standards not being achieved;
- Low productivity; and
- High occurrence of accidents.

Clearly not all of the above problems can be attributed to inadequate training. However, such problems need to be examined in order to determine whether training is necessary or not.

Van Dyk *et al* (2001:175) further differentiates between three types of problems: first, managerial problems, that is, problems related to communication, objectives, planning, organization, coordination, and control; second, system problems, that is, problems caused by inadequate internal structures, influences from outside the organization, policy, procedures and regulations, inadequate resources; and third, job performance problems, such as problems caused by people not being prepared to or not capable of. These problems can have a variety of causes, for example technical, systems, people-related, such as a lack of skills or knowledge.

Van Dyk (2001:176) further adds that after assessing the type of problem, the designer of training must decide whether the problem needs to be addressed by training or not, and whether a formal programme or some other means of training is required. Should the decision be in favour of training, the training designer has the following options to consider:

- Using existing courses;
- Adapting existing courses; or
- Design a new course.



According to Van Dyk *et al* (2001:178) every enterprise, irrespective of structure, has certain needs that must be satisfied to ensure that the enterprise is economically viable and continues to grow. An enterprise is in constant interaction with the external environment and, if it wants to be effective and competitive, it needs to be deeply concerned with events in the external environment. It needs therefore to stay abreast of new production methods, changing consumer patterns and values, and needs in the labour market. These factors represent only one facet of an enterprise's need for training. It also has internal needs for training, many of which can easily be identified by looking at the quality and quantity of its output variables. Other internal needs, however, are not so obvious, for instance employees' personal needs for job satisfaction, growth and development. For training to be effective it is therefore necessary to discern the training needs not only of the individual and the group but how their needs fit the overall objectives of the enterprise.

Critten (1994:42) says that the underlying principle is that before any training is carried out there should be a clear specification of the nature of the training need. This is determined by the gap between the knowledge and skills considered necessary for satisfactory performance in a given job and the knowledge and skills currently possessed by the job incumbent. A lot of work is done in industry breaking down tasks into series of activities and against each activity specifying knowledge, skill and often the appropriate attitude that is needed. This is known as job specification. The first step in the process is to assess each person against the job specification. The resulting gaps are then identified as training needs and become basis for a training plan in which separate objectives were set for training to be carried out either off-job or on-the-job. The next stage is to implement the plan and finally to evaluate the results of training against the original needs identified. This has implications for evaluation because without a clear standard there is nothing against which training could be measured other than to say it had taken place.

Van Dyk (2001:200) says that the gathering of accurate and relevant data is a prerequisite for the identification of learning needs. The sources of data should be as specific as possible. For training, it must be people actually doing the job. The sources should be those reflecting performance on the job. Van Dyk (2001:202) adds that once collected, the information has to be listed and the training needs have to be determined. The next step is to analyze the list needs obtained from the needs assessment in order to ensure that needs relate to the job performance requirements. Further, the list should be categorized and items that are related should be grouped together. If there are variations due to individual differences, these should be noted and the analysis should indicate which individuals have specific needs. When all the training needs have been identified and scientifically organized, their correctness has to be monitored by means of evaluation and feedback. This is best done by using the supervisors involved as well as those who were involved in the initial determination of needs. The list of needs should be circulated to those concerned to get their comments.

Dalin (1998:156) differentiates between five needs of the schools and the individuals for in-service training as follows:

- Staff-group development, the goal of which is to give the entire school staff practical skills;
- Teacher development, the goal of which is to give the individual teacher practical skills e.g. classroom teaching skills for newly appointed teachers;
- Formal qualifications (career development), the goal of which is to give the individual teacher the potential for promotion e.g. head teacher training;
- Professional development; the goal of which is to provide increased academic insight e.g. by means of more theoretically-oriented university courses; and
- Personal development, the goal of which is to provide the teacher with programmes that will result in personal growth.

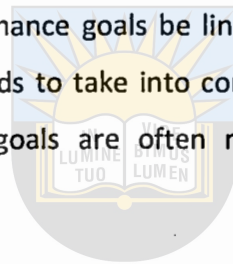
2.5 School Performance

School performance includes all facets of school life and beyond in that for a person whether parent, educator or learner, to perform optimally there should be a measure of readiness one brings along when one comes to school. Each educator needs to be ready for every role and responsibility in order to perform at one's peak capacity first and foremost. Secondly one's capacity needs to be enhanced to match and exceed expectation in one's roles. In both cases, one needs to be trained. Some people are not self-starters by the time they start their careers as educators and need to be trained to be self-starters. For a school to perform well, people in the school have to perform well.

Ward (2004:96) states that Results-Based Intervention for School Efficacy (RISE) believe that if schools train, support, develop, and retain teachers to the best of their ability, and hold them to the highest standard for student achievement, schools will be successful. Ward (2004: 93) adds that the Results-Based Intervention for School Efficacy case study was initially conceived as a response to the complex needs of low-performing schools in California. This project provides the support infrastructure for short term crisis management and long term capacity building in public schools and school districts in turmoil. The partnerships and services of universities, foundations, businesses, and private entities are also used to support schools in crisis. Many of the effective leadership strategies and reform practices utilized in the project are effective in

helping schools and districts improve the overall achievement of their students, teaching staff, and operational practices. The project believes that a school's staff must provide staff with the freedom, training, and motivation to make informed decisions as capable employees who are then held accountable for the results of their work.

Van Dyk (2001:207) states that all training is aimed at improving performance whether it involves teaching employees knowledge they do not currently have, skills they have yet to master, or motivating them to change their attitudes. Performance goals based on a proper analysis of needs will provide a clear direction needed for training. However, if they are to be meaningful it is necessary that performance goals be linked to organizational goals. Van Dyk (2001:208) further states that this needs to take into consideration what the expectations of the clients are since organizational goals are often related to, or are affected by, the expectations of the enterprise's clients.



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2.5.1 Classroom Practice

Every educator is expected to teach, prompt learners learn, and ensure that each classroom encounter is a successful one. This is the first and major responsibility and role of an educator. Classroom teaching consists of teaching and letting learners learn values and gain useful insight that will make them good and productive citizens. This is a process of arming and equipping the young minds to be able to face any eventuality in life. Examinations are a type and image of a practice-run eventuality that must be overcome by these learners in order to guarantee success in and meaningful contribution to life.

Arcaro (1995:87) lays down the fundamental principles of classroom practice by saying that tools and techniques are methods through which the philosophy of Total Quality Management/Developmental System for Education comes alive. The philosophy takes root first in the mind and heart of the individual teacher and then spreads to students. It blooms through the activities of the classroom. Creating a classroom that genuinely is a quality classroom requires both philosophy and the tools and techniques. Students as well as teachers use Total Quality Management/Developmental System for Education tools and techniques in the Total Quality Management/Developmental System for Education classroom. Training is essential, first

for the teacher and then for students. Once the teacher is trained and committed to implementing Total Quality Management/Developmental System for Education in the classroom. Training in and acceptance of quality as a norm in the classroom occurs slowly.

Ward (2004:12) details the component parts of classroom practice and states that professional development activities can include: Training on a Key Results Classroom Quality Indicator Matrix that provides staff and school leaders with an assessment matrix for classroom visitations based on promising practices, including effective lesson delivery, writing assessments, a student-centred environment, quality lesson plans, available instructional materials, test preparation, safety nets, protection of instruction, and attendance.

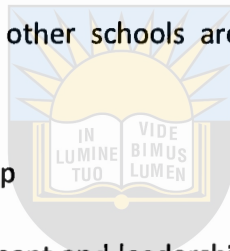
Ward (2004:1-2) breaks down this notion and states that to create a new culture of change, school principals and teacher-leaders must focus on an overall organizational transformation that include visualizing school-wide and classroom goals that support the goals of a school site and district to generate key results and offering staff development training that support these results.

Dalin (1998:157) cites a practical scenario in saying that the following ideas that have been suggested in Britain:

- A large lower secondary school plans its classroom teaching in such a way that, for one week out of the year, the entire staff can work together with the entire staff of the educational centre in order to prepare material for the next year's teaching
- Two colleagues agree to sit in on each other's classes for a whole semester, and exchange observations after each classroom visitation;
- A teacher's college offers all the local comprehensive schools in the area courses in methodology for a month. Colleagues from each school (four at a time) participate, so that most of teachers at a given school will have undergone the same course when the course month is over;

- Two course consultants in a multiplicity offer a methodology course. For one class hour they work with teachers in their classes and follow that up with a two-hour course in the afternoon;
- A lower secondary school arranges a teach-in on the school's situation, inviting guest lecturers, getting parents, teachers and pupils involved, and carrying on from Friday morning to Saturday afternoon.

Dalin (1998:157) adds that in-service training does not just mean traditional courses, that in many countries sabbatical arrangements, job exchanges, teacher research, school improvement courses and visitation programmes at other schools are all natural elements of in-service training.



2.5.2 School Management and Leadership

Every educator in a school has management and leadership responsibilities and roles. A school principal manages and leads in a school in concert with the school management team comprising of heads of divisions. The school principal is also an *ex-officio* member and resource provider of the school governing body through whom he/she manages relations with parents. The school principal manages the school's cooperation with the department of education, donors, labour unions and other interest groups. Each head of division leads and manages his/her division that is made up of various educators. In turn each class teacher manages and leads his/her class group. Each one of these educators manages and leads the class group one teaches. This management and leadership consist of managing and leading people, processes and programmes in each case. In each case there are resources, cultures, behaviours, beliefs and aspirations to be managed as well.

In this regard Hargreaves *et al* (1994:135-136) says that leadership training should include the creation of a collaborative culture, the change process, instructional and transformational leadership, understanding and motivating staff members, instructional strategies and classroom management.

Ward (2004:97) on the other hand states that low-performing, hard-to-staff schools need trained principals with follow-up support coaching in the essential elements of instructional leadership. Ward (2004:98) adds that management and leadership training topics include, but are not limited to:

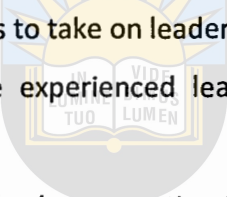
- Instructional leadership and management strategies to use instructional technology to improve pupil performance;
- Reading processes, including phonetic knowledge, articulation, phonology, orthography, morphology, comprehension, active participation, and language development strategies;
- Results-based classroom visitations;
- Language learner compliance and quality instruction;
- Special education preventive strategies that work;
- Parents and the school community as partners;
- Core academic standards;
- Alignment of frameworks and instructional materials to support the state academic standards;
- Assessment instruments, data, and school management technology to improve pupil performance; and
- School finance, facility, and personnel management.

According to Ward (2004:99) teachers can be trained with research-based strategies. Specialists and district trainers can be used to deliver professional development in addition to teaching and classroom support or coaching duties. Ward (2004:99) adds that professional development time can include:

- Summer new-teacher preparation institutes with weeks of on-site training done by senior staff;

- Bimonthly new-teacher training with professional reading circles and strategy training; bimonthly grade-level collaboration;
- Monthly ongoing staff management with core teachers sent to training and in-services; and
- Professional development days during which teachers learn how to plan and analyze assessments.

According to Coleman *et al* (2005:23) training and development for leadership can be classified as follows:

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- Emergent: When a teacher begins to take on leadership responsibility;
 - Established: For those who are experienced leaders but do not intend to pursue headship;
 - Entry to Headship: Including teacher's preparation for and induction into a senior post in a school;
 - Advanced: The stage at which leaders look to widen their experience, refresh themselves and update skills; and
 - Consultant: When an able and experienced leader is ready to take on training, mentoring or coaching.

Van Dyk (2001:141) expresses the purpose of training educators for leadership when he says that leaders are people who are able to express themselves fully. They know who they are, what their strengths and weaknesses are, and how fully to deploy their strengths and compensate for their weaknesses. They know how to achieve their goals. The key, therefore, to full self-expression is understanding oneself and the world, and the key to understand is learning, not only from one's own life but also from experience. It is important therefore to let the self emerge. It is a situation where the individual takes the responsibility for the leadership role. The individual has to take responsibility for leadership. Learning in a learning organization is where leadership and sustaining change become two sides of the same coin. Leadership development allows learning organizations to possess optimism, faith, and hope which is the

inspiration and initiative of individual persons that move the world along. It is important to understand that a person is first an individual leader and then only becomes an elected or institutional leader.

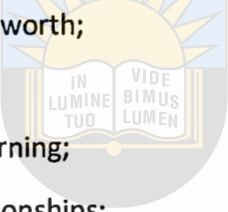
Van Dyk (2001:142) introduces the concept of self-leadership that means independence and suggests purposeful leadership of self towards personal standards of behaviour and performance. It gives confidence in the self and strong self-efficacy. Strong self-efficacy leads to innovation and high performance. Individual leadership roles and skills that enable and empower individual leaders to accommodate change and transformation need to be developed.

Dalin (1998:167) says that the objective for school leadership training must be to give the head teacher the capacity to liberate resources in his organization. Dalin (1998:167) mentions the following in this regard:

- The theoretical Foundation: This relates to the fact that management training should rest on six relevant theories, namely educational theory, policy theory, organizational theory, curriculum theory, management theory, and the theory of change;
- Structure and sequencing: The traditional model, with early external management training and subsequent team development, followed by organizational development, is but one possible structure.
- Responsibility for training: Universities can play a very an important role in effective management development, because more fundamental perspectives on management and society, based on relevant research, can have great significance. Universities must see their role as one of providing alternative perspectives that can form the basis for reappraisal of practices. On the other hand, it is quite clear that practical management tools have to be mastered;
- The learning process: developing new attitudes and skills later in life is no easy matter. Management development must involve the manager in the testing of new behaviour over a long period of time;

- Safety net: Any bona fide management development programme should have enough capacity to follow up each leader at his or her workplace. It is important to have conversation partners and people who can provide frank and specific feedback. This must be done by professional, qualified personnel.

Van Dyk (2001:139) purposively approaches this idea and states that it is important to empower the individual and to guide an overall leadership development process that will be worthwhile experience. To develop effective leadership resulting in a worthwhile individual learning process, it is necessary to:

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- Improve self-knowledge and self-worth;
 - Reshape mindsets;
 - Undergo experience in action learning;
 - Improve abilities, skills, and relationships;
 - Observe models of leadership;
 - Participate in the changing direction and the new culture of business;
 - Focus globally; and
 - Link up to people relevant to your work (networking)

Van Dyk (2001:139) further states that it is important for leaders to treat employees as mature and capable workers and learn and provide freedom that encourages enthusiasm and creativity. In the structure of a learning organization employees must be involved in the development of strategies. It will provide them with the opportunity to take responsibility and to develop individual leadership skills.

Coleman (2005:14-15) states that leadership styles are defined in terms of influence: who is exerting it; what it exerted for and what its outcomes are:

- Instructional leadership which assumes that the key focus for leaders in education is the learning of their students, so the influence of leaders would tend to be based in their

expert knowledge and intended to improve the effectiveness of teachers in the classroom;

- Transformational leadership (often contrasted with transactional leadership) which relates strongly to building the capacity of members of the organization. Leadership of this type might be exercised by people other than the formal leader, and the outcomes would be greater capacity and continuing improvement;
- Moral leadership which stresses the importance of values in leadership and aims for morally justified actions and democratic schools;
- Participative leadership which focuses on the sharing of decision-making within the educational institution, thus leadership is distributed amongst the group and the organization becomes more democratic;
- Managerial leadership which may also be called transactional, technical or organizational leadership. Leadership is formal, the aim is for efficient achievement of goals; and
- Contingent leadership which stresses the variation in response of leaders to different leadership situations with the aim of increasing capacity of the organization to respond productively to demands for change.

Coleman (2005:23-24) further states that in a wide-ranging international review of training for leadership in many countries certain trends were identified that were common, namely that:

- Leadership is not confined to the principal in a school;
- The development of more integration of leadership programmes across careers;
- The use of many types of learning including virtual learning environments;
- Development programmes for teams;
- Using experienced principals as trainers;
- Recognizing that schools are learning organizations; and
- The need for leadership centres.

Coleman (2005:89) says that the education profession contributes to the governance of education as a community of experts which, within limits, is able to regulate itself and exercise its own interior authority, as custodians of expert knowledge and accumulated experience oriented to a sense of professional duty and ethical principles. To a point education professionals are able, therefore, to exercise professional accountability, i.e. accountability to the profession's own community and standards.

Coleman (2005:89) further states that at the same time, teachers and school leaders are embedded in the governance arrangements that characterize schools, colleges and education systems. The profession, therefore, has multiple accountabilities, to:

- Hierarchies in which it is embedded, which require it to follow mandated curricula for example;
- The market, in so far as educational institutions are required to compete against each other for survival;
- Networks, where educational institutions collaborate amongst themselves and with other agencies;
- Interior authority, as a professional exercising his or her own informed judgment;
- Communal ties, to the profession as a community, or to the traditions and values of a community sponsoring an educational institution; and
- Democratic values and democratically expressed views and preferences, where educators themselves as democratic professionals, responsive to clients as part of their professionalism.

Every educator should therefore be leadership in-training in general terms as well as for specific responsibilities and roles from the beginning of their careers until they mature to the extent of training other educators in their schools as well as other schools where need arises.

2.5.3 Whole School Evaluation

Educators are the people who shape the state of affairs in a school as they are the ones who are in the school on a daily basis. They see that the school starts every day, that learners and educators come regularly to school, that there are teaching and learning support resources in a school, that there are procedures and programmes in a school, that there are policies and rules, that there is support from the education department and parents, that good relations between them and other schools, the community, donors, labour unions and other interest groups, that health and safety standards are adhered to, that there is progress in the school and that the school enjoys a place in the extra-mural and co-curricular activities. This is just to mention some of the happenings in a school that depends on educators for sustaining on a daily basis.

According to Van Dyk (2001:175) a situational analysis is conducted to assess the unique requirements of a situation when there is a perception that everything is not as it should be. It entails an examination of those aspects that may have a bearing on the situation as well as those aspects that may have on the design of the training programme. The perception that everything is not as it should be can be based on any of the following indicators:

- Low morale and unhappiness among the workforce;
- Target dates not being met;
- Labour turnover;
- Unsatisfactory results of existing courses;
- Absenteeism;
- Standards not being achieved;
- Low productivity; and
- High occurrence of accidents.

Clearly not all of the above problems can be attributed to inadequate training. However, such problems need to be examined in order to determine whether training is necessary or not. The difference between three types of problems is as follows:

- first, management problems, that is, problems related to communication, objectives, planning, organization, coordination, and control;

- second, systems problems, that is, problems caused by inadequate internal structures, influences from the outside the organization, policy, procedures and regulations, inadequate resources; and
- third, job performance problems, such as problems caused by people 'not being prepared to' or 'not capable of'. The problems can have a variety of causes, for example technical, systems, or people-related, such as a lack of skills or knowledge.

Van Dyk (2001:176) adds that it is highly unlikely that a training designer would operate in an organization in which there were no constraints. Van Dyk (2001:178) further states that every organization, irrespective of its structure, has certain needs that must be satisfied to ensure that the organization is economically viable and continues to grow. An organization is in constant interaction with the external environment and, if it wants to be effective and competitive, it needs to be deeply concerned with events in the external environment. It needs therefore to stay abreast of new operation methods, changing consumer patterns and values, and needs in the labour market. These factors represent only one facet of an enterprise's need for training. It also has internal needs for training, many of which can easily be identified by looking at the quality and quantity of its output variables. Other internal needs, however, are not so obvious, for instance employee's personal needs for job satisfaction, growth and development. For training to be effective it is therefore necessary to discern the training needs not only of the individual and the group but how their needs fit the overall objectives of the organization.

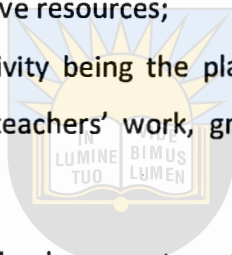
The school principal sets the scene in a school in far as aligning the school with legislation, organizational development, management style and school climate, organization of classroom teaching, the use of information technology, evaluation of classroom teaching, counselling, and meeting management. Dalin (1998:157) expatiates on this view as he says the following as a programme to provide the head teacher with the competence to act and make decisions on his or her own within legal boundaries:

- School and law, the goal of which is to provide information and reduce uncertainty surrounding the legal foundation, as well as to analyze the relationships (or lack thereof) between the legal foundation and the educational goals;
- Organizational development, the goal of which is to provide information about organizational development as a strategy for meeting both individual needs and organizational goals;
- Management style and school climate, of which the relationship between management styles and school climate is discussed and the goal of which is to develop a style of management that stimulates motivation and involvement;
- The organization of classroom teaching, programme that highlights opportunities for alternative organization of instruction and what that implies in terms of challenges to school management and instructional leadership, especially with respect to collaboration across subjects;
- The use of information technology, a programme that describes and analyzes the various uses of data technology for the school administration;
- Evaluation of classroom teaching, a programme that discusses the complicated task of the head teacher, who is between a rock and a hard place when evaluating the quality of classroom teaching. The importance of common standards and commonly accepted evaluation processes is emphasized;
- Counselling, the goal of which is to further develop the manager's skills as a leader of the faculty. This is done by means of practical examples and role play;
- Meeting management where managers receive practical training in the planning and the management of meetings, in conflict resolution in groups, etc. The goal is a collaborative management style that breaks with the traditional hierarchy

The school principal is also an organizational planner, staff developer, programme developer, school's productivity evaluator.

Dalin (1998:160) calls these four proficiency areas for the head teacher competence as follows:

- Organizational planning, the area that requires skills setting goals for the schools in consultation with all the parties involved, being able to manage and work effectively with groups and being able to evaluate staff work;
- Staff development, the area that requires skills in planning and developing effective in-service training programmes, in carrying out clinical supervision, in developing teams and in exercising quality control;
- Programme development, this area's task being to develop new teaching programmes (content, methods, organization, collaboration between teachers, etc.), and make better use of the school's collective resources;
- Evaluating the school's productivity being the planning and implementation of pupil evaluations, the evaluation of teachers' work, group effectiveness, and the school's overall productivity.



The school principal is also a visionary leader, a systematic thinker and actor, an information systems controller, a continuous development minder, and a staff developer.

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Dalin (1998:162) refers to these competences when he says that head teacher management competence programme includes:

- Visionary leadership: A vision that stresses the creation of the conditions for success for all pupils, the development of school work culture, getting teachers involved in a creative development process, and creating an attitude of quality being everyone's responsibility;
- Strategic planning: The head teacher's visions are shared by the teachers and developed through a consensus process. The teachers work in study groups and a lot of preparation goes into the development of new plans;
- Systematic thought and action: There is a widespread norm which requires that no one work alone but together with others. An integration of students receiving remedial instruction happens frequently, interdisciplinary studies are developed, and partnerships, both internal and between schools and local community, are usual;

- Information systems: Questions about how the development is progressing, creates a need for exact knowledge about what the development work entails. Of major importance to schools are such things as more relevant and improved data on pupils;
- Continuous development: Giving teachers greater responsibility (empowerment) is a major aspect of a head teacher's job. Approximately one-third of the teachers feel this way. There are pilot projects underway in most schools, but few of them have been developed to apply to the schools as a whole;
- Staff development: This is the most important strategy. A number of workshops, train-the-trainer seminars, school visits and cooperative training are set in motion.

Hargreaves *et al* (1994:135) endorses the notion that each educator in a school has a multiplicity of explicit and implicit responsibilities when he says that when an increase in teacher involvement in whole-school evaluation, the incorporation of conflict resolution, team-building, decision-making and problem-solving skills are highlighted as vital components of training, just as are understanding of school culture and people's reaction to change.

2.6 Conclusion

The sum total of this view is that for a school to function optimally, the school principal should be made aware of his roles that go with his position as leader and manager of the school, who accounts to the education department, parents, school community, friends of the school, labour unions, prospective parents, donors, tertiary institutions, the job market and all interested parties in addition to his staff and School Governing Body mentoring and coaching responsibilities. The school principal should not be left to his or her own resources to go about executing this mammoth task. A system of monitoring that the school principal is doing exactly and more than what is expected should be in place. This system should consist of concerted performance management and appraisal, in-service training, re-training. A total quality programme should be at the forefront of this in-service training to obviate a situation where the school principal's training becomes unbalanced, stresses certain priorities to the exclusion of others and leaves the school principal stronger in areas where he /she is talented at the expense of overall management and leadership of everything that has to do with the school.

The school principal should also be well-trained to deliver the teaching and learning classroom practice in an excellent manner. A school principal remains a leader and manager in the extra-mural and co-curricular arena. He/she should be coached, mentored and trained in these roles.

Other educators in a school should follow the good example of the principal every way because their respective arenas they are managers and leaders. These educators need to be without fault when it comes to knowledge of the subject matter and its delivery to the learners; class management, motivation, moral and psychological support, discipline, recognition and rewarding good behaviour and achievement, knowledge of the needs and aspirations of learners, vocational and career guidance. These educators are also advisors of the school principal about all school issues including local circumstances of the school and the standing in the community. These educators are champions of extra-mural and co-curricular activities. The education system should see that these educators are assisted to be ready and to carry out the responsibilities they are charged with. The same processes of performance management and appraisal; mentoring and coaching that apply the school principal apply to these educators.

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The school principal does not lead and manage a school alone. He/she leads and manages a school with the school management team made up of senior educators who employed to carry out specific responsibilities. Members of the school management team in a school have a crucial role to play in heading up teams of educators in that school. These school management team members can do a wonderful job if they were to be carefully capacitated to do through thorough ongoing in-service training in all areas where the principal and other educators have been trained in addition to their specific roles.

Dalin (1998:162) summarizes the role of training of employees as programme areas where more is done with interdisciplinary programmes and authentic learning and where the local community is also involved in a more individualized organization based on continuous evaluation rather than the traditional class/yearly type of organization. Educators need to be trained to partner with together as educators, with labour unions, with departmental officials, other government departments, suppliers, interest groups like churches and the community to

further the cause of education of the children of the community together as a team, and assess and evaluate one another's contribution and progress.

Hargreaves *et al* (1994:65) says that school development requires specific professional skills, some related to the planning and management of change, and others determined by the substance of the strategies to be implemented. Schools need to review their training needs in their context and provide those responsible for supporting and servicing them with information on their requirements.

According to Gamage *et al* (2003:274) in-service training helps to improve the knowledge, understanding and skills, as well as, to improve interpersonal relations, group dynamics and changes in attitudes. Gamage *et al* (2003:274) further says that these can bring many benefits, both to the individuals themselves and the organization including following:

- Increased confidence, motivation and commitment of staff;
- Enhanced recognition, responsibility and the possibility of increased pay;
- Provide a feeling of personal satisfaction and achievement, with broader opportunities for career progression or advancement; and
- Help improve the quality and availability of staff.

Bennett *et al* (2003:132) says that while the head teacher and governors carry overall responsibility for school improvement, a subject teacher has responsibility for the subject curriculum and for establishing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy. Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Riches *et al* (1994: 97) says the idea of a person having a leadership role implies that leadership is a set of skills which can be learned and developed. Leadership is not about skills, rules or procedures but about the person and the quality of their relationships with others. Leadership training and support need therefore to focus upon the person and her relationship with others.

The next chapter deals with research methodology to be employed in this study. This research methodology is discussed under the following captions: research approach; data gathering techniques; namely questionnaire survey and interview; sampling; and analysis and reporting. The next chapter therefore outlines the steps taken in collecting and putting together the data that is the basis of this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter deals with research methods utilized in this study that include research approaches; data gathering techniques, namely questionnaire surveys and interviews; sampling of data to be collected; and analysis of collected data and reporting on collected data in this research study. This discussion of these research methods is a step by step description of the processes of planning to how data was collected, the actual collection, analysis of and reporting on the collected data in this study.

Suitable research methods of finding out the actual cause of poor performance in our schools need to be utilized, particularly for this type of research study where people are to be interrogated about their input in a school scenario. The phenomenon of may reflect the behaviour of educators as individuals and as teams. People that are in the schools, namely educators, should therefore be able to give an account of what is happening in school. This is the reason there is a need for a carefully crafted method to get relevant information about the state of in-service training in schools relative to school performance in each case. This body of information should be such that the correlation between state of in-service training in a school and school performance can be established, if any.

To elucidate this point Cohen *et al* (200:3) says that people have long been concerned to come to grips with their environment and to understand the nature of the phenomena it presents to their senses and that the means by which they set out to achieve these ends may be classified into three broad categories, namely experience, reasoning and research. Cohen (2000; 30) further states that these categories are not independent nor mutually exclusive of one another

but complementary and overlapping features most readily in the evidence where solutions to complex modern problems are sought.

Cohen (200:3) correctly states that people are heavily dependent upon experience and authority to come to terms with the problems of day-to-day living and that experience and authority provide rich fertile sources of hypotheses and questions about the world although as tools for uncovering truth they have decided limitations of personal experience in the form of common-sense knowing. On the other hand reasoning consists of three types, namely deductive reasoning, inductive reasoning and inductive- deductive reasoning. Research, on the other hand, can be defined as the systematic, controlled, empirical; and critical investigation of hypothetical proposition about the presumed relations among natural phenomena. Research in being systematic and controlled, bases its operations on the inductive-deductive model and is empirical in that it turns to experience for validation.

Pollard *et al* (1997:62) states that the relationship between researchers and teachers has often been an uneasy one. Teachers have identified a number of reasons for this state of affairs. First, teachers claim that researchers do not seem to focus on the kinds of concerns which teachers actually have. Second, researchers appear to be rather distant: they come to do research about teachers and their classrooms, but without clearly explaining the purpose or the methods. Third, the results are often presented through complicated statistical procedures or are embedded in technical language.

According to Pollard (1997:62) a solution to this challenge would include researchers working alongside educators in a more collaborative way. Such solutions relate to the nature of research itself as research is characterized as being objective: reliable, valid, generalizable and credible.

Further, according to Pollard (1997:62) an alternative approach in dealing with this incompatibility of researchers with educators is to let educators become their own researchers if such research done by insiders like educators in their own classrooms would meet the criterion of objectivity. Such self-examination would should lead to an improvement in teaching judgments and help to have a more professional control over the self- development of

educators and others. Self-appraisal and professional awareness should provide the basis for a professional autonomy and educational quality.

3.2 RESEARCH APPROACHES

The various fields of study have various methods of collecting relevant information for their fields and purposes. Natural sciences, for example, are interested in comparing measured variables that can be mathematically calculated. This method is used by many fields of study that share the same purpose and possibility of manipulating variables at will. In the case of studying the behaviour of educators at school, isolating two variables at a time would lose out on the natural social interactions of educators with the many situations that make up a school. A research method should therefore be chosen from various methods and combinations of methods in accordance with the type of information that is needed.

Cohen (2000: 5), for example, identifies two views of social science that strikingly represent different ways of looking at social reality that are constructed on correspondingly different ways of interpreting it being explicit and implicit assumptions. Cohen (2000:5-7) further identifies four sets of such assumptions as follows:

- Assumptions of an entomological kind which concern the very nature or essence of the social phenomena being investigated, enquiring whether social reality is external to individuals, imposing itself on their consciousness from without or is the product of individual consciousness, a reality of an objective nature, the result of individual cognition, given there in the world or is it created by one's own mind.
- Assumptions of epistemological kind, concerning the very basis of knowledge, its nature and forms, how it can be acquired and how it can be communicated to other human beings. This concerns whether it is possible to identify and communicate the nature of knowledge as being hard, real and capable of being communicated in a tangible form, or whether knowledge is of a softer, more subjective, spiritual or even transcendental kind, based on experience and insight of unique and essentially personal nature. The epistemological assumptions in these instances determine extreme positions on the

issues of whether knowledge is something which can be acquired on the one hand or is something which has to be personally experienced on the other.

- Assumptions concerning human nature and, in particular, the relationship between human beings and their environment. Since the human being is both its subject and object of study, the consequences for social science of assumptions of this kind are indeed far-reaching. Two images of human beings emerge from such assumptions, the one portrays them as responding mechanically to their environment; other, as initiators of their own actions.
- The contrasting epistemologies, epistemologies and models of human beings will in turn demand different research methods. The investigators adopting an objectivist (or positivist) approach to the social world and who treat it like the world of natural phenomena as being hard, real, and external to the individual will choose from a range of traditional options, surveys, experiments, and the like. Others favouring the more subjectivist (or anti-positivist) approach and who view the social world as being of a much softer, personal and humanly created kind will select from a comparable range of recent and emerging techniques, accounts, participant observation and personal constructs, for example. Where one subscribes to the view which treats the social world like the natural world, as if it were a hard, external and objective reality, then scientific investigation will be directed at analyzing the relationships and regularities between factors in that world. It will be predominantly quantitative. The principal concern is with an understanding of the way in which the individual creates, modifies and interprets the world in which he or she finds himself or herself. The approach now takes on a qualitative as well as a quantitative aspect.

Quantitative research methods are more structured and work on the system of variables given to situation that can be manipulated by, for instance, keeping one variable constant while the other variable is being varied. Such situation are hard to use to explain social phenomena where the researcher has to study the situation as it manifests and as honestly as possible without with the social realities of cause and effect. On the other hand, qualitative research methods are unstructured and allow for studying social environment as it presents itself.

Ary (2006:449) on the other hand is of the view that the quantitative approach to the study of social and behavioural phenomena holds that the aim and methods of the social sciences are, at least in principle, the same as the aim and methods of natural sciences or physical sciences. Quantitative research strives for testable and confirmable theories that explain phenomena by showing how they are derived from theoretical assumptions. It seeks scientific explanation that includes the discovery of laws governing not only the behaviour of the physical world but also human behaviour,

Ary *et al* (2006:449) further states that qualitative inquiry begins from a different assumption, namely, that the subject matter of the social or human sciences differs fundamentally from the subject matter of physical science or natural sciences and therefore requires a different goal for inquiry and a different set of methods for investigation. Qualitative inquirers argue that human behaviour is always bound to the context in which it occurs, that social reality cannot be reduced to variables in the same manner as physical reality, and that what is most important in the social disciplines is understanding and portraying the meaning that is construed by participants involved in particular social settings or events.

It is rewarding to look at the four main research approaches by Pollard (1997:63) as follows:

- **Positivistic Approach:** A Classical Scientific model which has traditionally laid great emphasis on quantitative data, for instance, by classifying and measuring behaviour;
- **Macro-sociological Approach:** An approach that is offered by some sociologists and which focuses on structural features of society. Such features are also examined in relationship to their historical, economic, cultural and political contexts. Forms of comparative education could be associated with this;
- **Phenomenological Approach:** An Interpretive Research, which emphasizes the qualitative aspects of each situation being researched, for instance, by analyzing people's perceptions;
- **Action Research:** An approach that has been developed by curriculum specialists working alongside educators. This action research is concerned with self-evaluation and the direct improvement of classroom practice.

Cohen (2000:21) correctly describes an alternative to positivist approaches, namely naturalistic, qualitative, interpretive approaches of various hues that possess the following particular distinguishing features:

- People are deliberate and creative in their actions, they act intentionally and make meanings in and through their activities;
- People actively construct their social world, they are not cultural dopes or passive dolls of positivism ;
- Situations are fluid and changing rather than fixed and static; events and behaviour evolve over time and are richly affected by context, they are situated activities;
- Events and individuals are unique and largely non-generalizeable;
- A view that the social world should be studied in its natural state, without the intervention of, or manipulation by, the researcher;
- Fidelity to the phenomena being studied is fundamental;
- People interpret events, contexts and situations, and act on the bases of those events;
- There are multiple interpretations of, and perspectives on, events and situations;
- Reality is multi-layered and complex;
- Many events are not reducible to simplistic interpretation, hence thick descriptions, are essential rather than reductionism; and
- Researchers need to examine situations through the eyes of participants rather than the researcher.

Reeves (2002:111) has an interesting view that life is multivariate and not everything can be measured with a number that wise researchers look at quantitative data through a qualitative lens. The last part of this view adulterates the flexibility of qualitative research methods freedom of allowing social nature explain itself where researchers do not impose their hypotheses on the social scenes as it describes itself. Researchers are looking for information and should not by any means spoil the information presented by the social scene by coming with their subjective ideologies. Cohen (2001:21) describes in detail what social reality looks

like in a school type of social setting. This is a qualitative research method that this study is going to use.

This study chooses to use qualitative research methods that enable this research to pay attention to what educators do and say about the state of their in-service training that affects their effectiveness in their line of discharging their responsibilities. It is expected that new trends of thinking about this study may come up in the responses of educators that are participants of this research

3.3 DATA GATHERING TECHNIQUES

A study of a social phenomenon of this nature requires suitable techniques because educators are professional employees with varying levels of experience, outlooks on social life in general, various views about the status quo in their schools, the current education system and the new curriculum in particular, varying degrees of professional and academic training and varying beliefs in the value of research especial the benefits of speaking out one's mind for research purposes Some educators need to be assured of the value of the honest information they can offer for research purposes. One way of doing that is to take them through the research techniques so that they can buy into the research methodology and therefore in the results.

Pollard (1997:68) cites various ways in which educators can contribute to the body of knowledge concerning the state of their in-service training when he says that the most helpful data might be:

- Descriptive (rather than judgmental)
- Dispassionate (not based on supposition or prejudice)
- Discerning (so that they are forward-looking)
- Diagnostic (so that they lead into better action)

Pollard (1997:68) crystallizes his suggestions of how to get useful and credible information from research participants and respondents as he further states that the data should be as valid and reliable, but that technicalities should not blind us to some relatively simple underlying

processes in research, that essentially, these boil down to looking, listening and asking, though, of course, with unusual degree of care in selection and use.

3.3.1 QUESTIONNAIRE SURVEYS

Although a questionnaire survey seems to be simple and easy to prepare and administer; the researcher needs to keep in mind the aim of the study; the human element of the educators that are going to receive, examine, evaluate, make decisions about, and either respond or discard the questionnaire; and what body of information will come out of all the returned questionnaires. The questionnaire should therefore provoke the respondent to take cognizance of the study, answer questions objectively and honestly and expect a feedback. Respondents therefore should find the research stimulating, interesting, and worth answering honestly, credibly and objectively.

Pollard (1997:73) shows how this can be in-built in a questionnaire when he says that this form of data collection uses questions and statements to stimulate responses to set items. Questionnaires are usually given to the respondents to fill in (which, therefore, demands a certain level of reading and writing skill). This method can be used for collecting factual information as well as opinions. Hence it may provide data about what people do or think, and also why.

This idea of a questionnaire that encourages participants to respond to the questionnaire needs that the researcher takes into consideration the various formats. Pollard (1997:73) makes a follow-up on this notion that the questionnaire needs to uniquely appeal to the respondent, flexible for a wide variety of thinking when he further states that the format of a questionnaire can be closed (e.g. asking for general and discursive responses). Open forms of responses encourage relatively free answers which have the advantage of enabling the respondents to express their thoughts and priorities in their own way. However, it also makes greater demands on the respondents' writing abilities and poses the problem of how to categorize a wide range

of replies which such an item may well evoke. The answers may be required as written sentences, by ticking boxes, or by ringing a word/ number on a rating scale.

The structure of a questionnaire should consider the work that has to be done to get to the required picture when responses are received from participants. In this regard Cohen (2000:247-248) states that though there is a large range of types of questionnaires, there is a simple rule of thumb: the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be. Highly structured, closed questions are useful in that they can generate frequencies of response amenable to statistical treatment and analysis. They also enable comparisons to be made across groups in the sample. Indeed it would be almost impossible, as well as unnecessary, to try to process vast quantities of word-based data in a short time frame. If a site-specific case study is required, then qualitative, less structured, word-based and open-ended questionnaires may be more appropriate as they can capture the specificity of a particular situation. Where measurement is sought then a quantitative approach is required, where rich and personal data are sought, then a word-based qualitative approach might be more suitable.

Qualitative methods of research seek to give freedom to respondents to express their view of the case as naturally and according to their understanding as much as possible, giving their own honest opinion of the status quo so as to recreate the same state of affairs in words so to speak. As a result of this qualitative research methods requirement, an unstructured type of questionnaire is to be used in this study. Cohen (2000:248) says that there are several kinds of question and response modes in questionnaires, including, for example: dichotomous questions; multiple choice questions; rating scales; and open-ended questions. Cohen (2000:248) further states that closed questions prescribe the range of responses from which the respondent may choose. In general closed questions (dichotomous, multiple choice and rating scales) are quick to complete and straightforward to code (e.g. computer analysis), and do not discriminate unduly on the basis of how articulate the respondents are. On the other hand they do not enable respondents to add any remarks, qualifications and explanations to

the categories, and there is a risk that the categories might not be exhaustive and that there might be bias in them. According to Cohen (2000:248), open questions on the other hand, enable respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response. On the other hand responses are difficult to code and classify. The issue for researchers is one of fitness for purpose.

3.3.2 INTERVIEWS

In a study of this nature, magnitude and purpose, interviews need to be used to supplement questionnaires in introducing the research, stimulating responses, assessing possible bottlenecks in responding to the questions and remedial follow-up to close gaps in responses and in the picture that results from the responses.

Pollard (1997:72) discusses the various types of interviews to choose from when embarking on an interview research when he states that interviews are structured or semi-structured discussions which can be used understandings because of the possibility of immediate feedback and follow-up. However, because of the person-to-person situation, some people may feel threatened, by the interviewer or, if it is a group interview, by other participants. The success of this technique of data gathering rests heavily on the relationship established and on the way in which the event is conducted. Interviews can be used with varying degrees of formality and structure. The word interview is usually reserved for the more formal, more structured one-to-one situations. As the event becomes more informal and less structured, it may be more appropriately seen in terms of a conference or discussion.

Further, interviews serve different purposes according to the need of the research. In this regard Cohen (2000:268) says that the research interview may serve three purposes:

- First, it may be used as the principal means of gathering information having direct bearing on the research objectives;
- Second, it may be used to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships; and

- Third, an interview may be used in conjunction with other methods in research undertaking. It may be used to follow up unexpected results, for example, or to validate other methods or to go deeper into the motivations of respondents and their reasons for responding as they do.

A study of this nature and the purpose for which an interview is going to be used, an open-ended interview where participants are allowed to talk freely in order to encourage them to offer their points of view without fear of being sanctioned would be chosen and used. According to Cohen (2000:270) the following types of interviews may be identified:

- Standardized interviews;
- In-depth interviews;
- Ethnographic interviews;
- Elite interviews;
- Life history interviews;
- Focus groups;
- Semi-structured interviews;
- Group interviews;
- Structured interviews; explanatory interviews; informal conversation interviews
- Interview guide approaches
- Standardized open-ended interviews;
- Closed quantitative interviews



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Mention needs to be made of the researcher's level of knowledge about what is being researched so that participants may not be intimidated by the researcher's prior knowledge nor take advantage of lack of prior knowledge in the field. Cohen (2000:270) further states that the researcher may comprehend the range of these various types by setting the several types of interviews along a series of continua, arguing that interviews differ in the openness of their purpose, their degree of structure, the extent to which they are explanatory or hypothesis-testing, whether they seek description or interpretation, whether they are largely cognitive-focused or emotion-focused. A major difference lies in the degree of structure in the interview,

which, itself, reflects the purpose of the interview, for example, to generate numbers of respondents' feelings about a given issue or to indicate unique, alternative feelings about a particular matter. The structured interview is useful when the researcher is aware of what she does not know and therefore is in a position to frame questions that will supply the knowledge required, whereas the unstructured interview is useful when the researcher is not aware of what she does not know, and therefore, relies on the responses to tell her. The more one wishes to gain comparable data, across people, across sites, the more standardized and quantitative one's interview tends to become; the more one wishes to acquire unique, non-standardized, personalized information about how individuals view the world, the more one veers towards qualitative, open-ended, unstructured interviewing. Indeed this true not simply of interviews but of their counterpart, questionnaires.

Concerning the relative levels of knowledge and ease with which the researcher and the participants relate, Cohen (2000:270) states that standardization should refer to stimulus equivalent, i.e. that every respondent should understand the interview question in the same way, rather than replicating the exact wording, as some respondents might have difficulty with, or interpret very differently, and perhaps irrelevantly, particular questions. Explanatory interviews are designed to be essentially heuristic and seek to develop hypotheses rather than to collect facts and numbers. As these frequently cover emotionally loaded topics they require skill on the part of the interviewer to handle the interview situation, enabling respondents to talk freely and emotionally and to have candour, richness, depth, authenticity, and honesty about their experiences.

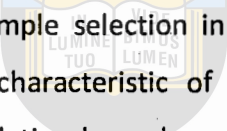
3.4 SAMPLING

When a researcher needs information about a certain environment he/she always wishes to get ideas and thinking from which to deduce and draw true conclusions about the situation at hand. This leads to a consideration of what can provide a full account of the environment, what can confirm the information, what can give a different account, and can all the various accounts be given and confirmed about the environment. This part of a research cycle is concerned

about unearthing all relevant versions and interpretations of the state of affairs in an environment.

Ary *et al* (2006:168) expressing the thought in technical terms states that the purpose of drawing a sample from a population is to obtain information concerning that population and that it is important that the individuals included in a sample constitute a representative cross section of individuals in the population in order to be able to generalize with reasonable confidence from the sample to the population.

Ary *et al* (2006:168-169) correctly differentiates between probability sampling and non-probability sampling as follows:

- 
- Probability sampling involves sample selection in which the elements are drawn by chance procedures. The main characteristic of probability sampling is that every member or element of the population has a known probability of being chosen in the sample; and
 - Non-probability sampling includes methods of selection in which elements are not chosen by chance procedures. Its success depends on the knowledge, expertise, and judgment of the researcher. Non-probability sampling is used when the application of probability sampling is not feasible. Its advantages are convenience and economy.

Ary (2006:169-173) further differentiates between:

- Simple Random Sampling: The basic characteristic of is that all members of the population have an equal and independent chance of being included in the random sample;
- Stratified Sampling: When the population consists of a number of subgroups, or strata that may differ in the characteristics being studied, it is often desirable to use this form of probability sampling called. In stratified sampling, one identifies the strata of interest and then randomly draws a specified number of objects from each stratum.

In studying in-service training in an education district with a view to finding a relationship between in-service training and learner performance, one would arrange schools in order of their performance. In picking a sample, one would choose sample members from the bottom, from the middle and from the top of schools with the same circumstances. This sample would be a stratified sample and a specified number of sample members would be randomly drawn from these three strata.

In the case of this research, one school has been selected from the lowest performing schools, another school has been selected from the middle of the performance stratum and one school has been chosen from the best performing schools in the Grahamstown education district. Out of the responses received ten responses from the lowest performing school will be randomly selected, ten responses will be randomly selected from those received from the middle school and ten responses will be randomly selected from those received from the top performing school. This sample will represent the population of educators in Grahamstown schools.

Pollard (1997:67) states that the basic strategy is to look for patterns, and for places where regularities and irregularities occur. In order to do this, the data have to be sorted using various sets of criteria. All patterns of frequencies, sequences and distributions of activity are likely to be of interest. In addition, it is also important to look for spaces and omissions, where something does not occur which might have been expected. Where examples of co-occurrence exist, they can be misinterpreted as implying a cause-effect relationship. Such judgments should be viewed with caution until further data reinforce the pattern.

3.5 ANALYSIS AND REPORTING

When responses are received from participants they represent raw material that needs to be processed into a useful product ready for the public to benefit from it. Schostak (2002:228) is of the opinion that there is a duplicitous relationship between representation and analysis, that some kind of faithful representation comes first to be followed by an analysis that is a precursor for theory building, making explanations and generating understandings, rendering the world literally frames analysis within the logic of the letter, the signifier, the symbolic.

Cohen *et al* (1994:339) asserts correctly that educational data are classified in multiple rather than two-dimensional formats.

Charles (1995:286) states that the general types of data that influence data analysis are qualitative data and quantitative data, that qualitative data are for the greater part verbal, whereas quantitative data are for the most part numerical, and that a certain amount of overlap exists between the two. Qualitative data usually involves matching data with research questions logically. In ethnographic studies, analysis involves identifying topics, categories, and patterns that ultimately lead to interpretations, from which conclusions are reached concerning the research questions asked.

A study of this nature calls for analysis of qualitative data by grouping responses according to their inclination on or endorsement of whether or not in-service training of educators can make a difference in their teaching lives and in the learning lives of learners. Educators should state categorically the current state of in-service training in their school and what in-service training they think is good and beneficial in their pursuit for better education in their school. This should enable the researcher to state his case about the need to train serving educators in specific fields for specific benefits to teaching and learning.

3.6 Conclusion

First, use will be made of questionnaire that covers all aspects of assessment of in-service training of school base educators, namely:

- In-service Training Needs identification;
- Human Resource Development;
- Quality Management Systems;
- Performance Management; and
- School Performance.

Second, use will also be made of interviews that introduce and explain some concepts about the research. There may be need of use of standardized interviews for follow-up purposes should there be gaps in responses.

Third, sampling will be random within a chosen school of about twenty educators to end up with ten responses for further consideration. Three schools have been selected at random from a total of twenty-one schools in the population of Grade 12 schools in the education district.

Fourth, analysis will be descriptive along the in-service training areas enumerated above. The description of responses will reveal whether educators have been trained, have not been trained or are not even aware of any possible training. This shows the credibility of responses in unstructured qualitative research methods as a technique. There will, of course, instances where it would be necessary to mention the number of educators who subscribe to a certain notion about an aspect of the state of in-service training.

As these three schools have been chosen to represent top achieving, middle achieving and lowest achieving schools in terms of Grade 12 examination results, responses should indicate whether poorly performing schools need more in-service training of educators than fairly well-performing and top-performing schools.

It is on the basis of these responses that this research will be able to prove, disprove the stated hypothesis or end up with a new hypothesis as it should be the case in unstructured qualitative research. Recommendations will also be based on the findings as reflected in these responses. It is intended that these findings will assist the Education Department in the Education District, the Provincial Education Department and even the National Education Department to deal effectively with dysfunctional schools in its midst.

The next chapter deals with presentation and interpretation of data under the following captions: profiles of school and educators of respondents; presentation of data and interpretation of collected data. This therefore draws a picture of what respondents experience their environment in as far as the relationship is between the state of their in-service training and performance of their schools.



CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF DATA

4.1 Introduction

This chapter is about presentation and interpretation of collected data by first outlining profiles of schools and educators that have taken part in this research study. The significance of these profiles is that schools serve communities at various levels and structures, for example there are high schools that offer grade 8 to grade 12 classes and combined schools that offer grade R to grade 12 classes.

The next phase of this chapter is the presentation of data under the following captions: in-service training-needs identification; staff-development (human resource development); quality management systems; performance management (self-, peer-, and other evaluation and follow up); and school performance (success rate in all school activities and remediation), namely classroom practice (teaching and learning activities), school management and leadership at all school levels (in the classroom, general discipline, extra- and co-curricular activities). This chapter also deals with presentation of data in as far as what respondents report in summary; excess and general information they would like to offer.

Interpretation of data in chapter is done in accordance with what has been observed in general during interaction with data; with regard to Integrated Quality Management Systems; Whole

School Evaluation; and School Leadership and Management as guiding principles employed by the Eastern Cape Provincial Education Department to monitor educators' and schools' quality standards and educator performance.

This presentation and interpretation of data heralds a study of a social phenomenon of such a nature and using qualitative research methods that consists of descriptions of situations and scenarios by participating respondents being educators in this particular case. The researcher has therefore a task of analyzing and interpreting data, and coming up with one description of a particular scenario based on the responses of the various respondents who may be seeing, experiencing, interpreting and expressing the same situations in different ways. The researcher has a responsibility to present these viewpoints of these different participants such that the research scenario is described accurately and objectively.

In this regard, LeCompte *et al* (1993:235) correctly states that the basic goal of ethnography is to create a vivid reconstruction of the culture being studied. This requires researchers first to separate, for analytic purposes, any empirical meanings they have assigned to behaviour and belief from meanings assigned to the same behaviour and beliefs by their participants. Researcher-constructed descriptions of reality may be quite different from the meanings that participants use to construct their reality. These differences need to be made explicit. Researchers should also identify any subjective components in their descriptions that derive from their biases or philosophical leanings. With these goals in mind, the ethnographer is ready to begin the data analytical phase of the research project.

LeCompte *et al* (1993:235) correctly states that data analysis should begin with a review of the proposal or plans with which the work began. One of the most important tasks is to relocate the original research question. The original questions, as well as subsequent iterations, must not be lost entirely. They shape the initial inquiry and must be addressed, either to lay them aside with good reasons made explicit in the final report or to indicate in detail how they changed and were necessarily modified. A review of the original research proposal also reacquaints the researcher with the varied audiences for whom the study originally was intended and permits their needs and interests to be addressed as analysis proceeds.

Crossley *et al* (1997:19-20) correctly asserts that qualitative data have always presented particular problems for analysis since not only do they consist of words rather than numbers, but also fieldworkers have in the past been notoriously reticent about revealing their own procedures. It is important to look at an approach to the description, analysis and interpretation of ethnographic data and address the issue of qualitative analysis and validation specifically in relation to teacher researcher. The validation of data concerns the process whereby researchers can both have confidence in their own analysis and can present their analyses in ways which can be independently checked by others. In quantitative research, both of these can be achieved through the cross-checking of numerical data and the use of established statistical tests. However, in qualitative research, raw data cannot be summarized in convenient form and only very few extracts from such data tend to be used in written reports. Moreover, the process of qualitative analysis is itself partly dependent upon the creative insights and conceptualization of the researcher.

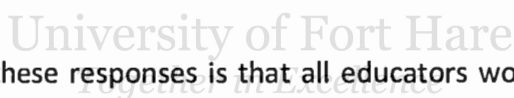
4.2 Profiles of Schools and Educators

A description of the profile of schools and educators that have participated in this study is of utmost importance for the understanding of the purposes, intentions and rationale of questions that have elicited the responses that are going to be analyzed.

A school is managed by a school principal in concert with a School Management Team made up of the principal, deputy principal and heads of departments. The school principal supervises all members of staff, the deputy principal supervises heads of departments and other teachers, and heads of departments supervise educators in their departments, other educators interact as peers under the supervision of the School Management Team. All these categories of teaching staff are referred to in this study as educators. This supervision line function creates a situation that necessitates a clear understanding of one's responsibilities at his/her level of operation. In this study it needs to be tested whether each individual is competent to have a complete control over his span of control however short. For example junior educators have themselves and learners to manage and control while the school principal manages and

controls himself/herself, all educators and all learners in a school. What this argument emphasizes is that every educator has someone to manage.

Among respondent educators are educators from a Combined School and educators from two high schools. Combined school educators range from grade R educators through to grade 12 educators while high school educators range from grade 8 to grade 12 educators. All these educators should be expected to present slightly varying responses to unique personal judgments, different ways of expressing the same scenario, the position of an educator in the school hierarchy and the level at which an educator teaches. There will be other concomitant differences in observation by respondents according to the culture and tradition of a school, locality and type of school. Be that as it may, the intention of this study is to assess the in-service training of school-based educators in order to find the link between the continual poor performance of grade 12 learners in their examinations and the state of in-service training of their educators.



What could be expected in these responses is that all educators would tress subject-teaching and classroom dynamics related issues because they are all classroom teachers in the first instance. Class teachers would add to these subject teaching and classroom dynamics issues, classroom administration, management and leadership issues in their responses. Heads of Departments would add to these subject-teaching and classroom dynamics, supervision and control of educator issues in their responses. Extra-mural and co-curricular activity managers and coaches would add extra- and co-curricular issues to subject teaching and classroom dynamics. The school principal's and the deputy principal's responsibility will encompass all these areas.

In this study, twenty responses have been received out of the thirty responses that were expected from the three different schools that were asked to participate in this study. The following is an analytical report of responses of educators on this topic of assessment of the state of in-service training of school-based educators in the Grahamstown Education District.

Each questionnaire has been so open as to allow each respondent to say as much as one would want to say on this topic in keeping with the principles of qualitative research methods and in

one's own way. In addition to the guiding questions that are asked in the questionnaires, a space has been set aside for a summary of responses as well as a space for excess general information so that respondents may consolidate and fit in responses that were omitted in the main question. Respondents have, therefore, been accorded an opportunity to read and interpret questions as one conceives the state of in-service training in one's case and school, and to answer in any way one feels explains the state of in-service training in one's case and school.

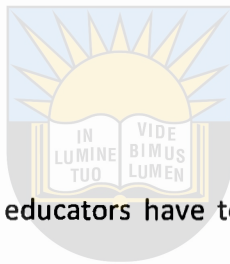
This study is based on a simple assumption that the poor matric results can be improved by planned continual in-service training of school-based educators so that they can perform their duties better.



4.3 PRESENTATION OF DATA

These questions aim to find out if educators need in-service training to perform their duties better and produce better results. The hypothesis of this study has made an assumption that poor results in this education district is caused by lack of proper in-service training of educators in their respective professional responsibilities. Therefore, it needs to be found out if educators have been and are being taken through in-service training in what they are expected to do at school to make them do it better, whether there is a well-planned ongoing in-service training programme that is known to educators out of which they are able to say that a certain number of items in the programme has been satisfactorily completed, that they do not need a certain number of items in the programme and that they would like a certain number to be added to the existing list in the programme. This would give a clear picture of the state of in-service training of these educators. Educators would also know what they have been trained in, what they are going to be trained in and what training they do not need. It would not be easy for educators to exhaustively identify their training needs without this information that shows them possible areas of planned in-service training.

In fact answers overlap and are repeated by respondents that respond differently. In many cases respondents answer in very many different ways giving non-concurrent and diverse answers. This is what qualitative research methods are all about.



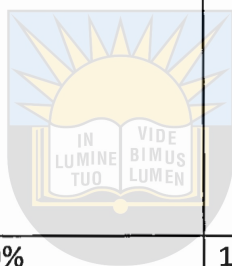
QUESTIONS AND RESPONSES:

The following table show exactly what educators have to say about their state of in-service training:

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Question	Responses <i>Together in Excellence</i>			
<p>4.3.1.*IDENTIFICATION OF TRAINING NEEDS:</p> <p>*Comment on the in-service training you have undergone</p>	<p>OBE (Outcomes Based Education) Training</p>	<p>NCS (National Curriculum Statements) Training</p>	<p>RNCS (Revised National Curriculum Statements) Training</p>	<p>Concerns (Short duration of training; A lot of work during training; too much terminology; why is training not done at Training College; not trained in Work Schedules</p>

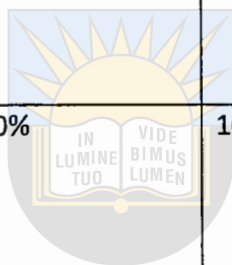
	15%	25%	25%	85%
*Comment on the in-service training you would wish to undergo	Learner Assessment	Lesson Planning And Preparation	RNCS And NCS (Revised National Curriculum Statements AND National Curriculum Statements)	Miscellaneous (Computer literacy; Lesson Preparation; Remedial work; School Management; Counselling; Financial Management; Work Schedules; Learning Programme Development
	50%	20%	10%	40%
*Comment on what benefit you think would come out of the in-service training you that you would wish to undergo	Better Learner Assessment	Best Practices And Good Results (Sharing Ideas)	Effective Implementation of NCS	MISCELLANEOUS (Proper planning; effective teaching; record keeping; computer literacy)
	20%	30%	15%	30%
4.3.2.*STAFF DEVELOPMENT *Comment on anything you consider to be human resource	Workshop And Cluster Meetings	Computer Literacy	Learning And Management	Miscellaneous (Encouraging; Appraisal; Coaching; Record keeping; Further Studies; Personal Growth Plans



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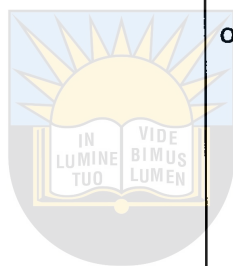
development on your part	30%	15%	15%	35%
*Comment on any human resource development you would like to receive	Assessment of Learners with Special learning difficulties	Computer Literacy	Leadership and Management	MISCELLANEOUS (Academic Development; Record keeping; Resource procurement; facilitation and moderation)
	20%	20%	20%	30%
4.3.3.QUALITY MANAGEMENT SYSTEMS *Comment on quality management systems in what you do as part of your job	Moderation of Learners' and Educators' Work	Time Consciousness	Management and Utilisation of Resources	Miscellaneous (Corporate planning; Assessment of learners; learner progress control)
	30%	30%	20%	30%
*Comment on quality management systems you would like to be part of your work	Moderation, monitoring and evaluation of educators and learners'	Random visits by specialists	Classroom Management	Miscellaneous(Planning, compiling portfolios, developing learning programmes)

	work			
	30%	10%	10%	15%
4.3.4.PERFORMANCE MANAGEMENT: *Comment on what would you would consider to be performance management in what you do as part of your work	Assessment of learners	Appraisal of educators	Management of Extra-mural duties	Miscellaneous (Independent goal Achievement, compliance measurement)
	30%	20%	10%	30%
*Comment on performance management that you would like to be part of your work	Planning According to policy	Coping and Assisting Slow learners	Ensuring proper Assessment techniques	Concerns (Integrated Quality Management Systems counter productive, peer-evaluation causes staff tensions)
	20%	15%	20%	30%
4.3.5.SCHOOL PERFORMANCE *Comment on performance of your	Good results	Colleagues perform well	High failure rate due to big load of work	Miscellaneous (culture of learning and teaching is good,



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school including your work areas				extra- and co-curricular activities on track)
	40%	10%	10%	10%
*Comment on would wish your school performance to be	Excellent results	Consistency	Decrease number of Learning Areas	Miscellaneous (Offer practical subjects, e.g. woodwork, in Grade 12, learners to show interest in their education
	30%	20%	20%	10%
*Comment on stumbling blocks to the school performance you wish to achieve	Lack of resources	Learners with learning difficulties	Lack of parental involvement	Miscellaneous (Challenges of a Combined School, remoteness of the school from educational facilities i.e. rural, shortages of educators
	30%	30%	30%	10%



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4.3.5.1.CLASSROOM PRACTICE *Comment on the state of your classroom practice	Lack of classroom space	Learner centred learning practised	Conditions satisfactory	Miscellaneous (many slow learners, learner absenteeism, lack of seriousness on the part of learners, limited teaching resources, lack of parental involvement)
	40%	20%	10%	20%
*Comment on what you would like your classroom practice to be	Proper learning space	Availability of learning resources	Learning that is inclusive of all types of learners	Miscellaneous (learning according to everyday life, outdoor excursions, parental involvement, learner preparedness)
	40%	20%	20%	20%
*Comment on stumbling blocks to	High learner : teacher	Poor parental involvement	Lack of teaching resources	Miscellaneous (management

what you would like your classroom practice to be	ratio			duties interfere with teaching, learner absenteeism, learner ill-discipline,
	30%	30%	20%	30%
4.3.5.2.SCHOOL LEADERSHIP AND MANAGEMENT *Comment on your leadership and management responsibilities	Leader in classroom and co- and extra-curricular activities	Member of Sports, subject committees, School Governing Body	Manage, coordinate and monitor school activities	Miscellaneous (Keep dates, time tables, act in place of parent towards learners, manage discipline)
	30%	30%	10%	20%
*Comment on the need to be trained in your leadership and management responsibilities	To develop leadership skills	For organising classroom activities	To provide alternative punishment to corporal punishment	Miscellaneous (Planning in good time, to enhance performance as an educator)
	30%	10%	20%	20%
*Comment on the stumbling blocks to your training in leadership and	Financial Resources	Transport	Workload	Miscellaneous (Remoteness of school from universities, no

management				workshop opportunities)
	20%	30%	30%	20%
4.3.5.3. Whole School Development *Comment on the Whole School Development in your school	School has School Development Plan	School has Vision and mission	Parental involvement lacking	Miscellaneous (only three sports codes in the school,, not enough resources in the school, Combined School nature not conducive to teaching and learning)
	20%	20%	20%	40%
*Comment on what you would like your Whole School Development to be	Staff Team building exercise	Improved school physical infrastructure	Focus on learner behaviour	Miscellaneous (Time to socialise, Sports development,, all educators involved in extra-curricular activities, improve understanding of National Curriculum



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10%				Statements, Address educator despondency)
	10%	10%	10%	40%
*Comment on the stumbling blocks to your school's Whole School Development getting off the ground	Time Constraints	Workload	Parents less interested in school activities	Miscellaneous (Negative teacher attitudes, School Development not understood by educators)
	20%	20%	20%	20%
4.3.6.SUMMARY: (A combined comment on existing and possible benefits of in-service training) *Summarize the state of affairs in your school's in-service training, good things that you and your school benefit from	Transport to still a challenge for attending workshops especially for remote/rural schools	Better understanding of education policies is important and satisfactory execution of the curriculum	Most educators have been trained in National Curriculum Statements but their knowledge is limited	Miscellaneous (educators are eager to use computers for teaching, educators attend workshops and report back to other educators)
	20%	20%	20%	20%

*Summarize what you would wish to be part of your in-service training that has not happened yet	National Curriculum Statements Training	Assessment Training Computer	Computer Literacy Training	Miscellaneous (First Aid, Policy Development, Learning Programmes Training)
	20%	30%	20%	30%
4.4*Excess space and excess information	Rural schools need assistance from Education Department to attend workshops	Educators work under pressure of too much paperwork and workload	Education Department to provide ready-made Learning Programmes and Work Schedules	Miscellaneous (Educators are poorly trained at Training Colleges, educators struggle with National Curriculum Statements especially Assessment)
	30%	20%	20%	30%

4.5 Comments:

- Concerning identification of training needs, educators state that they received once off training over short period.
- Concerning staff development, educators do not mention any structured form of a staff development programme
- About quality management systems, educators have not identified any set quality standards the follow in their work environment
- On performance management, educators do not mention any set performance standards that are expected of them and the school
- On the question of school performance, educators do not categorically defend their state achievement and those of their schools in all or some school activities
- On classroom practice, respondents mention more challenges than success stories.
- On leadership and management, respondents mention that they would like improved leadership and management
- On whole school development, respondents do not mention the importance of integration with the surrounding world
- On the question of the summary and excess information to be given, respondents did not indicate that there is an ongoing structured programme of in-service training in their systems

4.6 INTERPRETATION OF DATA

4.6.1 GENERAL OBSERVATIONS

The data that has been presented in this study can best be interpreted on the basis and awareness of the circumstances, values, ethics, expectations, guiding policies and legislation in the education system and schools in the Eastern Cape. What educators say as respondents in this study is in the context of their everyday experiences, wishes, successes, frustrations and

endeavours. Although their individual responses to the same question are not exactly the same, the sum total of all the responses creates a picture that answers the question of why the state of affairs is as it is in the school.

The questionnaire allows for any form of comment from the educators that impacts on what educators do and achieve in as far as:

- General In-service Training;
- Staff Development (Human Resource Development) Systems;
- Quality Management (supervision and control of school work) Systems;
- Performance Management (Self-, Peer- and other Evaluation and follow-up) Systems;
- School Performance (Success Rate in all school Activities); Classroom Practice (Teaching and Learning Activities); School Management and Leadership at all levels (classroom, general discipline, extra- and co-curricular activities; and Whole School Development (Balance of School Activities with well-being of people i.e. educators, learners, parents, education department officials, labour movement, donors, suppliers, general community etc, and their contribution to education
- Respondent's Summary (a combined comment on existing and possible benefits of in-service training); and
- Excess Space for excess Information (by the respondents).

This has been a golden opportunity for educators to speak out and vent their excitement and concerns about what they are doing, their shortcomings and successes, their wishes as well as their stumbling blocks by responding anonymously to broadly-based questions.

This study therefore has been successful because it has succeeded in asking all questions about the state of affairs in schools and eliciting twenty responses out of thirty targeted responses. This is a two-thirds or sixty seven percent response rate.

Educators have also taken advantage of this opportunity to say what one individually and severally conceives about his/her work environment and circumstances.

All educators are equally affected by all these questions and can individually answer fully on any of the questions because every educator has a (an):

- classroom teaching responsibility;
- learner care and counselling responsibility;
- resources-care and maintenance responsibility;
- discipline and disciplinary action responsibility;
- human relations responsibility;
- school development responsibility;
- leadership, administration and management responsibility;
- assessment and evaluation responsibility;
- a parenting, peer and supervisory responsibility;
- advisory and remedial responsibility;
- decision-making responsibility;
- conflict resolution responsibility;
- reporting and accounting responsibility;
- recording and archiving responsibility;
- witnessing and endorsing responsibility;
- health, safety and security responsibility;
- fundraising and financial management responsibility;
- planning, leading, organizing, and controlling responsibility;
- encouraging and motivating responsibility;
- role-playing responsibility; and
- initiating and concluding responsibility.

All these issues have been discussed by respondent educators in open and qualitative descriptions of the state of affairs in their respective schools. These responses indicate how educators are and have been equipped to confront and overcome circumstances in their teaching and learning environments in order to produce good education results in their schools.

4.6.2 INTEGRATED QUALITY MANAGEMENT SYSTEMS

According to the Integrated Quality Management Systems (IQMS) Evaluation Instruments and Composite Score Sheet, Province of the Eastern Cape Department of Education (2-13) the Department of Education evaluates educators in Public Schools using a tool known as Integrated Quality Management Systems (IQMS). This tool is composed of twelve Performance Standards. Post Level One educators are assessed and evaluated according to the first seven of these Performance Standards, namely:

- Performance Standard 1: Creation of a Positive Learning Environment that includes Learning Space, Learner Environment, Discipline and Diversity where educators are responsible for organization of learning space, showing creativity and enabling all learners to be productively engaged in individual and cooperative learning, learners participating actively and being encouraged to exchange ideas with confidence and to being creative, learners being motivated and self-disciplined, educators using inclusive strategies and promoting respect ;
- Performance Standard 2: Knowledge of the Curriculum and Learning Programmes; that include Knowledge of Learning Area, Skills, Goal Setting, and Involvement in Learning Programmes where educators are responsible for using knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies, using learner-centred techniques that provide for acquisition of basic skills and knowledge and promoting critical thinking and problem solving, curriculum outcomes that are always achieved by being creative and innovative in the setting of goals, and excellent balance between clarity of goals of learning programme and expression of learner needs, interests and background ;
- Performance Standard 3: Lesson Planning Preparation and Presentation which includes Planning, Recording, Management and Presentation where educators are responsible for lesson planning that is abundantly clear, logical, sequential and developmental, outstanding planning of lessons that are exceptionally well-structured and that clearly fits into the broader learning programme with evidence that it builds on previous lesson

as well as fully anticipating future learning activities, outstanding record keeping of planning and learner progress and excellent involvement of learners in lessons in such a way that it fully support their needs and the development of their skills and knowledge;

- Performance Standard 4: Learner Assessment/Achievement which includes feedback to learners, knowledge of assessment techniques, application of techniques where educators are responsible for feedback that is insightful, regular, consistent, timeous and built into lesson design, different assessment techniques used to cater for learners from diverse backgrounds with multiple intelligence and learning styles, assessment that informs multiple intervention strategies to address specific needs of all learners and that motivates them and records that are easily accessed and that provide insights into individual learner's progress;
- Performance Standard 5: Professional Development in the Field of Work/Career and Participation in Professional Bodies that includes Participation in Professional Development, Participation in Professional Bodies, Knowledge of Educational issues and Attitude to Professional Development where educators are responsible for taking a leading role in initiating and delivering professional development opportunities, taking up leading positions in professional bodies and involving colleagues, participating in all activities which foster professional growth and trying new methods/approaches and evaluating their success;
- Performance Standard 6: Human Relations and Contribution to School Development that includes Learner needs, Human Relations Skills, Interaction and Cooperation where educators are responsible for adding value to the institution by providing exemplary service in terms of learner needs, demonstrating respect, interest and consideration for those with whom one interacts, conducting self in accordance with organizational code of conduct and handles contacts with parents/guardians in a professional and ethical manner and supporting stakeholders in achieving their goals; and



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- Performance Standard 7: Extra-Curricular and Co-Curricular Participation that includes involvement, Holistic Development, Leadership and Coaching and Organization and Administration where educators are responsible for playing a leading role and encouraging learners and staff to arrange and participate in activities, being most successful in using these activities for the holistic development of learners, leadership and coaching at an exceptional standard and administration and organization that is outstanding.

Heads of divisions are assessed and evaluated under the first ten performance standards that include:

- Performance Standard 8: Administration of Resources and Records that include Utilization of Resources, Instructions, Record Keeping, Maintenance of Infrastructure and Circulars where educators are responsible for uses of resources optimally and creatively – specifically aligned to the vision, mission and goals of the institution, clear instructions and sound guidelines enabling staff to do what is expected of them, monitoring and supporting that provides encouragement for staff to do more than is required and that is to do with enthusiasm, record-keeping that is comprehensive and up to date, that meets requirements in terms of accepted practices and/or department of education requirements, premises, buildings, equipment and learning and learning support materials that are used optimally, repairs to be effected, control systems to be in place, education department circulars and other relevant information to be consistently brought to the attention of staff members, discussions to be initiated to ensure that contents are understood, and responses to be developed and followed up;
- Performance Standard 9: Personnel which includes Pastoral Care, Staff Development, Provision of leadership, and Building Commitment and Confidence where educators are responsible for support and respect for the individuality of others and recognizing the benefits of diversity of ideas and approaches, ensuring that staff training and mentoring programmes are developed, implemented and evaluated, giving direction to staff in

realizing the institution's strategic objectives, inspiring and building commitment and motivating educators through the use of intrinsic rewards or encouragement; and

- Performance Standard 10: that include Stakeholder Involvement, Decision-making, Accountability/Responsibility, Motivation and Objectivity/Fairness where educators are responsible for ensuring that whenever possible and appropriate decisions are arrived at by consensus, decisions based on wide consultation with all relevant parties and based on sound logic, to be made in good time, creative solutions to be found when necessary without being authoritarian, being prepared to be held accountable for the decision making process as well as to take responsibility for the decisions, not passing on the blame for wrong decisions, ensuring accountability from staff members as well as being accountable to them, decisions that are frequently proactive and not reactive, staff to recognize that their opinions are valued and taken into account, motivating staff to participate in decision making, staff members to trust the decisions made by educators as the process is to be transparent and participatory, decisions to be always objective and fair.

Deputy Principals and Principals are assessed and evaluated on twelve performance standards, namely:

- Performance Standard 11: Leadership, Communication and Servicing the Governing Body that includes leadership, support, Communication, Systems, Commitment and confidence, and initiative and creativity where educators are responsible for translating strategic objectives into action plans and to inspire colleagues, engender trust, motivating colleagues, working with colleagues to effect improvements on an ongoing basis, being approachable and to share information and providing support while encouraging independent thinking and innovation, consulting with all stakeholders and listening to alternative points of view, to be transparent and share information and provide regular feedback, responding positively to constructive criticism, motivating and creating effective systems for managing and tracking work in progress, streamlining systems and making them efficient, ensuring high productivity, time management that is

very good, ability to multitask without losing focus, taking on additional tasks or assisting colleagues, being innovative and creative, thinking critically and being prepared to test new ways of doing things in order to increase efficiency; and

- Performance Standard 12: Strategic Planning, Financial Planning, and Education Management Development that include Strategic Planning, Financial Planning, Project Management, and Communication where educators are responsible for goals and strategic plans that are developed and updated with participation of stakeholders, financial planning and budgeting in line with the goals of the school, monitoring spending carefully, seeing that resources are used optimally, introducing innovative ideas and projects which are prioritized in terms of goals, costs and educational needs, and closely managing all projects and interventions, systematic stakeholder consultation through functioning structures and providing opportunities for meaningful participation.

According to Integrated Quality Management Systems (IQMS) Training Manual for Educators: Education Labour Relation Council: Province of the Eastern Cape Department of Education (1-3) Integrated Management Systems (IQMS) consists of three programmes which are aimed at enhancing and monitoring performance of the education system. These are:

- Developmental Appraisal;
- Performance Measurement; and
- Whole School Development.

The purpose of Developmental Appraisal is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development.

The purpose of Performance Measurement is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives.

The purpose of Whole School Evaluation is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning.

The purpose of Integrated Quality Management Systems is to:

- Identify specific needs of educators, schools and district offices for support and development;
- Provide support for continued growth;
- Promote accountability;
- Monitor an institution's overall effectiveness; and
- Evaluate an educator's performance.

Educators are therefore aware that they are expected to operate and function within the prescripts of the Integrated Quality Management Systems. This system of quality management is supposed to define performance levels of educators and assist those educators who do not meet the required standards by training and development.

In this research the inclination of the responses of educators to this quality management system is evident. First, the question this research wants to answer is to what extent are the educators assisted by in-service training to meet these standards hence assessment of in-service training needs of school-based educators. Second, the other question to be answered is whether meeting these standards ensures schools that perform at high levels.

According to the Performance Management and Development Manual: The Province of the Eastern Cape Administration (8-9) Performance Management is a process of harnessing all available resources (human and material) within an organization thereby ensuring maximum performance in an effort to achieve the desired results. Performance Management involves building processes, systems, culture and relationships that facilitate the achievement of organizational objectives; it is therefore aimed at both individual and organizational performance.

The primary orientation of performance management is developmental, but, must allow for effective response to consistent inadequate performance as well as recognition for outstanding performance. Performance Management procedures are aimed at minimizing the

administrative burden on supervisors whilst maintaining transparency and administrative justice.

The system focuses on equal participation of the supervisor and employee in managing performance. It is developmentally oriented, encourages coaching, regular feedback through progress reviews and annual appraisals, with the aim of ensuring effective and efficient delivery of a Government Department's strategic goals and Provincial/Government priorities. The system is a means to an end, and its success will be measured by the extent to which it contributes towards creating conditions for effective performance and overall contribution to service delivery.



4.6.3 WHOLE SCHOOL DEVELOPMENT

Whole School Development: A training programme for building teams and nurturing spirit in schools and communities: Department of Education; Eastern Cape (2003:10-11) says that once the School Development Plan has been organized, it has to be implemented according to a schedule of activities, with roles and responsibilities allocated to different members of the school and community. The effectiveness of the plan will be measured by the process of Whole School Evaluation. This includes the idea of both self evaluation by the school and external evaluation by Education Department evaluators.

The purpose of this evaluation is to guide schools rather than to judge or punish them. The evaluation will inform schools of areas where they need to prioritize and re-plan. The feedback will go into their School Development Plan for the next year.

The Whole School Evaluation process focuses on nine key areas of evaluation:

- Basic functionality of schools;
- Leadership, management and communication;
- Governance and relationships;
- Quality teaching and learning, and teacher development;
- Curriculum provision and resources;

- Learner achievement;
- School safety, security and discipline;
- School infrastructure; and
- Parents and community.

What is the link between Whole School Development and Whole School Evaluation process? There is a very close relationship and an understanding and use of Whole School Development should lead schools to achieving a better evaluation.

Take 'Learner Achievement' as an example of a key area of evaluation. In order to improve learner performance, there are a number of broader areas that the school will have to focus on in its development plan. For example, one cannot expect to achieve better results unless the school improves the overall development of its learners (physical, emotional, spiritual, economic etc). It is also necessary to focus on the professional and whole development of teachers and curriculum implementation, if learners' performance is to improve.

The discussion of Whole School Development by respondent educators in this study has mentioned these Whole School Development issues as they obtain in their various schools.

4.6.4 SCHOOL LEADERSHIP

Earley *et al* (2004:157-159) in his emphasis on school leadership cites the following areas as important educator leadership areas:

- An emphasis on learning - reference to a curriculum that has relevance for all students, and teachers with high expectations - a belief that all learners can be given the right conditions, regular setting and marking of homework and visible rewards given for academic excellence and improvement. This is the leadership responsibility each educator in a school is expected to dispense by creating conditions that are conducive to fruitful teaching and learning.
- Classroom management - referring to a high proportion of time spent on subject matter of the lesson, lesson begin and end on time, teaching strategies appropriate to

the topic and type of lesson, clear and unambiguous feedback given to students on their performance and what is expected of them, ample praise given for good performance-celebrate success. Educators are responsible for ensuring that classroom activities are so planned and carried out in such a manner that no time is wasted on unnecessary activities in the classroom.

- Discipline and school climate - referring to keeping good order and promoting a safe and orderly climate, which is not oppressive but conducive to teaching and learning, and buildings being kept in good order, repair and decoration. Educators are responsible for the upkeep and maintenance of discipline and good school climate.
- School leadership – referring to positive leadership by the head and other senior staff being necessary to both initiate and maintain school improvement, leadership functions being widely distributed throughout the school and include the governing body, a management style which encourages collegial work and shared decision-making, and the head and senior staff being skilled and knowledgeable about the management of change and the application of strategic planning. Educators are responsible for ensuring, maintaining and imparting good leadership in a school.
- Vision and monitoring - referring to a shared vision being needed by governors and all staff – clear and achievable goals for school improvement to be established, regular monitoring of students' progress being necessary to determine whether goals are being realized – this information should be used as feedback to inform decision-making. Educators need to ensure that in their school vision and monitoring are in the forefront of every school activity.
- Staff development - referring to influence to the whole school – staff development has to be school-wide rather than specific to individual teachers' needs and to be closely related to the curriculum, an effective school development plan that is needed to integrate staff development, institutional development and curriculum development, staff development activities that need to be phased throughout the improvement process – and not just used at the pre-implementation stage. Educators being the main practitioners in a school are to ensure that they are professionally developed.

- Parental involvement -referring to parents being viewed and valued as full partners in the learning process, staff work achieving positive home-school relations in which parents actively support the school, the school reaching out to the community and encouraging it to play an active role in the learning process. Educators should reach out to parents and encourage them to participate in school activities for the sake of the school and the education of their children.
- Local Education Authorities (Education District officials)- referring to fundamental changes requiring support from local education authorities or other outside agencies and few of the variables listed being likely to be realized without this support, consultants providing valuable information and training, and facilitating the school improvement process, and research on the management of change showing powerful effects when a blend of inside and outside assistance is used – school improvement requires both pressure and support. Educators need to organize this support from the Education District Office officials with all earnestness and utilize these services for the betterment of their schools.

For educators to run, manage and lead successful schools they need to be fully trained in each of these areas of responsibility on an ongoing basis even when the school seems to be performing optimally because an in-service training programme is a correction system of discrepancies in performance of employees and therefore and never-ending.

4.7 CONCLUSION

Respondent educators would agree that this study has given them a golden opportunity to describe their work situations fully, wishes, frustrations and successes and that they have made full use of this opportunity to speak out for and against current practices and circumstances that involve their work situations especially regarding their competence in their work and possible attempts to improve their performance through in-service training.

It would be difficult for educators to just draw a concise list of their in-service training needs in its entirety without referring to and detailing their everyday encounters with the work situation. It is then left with the researcher to collect information on these encounters and interpret them in order to find out if a negative encounter can be remedied by in-service training or not. On the side of the researcher, the study has succeeded in eliciting all the necessary information about what educators do well and do not do well as well as what hinders their success in specific areas.

This study is concerned about identification of issues in a school environment that are not conducive to successful teaching and learning and decide whether these issues can be improved by in-service training of educators. Some issues may seem to be beyond the control of educators yet teaching and learning has to take place. Ways and means need to be found that make teaching and learning succeed at all cost. School situations are dynamic and never remain the same, hence the need for in-service training of all educators even in all schools including those schools that produce perform satisfactorily. Data in this study paints a clear picture of areas that make educators not successful with their teaching and learning duties that include management and leadership responsibilities and extra- and co-curricular activities. These areas are of great importance in the sense of a fully functional school.

Areas that need attention in schools to ensure that educators are comfortable with and productive in their work are:

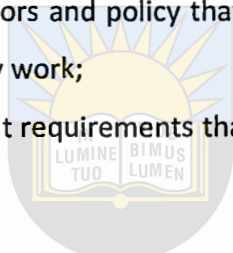
- **Staff Development;** educators need to be professionally developed continually to ensure that they lack nothing regarding delivery of professional services to schools and communities, learners should be taught in the classroom in a curricular sense, in self-discipline, leadership, creativity in such a way that when they leave school they acquired all the necessary life skills. This cannot be fully realized if educators are not continually trained to produce learners with these virtues as life tools.
- **Quality Management;** educators need to be empowered by way of continual in-service training to ensure that every step they take is a quality step to produce quality learners

in the classroom, out of the classroom in an extra- and co-curricular sense so as to release to the job market a competent person at the end of school years.

- Performance Management; educators', learners' and school performance in all areas of school activities, namely classroom and curricular activities, extra- and co-curricular activities need to be monitored very closely so that whenever an inadequacy in the perform of educators' duties is identified, an intervention in the form of in-service training should be effected.
- School Performance; educators are responsible for good performance of their school in all areas of school performance, be it in the classroom or out of the classroom. They need therefore to be competent to discharge their duties at all times successfully and for this to be possible educators need to be continually trained for this purpose.
- Classroom Practice; the classroom is where the tyre hits the road so to speak, that is the core business of a school, namely teaching and learning, takes place mainly in the classroom. Educators need to be continually trained to be masters of the subject matter, class management, discipline and leadership.
- School Management and Leadership; each educator in a school has management and leadership responsibilities whether he/she is a line manager in the school or not. Educators therefore need continual in -service training to realize this dream of a well managed school and a school of good leadership.
- Whole School Development; educators need to be trained to run a school that is closely knit with all members of the school community who render effective support to all school activities. It is very important that a school is relevant to its environment, the needs of all in the school community, and the present and the future for the well-being of all. Education should not be made to be foreign to the people in and around the school, let alone the times the school exist in and the future that is going to be faced by al of them including school leavers.

Concerning the ever increasing complaint about overloaded educators workloads Chisholm et al (2005: x) in their Executive summary list tasks that make up an educator's workload as follows:

- The assessment, planning, preparation, recording, recording and reporting requirements of outcomes based education that constitute a major burden and need serious attention;
- The number of learning areas and learning areas for which there are no resources or teachers that places strains on schools and educators;
- Class size – and related issues of overcrowding, staff shortages and inadequate numbers of classrooms – that have an impact on whether and how well workload is managed;
- The Integrated Quality Management Systems that increases workload;
- Norms and Standards for Educators and policy that is aimed at mainstreaming learners with barriers to learning intensify work;
- Numerous Education Department requirements that add to workload, especially that of principals.



This problem cannot just be wished away and disappear. Issues and tasks that make up the workload of educators are part and parcel of today's school work. It should be stated in this study therefore that in-service training of educators would make them to be able to plan properly, prioritize their work responsibilities and manage their time according to what needs to be done and succeed in their work. This may be referred to as working smarter and not harder. This is the reason why the next chapter of this study will deal with these findings and make specific recommendations on each category of shortcoming so that teaching and learning can become successful and educators work hard but comfortably and successfully.

The next chapter deals with the summary, recommendations and conclusion of this study under the following captions summary of findings and recommendations in respect of identification of in-service training needs; staff development systems; quality management systems; performance management systems; school performance; classroom practice; school management and leadership; and whole school development. These are the areas that encompass all major school activities and performance areas that account for the overall performance of a school.



CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter deals with the summary of findings in this study, recommendations of better practices and conclusion of how to resolve the problem that led to this research study under the following captions: in-service training needs identification; staff development (human resource development); quality management; performance management; school performance, namely classroom practice, school management and leadership; and whole school development.

There is need to summarise the data that has been collected as a pure reflection of what educators do well, do not do well, have been in-service trained in, have not been in-service trained in and situations educators perceive as being their domain or not being their domain, make recommendation for better approaches to challenges experienced and make conclusion of what the study finds has discovered regarding the problem as stated in this study. It has also been clearly demonstrated that educators to perform their duties optimally so that their learners and their schools are successful. Educators have indicated a number of stumbling blocks to success in their endeavours to run successful schools. Responding educators have also indicated perceived stumbling blocks to successful training in areas that they would like to be trained in.

It is now left with the researcher to summarize the findings of this study, make recommendations that are based on these findings and draw a conclusion relative to the hypothesis of this study.

The assumption made in the hypothesis of this study is that if educators were to be well-trained in every sphere of their responsibilities, learners and schools would be successful in their mandate to educate the youth of this nation against a backdrop of serial poor examination performance of grade 12 learners in the Eastern Cape compared with other eight provinces in South Africa.

The Grahamstown Education District has been selected for the purpose of assessing in-service training of school-based educators in this Education District against the background of grade 12 examination results as indicated in a table in chapter ONE of this study report. The Grahamstown District has not performed much better than other twenty-two Education Districts in the Eastern Cape Province.

In this study, it is a strong premise of this study that educators are key initiators, controllers, decision makers, innovators, transformers and crafters of processes in a school. Educators, of course, embark on this mandate with the support and direction of the Education Department at National, Provincial and District levels and according to the guidelines and stipulations of education policies and legislation. A further assumption in this study is that no layman can perform the responsibilities that are performed by educators. Furthermore, the study assumes that there is a need for ongoing planned in-service training for these specialist educators to remain up-to-date with the requirements of their responsibilities and effective in every sphere of their functioning.

Educators by virtue of being agents of formal learning should be assisted to solve their educational challenges by using life-long- learning strategies. In other words educators should be encouraged to seek solutions to educational problems by educationally being empowered to deal successfully and conclusively with these problems.

The Education Department, Non-governmental Organizations, Religious Bodies, education social partners being Labour Unions and the business community have a duty to measure the professional output of educators and equip them on an ongoing basis to be competent and successful in their work so as to develop them, “career-path” them and retain them in a satisfying and fulfilling job.

Cooper *et al* (1996:75-760 discusses what he calls Teachers’ professional craft knowledge that is the knowledge that experienced teachers gather throughout their careers that enables them to make decisions about how best to approach professional tasks. This knowledge is firmly rooted in teachers’ practical experience, and is directly linked to their daily practice. By definition, craft knowledge describes the knowledge that arises from and, in turn, informs what teachers actually do. As such this knowledge is to be distinguished from other forms of knowledge that are not linked to practice in this direct way. Craft knowledge is not, therefore, the kind of knowledge that teachers draw on when explaining the thinking underlying their ideal teaching practices. Neither is it the knowledge drawn from theoretical sources. Professional craft knowledge can certainly be (and often is) informed by these sources, but it is of a far more practical nature than these knowledge forms. Professional craft knowledge is the knowledge teachers develop through the processes of reflection and practical problem-solving that they engage in to carry out the demands of their jobs. As such this knowledge is informed by each teacher’s individual way of thinking and knowing. The problem here is that while experienced teachers possess such knowledge, the culture and the nature of schools are such that this knowledge is often not articulated.

5.2 SUMMARY OF FINDINGS

5.2.1 FINDINGS IN RESPECT OF IDENTIFICATION OF IN-SERVICE TRAINING NEEDS QUESTION

- While many educators respond to this question and say that they have been trained in National Curriculum Statements, there is a general perception that this training was not enough, that the duration of training was too short and that educators are not confident about its actual classroom application. Very few educators say that the training that

they underwent in National Curriculum Statements was sufficient and as a result of which they can implement it.

Many educators say they are not clear about lesson planning and would like to be trained in lesson planning so that they can plan smoothly and do their work efficiently.

Many educators would wish to be trained in learner assessment and recording of work done in order to teach and assess their learners more effectively.

Very many educators would wish to undergo computer training in order to be computer literate and technologically up-to-date and to use the computer in classroom teaching to save time.

Some educators have stressed their wish to be able to deal with learners with learning barriers and to be trained in remedial education.

Very few educators would like to be trained in school management, counselling, financial management, learning programme development and work schedule development.

In summary, educators need training and re-training in:

- National Curriculum Statements,
- Lesson Planning,
- Recording,
- Management of Learning Programmes,
- Learner Assessment,
- Remedial Education,
- Computer Literacy,
- School Management,
- Financial Management,
- Counselling,
- Learning Programme Development, and
- Work Schedule Development.

These are the areas educators interact with on a daily basis at school and educators need to be thoroughly conversant with the theory and application of these areas in their daily school responsibilities.

Educators' work in general could be broadly classified as curricular, co-curricular and extra-curricular. Each one of the areas needs administration, management and leadership. Educators do not seem to fully realize that every area of their area of functioning has to be administered, managed and led by an educator irrespective of whether he/she is a teacher, a Head of Department, Deputy Principal or Principal. School Management Team members are merely line managers who manage other educators below in rank and also in their capacity as teachers administer, manage and lead in other areas other than line management. For example, all educators administer, manage and lead classroom activities, extra- and co-curriculum activities as well as resources.

The fact that educators not fully realize the depth of their administrative, management and leadership responsibility in everything they do makes them focus on the actual classroom teaching only and not include let go of administration, management and leadership of curricular, extra-, co-curricular and resources. The damaging part of that is when educators think that somebody else is responsible for administration, managing, leadership of his/her classroom conditions, resources, discipline and behaviour.

If each educator were to plan his/her work, teach his/her learners, administer school and classroom activities and resources, manage the activities of learners in the classroom and outside the classroom and lead learners and parents of learners in his/her class effectively every activity he/she is in-charge of receiving only support and monitoring from his/her senior, schools would effectively perform well in all areas of school activity. Now that this does not seem to be happening, educators need to be taken through in-service training that would capacitate them to administer, manage and lead wherever he/she is in-charge.

5.2.2 FINDINGS IN RESPECT OF STAFF DEVELOPMENT SYSTEMS QUESTION

Educators respond and report that they have been developed in conflict resolution, basic computer literacy, being cluster leaders, and facilitators.

Educators also report that they appreciate attending workshops and cluster meetings to gain knowledge and skills to deal with some classroom challenges.

Most educators would wish to be trained in basic computer literacy, in addressing learner needs, in leadership and coaching, and organization and administration, and in procurement of resources. This study wishes to make the finding in this regard that schools do not have definite staff development programme, and educators' responses do not reflect a picture of a school that is engaged in specific staff development programmes. The areas that educators mention seem to be what they consider to be developing them rather than a consciously planned staff development programme. It therefore appears that there is no staff development in schools. It is fair therefore to say that educators need training in staff development

According to Integrated Quality Management Systems: all educators are expected to be professionally developed in:

Performance Standard 1:

Creation of a positive learning environment, namely:

- Learning space;
- Learner involvement;
- Discipline; and
- Diversity.

Performance standard 2:

Knowledge of curriculum and learning programme, namely;

- Knowledge of Learning Area (Subject);
- Skills;
- Goal setting;

- Involvement in learning programmes.

Performance Standard 3:

Lesson Planning, Preparation and Presentation, namely;

- Planning;
- Presentation;
- Recording;
- Management of Learning Programmes.

Performance Standard 4:

Learner Assessment/Achievement, namely

- Feedback to learners;
- Knowledge of assessment techniques;
- Application of techniques; and
- Record keeping.



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Performance Standard 5:

Professional Development in the field work/career and participation in professional bodies namely:

- Participation in professional development
- Participation in professional bodies;
- Knowledge of education issues; and
- Attitude to professional development.

Performance standard 6:

Human Relations and Contribution to School Development, namely:

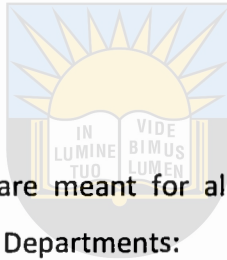
- Learner needs;

- Human Relations Skills;
- Interaction; and
- Co-operation.

Performance Standard 7:

Extra-curricular and Co-curricular Participation, namely:

- Involvement;
- Holistic Development;
- Leadership and coaching; and
- Organization and administration.



The following performance standards are meant for all line managers, namely the school principal, deputy principal, and Heads of Departments:

Performance Standard 8:

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Administration of resources and records, namely:

- Utilization of resources;
- Instructions;
- Record keeping;
- Maintenance of infrastructure; and
- Circulars.

Performance Standard 9:

Personnel, namely:

- Pastoral care;
- Staff development;
- Provision of leadership; and
- Building commitment and confidence.

Performance Standard 10:

Decision making and accountability, namely:

- Stakeholder involvement;
- Decision making;
- Accountability/responsibility;
- Motivation; and
- Objectivity/fairness.

The following performance standards are meant for the School principal and deputy principal:

Performance Standard 11:

Leadership, Communication, system and servicing the Governing Body:

- Leadership;
- Support;
- Communication;
- systems;
- Commitment and confidence; and
- Initiative and creativity.



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Performance 12:

Strategic Planning, Financial Planning and Education Management Development, namely:

- Strategic planning;
- Financial Planning;
- Project management; and
- Communication.

The first four performance standards (namely performance standards 1 to 4) are meant for the quality evaluation of professional development of all educators in a school from the most junior educator to the school principal but relate to curriculum development and management.

The next three performance standards (namely performance standards 5 to 7) are meant for the quality evaluation of all educators from the most junior educator to the most senior educator with respect to learner assessment, educator professional development, human relations and extra- and co-curricular participation.

The next two performance standards (namely performance standards 8 to 9) are meant for quality evaluation of line managers only (namely Heads of Department, Deputy Principals and school Principals) with respect to administration and records, and personnel management.

The next three performance standards (namely performance standards 10 to 12) are meant for quality evaluation of the Deputy Principal and the School Principal only.

This demarcation into the various performance standards for specific levels of educators is correct only in as far as line management is concerned. It does not address the need for all educators including educators that are not line managers (namely junior educators below the level of Heads of Department) to be quality evaluated in performance standards 8 to 12 at their performance level. For example the following areas are in performance standards 8 to 12:

- Administration of resources and records: junior educators do administer and record resources in their classrooms, extra- and co-curricular activities as class teachers, sporting code coaches, choir trainers and conductors, and other activity managers;
- Personnel: Pastoral Care, Staff Development, Provision of Leadership, Building Commitment and Confidence: junior educators below the level of Heads of Department need to exercise these responsibilities to learners and their parents but not personnel because they are not in-charge of any personnel.
- Decision making and accountability: junior educators should not be excluded from decision making and accountability in a school especially at all levels.

- Leadership, Communication and servicing the Governing Body: junior educators lead and communicate with learners, extra- and co-curricular groups, parents, other stakeholders like labour unions (because they serve as site stewards) and colleagues. Junior educators serve as members of School Governing Bodies.
- Strategic Planning, Financial Planning and Educational Development: junior educators plan their lessons in the long term, do fundraising and manage the education of the learners they teach.

Secondly Integrated Quality Management Systems does not see that the educators that are to be evaluated have been trained.

This study in its findings on staff-development, includes the fact that Integrated Quality Management Systems do not assist in the professional development/staff development of all educators but quality evaluates certain selected categories and leave others that perform similar tasks.


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According to the Province of the Eastern Cape Department of Education Manual for School Management (441-442) under the topic "Give Staff Development a high Profile; ways to promote effective professional growth are as follows:

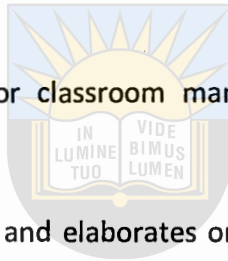
- Plan a detailed programme of professional growth activities;
- Participate enthusiastically and visibly in the programme; talk about staff development and professional growth frequently.

An Example of A Staff Development Programme is presented as follows:

Date	Topic	Venue	Presenter	Target Group
28/01/01	Learning Area Committee Meeting	As per programme	Subject Head	All Educators
05/02/01	Effective Homework	Staffroom	Mr Njoli	All Educators

10/02/01	Treating and Preventing Sports Injuries	Room 10	Mr Blaauw Dr Jacobs	All Sports Coaches
15/02/01	Strategies for Classroom Management and Discipline	Room A6	Mr Cox	All New Educators
21/02/01	Etc	Etc	Etc	Etc

This example shows that strategies for classroom management and discipline are for all educators and not just line managers.



This School Manual goes further to list and elaborates on the following subtopics of “How to Promote Effective Professional Growth”;

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- **INVOLVE ALL STAFF AND WORK COLLABORATIVELY:** encourage the sharing of ideas and information among staff, establish a Staff Development Team that is broadly representative of the whole staff and that will jointly plan and manage the staff development programme, use staff members to prepare, arrange and present activities especially if they have some proven expertise in the area, encourage and welcome inputs and suggestions from staff;
- **DEVELOP A COLLEGIAL CULTURE:** encourage staff to work together co-operatively and promote caring professional relations, make use of co-operative techniques such as team teaching, syndicates and mentoring to increase staff involvement, any staff member who attends any activity should expect and be expected to report to the rest of the staff and pass on any valuable learning that was gained – wherever possible reproduce any material that has been acquired and distribute it to other staff, emphasize problem solving rather than blaming wherever possible;
- **OPERATE IN AN OPEN-ENDED, VERSATILE FASHION:** accommodate all other forms of professional development, use a variety of strategies simultaneously. Cater for

differences in seniority, experience and ability among staff, plan activities that focus on individuals, smaller groups and whole staff, sometimes various sections of the staff may handle the same issue in different ways, often it is possible to accomplish much in as little as a hour or to assign activities to staff members for individual action – however, there are times when it may be appropriate to set aside a whole day or even longer for more involved and intensive activities such as team-building or strategic planning;

- **WORK ACCORDING TO CLEAR OBJECTIVES:** identify areas in which people have a need to develop. This may be for each individual staff member, for groups of staff, or for staff as a whole; identification may be based on the findings of developmental appraisal programme, questionnaires, observations, needs analyses and other research techniques; set goals for the whole year and for each term, base the planning and activities on these goals;
- **INTEGRATE WITH DEPARTMENTAL STRUCTURES AND POLICIES:** the professional growth programme of the school must link with the Education Department structures and policies for in-service training, education management development and developmental appraisal; assign all staff that will liaise with developmental structures such as educators' centres (teachers' centres) and keep the school informed of programmes and developments;
- **FOSTER A CLIMATE OF INQUIRY:** encourage personnel to ask searching questions about every aspect of school practice;
- **FOSTER DISCUSSION AND DIALOGUE:** welcome opposing views, respect everyone's contributions, introduce provocative issues e.g. newspapers cuttings, journal articles etc., make use of panel discussions, group activities and seminars to promote exchange of information and ideas – adults and educators learn more from talking together about something than from simply being told about it.
- **EMPHASIZE ACTIVE, RESPONSIBLE PARTICIPATION:** activities in which the staff engages actively in discovering and developing ideas, intense interaction with other people, doing challenging tasks, and attempting to solve problems are more effective than passive lectures or demonstrations;

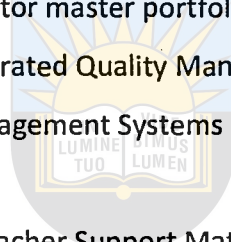
- **BASE LINE ACTION:** design activities so that staff members are expected and able to apply what has been learned as soon as possible in their daily work, part of the activity should include developing an action plan or a decision about a follow-up action to carry out;
- **CULTIVATE A CLIMATE OF REFLECTION:** subject every key event (e.g. examinations, sports day) to a process of critical analysis and evaluation afterwards whether successful or not, when staff give reports on any event they should be expected not only to report on the factual details but to give their reflection on it, encourage staff to keep a professional growth journal for recording ideas, insights and thoughts;
- **TREAT PROFESSIONAL GROWTH AS A PUBLIC PROCESS:** include dates of all workshops, seminars and other activities in the school calendar, fix a regular time slot in the school week for staff development activities e.g. some schools set aside an hour after school once a week for all development sessions, every member of staff should maintain a personal staff development file, to try and include some form of brief handouts or useful documentation with every activity, keep attendance record of all staff development activities and maintain a file of staff profiles, report to parents and others in the school community on a regular basis about what has been accomplished in the field of staff development;
- **PROVIDE THE REQUIRED RESOURCES:** set aside time in the weekly programmes specifically for staff development activities, make allocation for professional growth in the school budget, provide sufficient support, encouragement and information for all personnel to develop their skills and knowledge; and
- **ENSURE RELEVANCE:** professional development is a personal preparation to serve, allow staff to use new learning in the service of the school, individual development is most meaningful when it supports the developmental goals and efforts of the school, create opportunities for staff to use new learning.

Schools would not easily implement this programme without an assistance and training to make it relevant and effective.

5.2.3 FINDINGS IN RESPECT OF QUALITY MANAGEMENT SYSTEMS QUESTION

Educators in this regard respond and report that they are involved in the following quality management activities:

- Assessment of learners;
- School-based and cluster moderation of Continuous Assessment;
- Control and supervision of educators' work and rendering assistance where necessary;
- Monitor educator lesson planning;
- Moderation of learner and educator master portfolios;
- Oversee implementation of Integrated Quality Management Systems;
- Act as an Integrated Quality Management Systems Developmental Group members;
- Conducting class visits;
- Being a class teacher, Learner-Teacher Support Material coordinator;
- Subject committee coordinator; and



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Educators also record the following as what they would like to be part of their quality management systems:

- Regular moderation of one's work and effecting remediation where necessary; and
- Random class visits by education specialists.

This study's finding in as far as quality management is concerned is that educators have not been trained to integrate Integrated Quality Management Systems into their daily activities to quality manage every activity in the school. There is therefore a need to empower and capacitate educators in schools to implement quality standards in their work from the beginning to the end through in-service training.

5.2.4 FINDINGS IN RESPECT OF PERFORMANCE MANAGEMENT SYSTEMS QUESTION

Regarding what educators consider to be performance management in what they do as part of their school work, educators' responses may be summarized as follows:

- Being part of a subject continuous assessment cluster;
- Having a job description for each employee and monitor employee compliance;
- Being part of Integrated Quality Management Systems Staff Development Team and monitor moderation of educators' performance;
- Being appraised for achievement made;
- Being School Nutrition Programme coordinator
- Monitoring problems encountered by disadvantaged learners; and
- Assessment of learners.

Educators would also like:

- To be able to assist in lesson planning and integration of learning areas;
- Not to be part of Integrated Quality Management Systems as management should be done by higher officials and that it is unfair for educators to “judge” (evaluate) one another's performance because this creates unnecessary tensions among staff;
- To plan their lessons in a proper way according to national and provincial education policies;
- To be trained in assessment techniques; and
- To be able to assist slow learners.

Fidler *et al* (1999:1-2) correctly asserts that poor performers have major failings in a number of critical aspects of their work. They fall below a threshold of satisfactory performance on a number of criteria: they are not just unsatisfactory in one aspect of the job.

The finding by this study concerning Performance Management Systems in respect of educators is that on the basis of the responses of educators there is no evidence of management or development of performance of educators, educators do not receive in-service-training to make them perform better.

There is also no evidence of performance appraisal to identify poor performance in educators for the purpose of correcting them by in-service training.

5.2.5 FINDINGS IN RESPECT OF SCHOOL PERFORMANCE (Success Rate in All School activities)

Regarding school performance educators report that:

- Results are good in certain subjects, that schools perform well generally, that their schools have good work ethic in as far as unity and cooperation is concerned, that failure rate is caused by lack of skills in recordkeeping and planning, that learners are not very good in reading and writing.

Educators also report that they would like:

Good examination results in general, in Mathematics and Physical Science, and in extra-curricular activities in particular. They would like to offer practical subjects like woodwork and sewing up to grade 12 and not to have an overloaded workload for educators but to have proper planning and organization as well as stability in their schools.

Regarding what the stumbling blocks to good school performance, educators say:

- Learners are not hands on in their work and lack supervision from parents, that there are sometimes shortages of educators as well as shortage of School Management Team members who would monitor school performance properly, that there is a shortage of Learner Teacher Support Material and an overloaded workload for educators, that rural school learners have poor educational background, that parental involvement in school matters is poor, that there are slow learners and poor socio-economic environment.

Educators in these responses do not seem to have a measure of what is meant by good school results because it is a fact that their schools are not performing well at all. Most schools are performing below 50% grade12 pass rate. They have, of course, listed a few challenges in their schools. Educators need to know that learners go to school to perform well and pass their exams excellently unless they have personal barriers to learning and good performance. In other words, educators should be trained to such an extent that they are capable to produce good learners irrespective of challenges in the environment and as long as learners have no natural barriers to perform well. In cases where learners have such barriers to learn and to perform well, trained and specialized educators should be found and re-trained to teach those

learners with learning barriers. The work of a school is to enhance the potential in a learner and make the learner a citizen that will add value to society.

It is the finding of this study that performance appraisal is not conducted to educators to find out if they are performing well so that they can be put through a programme of in-service training to improve their performance.

5.2.6 FINDINGS IN RESPECT OF THE CLASSROOM PRACTICE (Teaching and Learning Activities) QUESTION

Educators report that their classroom practice:

- Is fairly good taking into consideration achievement of outcomes and continuous assessment of learners in accordance with National Curriculum Statements.

Educators also report that they would like:

- learners be to able to initiate some activities, learners to be innovative and creative, ability to make the subject matter more relevant, spacious classrooms and classrooms that are in a good state of repair, that parents participate in school activities, and that educators should have teach with confidence.

Educators also report that they have stumbling block to good classroom practice as a result of:

- management duties interfering with teaching duties, lack of facilities for both curricular and extra-curricular activities, overpopulation of classrooms and lack of space, learner absenteeism and ill-discipline, learner poor standard of living and educational background, and of too many slow learners.

Findings in this regard are that educators have not been trained to deal with realities of life that are sometimes not favourable for school activities. Educators are supposed to be specialized agents of formal education through training, re-training and in-service training. In other words, whenever an educator experiences challenges in performing well in his/her classroom duties, an educator should be assisted to perform better and overcome the adverse conditions. If the

system of education is not helping educators through in-service training to perform better, the system is failing the youth and future of this nation.

5.2.7 FINDINGS IN RESPECT OF SCHOOL MANAGEMENT AND LEADERSHIP QUESTION (Classroom, general discipline, extra- and co-curricular activities)

In this respect of their leadership and management responsibilities, educators report that:

- in their schools discipline is good; learners are positive; there are good working relations, they see themselves as leaders in their classes; they lead by example as sport committee members and coaches, as class teachers, as heads of departments, as conveners of subject committees, as School Governing Body members, as representatives of biological parents and guardians; they play managing, coordinating, counselling and monitoring roles; and they keep dates and time tables to meet deadlines for school activities.

In respect of what educators would need to be trained in concerning management and leadership responsibilities educators say that they would like to be trained in:

- good working relations; financial management; planning and organizing classroom activities; providing alternative forms of punishment; general leadership and management to enhance their performance as educators; and dealing with learners with behavioural problems, drug and substance abuse.

In respect of what stumbling blocks educators experience to their training in management and leadership, educators list the following:

- lack of time, overloaded workload, and financial constraints.

All educators are supposed to be leaders and managers of their classroom activities, extra-mural and co-curricular activities. In these responses there is nothing to indicate that educators are masters of leadership and managers in all school activities to the extent of inspiring their learners to be leaders and managers at school and in their later life. The education system

should take all educators continually through leadership and management in-service training for this very purpose and for leading and managing schools.

5.2.8 FINDINGS IN RESPECT OF WHOLE SCHOOL DEVELOPMENT QUESTION (Balance of school activities with well-being of people and their contribution to education)

In this regard educators report Whole School Development in their schools as:

- being enshrined in the vision and mission of the school that has been drafted by all people with interest in the school, being in their School Development Plans, having only few sports codes that are functioning but educators focus only on teaching duties.

Regarding what they would like their schools' Whole School Development to be like, educators list the following:

- to focus on learner and their behaviour, to address educators' despondency, to improve the infrastructure of schools, improve understanding of National Curriculum Statements, improve motivation of learners and parents in school activities, to get all educators and all learners to be involved in extra-curricular activities including debating societies and media centre use (reading of newspapers etc.), and team building exercises.

Regarding what their stumbling blocks are to their Whole School Development, educators list the following:

- poor parental involvement in schools as parents are always not available to come to school because they are at work, educators regard other responsibilities other than classroom teaching as additional burden and time consuming, educators' negative attitudes and time constraints.

Findings in this regard are that no Whole School Development is happening in schools and no in-service training takes place either to enable schools to embark on Whole School Development. If Whole School Development was taking place in schools educators would know that school challenges are meant to be reduced to a bare minimum with a proper

implementation of Whole School Development. Educators should therefore be trained thoroughly in Whole School Development.

5.3 RECOMMENDATIONS

5.3.1 RECOMMENDATIONS ON THE IDENTIFICATION OF IN-SERVICE TRAINING NEEDS QUESTION

This study recommends identification of in-service training needs be a priority for all educators, that every school should have a training unit that appraises educators in every field of school activity and decides in which area an educator needs training. This can only be possible if a similar and broader structure at Education District Office level as well as at Provincial Education Head Office level is developed and made to control the new unit at schools. Training needs can only be identified by someone that is trained and based at a school for that purpose. This identification of training needs should be followed by a comprehensive plan to train those educators who have been identified as needing training in a specific area. This school-based unit would have to work with the School Management Team that is made up of the school principal, deputy principal and heads of departments. A definite scheduled programme that indicates dates and times of appraising educators and actual training sessions in the school should be put in place. Proper records of what has been done should be kept. Schools need to be assured that this programme obtains in all schools for the purpose of ensuring that all educators are continually trained for what they are expected to do so that can work better and be better productive.

This will reduce the impact of the challenge of lack of transport, time and finances to attend workshops some distance away from the school. Each of these trainers should have a definite daily, weekly, monthly and annual appraising and training programme in all schools.

These trainers should be trained at Education District and Provincial Education levels on a continual basis and report to the Education District office on a regular basis.

Schools at present have to release educators almost daily to attend training workshops some distance away from their schools. As a result of this state of affairs, educators miss their precious teaching time at their schools and throw their schools into chaos during their absence.

It is highly advisable that all educators remain in their schools as long as classes are in progress, that is during contact time for learners. According to the Province of the Eastern Cape Department of Education Manual for School Management, the minimum duration of contact time per week for learners is as follows:

Phase	Grade	Contact time per Week	Contact time per day	Time left per day out of the mandatory 7 hours working Day for other school work Including in-service training
Foundation	1 & 2	22 hours 30 minutes	4 hours 30 minutes	2 hours 30 minutes
	3	25 hours	5 hours	2 hours
Intermediate	4 to 6	26 hours 30 minutes	5 hours 20 minutes	1 hour 40 minutes
Senior	7	26 hours 30 minutes	5 hours 20 minutes	1 hour 40 minutes
	8 to 9	27 hours 30 minutes	5 hours 30 minutes	1 hour 30 minutes
FET	10 To 12	27 hours 30 minutes	5 hours 30 minutes	1 hour 30 minutes

Time for these school based appraisal and training workshops should be outside contact time but within the daily mandatory seven-hour working day for educators. Each school would have

instead of a strong centralized system where all educators must leave school to go for training in a centralized venue.

The introduction of this system of appraisal and training of educators could be its phasing in through a pilot system of choosing twenty schools or so every year for every Education District such that all schools are on board in five years time.

5.3.2 RECOMMENDATIONS ON THE STAFF DEVELOPMENT SYSTEMS QUESTION

This study recommends that part of the non-contact time be used for the purpose of staff development in accordance with school's line functions and Department of Education functional structures and processes. For example the Education District has the following functional structures:

- Management and Governance sub-directorate that offers support to and monitors School Management Teams and School Governing Body;
- Curriculum Management and Support that includes Curriculum Advisory Services, EMIS and Policy Implementation, Tele-Collaborative Learning and Technology, Education Assessment and Examinations, Adult Based Education and Training, Early Childhood Development;
- Financial Management sub-directorate that manages all finances at Education District level;
- Supply Chain Management sub-directorate that deals with procurement and asset management at Education District level;
- Human Resource Development and Labour Relations sub-directorate that deals with personnel development and discipline;
- Human Resource Administration and Planning sub-directorate that deals with personnel placement and administration; and
- Education Social Support Services that includes Special Needs and Inclusive Education, Scholar Transport, School Nutrition Programme, Safety, Health and Security, and Sport .

a trainer to look after the in-service training needs of educators in that school. He/she would appraise and train all members of staff in all areas of schooling according to their training needs and report regularly to the Education District training unit. This means that each Education District should have a training unit that is solely responsible for training. This would reduce the number of times that educators leave school for training sessions somewhere else whereby they spend the precious time travelling to the training centres and back in an uncoordinated way.

This would be cost effective in terms of time, money and transport. All this would need is to identify training needs and train educators according to their training needs in every school. The seven hour school day includes school breaks and therefore there would be enough time off to rest even if this programme would appraise and train educators two to three afternoons every school week for just one and a half hours a day. So this programme would not be unbearable. It does not have to involve all educators every time there is appraisal or training. Whilst other educators are engaged in an appraisal or training other educators would be engaged in other duties. Only those educators that are affected by that appraisal or training should attend that session.

Earley et al (2004:169) correctly says that a key part of a learning community is the professional and personal development of all staff and the focus on learning and pupil outcomes. A culture of continuing professional development is crucial to the success of schools and relies on shared vision, team-working and the head being perceived as the lead 'learner'.

In a school setting, it is important that all educators are empowered to produce the best results in their school. If all educators were to be exposed and subjected to a planned regular ongoing and continuous programme of in-service training no educator would have an excuse underperforming.

This recommendation is in the spirit of self-managing school as is the policy of the Department of Education in South Africa. Educators need to be trained to train others and manage their schools. This is also in the spirit of decentralization and bringing services closer to people

On the other hand, the Eastern Cape Provincial Education Department School Management Manual is divided up into the following sections:

- Legislative Framework;
- Professional Management;
- School Governance;
- School Administration;
- Quality Promotions and Standards;
- Management of School Finances and Resources;
- Management of Physical Resources and Property;
- Managing the School Library or Media Centre;
- Human Resource Administration;
- Labour Relations;
- Human Resource Development;
- Learners;
- Safety, Health and Security;
- Curriculum Management and Development; and
- Inclusive Education and Special Needs



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Both structures covers the same field although not necessarily similarly structured. Both have their respective advantages. For example, following the Education District structuring has an advantage of linking up with Education District personnel directly for assistance and support while the School Management Manual is having an advantage of having everything documented.

This study would recommend a combination of both structures as well as creativity from that particular school in accordance with the unique circumstances of that school but without leaving out any of the listed functions in any of the structures.

Further this study would recommend selection of leaders for each function, drawing up of a plan, a time table or programme of staff development on a weekly, monthly, quarterly and

annual basis. This would need motivation and encouragement of educators to take part and honour all activities.

In accordance with the Province of the Eastern Cape Department of Education Manual for School Management: (445-446) some of the typical issues for staff development that staff may need to grow further professionally are as follows:

- Implications of the South African Schools Act;
- Implications of the Educators Employment Act;
- Implications of the National Education Policy Act;
- How to deal with grievances;
- The South African Council of Educators Code of Conduct;
- Drawing up a school code of conduct;
- Managing school discipline without corporal punishment;
- Developing school vision and mission;
- The background and purpose of National Curriculum Statements;
- How to teach in a learner centred fashion;
- Authentic assessment;
- How to use questions to facilitate learning;
- Effective homework;
- Helping learners cope with crises;
- HIV/AIDS education;
- Human Rights education;
- How to help learners with who have reading difficulties;
- Being an effective listener;
- Communicating with parents;
- Lesson planning;
- Improving learner performance in the subject/learning area;
- Introducing group work;
- How to create a positive, stimulating learning environment in the classroom;

- Handling learners with special education needs;
- Learner-centred teaching;
- Interpretation of the syllabus/phase policy documents;
- The development of curriculum;
- Orientation of beginner/newly appointed educators; and
- Effective implementation of teacher, continuous, peer, and self assessment in the teaching-learning situation.

Schools could draw up a three year staff development plan that includes some of the foregoing issues as well as issues raised by staff, prioritize and cluster them to make the staff development programmes effective and worthwhile.

Fidler et al (1999:22) correctly states that staff development can be achieved either through staff attending training courses or through planned experience. Training courses can involve attendance at off-site courses or in-house training courses. Off-site courses which involve working alongside staff from other schools have the merit of preventing staff from becoming too insular. On the other hand, on-site corporate training, such as INSET days, can have an advantage in terms of exposing staff to the same stimulus, and also for team building. Thus both types of training have their place.

This study would recommend ongoing on-site training sessions in various areas for staff development of, say, once or twice every week during school days to avoid educators leaving learners without educators and classes chaotic to go and attend training workshops somewhere else. Off-site in-service training could be planned for non-school days like during school holidays. This would expose educators to merits offered by both off-site and on-site training courses. This programme of staff development could also be linked with the appraisal and training programme that is run in every school by a training unit for all training needs so that all training programmes run concurrently in a school.

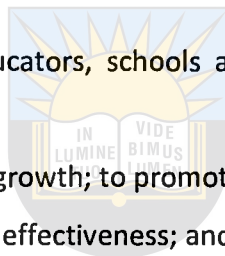
5.3.3 RECOMMENDATIONS ON THE QUALITY MANAGEMENT SYSTEMS QUESTION

This study recommends that Integrated Quality Management Systems be integrated into all

activities in schools, that this management system be integrated into each school's in-service training and staff development programmes. It is also recommended that the Education Department focuses more on training and supporting educators to integrate Integrated Quality Management Systems into their school daily activities. Schools are expected by the Education Department to have structures to implement Integrated Quality Management Systems.

Integrated Quality Management Systems Training Manual for Educators: Education Labour Relations Council; Province of the Eastern Cape (1) cites the purpose of Integrated Quality Management Systems as:

- To identify specific needs of educators, schools and district offices for support and development;
- To provide support for continued growth; to promote accountability;
- To monitor an institution's overall effectiveness; and
- To evaluate and educator's performance.



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According to the foregoing, educator's performance evaluation is only one part Integrated Quality Management Systems and is correctly the final stage of Integrated Quality Management Systems. There is therefore a need to prepare educators for this final stage by a well-planned coordinated in-service training to ensure that educator performance evaluation is fairly conducted.

This study therefore recommends an integrated in-service training by the Education Department that is also integrated with the integrated school's staff development and internal in-service training in each school. In this programme, the Education Department should have an in-service training unit that trains school educator trainers that are resident in schools to train other educators. A definite three-year plan is needed for this programme that is monitored at Provincial Department level, District Office level and school level jointly.

5.3.4 RECOMMENDATIONS ON PERFORMANCE MANAGEMENT SYSTEMS QUESTION (Self-, Peer- and other Evaluation and Follow-up)

This study recommends that the Education Department at Provincial level, District level and at school level should develop as system of Performance Management whereby educators are appraised and subsequently trained specifically and exclusively to perform better and excellently. This performance management system is so important that it should be linked up with the appraisal and training unit of a school sharing a common time table and field given a fair time share.

Every educator should undergo in-service training on all areas of his/her school activities or job description according to need. Appraisal is therefore needed to identifying areas of training. This means that there must be set performance standards that educators should meet. Each educator in a school has a job description. Therefore each educator needs to satisfy the requirements of one's job description and produce good results in every area of one's job description.

Fidler et al (1999:17-18) correctly asserts that most people working in organizations like to feel that someone else cares about their work. The most difficult cases to deal with are those individuals who have been neglected and consider their work to be good and important but where such an impression may be misdirected. In fact, what they might be putting a great deal of effort into is unimportant or, even worse, actually not serving the interests of the organization. This would require that each individual knows who his/her line manager is and each manager knows whom he/she is responsible for. Many problems with poorly performing staff come about because there is ambiguity about these details. Another problem arises because managers do not know what staff management entails. They may not realize that they have a responsibility to ensure that their staff:

- Know what they should be doing;
- Receive feedback on their work;
- Are supported when they encounter difficulties; and
- Are encouraged to undertake training and development activities.

This proves that there is an ongoing need to monitor and evaluate the performance of educators continually and effect corrective measures. When it comes to curricular issues, it is the duty of Heads of Departments in a school to monitor performance of work of educators and make recommendations on the basis of their findings. Where gaps show up, in-service training would come in handy to bridge the gaps.

In Integrated Quality Management Systems, educators evaluate themselves (self-evaluation) and are subsequently evaluated by peers and then by Developmental Support Groups before a Personal Growth Plan is drawn up to assist an educator to grow professionally. Integrated Quality Management Systems does not go further to advocate a system of training those educators who need professional development. There is a need, therefore, to integrate the work of Heads of Departments in a school with that of Integrated Quality Management Systems together under the auspices of the training unit for improvement of performance of educators.

5.3.5 RECOMMENDATIONS ON THE SCHOOL PERFORMANCE QUESTION (Success Rate in All School Activities)

It is recommended in this respect that all educators and all schools should perform according to set standards and that those educators and schools that do not meet these standards should be assisted to meet these standards through a system of in-service training that will identify challenges in school performance and train educators according to their training needs. When this system is already in place, educators would be appraised so that now where they fall short of meeting these set standards they would be subjected to an in-service training exercise.

In this regard as well, appraisal and training as a result of identified inadequacies should be integrated with all the other training under the umbrella of the appraisal and training unit in one time table. Obviously there will be overlapping of training needs, but justice should be done in every area of operation of every educator to train and develop each educator fully.

Fidler *et al* (1999:89) correctly asserts that there are a number of criteria which could be used to assess the performance of a school, namely:

- Output performance measures – for example, exam results, attendance and other published indicators;
- Progress or value added measures of children's progress;
- Systematic satisfaction ratings from parents and pupils;
- Popularity of the school in terms of parental choice and reputation; and
- Achievement of aims.

This means that whenever one or a combination of these criteria surfaces, action must be taken before it affects all other criteria and the whole school. It would therefore be the role of the in-service training unit to identify training needs of educators whose areas of activity cause poor performance of the school.

5.3.6 RECOMMENDATIONS ON THE CLASSROOM PRACTICE QUESTION (Teaching and Learning Activities)

It is recommended in this regard that educators should be trained in setting up classrooms that are conducive to teaching and learning. Learners' futures are very precious and should not be gambled with. In-service training always goes along with identification of challenges and correction of inadequacies. The in-service training section of a school should liaise with the training section of the Education District Office to identify shortfalls in respect of classroom settings and correct these in good time. These problems should be under strict control and integration of the Education Department resources to put an end to this state of classroom conditions that are not conducive to teaching and learning. Educators should therefore be trained to ensure that every classroom offers optimum learning opportunities.

Riches *et al* (1992:93) correctly asserts that the classroom acts as a mirror for the relationships which exist in the school organization. Classrooms are not islands, they are very much sections of a larger community. Whilst some teachers are able to run their classrooms as if they were islands within the school, the pupils arriving in these classes bring with them the ethos of the school and their experience of the regime. Teachers seeking to run their classes in ways radically different from the way the organization operates thus have a great deal to do.

- Creating a respectful, Supportive Learning Environment because teachers should take a number of actions to establish a cooperative, responsible classroom by developing positive teacher-student relationships, promoting students' self-esteem, and building group cohesiveness;
- Managing and Facilitating Instruction, taking attendance, giving direction, distributing materials, handling transitions, summarizing the lesson, and preparing to leave in addition to planning, taking decisions about the degree of structure of the lesson, type of instructional groups to use and means of holding the learners academically accountable;
- Promoting Classroom Safety and Wellness because students need to feel physically and emotionally safe before they can give full attention to instructional tasks; and
- Interacting with Colleagues, Parents, and Others to Achieve Classroom Management Objectives as working with parents is another means to help maintain order in the classroom as well as consulting and interacting with colleagues and others when difficulties occur with classroom management and student behaviour.

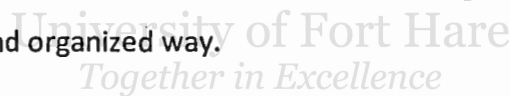
Riches *et al* (1992:97) correctly says that leadership training and support need to focus upon the person and his/her relationship with others, that leadership training needs to maximize the individual talents and personal qualities of those who see themselves as leaders, that leaders may occupy any position in the school and that leadership training needs to develop and sustain openness, empathy and warmth and to encourage exchange, acceptance and exploration.

It has to be remembered that every teacher, in the school assembly, in the classroom, in the sports field, in the music and singing session, in the examination room, and anywhere else in the school, has to carry out management leadership responsibilities. Therefore all educators need to undergo in-service training in this regard on an ongoing basis and according to their training needs in order to perform at acceptable standards.

Specialized management and leadership training should be afforded line managers like the school principal, deputy principal and heads of departments. Riches *et al* (1992:203-204)

asserts correctly that it is line managers who control and direct the activity of subordinates, are accountable for their performance and control resources which may support and improve their performance. Although the term line manager may conjure up the vision of an authoritarian figure barking out orders, the term also applies to a leader operating within a team in a participative, problem-solving mode. The term is used to identify the person who is accountable for the operation of a section of the organization and who has human and other resources available to achieve results. It is a matter of style how the manager operates in order to achieve these results. In an organization largely staffed by professionals the successful approaches is more likely to involve leadership and teamwork than a bureaucratic authoritarian style.

However, from the point of view of accountability and control of resources, the team leader has the attributes of a line manager. Therefore, all educators have leadership and management responsibilities and should be trained in an in-service training sense to discharge these responsibilities in a planned and organized way.



5.3.8 RECOMMENDATIONS ON THE WHOLE SCHOOL DEVELOPMENT QUESTION (Balance of school activities with well-being of people and their contribution to education)

Schools need to change, grow and develop with time, socio-economic needs, labour market needs, curriculum needs and other needs. Each school therefore should have a functional programme to develop each educator at the same rate as the best schools in the country. What causes some schools to perform at eighteen percent while other schools perform at one hundred percent in grade 12 examination is that schools do not have a monitoring and corrective programme to see that each school is developing continuously in a Whole School Development sense. This programme should be run in each school by a Whole School Development unit in liaison with an Education District Whole School Development unit under the umbrella of the school in-service training unit that identifies areas of inadequacies that need to be developed and institute planned in-service training activities.

5.4 CONCLUSION

This should mean that each classroom in a school reflects the vision, mission, values, ethos, goals, practices and standards that result in the level of academic, curricular, co-curricular and extra-curricular successes and overall performance in a school. Therefore care should be taken to ensure that all educators understand and are able to implement teaching and learning principles and content according to set standards. This cannot be possible without a serious in-service training programme that identifies deviation from the norm and set standards and bridge the gap caused by this deviation by in-service training, coaching or counselling, whatever the case may be.

5.3.7 RECOMMENDATIONS ON THE SCHOOL MANAGEMENT AND LEADERSHIP QUESTION (Classroom, general discipline, extra- and co-curricular activities)

This study recommends that all schools should have a programme of in-service training of educators to train educators in management and leadership at all levels of school activities as well as in their respective roles as educators on an ongoing basis. Where inadequacies have been identified through performance appraisal correction should be effected by in-service training.

Burden (2006:5-8) correctly says that an effective classroom manager handles the following seven areas of responsibility with regard to classroom management and discipline:

- Selecting a Philosophical Model of Classroom Management and Discipline such as teaching with love and logic, cooperative discipline, discipline with dignity, and assertive discipline that reflect various philosophical views of student development, teaching and learning, and classroom management;
- Organizing the Physical Environment, as the way the desks, tables, and other classroom materials are arranged affects instruction and has an influence on order in the classroom;
- Managing Student Behaviour as guidelines are needed to promote order in the classroom and to provide a conducive learning environment;

This study, based on the responses of educators in the Grahamstown Education District and its findings arising from these responses concludes that a well-planned programme of in-service training for each and every school should be in place and functional to keep all schools on par with set educational standards in all area of educational activities in schools whether curricular, extra-curricular or co-curricular.

The way to ensure that this in-service training programme is always functional is by creation of an in-service training unit for school-based educators at Provincial Education Department Head Office level for policy direction and planning purposes, at Education District level for implementation and monitoring purposes and at school level for operational purposes

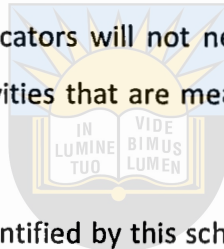
Personnel manning this unit at school level should be headed by a manager that is solely responsible for all school's in-service training needs on a full-time basis, liaising with and attending training meetings at all levels, namely Provincial Education Head Office level and Education District Office level to cascade the training to school-based educators in each school. The School Management Team by virtue of being heads of sections/divisions and departments, because of their managerial and leadership responsibilities and also because they have more time set aside for the purpose of monitoring and control should be part of this in-service training unit.

In-service training of this nature is to ensure that school-based educators are always up-to-date with the latest information on the following areas in particular:

- Staff Development (Human resource Development Systems);
- Quality Management Systems (Supervision and Control of work);
- Performance Management Systems (Evaluation of and corrective follow-up on performance of individual educators and teams);
- School Performance (Monitoring of success rate in all school activities);
- Classroom Practice (Monitoring of teaching and learning activities);
- School Management and Leadership at all levels (namely classroom, extra-curricular, and co-curricular activities, and general discipline); and

- Whole School Development (namely balance of school activities with well-being of people and their contribution).

This in-service training at school level should take place at school with and without external assistance from Education Department Head Office level in-service training unit, Education District Office level or from any quarter at the time set aside according to plan and outside contact time for full educator complement, teams or individuals. This time should range from one and a half hours to one hour and any two to three days a week from Monday to Friday every week. This means that in-service training sessions do not have to be every day of the week and for every educator. Some educators will not need to be trained in certain areas. Educators also need space for other activities that are meant for this time after contact time like co- and extra-curricular activities.



All in-service training needs should be identified by this school in-service training unit with the assistance of Education Department Head Office training unit and Education Department District Office training unit. This in-service training programme should also permeate and integrate all activities in a school to ensure that all educators are on par in as far as knowledge and information about what they should be doing at their respective schools irrespective of location or level.

This in-service training should address concerns of educators and how to succeed in spite of prevailing adverse circumstances. This means that trained in-service training managers that are capable of working with school principals, School Management Teams, other school section-heads, work-teams and individuals should be found, appointed, trained and re-trained for this sensitive work for every school. This could be piloted with, say, twenty schools in every Education District such that after five years all schools will be having a functioning in-service training unit that produces expected results.

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