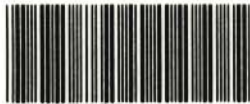


**THE ROLE OF TIVUMBENI COLLEGE AS A
CENTRE OF PROFESSIONAL DEVELOPMENT
OF EDUCATORS IN THE RITAVI DISTRICT
BETWEEN 2000 AND 2002**

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DECLARATION

“I declare that the dissertation hereby submitted to the University of the North for the degree of Master of Development has not previously been submitted by me for a degree at this or any other university, that it is my own work in design and in execution, and that all material contained therein has been duly acknowledged.”

Signed

E. Alalukh

Date

2003 November 25

ABSTRACT

The 1994 democratic elections brought about dramatic changes which impacted on all sectors of society. This is evident in the education environment with the introduction of Curriculum 2005 and Outcomes-Based Education (OBE). Education thus became an ever-changing environment in which educators had to adapt to meet the challenges that confronted them. The new approaches to education delivery resulted in feelings of anxiety, uncertainty and inadequacy among many educators. In this environment, the retraining and re-skilling of educators became imperative to equip them to meet the challenges of the day. Accordingly, Continuing Professional Development (CPD) became critical if educators were to survive. This study evaluates the role of Tivumbeni College as a centre for CPD between 2000 and 2002. The results of this study highlight the shortcomings of a purely centre-based approach to CPD. The study recommends a combination of elements which include school-based, school-focused and centre-based approaches as a viable model for CPD.

DEDICATION

*Dedicated to the loving memory of my parents,
William and Maria Maluleke.*

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TABLE OF CONTENTS

| | |
|-------------------|-----------------|
| Title Page | i |
| Declaration | ii |
| Abstract | iii |
| Dedication | iv |
| Acknowledgements | v |
| Table of Contents | v-vi vi-viii |

CHAPTER 1: GENERAL ORIENTATION

| | | |
|-----|-----------------------------|-------|
| 1. | Introduction | 1 |
| 2. | Background | 1-3 |
| 3. | Motivation | 4 |
| 4. | Statement of the Problem | 5 |
| 5. | Aims of the Study | 5-6 |
| 6. | Objectives | 6 |
| 7. | Research Questions | 6-7 |
| 8. | Research Methodology | 7-8 |
| 9. | Operational Definitions | 8-10 |
| 10. | Significance of the Study | 10-11 |
| 11. | Limitations and Constraints | 11 |
| 12. | Conclusions | 11-12 |

CHAPTER 2: TEACHER DEVELOPMENT

| | | |
|-----|---|-------|
| 1. | Introduction | 13 |
| 2. | The Aim of Teacher Development | 13-14 |
| 3. | Professional Development | 14-17 |
| 3.1 | School-Based Professional Development | 17-21 |
| 3.2 | School-Focused In-Service Training | 21-23 |
| 3.3 | Centre-Based In-Service Training | 23-25 |
| 3.4 | Core Elements of An Effective In-Service Training | 26-28 |
| 4. | Conclusion | 28-29 |

CHAPTER 3: THE CPD PROGRAMME AT TIVUMBENI BETWEEN 2000 AND 2002

| | | |
|-------|--|-------|
| 1. | Introduction | 30 |
| 2. | Policy Sanctions | 30-32 |
| 3. | Historical Background of Tivumbeni as a Centre for CPD | 33-36 |
| 3.1 | In-School Support | 36 |
| 3.2 | School Visits | 37 |
| 3.2.1 | School Visits Planned at Provincial, Regional and District Level | 37 |
| 3.2.2 | School Visits Planned by the Centre | 37-38 |
| 3.2.3 | Findings | 39 |
| 3.3 | Workshops | 40-41 |
| 3.4 | Problems Encountered by the CPD Centre | 41-42 |
| 4. | Conclusion | 42 |

CHAPTER 4: RESEARCH METHODOLOGY

| | | |
|-------|--|-------|
| 1. | Introduction | 43 |
| 2. | The Sample | 43-44 |
| 3. | The Measuring Instrument | 44-45 |
| 3.1 | Construction of the Questionnaire | 45-46 |
| 3.2 | Advantages of Using a Questionnaire | 46 |
| 3.3 | Disadvantages of Using a Questionnaire | 46-47 |
| 3.4 | Validity of the Questionnaire | 47 |
| 3.4.1 | Instrument Validity | 47 |
| 3.4.2 | Data Validity | 47 |
| 3.4.3 | Validity of the Findings | 48 |
| 3.5 | Reliability of the Questionnaire | 48 |
| 3.6 | Administering the Questionnaire | 48 |
| 4. | Conclusion | 48-49 |

CHAPTER 5: DATA ANALYSIS

| | | |
|-----|--------------------------------|-------|
| 1. | Introduction | 50 |
| 2. | Quantitative Information | 50 |
| 2.1 | Biographic Information | 50-52 |
| 2.2 | T-Test for Difference in Means | 52-57 |
| 2.3 | Analysis of Variance | 57-58 |
| 2.4 | Conclusion | 59 |
| 3. | Qualitative Data | 59-67 |
| 4. | Conclusion | 67-68 |

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

| | | |
|-----|---|-------|
| 1. | Introduction | 69 |
| 2. | Objectives of CPD Centres | 70 |
| 2.1 | Improving Educator's Knowledge on OBE | 71 |
| 2.2 | Improving Educator's Knowledge on New Learning Areas | 71-72 |
| 2.3 | Improving Classroom Competency of Educators | 72 |
| 2.4 | Training Educators on Alternative Forms of Assessment | 72 |
| 3. | Professional Development | 72-73 |
| 4. | The Objectives of the Study | 73 |
| 5. | General Remarks | 74 |
| 6. | Obstacles Encountered | 75 |
| 7. | Recommendations | 75 |
| 8. | Concluding Remarks | 76-77 |

| | |
|---------------------|-------|
| BIBLIOGRAPHY | 78-83 |
|---------------------|-------|

| | |
|--------------------------------|-------|
| APPENDIX: QUESTIONNAIRE | 84-89 |
|--------------------------------|-------|

CHAPTER 1

GENERAL ORIENTATION

1. INTRODUCTION

In this chapter the researcher will provide background information to the study, indicate what motivated the researcher and outline what the aims and objectives of the study are. The research methodology, operational definitions, significance of the study as well as limitations and constraints will also be discussed.

2. BACKGROUND

According to a discussion paper of 23 November 1999 on "Planning a strategy for Continuing Professional Development of Educators in the Limpopo Province" the Department of Education in the province is faced with a critical need for effective Continuing Professional Development (CPD) of educators at both the General Education and Training (GET) and Further Education and Training (FET) bands. It is believed that in most cases educators' subject knowledge is poor in Science, Mathematics, Technology and English. In order to address this problem, the Limpopo Province Department of Education (LPDE) (formerly Northern Province) used a two-fold strategy:

- Firstly they introduced School-Support Programmes (SSPs) such as Learner Performance Improvement Strategy (LEPEIST) classes offered on Saturdays and Winter Enrichment Classes (WEC).
- Secondly, they established centres for Continuing Professional Development (CPD) for educators where lecturers from rationalised colleges were to be deployed and classified as Education Development Officers (EDOs).

The functions of these EDOs, according to the Implementation Policy were to:

- Run workshops for educators. At these workshops the focus should be to increase the subject knowledge of the educators, improve the educators' pedagogical skills and update educators on OBE, assessment and developing teaching materials;
- Support those educators most immediately affected by the introduction of OBE;
- Provide in-depth support at cluster level,
- Ensure individual in-school support to selected educators whose particular needs are identified at cluster meetings;
- Discuss with educators their own CPD needs in order to address them during workshops and cluster meetings; and
- Ensure that educational resources provided for schools are being utilised and to identify further resource needs to support the curriculum at school level.

The above objectives could be implemented by either supporting educators at their schools or, alternatively, requesting them to visit the centre for workshops.

Through a series of workshops, educators were helped in implementing the OBE approach. Experience, however, has shown that workshops alone are largely ineffective unless they are followed up by in-school support, which is an essential element of CPD implementation policy. During the in-school support, EDOs should try to build teams that are sensitive to what Ball (1987) refers to as the "Micro Politics of Schools" network of informal power hierarchies and friendships groups which might influence performance.

This view was also echoed by Education Minister Kader Asmal when speaking at a function to mark the eighth anniversary celebration of World Teachers Day when he indicated that teachers should mediate knowledge and social relations. These could be done continuously when ideas are shared through dialogue. Thus, the first level of dialogue or sharing is between educators and the Department of Education, especially those officials who advise and support schools.

The function that EDOs are involved with should be that of creating a climate in which educators feel free to share information with their colleagues within the school and in the clusters. These clusters consisted of schools in the same circuit and in other instances two or more circuits were combined to form a cluster. The second level of dialogue is between peers, where interchanging of ideas should take place. These informal power hierarchies influence what goes on at school. The dialogue shall be reflected on the school-focused in-service training. The third level is the interaction between learners and their parents. This level reflects the sub-environment in which the school operates. The criticisms that are levelled against educators by this sub-environment has an influence on their commitment and determination to build a better life for the learners.

These dialogues are also influenced by the changes in technology that force educators to adapt and keep abreast with current trends. Cohen, Manion and Morrison (1996:143) maintain that a school does not exist apart from society but within it. Consequently, the reconstruction of society will occur, not through the school, but with it. The development of educators should go hand in hand with school and community development so that learning should be more community-oriented (Ozmon and Craver, 1995:187). This view suggests that the educators will be able to facilitate activities that are authentic and relevant to the world outside the school or a subject discipline. They should also be able to help learners to interact with the subject matter in such a way that will prompt them to seek out their own understanding and misunderstanding (McCown, Driescoll and Roop, 1996:242). This is the view on which the Implementation Policy is based. Thus, educators should be trained and orientated in the philosophy and implementation of OBE, which will enable them to develop learning materials, be researchers and scholars in order to be effective.

The process of developing educators, according to Fauntein (1995), should be through promoting the development of attitude, peace, tolerance and environmental awareness. This will empower them to promote values and bring about changes in their lives and their communities, both locally and globally. Education is, therefore, a holistic phenomenon.

3. MOTIVATION FOR THE STUDY

The researcher is employed as an EDO and based at Tivumbeni CPD centre in Ritavi District. In order to execute the CPD Programme, educators are expected to attend workshops. The researcher observed that most educators do not attend workshops. The researcher is of the opinion that attendance of workshops is of utmost importance for the success of the CPD programme. During follow-up visits to schools, the researcher noticed that educators do not implement the methodology offered at workshops.

Many external factors impinge on the effectiveness of the programme. Among these, is the policy of the Department of Education in the Limpopo Province that workshops should be conducted between 12h00 and 15h30. This has a bearing on attendance. Most educators travel long distances between their place of work and home and often use public transport, or travel in lift clubs. When they have a workshop to attend, they have to leave early from school, and their classes are then left unattended.

Workshop sessions are three hours at a time, and because educators have to get their transport for home, they therefore leave before the sessions end. Consequently the amount of work done in these workshops becomes limited. The distances that these educators have to travel from their workstations to the centre for centre-based workshops and shortage of regular transport for EDOs to do in-school visits influence the effectiveness of the programme.

The timing of the running of workshops, school visits, time-tables and other duties required of EDOs by both Regional and District offices (for example, moderating continuous assessment portfolios, accompanying monitoring teams and representing the region at conferences) seem to be compromising the function of the centre. Sometimes the duties to be performed are in conflict with what EDOs should be doing. The lack of co-ordinated planning between the centre, district and the regional offices results in the cancellation of planned activities. These are the concerns that prompted the researcher to conduct the proposed study.

4. STATEMENT OF THE PROBLEM

The Outcomes Based Education (OBE) and Curriculum 2005 is a new approach to teaching which requires educators to manage their classroom differently from the way they were used to, prior to the introduction of OBE. However, the educators' understanding of this approach is rudimentary and their current teaching methods are often inappropriate to be effective in class (LPDE Discussion Paper on the Implementation of CPD, 2000).

To bridge this gap, the Department of Education (DoE) established centres for professional development for educators to be helped in implementing OBE. Thus, educators are required to attend workshops, which are largely centre-based. Sometimes in-school support is conducted to help these educators on site, depending on the needs of educators.

The lack of a requirement policy for educators to participate effectively in CDP and the absence of formal recognition of educators' successful participation, often lead to haphazard attendance of workshops. Because of this, there is no link between workshops and what is supposed to be done at schools. Workshop materials are sometimes not implemented because, generally, those who do attend have been found not to report back to colleagues with whom they share common learning areas.

The problem of irregular attendance influences follow-ups in schools. Furthermore, it is not always clear that the themes presented at workshops are relevant to the needs of the schools. EDOs, when doing follow-ups, do not have enough information to help them prepare because the needs of schools are not communicated to the centre. A lack of synchronised programmes between the district office and the centre, as well as the shortage of transport, compromises the effectiveness of the centre.

5. AIMS OF THE STUDY

In view of the problem statement and the background, the researcher would like to determine the impact of CPD programmes on the performance of educators in the Ritavi

District. The aim of the study is thus to evaluate effectiveness of the CPD programmes in addressing the professional development needs of educators in the Ritavi District.

6. OBJECTIVES

The proposed study aims to evaluate how the Tivumbeni CPD programme influences educators' performance, and whether the centre has managed to achieve the following objectives since it was established in 2000:

- To enhance the subject knowledge and classroom competencies of educators.
- To improve relevant knowledge to newly introduced learning areas.
- To train educators on OBE.
- To provide in-depth support at the cluster level.
- To render individual in-school support to selected educators whose particular needs were identified at cluster meetings.
- To discuss with individual principals and educators their own CPD needs.
- To ensure that educational resources provided for schools are being utilised effectively.

7. RESEARCH QUESTIONS

In order to determine the worth of the programme, the researcher shall use the following questions as points of reference:

- What professional support does the DoE provide to EDOs when they change from offering pre-service to in-service training?
- How do EDOs perceive the CDP programme?
- What is the attitude of the DoE, CPD Centre, principals and educators towards CPD workshops?
- How do principals perceive the programme?
- How do educators benefit from the programme?

- Is there a change in the teaching method of educators who participated in the programme?
- To what extent does the programme cater for educators' needs?

8. RESEARCH METHODOLOGY

The research will be qualitative, quantitative and formative. The researcher acknowledges that perceptions of educators and EDOs will play a major role in determining the worth of the programme. The researcher shares the view of Orstein and Hunskins (1993:338) that there are many realities which are influenced by one's own value system. The researcher is an EDO and thus forms part of the process which he will be evaluating. The researcher, therefore, cannot be separated from the system.

The research project will be divided into two sections, i.e., empirical research and a literature review which shall be used to look at different models of in-service training such as school-based, school-focused and centre-based. Elements of these types of in-service training will be used to devise an effective model which, in turn, will be employed to evaluate the CPD programme at Tivumbeni. The findings from data collected will be compared with elements/tenets of this model to determine the extent to which the CPD programme conforms to the contextual model.

No sample of educators will be required because the entire population is only sixty-four educators in junior secondary school and eight principals, that is, those schools that were chosen to pilot the Common Assessment Tasks (CAT) and Externally Assessment Test (EAT) in the Ritavi district.

A questionnaire shall be sent to all educators for grade 8 piloting schools in the Ritavi district. These educators will be required to indicate whether and how the CPD programme contributes to their performance in class. In order to verify the information gathered from the questionnaire, some educators will be interviewed. The researcher will use records and reports on workshop compiled by EDOs on the activities of the centre between 2000 and 2002. This will help to provide an understanding of the role

played by the centre in influencing the professional development of educators in the Ritavi district.

9. OPERATIONAL DEFINITIONS

- Attitude** Attitude implies thinking, feeling, behaving in a certain way. It suggests some quality inside people that influences their behaviour (Krech, Crutchfield, Livson, Wilson and Parducci, 1982:677). Attitude defines the relationship between individuals and their environment. Attitude here shall mean behaving, feeling and thinking in a certain way towards objects, phenomena or people, which might be positive or negative.
- CPD** This refers to continuing professional development for educators. This programme aims to promote the development in young people of attitudes and values such as global solidarity, peace and environmental awareness, which equip them with knowledge and skills to empower them Fauntein (1995:1). In this study it refers to coaching, supporting and training of practising educators on new approaches to education.
- CPD Centre** Refers to the location and delivery of CPD workshops on pedagogy, the use of educational technology, content-based and management training. Tivumbeni, Hoxani, Shingwedzi, Sekhukhune, Ramaano Mbulaheni, Dr C.N. Phatudi, Modjadji, Bochum and Mastec Colleges are the centres where CPDs are located.
- EDOs** Refers to the staff supporting the development of educators. Their role is to facilitate workshops and provide in-school follow-up

support for educators in line with both the developmental policy and the needs of educators.

Staff re-deployed as EDOs include:

- ❖ Curriculum advisors already working at district and regional level.
- ❖ Existing departmental in-service and training (INSET) and advisory staff.
- ❖ Lecturers from rationalised colleges of education.
- ❖ Seconded staff from rationalised colleges.
- ❖ Early childhood development officers.
- ❖ Some lecturers from Continuing Community Colleges.

Professional Development

In the context of curriculum implementation “professional development” refers to in-service training, assistance, or other activities dedicated to helping faculty and staff develop personal meaning for the materials, teaching approaches, and beliefs involved with a revised or modified curriculum. Opportunities for such information and assistance are necessary to help teachers create their own meaning of curriculum change (Sowell, 2000:238).

Such a programme should be responsible for:

- ❖ Updating skills knowledge of educators in subject-specific areas.
- ❖ Keeping them abreast with societal demands.
- ❖ Acquainting them with research on the instructional process and on new methods of teaching.
- ❖ Making them aware of advances in instructional materials and equipment, e.g., TV and computer assisted instructions (Rebore, 1987:166).

**In-Service
Training
(INSET)**

INSET refers to programmes which assist teachers by improving their knowledge and increasing their desire to learn, to improve their effectiveness in the classroom and their professional service generally (Ashley and Mehl, 1987:43). INSET further includes the means whereby teachers' personal needs and aspirations may be met as well as the system in which they serve (Ashley and Mehl, 1987:89).

Herein INSET shall mean the whole range of activities by which serving educators and other categories of educationists within the formal school systems may extend and develop their personal education, professional competence and general understanding of the role which they and the schools are expected to play in their society.

10. SIGNIFICANCE OF THE STUDY

It is hoped that the study will reveal how the centre is performing in relation to aims set out in the CPD policy document. It also believed that the educators' development needs will be communicated to the centre. Hopkins (1986:94) argues that in-service training initiated by educators could best be catered by centres because:

- The continuing development of educators should largely be the responsibility of the profession.
- Educators as an occupational group have had relatively few opportunities to participate in decision-making.
- Decentralisation of decision-making will require perspectives among educators wider than those of individual classrooms.
- Educators are in the best position to know what they need in the way of assistance.

The findings of this study will be shared with:

- CPD management for implementation to enhance the programme's effectiveness
- District officers for proper coordination and evaluation of programmes in their district.
- Schools for influencing the professional development of educators at schools.

11. LIMITATIONS AND CONSTRAINTS

Since the researcher is attached to the CPD centre and works as one of the EDOs, an element of bias cannot be ruled out completely when respondents answer the questionnaire. Some responses might not be objective and this could lead to skewed interpretations.

The major constraints are the lack of literature on CPD, EDOs. In addition, their involvement as an advisory body is limited to less than two years.

The paucity of literature might be so because: "Educational evaluation is not a well developed field in South Africa. Only a handful of educational programmes have been evaluated, and little research on the evaluation of INSET programmes has been undertaken to date" (Ashley and Mehl, 1987:77). Despite the observation made by Ashley and Mehl in 1987, it appears that very little has been done since. In the historically black education institutions the situation is worse because INSET for educators received very little attention. According to Ashley and Mehl, no attempt has been made yet to design an evaluation strategy to determine the relative worth of the INSET programme in South Africa. Since there is a limited choice of models to follow, this might have an influence on the quality of the study.

12. CONCLUSION

In this chapter the following areas received attention:

- Background
- Motivation for the study

- Statement of the problem
- Aims of the study
- Objectives of the study
- Research questions
- Methodology
- Operational definitions
- Significance of the study
- Limitations and constraints

The next chapter shall concentrate on professional development and types of in-service training programmes such as the school-based, school-focused and centre-based.

CHAPTER 2

TEACHER DEVELOPMENT

1. INTRODUCTION

The aim of this chapter is to describe the different models of teacher professional development. In order to understand the professional development of practicing educators, different types of in-service training programmes such as the school-based, school-focused and centre-based shall be discussed. These models shall be used as a benchmark to determine the effectiveness of Tivumbeni Continuing Professional Development Programme in helping educators in the Ritavi district.

2. THE AIM OF TEACHER DEVELOPMENT

The aim of teacher development can be viewed as a way of trying to generate and integrate scientific and professional knowledge, attitude and skills to further educate with the aim of improving professional practice of educators. This view is also reflected in the DoE's National Policy on Teacher Supply, Utilisation and Development of March 1997, which states that the aim of teacher development is to improve the quality of professional practice. The success of this practice will therefore be measured in terms of professional competence.

Teachers are keys to the moulding of learners' dreams, and good quality teacher education is thus a national priority. That is why the state contends that to improve the quality of serving educators and preparing them for any educational change will enhance the chance of realising wishes of reconstruction and development initiatives in education (National Policy on Teacher Supply, Utilisation and Development. Discussion Document, August 1996).

To assist the teachers to develop professionally, teacher development agencies should act as facilitators by stimulating the teacher, as an adult learner, effectively and cognitively, by providing learning experiences which will help these educators to grow professionally and personally. The focus of the developmental curricula should lead to shared experience and interpretation. The teacher as a practitioner should, in a sense, be responsible for writing his/her own curriculum for personal and professional development.

A number of models for teacher development were formulated which could be used to determine best practices in this profession, for example, the reflective model regards a teacher as an active, life-long learner who consciously and continuously monitors his\her own teaching methods, reflects upon them, discover problems and new ways of lesson presentation, formulates a new plan of action and implements it. A reflective teacher constantly develops his\her teaching skills and subject knowledge.

3. PROFESSIONAL DEVELOPMENT

Educators operate in an environment which is constantly changing. This environment is far from perfect and the changes in education operating in such an environment requires educators to adapt if they wish to be effective in delivering the curriculum. Since 1994 there has been a drastic change in the education in South Africa with the introduction of Curriculum 2005. Prior to 1994, learners were assessed solely on content and were promoted or retained on the basis of their performance in the final examination. With the introduction of Curriculum 2005 and OBE, learners were assessed on skills, attitudes, values and knowledge. They should be given a chance to learn at their own pace and be active participants in the learning process. Educators should become facilitators and are part of the learning process. Successful progression to the next grade depends on achieving specific outcomes in the learning areas.

There is abundant evidence that the present education system only depends upon the initial training of teachers to make them cope with the demands of the profession (Bridges and Kerry, 1993:6). This system is no longer adequate for the purpose of

helping teachers to be competent in the classroom.

Murphy (1987:31) stresses the need for in-service training to help those in education to adjust to the prevailing conditions and to the changes emanating from the explosion of knowledge, technology and development. He further states that those who comprise the education profession should undertake to develop new and improved programmes for the preparation of those who serve in schools as teachers, administrators and educational specialists, in order to help them become more competent. A competent educator is a person who is able to perform a task satisfactorily as well as having the intellectual, cognitive and attitudinal dimensions of a particular field or profession.

The DoE through its agencies should create structures that will enable these educators to upgrade and update their professional knowledge. Kerry and Tollit-Evans (1992) suggests that for teachers to remain fresh, invigorated and dynamic, they should continuously renew their professional knowledge, skills and commitment. This could be done at staff meetings, at course level, conferences of professional bodies, taught qualifications, in-house or in-service training and workshops.

At such meetings educators will be able to share experiences and assist one another as a way of enhancing expertise and commitment. Their deliberations are likely to be successful when implemented because what is discussed is based on the changes that affect them. Most of these changes were brought about by the implementation of Reconstruction and Development Programme White Paper (RDP, 1996). Chapter 3, section 3.3.14.1 of the RDP document states that "the reconstruction of education and training requires a body of teachers, educators and trainers committed to RDP goals and competent in carrying them out". One such area is the implementation of OBE.

This new approach to education necessitated the grouping and fusing of subjects into learning areas, for example, Accounting, Business Economics and Economics became the Economic and Management Sciences learning area. In the senior phase, which consists of grades 7-9, there are eight learning areas and educators have to be reskilled to be able to handle part of the learning area that they were not trained on.

In the year 2003, learners who were in grade 9 in 2002 doing OBE have to follow the Nated 550 curriculum. This is the so-called interim syllabus which preceded Curriculum 2005, where content is prescribed. These learners have to do subjects and thus discontinue the learning areas. The implication of these changes means that if a school has grades 7-12 during 2003, that school has to practice OBE for grades 7, 8 and 9, and offer the interim syllabus for grade 10, which should be presented the OBE way. Meanwhile, grades 11 and 12 curriculum is purely content based.

Because of these changes, educators who were trained in the old ways, that is, to regard learners as empty cans that educators have to pour in, are now expected to implement these new approaches. They viewed this new approach as foreign to them and, as a result, experienced great anxiety, uncertainty and had a feeling of inadequacy. Therefore, measures had to be taken to bring these teachers on board and to render the much needed support.

Through the necessary support for the recommended and modified programmes, educators' self confidence would be boosted. Educators often require in-service training or staff development time in order to feel comfortable with the new programmes (Orhstein and Hunskins, 1993:302). This is essential for those who will enter the profession in future because they will bring with them a variety of different experiences and new skills. Since the career development of an educator is punctuated by external factors which impact on his/her responsibilities Bridges and Kerry (1993:18) believes that the basic competency model addresses a discontinuation in career progress in terms of a need to acquire those new or additional skills which have been deemed necessary.

Bridges and Kerry further argues that the central concern for professional development should be the capacity to optimise learning. That competency should not only be defined in terms of behavioural skills because to do so will limit the educators from developing from adequate to expert performers. It is within this context that the idea of teachers as researchers, the reflective practitioner, and experimental learner have been developed (Stenhouse, 1987). These are the principles on which OBE are formulated,

viz., that educators should develop their own materials, choose their own content and assessment methods and techniques. In short, educators should be creative and draw from their own experiences rather than depend on external sources when teaching.

From Bridges and Kerry's point of view, professional performance should be a practical action informed by knowledge and judgement. This view is not inconsistent with the development of identified competencies, but the nature of those competencies relate to the development of perceptions, analyses, understanding and judgement as a basis for action, rather than simply to the behaviour itself. Bridges and Kerry (1993:21) contends that "The model of professional development as practical sense that is presented by Elliot offers a way forward which we believe, is more compatible with the demand placed upon professionals and their practice. It argues for a continuum of learning processes through initial training and subsequent professional development which is aimed at encouraging and developing self initiated, intelligent actions."

This view suggests varied provisions for the support of professional development for educators. Examples of such provisions are the three models, school-based, school-focused and centre-based in-service training programmes. The three models will be reflected in the section that follows.

3.1 School-Based Professional Development

The in-service training for teachers, which is school-based, is consistent with the view that the school is a learning community. This community can identify and solve its problems including the in-service training needs of its staff. If the school is sufficiently motivated by a greater sense of control and direction over its own affairs, its in-service training activities and resources should provide for those needs. The content and delivering of such programmes would rest with the educators in those schools (Bell and Day, 1991:10).

This view is also reflected by Bridges and Kerry (1993:52) when he says, "In-service training should begin in schools. It is here that learning and teaching take place,

curricula and techniques are developed, needs and deficiencies revealed. Every school should regard the continued training of its teachers as an essential part of its task for which all members of staff share responsibility."

It is important that a conducive environment or culture for professional development be established at schools. This culture includes a situation where dialogue and sharing of ideas are essential in a school. Such an open sharing of ideas is only possible in an environment where staff members regard each other as colleagues. Consequently, they will be comfortable with each other to the extent that they will see each other as persons with whom they can share their joys, concerns, doubts, even their sense of uncertainty and inadequacy, as well as their wish to venture into the unknown. Schools should thus be centres of critical reflection.

The support and stimulus for professional growth which is fostered from such an environment in which professionals regard one another as colleagues is empowering. This quality of the relationship will enable staff members to grow personally and professionally. Holly and McLoughlin (1989:9) contends that it is important that open dialogue not be viewed as an end in itself, but as a means by which colleagues can think with one another about practice. The quality of professional development would be determined by the nature of questions being addressed and by the resources drawn upon to address those questions. One such resource could be spending time in another teacher's classroom and engaging one another in dialogue, generating agendas, which represent common concerns. Teachers at a school should feel comfortable to contribute to a positive growth environment. The focus should be on teachers knowing each and understanding how each one functions as a professional person. This collective knowledge and understanding will not only provide a base for designing a collaborative and professional agenda, but it will also send clear messages to staff members that they are highly regarded.

A school should be seen as a laboratory where there is a continuing agenda that consists of challenges that trigger discussions and contributions to a dynamic environment. When teachers are supported at schools they become more confident.

They also know that any progress or achievement they make would be acknowledged. This, in itself, serves as a positive reinforcement, because they would understand that their professional development is informal and does not lead to a qualification. The school-based in-service training is and should be designed in such a way to improve school practice and might have a potential for earning a qualification if the quality of these activities and short courses are assured and accredited through a national system.

The advantages that are associated with a school-based in-service-training programme are:

- There is a greater impact on teaching method.
- Changes are more relevant and sustainable.
- It builds on teacher knowledge and skills.
- It is easy to transfer new ideas and methods to the classroom.
- It is driven by teachers' needs.
- Teachers are not taken away from schools and their responsibilities.

However, this INSET could be possible if educators plan beforehand what will be taught and what evidence would be required as proof that the learner has achieved. It is suggested that planning should, however, be done by the whole school in its macro-planning rather than by a single educator. During grade-level planning, the educators of a particular grade should determine the programme organisers and the sequence that should be followed when handling tasks, so that there is cooperation and coordination of learning activities. This has an influence on the method of teaching. Educators in a school are expected to work as a team and therefore need to identify areas where they need help.

This type of in-service training acknowledges human resource as the most valuable asset which requires optimal utilisation at schools. Since the majority of educators who are trained in OBE are not in the management of schools, their skills are not optimally utilised. Their influence on the INSET at school level is also minimal. Where they could

be used as mentors at their schools, an outsider is always preferred.

The notion that educators have a colleague observe them in their classes while teaching could help in coaching and identifying areas that need to be improved. However, it is not always welcomed, because of a lack of confidence. Educators, at their schools, ought to take initiatives in their professional development. The school could set aside times during which educators at school level discuss ways to improve their practice. Where there is nobody within their staff who could lead a particular aspect, outside help could be sought from school support teams both at regional or district level.

When professional development of educators is initiated by forces outside the school, the educators are prevented from taking responsibility for their own development. This makes them passive recipients of help and programmes that might be irrelevant to their situation. Instead of identifying educators' needs, concerns and addressing the deficiencies, the outsiders generally decide what is to be offered. This type of help is often uniform to all schools and does not take into account the different environments which individual educators come from. For example, rural, farm, urban and historically white schools usually have different needs. This type of approach could be influenced by the notion of "one size fits all" which is characterised by programmes developed at provincial level for all schools regardless of the situation in which these schools operate. In some instances, learners have lessons under a tree or overflowing classes, whilst in others, there are adequate resources.

The school-based in-service training model is more suitable for large schools with enough resources, both human and material than for rural primary schools, which are often critically understaffed. Educators in such schools are responsible for all learning areas for their classes. They might not have the time and capacity to do class visits because their classes will remain unmanned. The success of this type of INSET model depends largely on the type of leadership at the school. If the principal, as a manager, is able to encourage staff to improve their practice and identify areas at school where help is needed, the whole school shall benefit. Where outside help is required, it would be easy to approach relevant people.

Tivumbeni is one such centre, which could offer such service. Its function should be to provide support, resources, in-service training and guidance that relate to the needs of educators, and not to impose its programmes on the schools. The second type of in-service training programme that shall be highlighted is school-focused.

3.2 School-Focused In-Service Training

The school-focused in-service training can be offered on or off the place of employment, and can be provided by outside agencies or by the school itself. It is a synthesis of the course-based and school-based models, but emphasizing the direction of INSET towards immediate and specific needs of one school and its teachers (Mutshekwane, 1992).

Hopkins (1986:38) says that in a school-focused in-service training programme there must be a deliberate intention to become trained or to train, and some standing back from, and analysis of the teaching tasks. This view suggests that teachers are centrally involved in the school-focused in-service training because they need to reflect and analyse their activities and share with colleagues with a view to learning from them. In-service training should be based on experimentation which is integral to the daily instructional tasks of teachers. The quality of education for learners in a particular school is directly linked to the quality of education and experience of their teachers. Thus, the focus of such training should be concerned with teacher changes which have a bearing on the problems at schools, and teachers have to be assisted through training to manage the environment as well as educational needs of the school.

This model places greater emphasis on teacher involvement in planning in-service training activities and further recommends that each school adopt its own strategy to develop its staff members (Bell and Day, 1991:11). In this way, the school will constantly reflect on the effectiveness of the programme and consider ways of dealing with any problem that might arise. Holly and McLoughlin (1989:9) argues that "in-service training could best help in these areas if it was linked to introduction and implementation of specific school innovation, focused on functioning groups and backed

by external support, including consultancy services from advisers and teacher centre wardens". He also proposed that schools should establish their own staff development programmes. This became known as the school-focused approach to professional development.

The emphasis of planning in-service training activities in this case should specifically address identified innovations, developmental needs and tasks in a particular school. Bell and Day (1991:12) contends that these activities could involve only a single teacher, a group or the entire staff. The activities might be conducted either at the school or at a centre, which is external from the school but the whole staff must critically review the collected ideas in order to prioritise them.

The implications of this approach to teacher development are that:

- Teachers should have access to a regular, full-time professional development programme, and that professional development needs should be identified.
- Attention is not only given to individual teachers but to key functioning groups and the entire staff.
- Interaction between organisational change, curricula change and in-service training are incorporated into planning.
- It should be based on how teachers as adults best learn and develop along several dimensions.
- Programmes to address those needs should be implemented.
- After the programme has been implemented, ways be designed to evaluate the effectiveness of such programmes (Hopkins, 1986).

This approach is based on the assumption that schools can identify their needs for professional development. It also presupposes the availability of enough resources to meet the needs, and also that the school policies will influence the professional developmental requirements of the school. It should be noted that not all schools have sufficient resources to meet their developmental needs. There are some schools that are understaffed, and thus relying on volunteers. Such schools generally produce poor

results year after year. However, the majority of schools are endowed with human resources that could be utilised to meet their needs. If the school has policies that influence its professional development requirements it will become more effective, humane and relevant to the environment in which it operates.

Schools that are involved in the in-service training programme might be influenced to contribute to the positive change and development of the society of which it forms part. Such influences could be provided by, among others, support from educators from other schools in clusters or at district level. In the following section centre-based in-service training models shall be discussed.

3.3 Centre-Based In-Service Training

Tivumbeni is one such centre where a centre-based in-service training programme in region five is offered. This INSET programme could be viewed from the context of trying to address the problems of quality teaching where a large number of schools and educators are involved, and when the desired change to be brought about is not holistic. The change could be because of the needs of the workplaces or those of societies, which the education system should try to meet. This type of change requires schools to adapt and thus create uncertainties in educators. At present educators are threatened by the process of rationalisation and redeployment. Those who are in excess are not sure whether they will be transferred to new workstations or whether their posts are secured or not. Therefore, in-service training programmes should assist educators to keep pace with changes in knowledge through flexible systems that provide opportunities for on-going learning while they are at work. This will help to re-skill those who might be discarded by the system to make them competent and relevant to their environment. For example, technology, arts and culture and hotel-keeping are some of the learning areas that excess educators could be channelled into through in-service training programmes.

However, it should be noted that no single model of teacher development could best address all the needs of educators. Teachers should be involved in the planning and

monitoring of such programmes. Hopkins (1986:264) emphasises learning for professional development as part of a programme building in an organisational context. The following characteristics were identified in recent studies on in-service training and education conducted in the United States as the basis for an ideal programme (Hopkins, 1986).

- Regular workshops that are not widespread.
- Continuous follow-up support to ensure that ideas and practices experienced in the in-service training are implemented.
- Frequent follow-up evaluation of in-service training programmes.
- The programme should address the different needs of participating teachers.
- Consideration for the environment of different schools to which teachers return to implement ideas from the programme.
- Paying special attention in the planning and development of the nature of the programme.
- The type of programme should be dictated by and be complementary to teacher behaviour.
- The programme should be based on demonstration, supervised trials and feedback so that goals could be accomplished.
- Programmes should not rely on theory only, especially if teachers are expected to accumulate ideas and practices for future use.
- Programmes should not only provide avenues for the creation of opportunities for teachers to learn from other teachers concerning job-related skills and practices, but also solicit outside help from people who could transfer such skills.
- Greater teacher participation in order to accomplish the objectives.
- Teachers should participate as planners and decision makers regarding in-service training activities.
- Activities in staff development should be programme- and/or project-focused and aimed at an overall improvement.

Hopkins (1986) indicates that numerous other studies resulted in similar findings about effective in-service training. However, it should also be noted that most current in-service training workshops are ineffective because they are based on single, short workshops involving large undifferentiated groups of teachers, where limited time is set aside for follow-up support and evaluation on success in classroom or school situations. Some of the advantages associated with this type of in-service training programme are mostly of logistical benefits rather than pedagogical, which are:

- It will be easier for facilitators to reach a large number of school' representatives.
- It will be easier to organise the learning activities.
- It is cheaper to plan these types of activities because the different schools carry their own transport costs.
- A large number of teachers converge in one centre. This will afford easy access to many teachers at once.

However, it should be noted that this type of in-service training programme is not teacher driven and that:

- It is difficult to transfer skills learned at the centre to the classroom situation.
- It is difficult to verify whether the skills learned at the centre are useful in the classroom or whether they were indeed applied.
- Teachers have to leave their classes unattended and lessons are disrupted when they have to go to a centre for workshops.

The centre-based in-service training are further characterised by:

- One week long- or short courses at a centre, college, and university or district office. Educators are sometimes expected to attend during weekends or holidays.
- Activities initiated mainly by staff members who are based at the centre.
- Attendance of mainly individual teachers from different schools and sometimes by groups from the same school

- Concentration on practical knowledge and skills but at a high level of generality.
- A lack of any of follow-up visits by the course staff to the teachers in their schools to ensure implementation of course materials and methodology presented at workshops.

The in-service training models discussed in this section should have the following elements, which could improve the quality of education. These elements contribute to personal, professional, school and societal growth which could be derived from the advantages of the school-based, school-focused and centre-based in-service training models discussed as well as environmental factors that influence the effectiveness of educators. These elements include:

- The introduction of OBE
- Redeployment and rationilisation
- The influence of technology in education, and
- Politics

These elements constitute the changing environment that educators need to adapt to and which in-service training programmes need to address.

3.4 Core Elements of an Effective In-Service Training (INSET)

Based on the preceding discussion, the following should constitute the core elements of an effective INSET:

- The in-service training programme should be based on the predetermined and analysed needs of the target group.
- The programme should contain clear objectives.
- The programme should attempt to combine elements of school-based, school-focused and centre-based models to help educators cope with changes in education because a school is seen as a unit of change.
- The programme should be democratic and learner-centred.

- The programme should increase educators' effectiveness in the classroom.
- The programme should be designed to include some form of evaluation, which is broadly based.
- The programme should be curriculum related, that is, it should endeavour to address the needs of the community in which the school is situated and at the same time implement government policies.
- The programme should be suitable for adult learners.

These elements are consistent with the new approaches adopted by the government after 1994, when it reformed education and introduced new systems that are aimed at social and educational agendas to address the imbalances of the past. These entail the principle that prior learning, on-the-job training and experience acquired at work should be recognised and certified through the National Qualification Framework (NQF) and South African Qualifications Authority (SAQA). These developments necessitated a change in the curriculum policy, structure and management of the education system as a whole.

The signal message according to Kerry and Tollit-Evans (1992) was the recognition of a need for systematic career-long support for educators faced with continuous change. This support should be through in-service training programmes which will strive to maximise human potential, promote professional growth, change schools to be effective, humane and more relevant to the environment in which they operate, and to contribute to the positive change and development of society. Schools should not only produce learners to become global citizens, but the education received should liberate them rather than domesticate them.

This will be possible if educators are at the same time also learners, and are motivated. Ashley and Mehl (1987:44) states that "there may thus be a need for extrinsic motivation to draw teachers to INSET programmes. It seems the higher the degree of intrinsic motivation, the higher the commitment". One such factor could be the perceived knowledge acquired from the programme.

According to Ashley and Mehl, school leadership together with the way the education system is administered can influence the impact of INSET on teacher effectiveness. This means that if leadership at school-, district-, and provincial levels is supportive and sympathetic to INSET programmes, teacher effectiveness will be enhanced. The effectiveness of the INSET programme will largely depend on its perceived relevance, its competitive strengths and its feasibility within the existing organisational context. "INSET entrepreneurs are quick to assume that what they intend to offer must be good for teachers, and that teachers are certain to embrace the innovation with open arms. They seldom consider it necessary to do any research about their product, and they are seldom willing even to consider the possibility that part of the blame for failure of their interventions should rest with them" (Ashley and Mehl, 1987:44). A vexing question persists in the case of Centres for Professional Development for educators, viz., who should take the blame for the failure of the programme - The centre or the DoE?

4. CONCLUSION

In this chapter, the models of teacher development as a way of assisting teachers to create their own meaning pertaining to their ever-changing environment of was discussed.

Professional development in this study refers to the types of in-service training activity such as the school-based, school-focused and centre-based programmes. The previous discussion showed that each of these has its own strengths and weakness. For example, the school-based model is characterised by changes that are more relevant and could be sustained. These changes are built on educators' knowledge and skills. Educators' needs are used to determine the type of programme to be offered. The emphasis is on the transference of ideas and methods to the classroom. However, educators are not always willing to have a colleague sit in class while teaching, thus reducing the chance to identify areas where help may be needed.

The school-focused training model emphasises the functioning group rather than the individual educator. The needs of the school should be identified in order to develop

INSET activities to address them. This approach to INSET could be compromised if the school is understaffed or when the management of the school lacks vision or if there is lack of resources.

The centre-based INSET is more inclined on administrative benefits rather than pedagogic. It aims to reach larger numbers of educators at a time, since it is more cost-effective to organize such activities. Transport costs are shared by a number of schools. However, the activities are initiated by staff based at the centre and might not address the needs of educators.

These three models should not be viewed as mutually exclusive. Rather they should be regarded as complimenting each other. In my opinion, an effective in-service training programme should include elements of each of the above. Tivumbeni is an example of a centre-based INSET programme. The critical success factors to such an approach should be:

- Clarity of objectives, that is, why does a school need to change its practice?
- The nature of inputs, that is what type of inputs does the school or centre require to assist it to achieve its objective?
- Proper mechanisms, that is, which processes should be in place to enable the centre to realise its goals?
- Selection of agents and staff, that is, who should participate in the process and how should the participation be monitored?
- Leadership style, that is, what type of leadership is required to ensure that the school moves in the desired direction?
- Timing of change, that is, when and how will the change be measured?

Finally, the INSET programme should be aimed at providing skills that are meaningful and relevant to the educational situation that educators find themselves in. In the next chapter, the role of Tivumbeni in the professional development of educators in Ritavi district shall be considered.

CHAPTER 3

THE CPD PROGRAMME AT TIVUMBENI BETWEEN 2000 AND 2002

1. INTRODUCTION

In this chapter the context in which the CPD programme at Tivumbeni is administered will be discussed. The reports that were compiled by EDOs will be used to portray what the centre did in terms of educator development in the district. Only the reports on school support for educators on OBE implementation for grades 8 and 9 will be dealt with. These were the only grades in the senior phase that implemented OBE. Furthermore, grade 8 was used to pilot the "Common Assessment Tasks and the Externally Assessment Test".

2. POLICY SANCTIONS

Tivumbeni as a centre for CPD for educators was established following the draft Policy for Delivery of CPD for Educators of February 2000 which states that the DoE will provide for the CPD of educators and principals in the Limpopo Province by establishing appropriately staffed CPD centres throughout the province. The staff of those centres would thus provide appropriate training and school support for educators and principals.

This policy statement was based on the principles that are viewed in terms of the rights of learners, educators, and of the DoE, as reflecting the society in which it operates.

That is:

- All learners are entitled to be taught by well-qualified and up-to-date educators so that they can be educated to the maximum of their potential.
- All educators have the responsibility to consider their own CPD to enable them to maintain their professional function and develop their career to the highest

possible level.

- The DoE and society within which it operates are entitled to expect the highest professional standards from the educators, whose salaries they pay.

When conceptualising centres for professional development for educators, the department aimed to achieve six objectives as set out in the implementation policy document. These are to:

- Improve the subject knowledge and classroom competencies of educators, including those relevant to newly introduced learning areas.
- Restore and retain a culture of learning and teaching in schools.
- Orientate and train educators in the philosophy and implementation of OBE.
- Upgrade educators, especially those who are under-qualified or unqualified in the learning areas they teach.
- Equip educators with the skills to identify learners with problems and to manage their classroom learning experience appropriately.
- Retrain educators in effective techniques of classroom management.

These six objectives could be achieved if the continuing professional development of educators was initiated and planned at school level so that the needs of every individual school with its particular learners and educators could be met. The programme run at centres should be based on the needs of schools and tailor made to suit the school as well as realise the objectives of the DoE. The benefits that are associated with training programmes such as the school-based and school-focused INSET could influence what needs to be done by EDOs at any centre. Tivumbeni as one of the centres should work towards the realisation of such objectives.

The planning, co-ordination and administration of CPD in the province is based on a four-tier system, namely:

- Directorate of curriculum support service
- Offices at district level

- Cluster level
- School level

Each level has a different function, for example, the role of the directorate of curriculum support will be to plan and co-ordinate CPD. In addition, the provision of continued support for all staff responsible for facilitating CPD for educators is imperative. At a regional level there are centres like Hoxani, Tivumbeni, Shingwedzi, Sekhukhune, Ramaano Mbulaheni, Dr C.N. Phathudi, Modjadji and Bochum that have to deliver centre-based in-service training programmes. These workshops should target educators involved with grade 12 learners, educators following the interim curriculum, educators at the general education and training phase, and principals and adult basic education and training (ABET) educators.

At the provincial level, the DoE wish to establish CPD centres in every district over five years from 2000 to 2004. The replication of such a service depends largely on the availability of funds. At a district level, the delivery of the service as envisaged by the DoE is for the benefit of the whole region. This depends solely on the availability of resources such as means of transport, funds, personnel and norms of efficiency. The rate at which this service could be expanded is curtailed by the availability of funds since the programme is sustained by donor funds. The DoE also set time frames for running workshops and visiting schools or calling up teachers from classes. These factors have an influence on the effectiveness of the centre.

Tivumbeni as a centre should be classified under the district level, but in practice, depending on the function to be performed, it was either operating on the regional level which is not one of the identified levels, or at cluster level. However, in the eastern region (5) there are four districts, namely: Bolobedu, Hlanganani, Ritavi and Thabina. This required Tivumbeni to assist educators in the four districts.

3. HISTORICAL BACKGROUND OF TIVUMBENI AS A CENTRE FOR CPD

Tivumbeni as a centre for CPD commenced on 11th April 2000 after thirteen EDOs who were stationed at Ritavi district were transferred in March 2000 to the centre. These officers joined twenty one lecturers from the college who were seconded to the programme after the DoE rationalised colleges of education and established community colleges and CPD centres. The purpose of establishing such centres was, amongst others, to improve grade 12 results and to enhance competencies of educators in Science, Mathematics, Technology and English as well as the understanding of OBE and Curriculum 2005.

Tivumbeni as a centre was supposed to cater for region 5. Due to the vastness of the region and transport constraints as well as shortages of human resources, the centre targeted schools with the poorest results in grade 12. The educators of grades 3, 4, 7 and 8 were to be introduced to the philosophy of OBE and Curriculum 2005. The educators of other grades were to be taken on board once the programme was implemented.

The officials who were to run these workshops were lecturers who were attached to Modjadji and Naphuno colleges and were relocated to join those lecturers who were declared in excess at Tivumbeni. These were to be the staff for the CPD and were referred to as EDOs. These EDOs were trained to offer pre-service and not in-service education. They needed skills to handle in-service educators who were more experienced. Some of the educators who were to be serviced by the said EDOs are on post levels higher than that of the EDOs. This required a different approach since EDOs were generally used to teaching younger and less experienced learners. The question of rank and authority complicated this relationship amongst EDOs, because they are on different post levels ranging from post levels one to three. This aspect influenced how principals perceived EDOs, workshops conducted by them, and circulars issued by the said officials since principals are on post levels higher than that of the EDOs.

Not all seconded officials who were in excess, and now serving as EDOs, are necessarily good facilitators. The fact that they were declared in excess contributed to the perception that these people had nothing to do, and by calling educators to workshops they were trying to create jobs for themselves.

These EDOs are thus expected to:

- Offer school support to grade 12 educators.
- Run workshops in OBE for educators who were to implement it.
- Provide individual in-school support to selected educators whose needs were identified, and to ensure that the educational resources provided for schools were being utilised.

In order to determine the extent to which OBE and continuous assessment were carried out in schools, a number of pilot schools in each district were selected. The schools that were selected in the Ritavi district were:

- Ben Voster (Tzaneen circuit)
- D.Z.J. (Nkowankowa)
- Magoza (Nkowankowa)
- Mdinghazi (Xihoko)
- Mugwazeni (Xihoko)
- Tsaneng (Tzaneen)

The grade 8 learners in these schools were required to write a Common Assessment Task (CAT) in each of the eight learning areas as well as one External Assessment Test (EAT) which was controlled. The learners had to take the test during the fourth term and it was written over two hours. The test was to be written on the same day and time throughout the country at those schools that were piloting. These schools were not informed beforehand at the beginning of the year that they were pilot schools. Therefore, the state of implementing OBE in these schools gave a fair reflection of how it was implemented in other schools in similar geographic locations.

In order to evaluate the effectiveness of the Tivumbeni CPD programme, the core elements of the effective in-service training had to be translated to the context of the above-mentioned six schools. The six pilot schools are from diverse historical backgrounds and are situated in different communities in terms of culture and geographic features, for instance:

- Ben Vorster High was an historically an all-white urban school.
- D.Z.J. was and still is an all-black school in a township catering for both township and local village pupils.
- Magoza is a black school in a semi-urban area.
- Mdinghazi and Mugwazeni are rural black schools in poor villages, which are more than 30 km away from the centre.
- Tsaneng is a farm school.

Accordingly, the education needs of these schools and their priorities are different. The needs of an educator who teaches Economic Management Science in grade 8 in a rural or farm school are different from those of his/her counterpart in an urban school. For example, learners in an urban environment are exposed to the internet, libraries and factories that could be used as resources. On the other hand, rural pupils read about these but have limited access to them, if any.

Therefore the objectives of the Tivumbeni programme should be to:

- Improve the knowledge of OBE educators bearing in mind the environmental factors that influence the effectiveness of the educators involved.
- Enhance the knowledge of educators in the newly introduced learning areas.
- Advance the classroom competencies of educators.
- Train educators in continuous assessment strategies and techniques.

To achieve these objectives as a centre, where attention was focused on grades 4, 7, 8 and 9, a programme that was drawn should thus provide:

- In-depth support at cluster level.

- Individual in-school support to educators whose particular needs were identified.
- Processes to encourage educators to participate in their professional development and to share their experiences with their colleagues.
- Educators with communication skills which are required to impart the learning area knowledge and expertise to learners.
- An evaluation system to determine its influence.
- A system based on the interim syllabus.

For the purpose of this study, these are the elements against which the Tivumbeni programme is to be evaluated. To evaluate the effectiveness of the programme, the documented activities by EDOs and data collected from empirical research will be used.

The reports indicate that a number of activities took place between January 2001 and December 2002. These activities included visiting schools, conducting workshops at cluster level and some at the centre for educators who were most affected by the introduction of OBE, as well as helping grade 12 educators to improve matric results. In the next section various interventions, i.e., in-school support, workshops, etc. will be outlined.

3.1 In-School Support

The progress report for the first quarter of 2000 indicates which EDOs visited schools with the purpose to:

- Monitor subject administration. Educators were assisted to obtain the necessary curriculum documents.
- Monitor class activities by educators.
- Provide professional help from time to time to Further Education and Training (FET) band educators.

3.2 School Visits

Two types of school visits were conducted.

3.2.1 School Visits Planned and Coordinated at a Provincial, Regional and District Level and Headed by District and Circuit Managers

The purpose of this type of school visit was to monitor the culture of learning and teaching, and also to render professional advisory services particularly to those schools viewed as dysfunctional. During such school visits EDOs were reduced to establishing whether the school had the required stationery, textbooks, work programmes, syllabi and preparations. Where such curriculum documents were not available the centre provided them. This type of exercise gave the impression that EDOs were delivery personnel whose main task was to deliver circulars, copies of syllabi, common examinations papers and copies of continuous assessment guidelines.

3.2.2 School Visits Planned and Coordinated from the Centre and Managed by EDOs themselves where:

- Co-planning and presentation of learning activities between an EDO and educator was emphasized.
- Help was offered in establishing school libraries.
- Curriculum documents were given and discussed with educators.
- Meetings between book publishers, examiners and educators were arranged

Between January and March 2001 the following schools in the Ritavi district were visited either because they were regarded as dysfunctional or had had less than 40% pass rate in grade 12 of 2000. Some schools were also given special attention and adopted by the centre in view of helping to restore the culture of learning.

The targeted schools were:

| | |
|--------------------------|---|
| N'wanedzi Circuit | Akani Deeside Hetiseka Fakasi Lacotte Leonora Mahwahwa Malubana Mbhekwana Makhaya Mugwazeni Pfukani Vhulakanjhani Ntsindza |
| Mafarana Circuit | Cata Phangasasa Dr Annecke Gavaza Jacob Magamana Khopo Mhangweni Molabosane Xibodze Xitsikisana |
| Ritavi Circuit | Charles Mathonsi |
| Makhutse Circuit | Lepono |

The intervention was aimed at restoring the Culture of Learning, Teaching and Service (COLTS), and to ensure that materials needed for supporting learners were made available. It was ensured that sound management was evident at schools. From April 2001 to December 2002 the type of school visits conducted were mainly consultative and EDOs were invited for a particular purpose and also to ensure that:

- Continuous assessment guidelines were implemented.
- OBE was implemented.
- Continuous assessment marks were properly compiled and moderated.

3.2.3 Findings

It was noticed during the school visits that:

- Some classes during certain periods remained unattended.
- There was a high rate of absenteeism amongst learners.
- Educators spend most of their contact time writing notes on the board for learners. This was due to fact that learners had no textbooks.
- There was a lack of proper record keeping.
- Little written work was given.
- Schools were reluctant to work in clusters as this required that those educators should sacrifice their own free time in the afternoons.
- Some educators had neither the syllabi nor subjects policies.
- Some schools were either not implementing OBE or were doing so poorly.

EDOs could not conduct regular school visits because of transport constraints. This problem was compounded by a lack of co-ordination between the district office and the centre, as well as the absence of a uniform approach between the district and the centre with regard to what was required by schools when support teams arrived at schools. An evaluation instrument to determine the effectiveness of the services provided by teams visiting schools was overlooked. When time tables for school visits were sent in time to schools and where educators initiated the visits, there was an improved cooperation between schools and the centre. The purpose of such monitoring was to determine how the centre could be of assistance to the schools. To this end, EDOs visited schools and conducted workshops.

Educators were encouraged during follow-up visits to schools to establish subject committees, which could help in mentorship. Time frames were set with educators in order to ensure that the syllabi were covered. Audio visual support materials were made available to schools to expand educators' and learners' knowledge base. In order to make this knowledge practical, educators were brought to a central place for workshops to share ideas with colleagues.

3.3 Workshops

From the progress reports of 2000 and 2001, reference is made of a series of workshops for educators. These workshops were held at Tivumbeni since it was convenient for educators in terms of transport and adequate resources to host large numbers of people. Between the 13th and 27th February 2001, workshops conducted were aimed at consolidating the implementation of OBE, particularly for Grade 4. These workshops were held at cluster level and EDOs were to group schools in clusters.

Workshops for grade 8 educators were held from the 5th to the 27th March 2001, and aspects that were discussed included:

- The rationale behind learning areas.
- The rationale behind specific outcomes.
- Learning activity development and assessment.

From the 23rd to the 31st May, grade 5 educators were assisted in preparing for the implementation of OBE in 2002. The grade 9 educators were introduced to the principles of OBE and prepared for implementation through workshops that were conducted from the 4th to 14th June 2001. During the month of August 2001, grade 9 educators were trained on how to prepare and present learning activities.

Principals from pilot schools for Common Assessment Tasks and Externally Assessment Test were trained on the sixth, 7th, and 13th of August 2001, on the administration of these instruments. The educators from these schools who teach Grade 8 were trained on how to mark the instruments and record and convert marks to the levels. The workshops were held between the 10–24th of August. A one-day orientation workshop on General Education and Training (GET) band, and Common Assessment Tasks (CAT) for Grades 8 and 9 were conducted at Tivumbeni on 28th January 2002. The targeted participants were principals of junior secondary schools. From the 11th to the 13th March 2002, grades 8 and 9 educators were trained on GET certificate and CATs. Reports from D.Z.J. Mtebule Secondary School and Tsaneng School, also pilot schools, on CAT and EAT indicated that:

- More time was needed to complete tasks for CAT and EAT.
- Proper planning was needed for marking, work-shopping educators and distributing the instruments.
- Content of the tasks should be user friendly to all learners from different backgrounds, for example, learners from both rural and urban areas should be able to answer or complete tasks in the instrument.
- The standard of tasks was fair although a bit advanced for rural farm schools.

3.4 Problems Encountered by the CPD Centre

The lack of transport to conduct in-school support had an influence on the number of schools to be visited and the frequency of such visits. This uncertainty brought about by restructuring of education also affected the planning of programmes and threatens the future of CPD programmes.

The educators at school level raised concerns regarding OBE, particularly in the way it was being implemented. This negatively effected how they viewed help from the centre. In some cases where EDOs visited schools, some educators were not willing to receive them in their classes because this was perceived as inspection and not support.

It was also noticed that educators had difficulty in attending workshops regularly because:

- If all educators for a particular grade were to attend a course, learners at school will remain unattended. This led to educators taking turns in attending workshops.
- Some educators use "lift clubs" to school. When such an educator has to attend a workshop, he/she will experience transport problems.
- Some educators were commuting long distances from home to their workstations and use common transport. This results in them not attending workshops or leaving early before the end of a workshop for fear of being left behind.

These factors influenced educators' perception of the programme and its impact on their teaching. Schools recommended that EDOs should establish a good working relationship in all matters of common interest and that courses be held early in the year to give educators enough time to adjust appropriately to the changes.

4. CONCLUSION

In this chapter, the policies governing the CPD centres in the Limpopo Province and its six main objectives were considered. These included, among others, that:

- Educators' competencies needed to be enhanced.
- The culture of learning, teaching and service had to be restored.
- Educators needed to be orientated in the philosophy of OBE.

These objectives could be met when INSET programmes are planned and co-ordinated at the different levels identified to provide support, viz., school, cluster, district and directorate of curriculum support services levels. Tivumbeni college is one such service provider based in region 5 and assisted educators through workshops and school visit programmes initiated by the centre. Sometimes the centre was required to assist the region and district offices to implement their programmes.

The reports on the activities on the centre compiled by EDOs indicate that workshops and school visits conducted by these officers were welcomed by educators. However, the role they played when representing the region or the district office created conflicting perceptions among educators. The reports also highlighted some of the problems that were experienced by educators, such as transport, leaving classes unattended and not implementing OBE. However, many of these concerns were administrative which needed proper planning and co-ordination between the school, centre and the district office.

In the next chapter, the research methodology used in the empirical research of this study will be considered.

CHAPTER 4

THE RESEARCH METHODOLOGY

1. INTRODUCTION

In the previous chapter the role of Tivumbeni as a centre for professional development for educators in the Ritavi district was discussed. In this chapter the method of empirical research will be described.

2. THE SAMPLE

Clarke and Cooke (1994:33) defines a sample as a subset of the population from which the researcher wishes to collect information for the purpose of generalizing. Mulder (1982:55) indicates that a sample is a group which is selected from a population while remaining as representative as possible of the population so that conclusions from experiments with the sample can also pertain to the population. In other instances, the researcher could select biased samples which are also incidental. According to Mulder (1982:59) a biased sample is a sample in which a researcher has consciously excluded certain members of the population. Whilst incidental, with such sampling a researcher is limited to that group for his research project.

For the purpose of this investigation the target population was grade 8 educators. If only the six pilot schools that wrote the Common Assessment Tasks and the Externally Assessment Test in the Ritavi district were selected as a sample, then the sample could have been biased. Only sixty four (64) educators would have been involved.

In order to make the study more meaningful, eleven junior secondary schools, five senior secondary schools and two private schools in the Ritavi district which were implementing Outcome Based Education were selected and one hundred and forty four

educators were eventually given the questionnaire to complete. The researcher was also limited to those educators who were participating in the Continuous Professional Development Programme. Only seventy four of the one hundred and forty four questionnaires were completed and returned. Eight of the questionnaires had incomplete sections.

Permission was obtained from the Limpopo Provincial Department of Education to administer the questionnaire in various schools. The help of school principals at schools and subject advisors during workshops were requested to enlist educators as respondents. Gay (1981:86) defines respondents as the group of interest with regard to which the researcher would like to generalize the results of the study. The researcher decided to determine the influence of the in-service programme on the performance of educators in class.

3. THE MEASURING INSTRUMENT

A questionnaire is an instrument which, according to Fox (1969:549), is used by a researcher in an impersonal way to obtain information from respondents in a written way. In addition, Mahlangu (1989:79) contends that the questionnaire should be completed without any outside influence. The use of the questionnaire by the researchers is also influenced by the situation in which the research is conducted (McMillan, 1989). Moreover, McMillan argues that the researchers should give sufficient thought to justifications whenever they develop new questionnaires, because in many cases existing instruments could be used or adapted for use.

In developing a questionnaire it should be borne in mind that there are closed or structured questionnaires, and open or unstructured questionnaires. The researcher should know precisely what objectives (s)he wants to achieve in order to formulate the right questions. Some researchers have referred to the use of questionnaires as the lazy man's way of gaining information because respondents in a structured questionnaire merely choose answers from the ones provided, and making it easy to fill (Mahlangu, 1989:80). However, experience has shown that respondents are reluctant

reluctant to complete unstructured questionnaires because they place great demands on their time. The information gained from an open questionnaire might not be very objective because respondents might be given more latitude.

3.1 Construction of the Questionnaire

Once the researcher has defined objectives and ascertained that no existing instruments can be used, (s)he begins the task of writing the questions or statements. (S)he should also comply with rules for writing most types of items and to decide which item format is best.

McMillan (1989) suggests the following guidelines for writing effective questions or statements:

- Make items clear: An item is clear when it leads to all respondents interpreting it the same way.
- Avoid double-barreled questions: Double-barreled questions contain two or more ideas. McMillan believes that if respondents were given an opportunity they could answer each statement differently.
- Respondents must be competent to answer: Questions that require respondents to recall specific incidents are subject to inaccuracy because respondents cannot reliably remember the incidents. Questions should be formulated in such a way that respondents are able to provide reliable information.
- Questions should be simple: Long and complicated items should be avoided because they are difficult to understand, and respondents may be unwilling to try to understand them.
- Questions should be relevant: These are questions that are important to respondents, and address things they thought and care about.
- Avoid negative items or biased and leading questions: If the respondent is given hints as to the type of answer the researcher would prefer, there is

some tendency to give the desired response.

- Ask personal or sensitive questions last.
- Use an indirect or third person approach to sensitive questions.

In compiling the questionnaire for this study attention was given to the above mentioned guidelines.

3.2 Advantages of Using the Questionnaire in This Research

There are advantages and disadvantages associated with the use of questionnaire. Notwithstanding, Shikhibane (1997:120) asserts that the questionnaire, as a data-gathering instrument, remains one of the best tools used in social science research.

In this research, the following advantages were identified in using a questionnaire:

- Very little writing was required to complete the questionnaire.
- The researcher managed to reach most schools in the Ritavi district.
- As personal interview with each respondent was not possible, the researcher gained useful information by using the questionnaire.
- Since majority of grades 8 and 9 educators were reached, the reliability of the study was strengthened.

3.3 Disadvantages of Using the Questionnaire in This Research

- Some educators might not have given honest responses to certain items because of the relationship between the respondents and the researcher. The researcher is an EDO who could be seen as part of the programme. It is also possible that some respondents could have taken a neutral standpoint in order to avoid offending anybody.
- The timing of distributing the questionnaire could also have influenced the

quantity of unreturned questionnaires since they were distributed during the last term, while educators were busy with schedules. Completing a questionnaire could have been construed as an added inconvenience.

3.4 Validity of the Questionnaire

Mahlangu (1989:83) maintains that "The validity of the questionnaire as a research tool relates to its appropriateness for measuring what a questionnaire is intended to measure." The appropriateness in the context of research design means the degree to which scientific explanations of phenomena match the realities of the world. Barnard (1995:38) indicates that in research nothing is more important than validity because it refers to the accuracy and trustworthiness of the instruments, data and findings in research.

3.4.1 Instrument Validity

The validity of the data collected is tied to the instrument used to collect that data. Barnard contends that if questions asked are not valid for instrument in a particular context then the data collected by those instruments are not valid either. In this study, the researcher submitted the questionnaire to a few EDOs and educators to determine the clarity of questions and their relevance. All the EDOs and educators were satisfied with the content of the questionnaire.

3.4.2 Data Validity

Barnard (1995:38) argues that if data is valid, so would be the findings and conclusions from that data. The researcher is of the opinion that the data collected is valid because the respondents' identity were anonymous and that could have helped eliminate some degree of subjectivity when completing the questionnaire.

3.4.3 Validity of the Findings

Assuming that the data and the findings are valid, then the reliability of the study is enhanced. In this study, the researcher is persuaded by this assumption along with the fact that a structured questionnaire was used and the identity of the respondents was anonymous.

3.5 Reliability of the Questionnaire

Reliability, according to Barnard, refers to whether or not one gets the same answer by using an instrument to measure something more than once. If the instrument is dependable or trustworthy then it should consistently measure whatever it is supposed to measure. The more reliable the test is, the more confident the researcher can be that the scores obtained from administering the test will probably be the same scores that would be obtained should the test be re-administered.

3.6 Administering the Questionnaire

For the purpose of this research, a written permission was obtained from the Limpopo Department of Education to administer the questionnaire at schools. Principals of schools were consulted first before the questionnaire was given to the respondents.

The researcher distributed and collected the questionnaire personally from principals after they were completed. In completing the questionnaire the respondent was requested to choose answers from a key ranging from 1-5 and also to comment in some questions where a space was provided.

4. CONCLUSION

In this chapter, the methodology used in this research was discussed. The target population was not large enough to necessitate the use of a sample. The questionnaire was handed to all educators who were teaching grades 8 and 9 in the Ritavi district.

The questionnaire as an instrument to gather data, and its advantages and disadvantages were outlined. The timing of the distribution and the structure of the

questionnaire could have had an influence on the number of the unreturned and incomplete questionnaires. This instrument consisted of structured items with options to choose from and some items required respondents to choose one option and comment thereafter. This latter item gave respondents the latitude to comment on the in-service training programmes.

In the next chapter the results from the empirical research shall be analyzed.

CHAPTER 5

DATA ANALYSIS

1. INTRODUCTION

In this chapter, the results of the empirical research will be described. The data is divided into quantitative and qualitative information. The quantitative data was analyzed by using the SPSS statistical programme in the Department of Statistics at the University of the North. The qualitative data provides insight into how respondents perceive professional development.

2. QUANTITATIVE INFORMATION

The information is presented as:

- Biographic data
- t-Test for differences in means
- Analysis of variance (ANOVA)

2.1 Biographic Information

The biographic information on the qualifications of respondents is significant to this study because educators could have done courses on OBE for their qualification on their own after their initial training. This could have influenced how they perceive workshops and training on OBE, which does not lead to a qualification.

Table 5.1: Qualifications of Respondents

| Qualification | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|--------------------|-----------|-------------|------------------|-----------------------|
| Diploma | 28 | 37.8 | 42.4 | 42.4 |
| Degree | 6 | 8.1 | 9.1 | 51.5 |
| Degree and Diploma | 32 | 43.2 | 48.5 | 100 |
| Total | 66 | 89.2 | 100 | |
| Missing System | 8 | 10.8 | | |
| Total | 74 | 100 | | |

Table 5.1 summarizes the qualifications of the respondents.

Table 5.2: Standard Deviation and Means Per Item by Qualification

| | Qualification | | | | | | | | | | | |
|-----|---------------|----|-------|--------|---|-------|--------------------|----|-------|-------|----|-------|
| | Diploma | | | Degree | | | Degree and Diploma | | | Total | | |
| | Mean | N | SD | Mean | N | SD | Mean | N | SD | Mean | N | SD |
| Q1 | 1.86 | 28 | 0.891 | 2.67 | 6 | 1.506 | 2.50 | 32 | 1.078 | 2.24 | 66 | 1.082 |
| Q2 | 2.46 | 28 | 0.962 | 3.00 | 6 | 1.265 | 2.52 | 31 | 1.208 | 2.54 | 65 | 1.105 |
| Q3 | 2.74 | 27 | 1.095 | 3.17 | 6 | 1.169 | 2.68 | 31 | 1.045 | 2.75 | 64 | 1.069 |
| Q4 | 2.82 | 28 | 1.090 | 3.00 | 6 | 0.894 | 3.10 | 31 | 1.136 | 2.97 | 65 | 1.089 |
| Q5 | 2.71 | 28 | 1.213 | 2.67 | 6 | 0.516 | 3.13 | 30 | 1.306 | 2.91 | 64 | 1.218 |
| Q6 | 2.61 | 28 | 1.066 | 2.80 | 5 | 1.095 | 3.10 | 30 | 1.296 | 2.86 | 63 | 1.189 |
| Q7 | 3.00 | 27 | 1.271 | 3.20 | 5 | 1.789 | 3.17 | 30 | 1.289 | 3.10 | 62 | 1.302 |
| Q8 | 2.89 | 28 | 1.031 | 2.80 | 5 | 0.447 | 3.10 | 29 | 1.012 | 2.98 | 62 | 0.983 |
| Q9 | 2.18 | 28 | 1.188 | 2.50 | 6 | 1.378 | 2.77 | 30 | 1.258 | 2.25 | 64 | 1.222 |
| Q10 | 2.25 | 28 | 0.967 | 2.50 | 6 | 0.548 | 2.57 | 30 | 1.135 | 2.42 | 64 | 1.020 |
| Q11 | 2.07 | 27 | 0.917 | 2.50 | 6 | 0.548 | 2.37 | 30 | 0.990 | 2.25 | 63 | 0.933 |
| Q12 | 1.79 | 28 | 1.101 | 2.17 | 6 | 1.169 | 2.61 | 31 | 1.054 | 2.22 | 65 | 1.139 |
| Q13 | 2.14 | 28 | 1.044 | 2.33 | 6 | 0.816 | 2.06 | 31 | 1.153 | 2.12 | 65 | 1.068 |
| Q14 | 2.15 | 26 | 1.047 | 2.50 | 6 | 0.548 | 2.29 | 31 | 1.321 | 2.25 | 63 | 1.150 |

Table 5.2: Standard Deviation and Means Per Item by Qualification (Continued)

| | Qualification | | | | | | | | | | | |
|------------|---------------|----|-------|--------|---|-------|--------------------|----|-------|-------|----|-------|
| | Diploma | | | Degree | | | Degree and Diploma | | | Total | | |
| | Mean | N | SD | Mean | N | SD | Mean | N | SD | Mean | N | SD |
| Q15 | 1.75 | 24 | 1.073 | 2.60 | 5 | 1.517 | 1.83 | 30 | 1.117 | 1.86 | 59 | 1.137 |
| Q16 | 2.00 | 27 | 1.000 | 2.33 | 6 | 1.211 | 2.03 | 30 | 1.217 | 2.05 | 63 | 1.113 |
| Q17 | 2.15 | 27 | 1.292 | 1.67 | 6 | 0.516 | 2.23 | 30 | 1.305 | 2.14 | 63 | 1.242 |
| Q18 | 2.08 | 26 | 1.197 | 2.50 | 6 | 0.548 | 2.32 | 28 | 1.389 | 2.23 | 60 | 1.240 |
| Q19 | 2.19 | 27 | 1.075 | 2.20 | 5 | 0.837 | 2.64 | 28 | 1.062 | 2.40 | 60 | 1.061 |
| Q20 | 2.77 | 26 | 1.243 | 2.17 | 6 | 1.169 | 3.00 | 28 | 1.277 | 2.82 | 60 | 1.255 |
| Q21 | 2.73 | 26 | 1.041 | 2.67 | 6 | 1.366 | 2.97 | 29 | 1.052 | 2.84 | 61 | 1.067 |
| Q22 | 2.27 | 26 | 1.251 | 2.33 | 6 | 1.506 | 2.62 | 26 | 1.089 | 2.43 | 58 | 1.201 |
| Q23 | 2.50 | 26 | 1.105 | 2.17 | 6 | 1.169 | 2.86 | 29 | 1.156 | 2.64 | 61 | 1.141 |
| Q24 | 1.81 | 26 | 0.981 | 1.67 | 6 | 1.033 | 2.04 | 27 | 1.002 | 1.09 | 59 | 1.094 |
| Q25 | 3.04 | 27 | 1.372 | 3.17 | 6 | 1.472 | 3.23 | 30 | 1.278 | 3.01 | 63 | 1.318 |
| Q26 | 2.88 | 26 | 1.423 | 2.17 | 6 | 1.835 | 2.70 | 27 | 1.353 | 2.73 | 59 | 1.424 |
| Q27 | 2.21 | 24 | 1.285 | 2.50 | 6 | 1.761 | 2.24 | 29 | 1.380 | 2.50 | 59 | 1.359 |
| Q28 | 2.88 | 25 | 1.201 | 2.33 | 6 | 1.211 | 3.00 | 30 | 1.050 | 2.89 | 61 | 1.127 |
| Q29 | 1.69 | 26 | 1.050 | 2.00 | 6 | 1.673 | 2.46 | 28 | 1.478 | 2.08 | 60 | 1.357 |
| Q30 | 2.00 | 25 | 1.080 | 1.83 | 6 | 1.329 | 1.79 | 29 | 1.236 | 1.88 | 60 | 1.166 |
| Q31 | 2.67 | 24 | 1.606 | 3.00 | 6 | 1.789 | 2.54 | 24 | 1.503 | 2.65 | 54 | 1.556 |

When comparing the means and standard deviations per question between those respondents with diplomas only and those with a degree or a degree plus a diploma, there is no significant difference between the two groups. Therefore the assumption that educators with a degree might have a negative attitude towards the CPD programmes that do not lead to a qualification is unfounded.

2.2 T-Test for Difference in Means

Table 5.3 indicates frequencies and percentages of the items. The highest frequency and percentage for a particular option indicates how the respondents perceive and or felt about a particular question. The key used is: 1, Not at all; 2, Hardly; 3, Sometimes; 4, Often; 5, Always.

Table 5.3: Frequency and Percentages of Responses (Items)

| | Responses | | | | | | | | | |
|------------|---------------------------|----------|-----------------------|----------|--------------------------|----------|----------------------|----------|-----------------------|----------|
| | Not at all (1) | | Hardly (2) | | Sometimes (3) | | Often (4) | | Always (5) | |
| | Count | % | Count | % | Count | % | Count | % | Count | % |
| Q1 | 28 | 37.8 | 13 | 17.6 | 28 | 37.8 | 3 | 4.1 | 2 | 2.7 |
| Q2 | 19 | 26.0 | 11 | 15.5 | 36 | 49.3 | 3 | 4.1 | 4 | 5.5 |
| Q3 | 13 | 18.1 | 13 | 18.1 | 31 | 43.1 | 12 | 16.7 | 3 | 4.2 |
| Q4 | 9 | 12.3 | 16 | 21.9 | 28 | 38.4 | 15 | 20.5 | 5 | 6.8 |
| Q5 | 13 | 18.3 | 11 | 15.5 | 30 | 42.3 | 9 | 12.7 | 8 | 11.3 |
| Q6 | 12 | 16.9 | 13 | 18.8 | 27 | 38.8 | 12 | 16.9 | 7 | 9.9 |
| Q7 | 9 | 12.9 | 13 | 18.6 | 23 | 32.9 | 13 | 18.6 | 12 | 17.1 |
| Q8 | 7 | 10.0 | 12 | 17.1 | 33 | 47.1 | 13 | 18.6 | 5 | 7.1 |
| Q9 | 26 | 37.1 | 14 | 20.0 | 18 | 25.7 | 7 | 10.3 | 5 | 7.1 |
| Q10 | 16 | 22.9 | 19 | 27.1 | 27 | 38.6 | 6 | 8.6 | 2 | 2.9 |
| Q11 | 17 | 24.6 | 21 | 30.4 | 25 | 36.2 | 6 | 8.7 | 0 | 0.0 |
| Q12 | 29 | 40.3 | 12 | 16.7 | 21 | 29.2 | 9 | 12.5 | 1 | 1.4 |
| Q13 | 25 | 34.7 | 20 | 27.8 | 23 | 31.2 | 1 | 1.4 | 3 | 4.2 |
| Q14 | 23 | 32.9 | 20 | 28.6 | 19 | 27.1 | 4 | 12.7 | 4 | 5.7 |
| Q15 | 35 | 53.8 | 15 | 23.1 | 7 | 10.8 | 6 | 9.2 | 2 | 3.1 |
| Q16 | 32 | 45.7 | 16 | 22.9 | 16 | 22.9 | 4 | 5.7 | 2 | 2.9 |
| Q17 | 27 | 38.6 | 23 | 32.9 | 12 | 17.1 | 2 | 2.9 | 6 | 8.6 |
| Q18 | 25 | 37.9 | 13 | 19.7 | 19 | 28.8 | 3 | 4.5 | 6 | 9.1 |
| Q19 | 14 | 20.9 | 26 | 38.8 | 19 | 28.4 | 3 | 4.5 | 5 | 7.5 |
| Q20 | 14 | 20.9 | 17 | 25.4 | 16 | 23.9 | 12 | 17.9 | 8 | 11.9 |
| Q21 | 12 | 17.6 | 11 | 16.2 | 32 | 47.1 | 8 | 11.8 | 5 | 7.4 |
| Q22 | 18 | 27.7 | 18 | 27.7 | 17 | 26.2 | 8 | 12.3 | 4 | 6.2 |
| Q23 | 14 | 20.6 | 17 | 25.0 | 21 | 30.9 | 13 | 19.1 | 3 | 4.4 |
| Q24 | 32 | 48.5 | 17 | 25.8 | 12 | 18.2 | 2 | 3.0 | 3 | 4.5 |
| Q25 | 10 | 14.3 | 14 | 20.0 | 16 | 22.9 | 17 | 24.3 | 13 | 18.6 |
| Q26 | 20 | 31.3 | 6 | 9.4 | 20 | 31.3 | 9 | 14.1 | 9 | 14.1 |
| Q27 | 30 | 45.5 | 7 | 10.6 | 16 | 24.2 | 7 | 10.6 | 6 | 9.1 |
| Q28 | 11 | 16.2 | 11 | 16.2 | 30 | 44.1 | 10 | 14.7 | 6 | 8.8 |
| Q29 | 34 | 50.7 | 12 | 17.9 | 10 | 14.9 | 5 | 7.5 | 6 | 9.2 |
| Q30 | 37 | 56.9 | 6 | 9.2 | 18 | 27.7 | 1 | 1.5 | 3 | 4.6 |
| Q31 | 22 | 37.3 | 8 | 13.6 | 12 | 20.3 | 5 | 28.5 | 12 | 20.3 |

Items 1-5 were grouped together because they required respondents to indicate whether the OBE information was sent to school on time and whether that information was user-friendly and helped educators to be efficient in class. Of respondents 37.8% indicated in question 1 that OBE information was '**Not at all**' sent to schools in time and the same number said that it '**Sometimes**' was. For items 2,-5 option 3 was chosen, that is, the information '**Sometimes**' is user-friendly and that it helps educators to be efficient when teaching and the percentages thereof were 49.3, 38.4 and 42.3, respectively.

From items 6-12, respondents were asked to indicate whether the objectives of the workshops and educators' expectations were met and whether these workshops were conducted during convenient times. For items 6,7,8,10 and 11 option 3 '**Sometimes**' was chosen, viz., 38%, 32.9%, 47.1% 39.6% and 36.6%, while in items 9 and 12 the respondents opted for 1 '**Not at all**' by 37.1% and 40.3%, respectively.

Items 13-17 required respondents to indicate whether follow-ups were conducted at schools. The respondents had to indicate, whether EDOs spent enough time with educators and whether there was any evaluation to ascertain if educators were implementing ideas and skills introduced at the workshops. The most frequent answer to all these items was '**Not at all**'. The percentages were 34.7, 32.9, 53.8, 45.7 and 38.6, respectively.

Educators' understanding of professional development and their perceptions were indicated by items 18-24. In item 18, 37.9% of the respondents indicated '**Not at all**' on the selection of topics for in-service training programmes and in item 19 that their needs and concerns were '**Hardly**' addressed during in-service training (38.8%). Diverse responses were recorded for item 20, although '**Hardly**' (25.4%) was the most common in answer to the question whether new theory and skills were presented during in-service training programmes. For item 21, a relatively high number of the respondents (47.1%) indicated that '**Sometimes**' there is modeling or demonstration of skills during workshops. In item 22, some respondents indicated that there was '**Hardly**' proper planning done before INSET programmes were implemented, whilst the same percentage of 27.7% said that there was '**no**' planning **at all**. Only 6.2 % of the

respondents felt that planning was always done. To item 23, 30.9% of respondents indicated that **'Sometimes'** there was coaching by peers or senior educators to their fellow colleagues. However, to the same item 25%) of respondents indicated that there was **'Hardly'** any coaching by peers. To item 24, the majority of respondents (**48.5%**) indicated that situational or environmental factors were **'Not at all'** considered when the programmes were introduced at schools.

Educators' perception of OBE and how it was implemented at schools was indicated by the responses in items 25-31. To Item 25 which posed the question, "Is team teaching encouraged?", only 24.3% of the respondents indicated that there is **'Often'** team teaching done at schools whereas 22.9% indicated sometimes to the same item. For Item 26, 'Is a centre-based in-service training programme a waste of time?', the majority of respondents (31.3%) indicated **'Not at all'** while the same number of respondents indicated **'Sometimes'**.

A significantly high number of respondents (45.5%) to item 27 indicated that the school-based in-service programme was **'Not at all'** a waste of time, while only 10.6% was of the opinion that it was **'Often'** a waste of time. In item 28, overwhelming majority of the respondents (44.1%) indicated that **'Often'** after participating in the in-service training programme, there was a change in their practice. Of those who responded on item 29, 50.7% indicated that common tasks for assessment were **'Not at all'** the same with tests, To item 30, a considerable number of respondents (56.6%) felt that learners were **'Not at all'** better off when doing OBE than following the old syllabi. Only 27.7% indicated **'Sometimes'** to the same item. In item 31 respondents were required to point out whether there was any difference between OBE and the interim syllabi and 37.3% responded that there was **no difference at all**, while a further 13.6% felt that there was **'Hardly'** any difference.

Table 5.4 is a comparison of the difference in means per subscale per qualification.

Table 5.4: Group Statistics, Mean Percentages Per Subscale

| Information/Qualification | N | Mean | Standard Deviation | Standard Error of the Mean |
|----------------------------------|----------|-------------|---------------------------|-----------------------------------|
| Information | | | | |
| Diploma (%) | 28 | 50.0 | 16.2 | 3.1 |
| Degree and Diploma(%) | 38 | 54.5 | 15.6 | 2.5 |
| Workshops | | | | |
| Diploma (%) | 28 | 47.4 | 13.7 | 2.6 |
| Degree and Diploma (%) | 37 | 52.3 | 16.7 | 2.7 |
| INSET | | | | |
| Diploma (%) | 27 | 45.2 | 15.0 | 2.9 |
| Degree and Diploma (%) | 36 | 48.2 | 17.7 | 2.9 |
| OBE Approach | | | | |
| Diploma (%) | 27 | 46.6 | 14.8 | 2.8 |
| Degree and Diploma (%) | 37 | 47.0 | 11.7 | 1.8 |
| Follow-Up | | | | |
| Diploma (%) | 28 | 38.6 | 19.1 | 3.6 |
| Degree and Diploma (%) | 37 | 41.5 | 17.5 | 2.9 |

There is no significant difference between the two groups. Therefore their perception of the subscales is not influenced by qualification.

Table 5.6 compares means and standard deviations per subscale for item 3 only (i.e., information given to teachers to enable them to be more efficient when teaching) This information was communicated to educators during workshops and follow-up or through circulars and handouts.

Table 5.5: Summary Statistics for Item3 Responses

| Item 3: Information given to teachers to enable them to be more efficient when teaching | N | Mean | Standard Deviation | Standard Error of the Mean |
|--|----------|-------------|---------------------------|-----------------------------------|
| Workshops | | | | |
| Diploma | 13 | 11.31 | 4.01 | 1.11 |
| Degree and Diploma | 12 | 14.17 | 4.73 | 1.36 |
| Follow-Up | | | | |
| Diploma | 12 | 6.25 | 2.18 | 0.63 |
| Degree and Diploma | 12 | 9.67 | 4.40 | 1.26 |
| INSET | | | | |
| Diploma | 12 | 10.92 | 3.70 | 1.07 |
| Degree and Diploma | 11 | 16.09 | 4.32 | 1.30 |
| OBE Approach | | | | |
| Diploma | 12 | 12.67 | 5.61 | 1.62 |
| Degree and Diploma | 12 | 16.83 | 5.18 | 1.50 |

There is significant difference between the two groups on how educators perceived in-service training and how it helps transmit information when only item 3 is used. For INSET, the mean of those with a degree or a degree plus a diploma is 5.17% higher than that of educators with a diploma only. This indicates that the educators with a degree view in-service training differently to those who do not have a degree qualification.

2.3 Analysis of Variance

Table 5.6 summarizes data on the above.

Table 5.6: Levin's Test for Equality of Variances and T-Test for Equality of Means

| | T-Test for Equality of Means | | | | | | | | | |
|----------------------------|--|--------------|--------|------|-------------------------|-----------------|---------------------------|---------------------------------------|-------------|--|
| | Levin's Test for Equality of Variances | | T | DF | Significance (2-Tailed) | Mean Difference | Standard Error Difference | 95% Confidence Interval of Difference | | |
| | F | Significance | | | | | | Lower Limit | Upper Limit | |
| Information | | | | | | | | | | |
| Equal Variance Assumed | 0.220 | 0.883 | -1.145 | 64.0 | 0.257 | -4.526 | 3.953 | -12.42 | 3.372 | |
| Equal Variance Not Assumed | | | -1.139 | 57.3 | 0.259 | -4.526 | 3.973 | -12.48 | 3.429 | |
| Workshop | | | | | | | | | | |
| Equal Variance Assumed | 0.489 | 0.489 | -1.246 | 63.0 | 0.217 | -4.829 | 3.875 | -12.57 | 2.918 | |
| Equal Variance Not Assumed | | | -1.280 | 62.5 | 0.205 | -4.829 | 3.772 | -12.37 | 2.709 | |
| INSET | | | | | | | | | | |
| Equal Variance Assumed | 0.053 | 0.819 | -0.707 | 61.0 | 0.482 | -2.989 | 4.225 | -11.40 | 5.460 | |
| Equal Variance Not Assumed | | | -0.742 | 60.0 | 0.472 | -2.989 | 4.128 | -11.30 | 5.270 | |
| OBE | | | | | | | | | | |
| Equal Variance Assumed | 1.930 | 0.170 | -0.141 | 62.0 | 0.888 | -0.4662 | 3.310 | -7.08 | 6.150 | |
| Equal Variance Not Assumed | | | -0.136 | 48.1 | 0.893 | -0.4662 | 3.432 | -7.37 | 6.430 | |
| Follow-Ups | | | | | | | | | | |
| Equal Variance Assumed | 1.240 | 0.269 | -0.645 | 63.0 | 0.521 | -2.942 | 4.564 | -12.06 | 6.177 | |
| Equal Variance Not Assumed | | | -0.637 | 55.4 | 0.527 | -2.942 | 4.620 | -12.20 | 6.315 | |

This table test equality in variance. There is no significant difference between the means. It could be concluded with 95% level of confidence that the perception of educators on workshops, follow-ups, OBE information and approaches and INSET is not influence by qualification.

2. 4 Conclusions

It is concluded that the CPD programmes are not effective but that educators recognize the value of both centre-based and school-based in-service training programmes. The perceptions of educators on workshops, follow-ups, OBE information and how it is delivered to school and in-service training, is not affected by the qualification of the respondents. This was demonstrated in Table 5.2, viz., that there is no significant difference in means between educators with a degree plus a diploma and those with a diploma only.

Table 5.4 which compares the mean percentages per subscale based on qualification shows that the means of educators with a degree plus a diploma were higher than those of educators with a diploma only. The differences were 4.53% for information, 4.83% for workshops, 2.99% for INSET, 0.47% for OBE approach and 0.94% for follow-ups. However, when only item 3 was analysed, there was a significant difference between the means of the two groups. The mean of the educators with degree plus a diploma is 5.17% higher than that of educators with a diploma only. Educators with a degree plus a diploma differently perceived the usefulness of the information given. The difference could be attributed to the delivery of the information during INSET rather than the information itself.

3. QUALITATIVE DATA

In this section the qualitative data from the questionnaire will be discussed. Only items that respondents were required to comment on will be dealt with.

Item 3: Information given to teachers enables them to be efficient when teaching.

- A number of respondents felt that the information was not sent timeously to schools to be of use. Moreover, some facilitators and EDOs did not know what should be done. Sometimes there was lack of proper planning and coordination which led to confusion.

- Over-crowding, lack of enough classrooms in some schools and the inability to develop learner support materials made it difficult to implement ideas that were shared in workshops.
- OBE workshops should be held early in the year in order that would give educators the opportunity to acquire skills that could be used during the year.
- Some educators believed that information sent to schools was useful when teaching. However, one-day workshops that were run for three hours per session were not effective. It is suggested that workshops be conducted frequently and the EDOs should visit schools to ensure that there is proper implementation of ideas.

Item 5. OBE materials are valuable teaching aids.

The majority (58.5%) of respondents indicated that materials either sent to school or acquired at workshops were useful because:

- It afforded creativity and a chance to use local environment as a basis to develop learning activities.
- Learners did not have to learn content foreign to their surrounding.
- Educators should regard themselves as resources and senior learners.

It was also indicated that the following documents were necessary for an educator to be able to implement OBE in class:

- OBE policy document
- "Curriculum 2005 in a Nutshell"
- "Assessment Guidelines Per Learning Area"

However, suggestions were made that workshop facilitators and EDOs should try to clarify concepts used in policy documents such as “range statement”, “critical and specific outcomes” and “performance indicators” because these concepts do not demarcate per grade. For example, a performance indicator for a specific outcome does not indicate what a learner in a lower grade ought to achieve as compared with a learner who is a grade higher in the same learning area.

Item 8: Workshops that you attended were informative.

- Some respondents acknowledged that workshops are not classrooms or lecture-halls where facilitators had to show-off their superior knowledge. Rather, as colleagues they were to share ideas, find common grounds and to learn from one another.
- They also pointed out that when facilitators did present, they presented well and were helpful. During such workshops people with different levels of OBE understanding were accommodated.
- Participants further indicated that they needed more contact time as two- or three-hour session workshops were not adequate.
- When possible, workshops could be conducted at cluster level to minimise the number of participants and that EDOs should do follow-ups to help build confidence in handling new content.

Item 11: Teachers’ expectations are met in workshops.

86.4% of the respondents felt that their expectations were not addressed because;-

- Facilitators did not know more than the participants.
- Facilitators did not prepare for the workshops and could not give direct

answers to questions asked.

- Conflicting information was sometimes given.
- Some facilitators lacked facilitation skills and knowledge to handle adult learners.
- Time was spent on theory rather than what was practical and useful to the environment in which the schools operate .

Therefore they felt that workshops did not help at all. Only 13.6% of the respondents said that workshops they attended were informative and motivational. Some also indicated that the aims and objectives of most workshops were only clarified at the workshop and mostly achieved.

Item 12: Workshops are conducted during convenient times.

- 80.4% of the respondents were of the opinion that it would be best if workshops were to be conducted after working hours. During such times classes shall not be left unattended.

Alternatively workshops could be conducted during weekends and school holidays which would afford the facilitators more time than the three-hour session currently allocated for workshops.

- Some suggested that workshops should be conducted early in the year during the first week of the first term. This would enable the educators time to incorporate in their plans information received at the workshops.
- For major changes like the introduction of a new system of education, educators should be sent to courses for a whole month or a full year of study at an institution.

Item 15: EDOs spend enough time with educators during follow-ups at school.

- A concern was raised on the manner in which this was done. It was said that these officers go to schools to “inspect” if there was OBE implementation.
- In some instances help was offered in areas where educators or the school needed help.
- The majority of respondents (86.2%) felt that no follow-ups were conducted and that educators were left on their own without any guidance.

Item 18: Teachers have an influence on the selection of topics for in-service training programmes.

- It was reported that educators were not effectively involved in selecting topics for in-service training because either educators were not attending workshops where they could indicate what their expectations were or they were not consulted. It was suggested that a questionnaire could be used to generate topics for workshops.
- Due to the diverse environmental factors in which schools find themselves, it was not possible to have common topics for workshops. It was also indicated that EDOs and educators did not necessarily meet before workshops, and this then reduced the chances of having a say in what ought to be done during workshops.
- It was felt that the agenda of the workshop was dictated by factors beyond the control of educators. For example, because of the introduction of OBE in grade 10, DoE had to take a lead in organising workshops for the advocacy thereof. When changes were effected on continuous assessment guidelines subject advisors had to conduct workshop to familiarise educators with the content.

Item 25: Team teaching is encouraged.

- Some respondents observed that team teaching was practised in some schools, while others were not sure whether that was encouraged since it was not clearly demonstrated during workshops.
- Most (55.6%) respondents felt that team teaching was important since educators were bound to do phase and grade level planning together. As specific outcomes for different learning areas were related, educators were expected to plan activities that address those outcomes as a team.

Item 26: Centre-based In-service training programme is a waste of time.

Some respondents are of the view that centre-based in-service training programmes were a waste of time because:-

- Educators leave their classes unattended.
- When these educators come back from workshops they do not share the information with those that did not attend.
- Valuable time is lost due to a lack of knowledge on facilitation skills.
- Most needs of educators cannot be met since they are varied.
- Facilitators were inconsistent and confusing.
- Emphasis was placed on theory rather than practice.

However, the majority of respondents were of the opinion that centre-based in-service training programmes were not a waste of time, but that it should be allocated a longer duration to cover a wider scope. Time for planning and implementation, where EDOs could do site visits and coaching, should as well be considered and EDOs should be trained on facilitation skills.

Item 28: There is a change in practice after participating in the in-service training programme.

- Some respondents indicated that the programme encouraged team teaching and provided strategies to be used in class.
- Participation in the programme inculcated self-confidence in handling and developing learning materials.
- Some respondents indicated that there was no change in their performance after participating in the programme because too much time was spent on theory.

Item 29: Common tasks for assessment are the same with tests and examinations.

- A number of respondents indicated that the two instruments were the same and that by doing OBE learners were encouraged to be lazy.
- They added that OBE leads to illiteracy because it allows for multiple answers; since there was no right or wrong answer the standards will be lowered.
- However, 80.7% of the respondents believed that the two instruments are not the same. One instrument allows for originality and is based on life experiences while the other is rigid and based on right or wrongness of answers given.

Item 30: Learners are better off when doing OBE than teaching the interim syllabi.

- It was indicated that given the environment in which the learners find themselves, it would be best if they were taught a prescribed content, because they were not yet ready to determine their own pace of learning. They would find it difficult to search for information on their own. In rural

areas there are no library facilities where learners could conduct research.

- Educators needed effective training to be competent to handle the changes with confidence.

Item 31: There is no difference between OBE and the interim syllabi.

- Some respondents indicated that OBE and the old syllabi were the same except that different terminologies were used.
- The majority (63.8%) of respondents believed that the two are different and that OBE requires learners to:
 - ❖ Find information on their own.
 - ❖ Be creative.
 - ❖ Be active.

Item 32: General comments and suggestions on CPD programme.

Comments were varied and included among others:

- OBE was a waste of time.
- OBE will produce certificated illiterate youths.
- EDOs be based at schools to ensure that proper implementation takes place.
- Overcrowding restricted implementation of ideas and skills acquired during workshops.
- Some respondents indicated that CPD programmes were useful, but the systems that were used to implement them compromised their effectiveness. There should be proper planning and cooperation between service providers, district officials and schools in order to avoid conflicts.

- Ample time should be set-aside for regular workshops and follow-ups as well as monitoring.
- Information should be sent to schools in time to enable them to make necessary arrangements.
- EDOs should be more committed and professional.

4. CONCLUSION

In this chapter the data from the empirical research was discussed. The information was divided into two parts namely:

- **Quantitative Analysis**

- ❖ Biographic information on the qualification of respondents was the only significant information relevant to the study.
- ❖ T-test for difference in means and analysis of variance were used in the analysis.

The quantitative analysis indicated that:

- ✓ OBE information and in-service training was sent late to schools.
- ✓ Workshops were conducted during times that were not favourable to educators and learners.
- ✓ OBE approach was not properly implemented.
- ✓ INSET programmes, both school- and centre-based, did not contribute much to enhance educators' efficiency in class.

- **Qualitative Analysis**

This section concentrated only on those items that required respondent to comment on.

This section indicated the following:

- ✓ Overcrowding and a lack of resources restricted the implementation of ideas shared during INSET programmes.
- ✓ Although information was sometimes sent late to schools, it helped educators to be creative when teaching.
- ✓ More contact time between educators and EDOs was needed in order to cover a variety of aspects.
- ✓ Facilitators need to be committed and knowledgeable in order to be of assistance to educators.
- ✓ Practical ideas are needed to help educators rather than theory only.
- ✓ Follow-up visits to schools should be conducted in order to establish whether ideas and methodology imparted during workshops are implemented.
- ✓ Team teaching should be encouraged because mutual assistance and the sharing of experience are important ways of enhancing expertise and commitment.

The next chapter includes general remarks, recommendations and conclusions.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

1. INTRODUCTION

In this chapter recommendations concerning the role that CPD centres should play in the in-service training of practicing educators will be highlighted. Consideration on how Tivumbeni as one such centre performed as well as areas that needed further studies will also indicated.

It should be noted that a significant part of the in-service training programme should focus on the paradigmatic shifts and practices that are consistent with the transformation towards inclusive education. A critical dimension of this training should relate to the relationship between education and society. In other words, training offered should attempt to seriously consider the pedagogic, social skills and knowledge that are required to participate within the mainstream economic and social life.

Professional development in the first instance is a personal responsibility and the DoE should offer support and training to enable the educators to fulfill their obligations. The assistance given should be of such a nature that the individual would be able to assimilate, integrate and manage it. The development envisaged should take place within the framework of existing directives and procedures so that personnel do not become confused. This view formed the basis on which the objectives for CPD centres should be formulated.

2. OBJECTIVES FOR CPD CENTRES

Objectives for CPD centres by the Limpopo Department of Education were to:

- Help increase the subject knowledge, improve educators' pedagogical skills and update educators' knowledge on OBE.
- Help educators in implementing OBE.
- Provide in-depth school support at cluster level.
- Provide in-school support.
- Discuss with educators their own continuing professional development needs in view of addressing them during workshops.
- Ensuring that resources provided to schools to support the curriculum are effectively utilised.

Based on these objectives, Tivumbeni as a centre attempted to incorporate situational factors and developed its' own objectives in order to help educators in the Ritavi district.

These were:

- Enhance the knowledge of educators on OBE.
- Introduce educators to new learning areas.
- Improve the classroom competencies of educators.
- Train educators on alternative forms of assessment.

To this end the EDOs were appointed and trained to:

- Provide support at cluster level.

- Encourage educators to participate in their professional development and to share experiences with colleagues.
- Improve the educators' communication skills by enabling them to report back effectively to their colleagues.
- Develop a form of evaluation system to determine the effectiveness of the programme.

2.1 Improving Educators' Knowledge on OBE

According to the reports compiled by EDOs, information on OBE was sent to schools through circulars, during in-school support and also during workshops. However, the results of the empirical research indicates that the information was either received late or not at all, and that there was hardly any follow-up visits to schools by EDOs. Through grade level-planning, according to OBE philosophy, educators should plan tasks together in order to address specific outcomes that are related across learning areas. However, the results from the research indicated that there was hardly any cooperation encouraged by schools and peer coaching was not carried out. If educators in the same school do not share information and ideas, then the principles on which the school-focused in-service training is based (for example, that there should be a willingness to train and be trained) are not applied. Therefore, educators in such schools do not learn from each other.

2.2 Improving Educators' Knowledge on Newly-Introduced Learning Areas

EDOs indicated in their reports that advocacy workshops on the philosophy of OBE were conducted and follow-ups to schools were made to help with the implementation of OBE. However, the empirical results suggested that educators were left on their own and thus EDOs' contributions to improving educators knowledge on OBE was minimal.

The success of any in-service training programme depends largely on the type of leadership at a school level and the participation of staff members in identifying areas in

which they need help in order to improve their practice. However, the qualitative data indicated that educators had little influence on the selection of topics for workshops. Therefore their needs and expectations were not always met.

2.3 Improving Classroom Competency of Educators

The focus of in-service training offered should be aimed at assisting educators to manage the environmental as well as educational needs of the school. The empirical results suggested that educators' effectiveness in handling teaching content was not significantly improved by their participation in the professional development programmes.

2.4 Training Educators on Alternative Forms of Assessment

OBE approaches encourage various forms of assessment in order to accommodate learners with different abilities. These learners should be evaluated through a series of tasks that will assess Skills, Knowledge, Values and Attitudes (SKVA). The respondents indicated an awareness of the difference between a test and Common Assessment Tasks (CAT) which are used to assess SKVA in OBE. However, it was also indicated that CATs encouraged apathy and mediocrity since there was neither right nor wrong answer to open-ended questions. In line with this reasoning, "uneducated " but "certificated" youth are produced.

3. Professional Development

The role of Tivumbeni as a centre of CPD has been to encourage and facilitate the professional development of educators by providing support, resources and training programmes in order to address the needs of educators in the Ritavi district. However, many respondents were of the opinion that in-service training is and should be offered by EDOs either at a centre, cluster level or at schools. The topics that should be addressed during such training ought to be initiated by someone else other than educators themselves. They argued that professional development training should not only be offered by outside agents, but that peer coaching, sharing of ideas and class

visits conducted by senior educators for purpose of helping to improve performance should also be regarded as part of professional development.

Hopkin's (1986) argument that there must be an intention to train and be trained and that teaching tasks should be analysed was not considered by the respondents. This was evident from the data collected because respondents indicated that workshops conducted and follow-up made to schools by EDOs had little impact on the effectiveness of educators in class. There was no mention of the impact of the school's own initiated workshops in their responses. The reluctance to implement OBE or to use various forms of assessment, the continual demand for syllabi and learner support material from outside agents, instead of developing them, indicated a lack of managerial initiatives to improve performance of subordinates.

4. The Objectives of this Study

The objectives of this study was to evaluate the impact of Tivumbeni as a CPD center on the performance of educators in the Ratavi district. From the empirical data, some respondents indicated that there was no change in their performance in class after participating in the programme. Others mentioned that the facilitators were confusing them and that some facilitators were not committed to their work. However, there are some respondents who said they benefited from the programme. They also indicated that they gained confidence to handle OBE materials and to develop learning activities.

The lack of adequate transport for EDOs to visit schools contributed to their inability to conduct regular follow-up at schools. The EDOs relied on inviting educators to visit the centre. This type of approach could be regarded as a "supply service" approach where the centre offered a uniform service while educators' contribution to the selection of topics was minimal. On the other hand, there were schools that requested EDOs to visit their schools. The focus of such visits was influenced by the educators' needs. This type of approach could be viewed as "demand service". Experiences shared could easily be implemented because they were addressing the school's and educators' needs. Thus the objective of this study has been achieved.

5. General Remarks

- The purpose of evaluation is to assist in making informed decisions to ensure accountability for actions taken and to acquire an understanding of why certain actions or programmes need to be modified or changed. The focus of such an evaluation should be on improving the programme by obtaining descriptive and judicious information about the merit and value of such a programme.
- The focus of in-service training programmes should be aimed at enabling educators to adapt and manage their educational responsibilities through updating their knowledge and skills.
- The type of leadership at an institutional level and the support influence the success of any professional development by the department.
- Proper needs assessment should precede staff development programmes.
- There should also be effective and efficient means to assess the progress continuously in order to receive immediate feedback on the efficacy of the programme.

It was encouraging to notice that the role played by the centre was recognized by SADTU in their secretariat report for the Ritavi branch biennial general meeting of 16 May 2003. In this report under the following headings (i) Advocacy Workshops on Skills Development and (ii) Advocacy Workshops on Infusion of OBE into FET, the education convener asserted that, "The purpose of the workshop was to update stakeholders in the skills development that the province intends to put in place. Flyers were distributed, which contained information on this. It would be advisable for comrades to go through them to have an idea on this." It was also reiterated in the report that educators for grade 10 in 2003 should use the OBE approach whilst following the interim syllabus. These are the same groups that provided respondents for this study.

6. Obstacles Encountered

The researcher experienced some difficulties which could have led to the limitations in the empirical results, namely:

- In a few schools the researcher experienced some problems regarding the completion of the questionnaire. It was indicated that educators were busy compiling schedules, marking scripts or did not report to work.
- Some principals collected questionnaires for their staff members but failed to distribute them.
- Some educators took the questionnaire to complete at home but did not return them.
- Some questionnaire were returned with certain items not completed.
- Some educators decided to take a neutral standpoint.

7. Recommendations

Following from the research results some topics for further investigation became obvious:

- A qualitative investigation to determine the attitude of educators to OBE after they have been exposed to the new approach for a longer period.
- An analysis of the impact of the Limpopo Department of Education's policy on workshops.
- The influence of officials in the DoE on the implementation of OBE in schools.
- The role of principals as managers in the in-service training programmes of their subordinates.

8. Concluding Remarks

Chapter 1 provided a general orientation where background to the study, motivation, the purpose, statement of the problem, research methodology, operational definitions, significance of the study and limitations were highlighted.

Chapter 2 concentrated on teacher development. Emphasis was placed on the three models of INSET, namely, school-based, school-focused, and centre-based. The strengths and weaknesses of each of these models were considered. These models should not be viewed as mutually exclusive, but rather be seen as complementing each other.

Chapter 3 provided an overview of the role played by Tivumbeni as a centre for CPD in the Ritavi district. The policy sanctioning the establishment of such centres and staffing was emphasized. A historical background of the activities between 2000 and 2002 was given. The reports by EDOs and the findings from school visits were also discussed.

Chapter 4 described the research methodology and motivated for the application of certain measuring instruments.

Chapter 5 was devoted to quantitative and qualitative data analysis.

General remarks, recommendations for further study, obstacles encountered, and concluding remarks were detailed in Chapter 6.

Finally, educators operate in a dynamic environment, which is constantly influenced by political, economical and social factors. The needs, expectations and aspirations of the communities and policies of the government also influence the school as a workplace for educators. These influences require educators to adapt in order to be efficient in carrying out their tasks. They need to be trained and their skills and knowledge updated continuously. The training should be multifaceted, i.e., centre-based, school-based or school-focused but the specific purpose of address the peculiar needs of each school. Professional development is the ultimate individual responsibility of the educator. The

DoE should provide support in this regard. Thus, professional development should take place within the existing directives and procedures so that educators could perform their current and future tasks effectively. Every principal as a manager should be fully responsible for assisting his or her subordinates in improving their performance and professional development.

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APPENDIX

QUESTIONNAIRE

GENERAL INSTRUCTIONS

1. This questionnaire is strictly confidential.
2. Please do not write your name or the name of your school on it.
3. Answer all questions honestly and to the best of your ability.
4. Answer questions by selecting the most appropriate number for each question.
5. Please select ONLY ONE answer to each question.

| | | | |
|----------------|---------|--------|--------------------|
| Qualifications | Diploma | Degree | Degree and Diploma |
| | 1 | 2 | 3 |

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|--|---|-----------------|-------------|----------------|------------|-------------|
| 1. | OBE information is sent out to schools in time. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 2. | OBE information sent is useful when teaching. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 3. | Information given to teachers enables them to be efficient when teaching. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Comment briefly: | | | | | | |
| 4. | The OBE information is user friendly. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 5. | OBE materials are valuable teaching aids. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Elaborate: | | | | | | |
| 6. | Workshops help teachers to be effective in class. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 7. | Regular workshop attendance helps teachers to be efficient in class. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 8. | Workshops that you attended were informative. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Comment briefly on the facilitators' skills: | | | | | | |

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|--|--|-----------------|-------------|----------------|------------|-------------|
| 9. | Objectives of these workshops are communicated before hand. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 10. | Objectives of these workshops were achieved. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 11. | Teachers' expectations are met in workshops. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Expand on your answer: | | | | | | |
| 12. | Workshops are conducted during convenient times. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Suggest times which could be more suitable and indicate why these could be convenient: | | | | | | |
| 13. | There is follow up after workshops. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 14. | Follow-ups of workshops are effective. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 15. | EDOs spend enough time with teachers during follow up at schools. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Expand on your answer: | | | | | | |
| 16. | During follow up there is evaluation of ideas and skills introduced in the workshop. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |

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| 17. | Follow-ups help check implementations of ideas and skills introduced during in-service training programmes. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 18. | Teachers have an influence on the selections of topics for in-service training programmes. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Suggest how this could best be done: | | | | | | |
| (19.) | Teachers' needs and concerns are addressed by the in-service programme. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Comment: | | | | | | |
| 20. | New theory and skills are presented during in-service training programmes. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 21. | Modeling or demonstration of skills is done during workshops. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 22. | Proper planning is done before the in-service training programme for OBE was implemented. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 23. | Peers/senior educators also coach their colleagues. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 24. | Environmental/situational factors were considered before the programme was introduced at our school. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |

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|---|--|-----------------|-------------|----------------|------------|-------------|
| 25. | Team teaching is encouraged. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Indicate how this is done: | | | | | | |
| 26. | Centre based in-service programmes are a waste of time. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Suggest how the programme could be improved: | | | | | | |
| 27. | School-based in-service programme are a waste of time. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| 28. | There is a change in practice after participating in the in-service programme. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Comment on how In-Service Training assisted you in implementing OBE in your teaching: | | | | | | |
| 29. | Common Tasks for Assessment are the same with tests and examinations. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Elaborate: | | | | | | |
| 30. | Learners are better off when doing OBE than teaching the interim syllabi. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
| Explain briefly: | | | | | | |

| 31. | There is no difference between OBE and the interim syllabi. | Not at all 1 | Hardly 2 | Sometimes 3 | Often 4 | Always 5 |
|-----|---|-----------------|-------------|----------------|------------|-------------|
| 32. | General comments and suggestions on the CPD programme: | | | | | |