A CRITICAL ANALYSIS OF THE IN-SERVICE EDUCATION COURSES OFFERED AT TRINSET, WITH PARTICULAR REFERENCE TO GEOGRAPHY.

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By

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Supervisor: Ms U van Harmelen

TABLE OF CONTENTS

ITEM No.	DESCRIPTION	PAGE
	Title	i
	Table of Contents	iii
	Declaration	viii
	Acknowledgements	ix
	Abstract	x
	List of Figures and Tables	xi
	List of Appendices	xi
1.	**CHAPTER ONE :INTRODUCTION**	
1.1	Introduction	1
1.2	Background to the study	2
1.3	Problem setting	5
1.4	Research location and instruments	7
1.5	Goals of the study	8
1.6	Significance of the study	9
1.7	Plan of the study	10
1.8	Summary	11
2.	**CHAPTER TWO: RESEARCH CONTEXT: BACKGROUND OF TRINSET AND THE RATIONALE FOR ITS ESTABLISHMENT**	
2.1	Introduction	13

ITEM No.	DESCRIPTION	PAGE
2.2	Area of operation	14
2.3	The socio-historical background of the area serviced by Trinset	16
2.4	The impact of the socio-economic background on the education in the Transkei	19
2.5	Purpose of the establishment of Trinset	21
2.5.1	Analysis of matriculation results	23
2.6	Target population	26
2.7	Summary	29
3	**CHAPTER THREE : EXPLORATION AND CRITICAL ANALYSIS OF THE THEORY RELATED TO IN-SERVICE EDUCATION IN THE CONTEXT OF THE SOUTH AFRICAN CHANGE SITUATION**	
3.1	Introduction	31
3.2	Traditional views of role of in-service education in South Africa	32
3.2.1	Philosophy underpinning in-service education in South Africa	33
3.2.2	Social constructivism	34
3.3	Approaches for in-service education within the deficit model	35
3.3.1	Course-based in-service education approach	36
3.3.2	School-based in service education approach	36

ITEM No.	DESCRIPTION	PAGE
3.3.3	School-focused in-service education approach	38
3.3.4	The cascade in-service education approach	40
3.4	Educational change theories and processes	41
3.4.1	Meaning and purpose of educational change	41
3.4.2	How educational change is brought about	42
3.4.3	The role of teacher education in a change situation	43
3.5	Educational change in South Africa	44
3.5.1	Curriculum changes	45
3.5.2	The implications of change for teachers	46
3.5.3	Role of in-service education in a change situation	47
3.6	The spiral model of in-service education	48
3.7	The implications of change for Geography teachers	49
3.8	Summary	50
4	**CHAPTER FOUR: RESEARCH METHODOLOGY**	
4.1	Introduction	52
4.2	The meaning and purpose of evaluation	53
4.2.1	The participatory function of Fourth Generation Evaluation	55

ITEM No.	DESCRIPTION	PAGE
4.3	The rationale for the choice of Fourth Generation Evaluation principles	57
4.4	Procedures followed in collecting and analysing data	59
4.4.1	Selection of stakeholders	59
4.4.2	The data collecting techniques and the sample	59
4.5	Triangulation	64
4.6	The pilot study	65
4.7	Summary	65
5	**CHAPTER FIVE: ANALYSIS OF THE ORGANISATION AND PROVISION OF IN-SERVICE COURSES AT TRINSET WITH PARTICULAR REFERENCE TO GEOGRAPHY**	
5.1	Introduction	67
5.2	The impact of the philosophy of the deficit model on organisation and presentation of courses at Trinset	68
5.2.1	Course analysis	69
5.2.1.1	The resident courses	69
5.2.1.2	Field courses	76
5.3	Meetings held with the Rector and colleagues in the Geography and Biology Departments	78
5.4	Summary	79

ITEM No.	DESCRIPTION	PAGE
6	**CHAPTER SIX: AN ANALYSIS OF SELECTED STAKE-HOLDERS' PERCEPTIONS OF COURSES OFFERED AT TRINSET WITH PARTICULAR REFERENCE TO GEOGRAPHY**	
6.1	Introduction	80
6.2	Questionnaire to Geography teachers	81
6.2.1	Personal details of respondents	81
6.2.2	Teachers' experience of Trinset	83
6.2.3	Administration and organisation of courses	84
6.2.4	The impact of Geography courses on teachers	84
6.2.5	Suggestions for restructuring of Geography courses	85
6.3	Analysis of questionnaires to the school principals	86
6.4	Presentation and analysis of data collected through interviews	88
6.4.1	Interviews with Geography teachers	91
6.5	Interviews with Subject Advisors	93
6.6	Summary	98
7.	**CHAPTER SEVEN: CONCLUSIONS AND LESSONS LEARNT**	
7.1	Introduction	95
7.2	Summary and conclusions	96

ITEM No.	DESCRIPTION	PAGE
7.3	The lessons learnt and how they should inform the restructuring of the college	98
7.3.1	Role of in-service education and target area	98
7.3.2	The structuring and organisation of courses	100
7.3.3	Other possibilities	101
7.4	Limitations and strenghts of the research	102
7.5	Summary	103
	List of References	104
	Appendices	109

DECLARATION

I, **Felicia Nobesuthu Vuyiswa Mniki** declare that the copy of the half-thesis submitted by me in January 2000 is my own work and that it has not previously been submitted by me for a degree at another University. The product is the result of my efforts through the professional guidance of the supervisor whose name and signature appear below.

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ABSTRACT

The aim of establishing the Transkei Teachers' In-Service College (Trinset) in 1986 by the former Transkei Department of Education, was to alleviate the problem of inappropriately qualified teachers. This problem was seen as impacting negatively on the performance of matriculation candidates in the final examinations.

In the twelve years since the college's inception there has been no formal evaluation, this despite the perception of the importance of evaluation as an integral part of planning and implementation for any educational endeavour (Mc Naught, Taylor & O'Donoghue, 1990). This study analyses the courses offered at Trinset with particular reference to the subject of Geography. The aim is to explore how best these courses can support educators in the light of the current changes in South African education.

The analysis of the in-service courses used a multifaceted approach guided by the participatory principle underlying Fourth Generation Evaluation. The analysis of the in-service courses offered by Trinset, in particular by the Geography Department, has served to raise questions and to highlight issues that are seen as particularly valuable in the reconfiguration of Trinset that is part of the current educational transformation process in South Africa in terms of the provision of in-service education.

ITEM No.	DESCRIPTION	PAGE
	LIST OF FIGURES	
2.1	Map showing the districts of Transkei.	15
2.2	Graphs showing Geography results for 1987.	25
	LIST OF TABLES	
2.1	Development indicators of Transkei Districts 1991) – Selected variables.	17
2.2	Examination statistics – Std 10/Grade 12 results (1981-1984).	23
2.3	Interpretation of matriculation results (1981-1989): H. G.% pass rate for the selected subjects.	24
2.4	Number of courses per year and classes/phases scheduled for.	27
4.1	The number of teachers and principals who responded to the interviews and questionnaires.	61
5.1	Expected and actual attendance of courses for the period 1993-1995.	72
5.2	Field course attendance – Geography Std 10/Grade 12 (1990-1994).	77
6.1A	Age groups of the respondents.	81
6.1B	Teaching experience of the respondents.	81
6.2	Academic qualifications of the respondents.	82

LIST OF APPENDICES

1A. Questionnaire to senior secondary school Geography teachers.

1B. Questionnaire to school principals.

2. Interview schedule for teachers.

3. Letter granting permission to visit schools – from the Regional office in Umtata.

4. Letter asking permission from principals to visit schools

CHAPTER ONE

INTRODUCTION

"A lamp can never light another lamp unless it continues to burn its own flame" (Mutshekwane 1992:2).

1.1 Introduction

The post-1994 initiatives in South African education are part of the demand for transformation in an educational system that has been characterised by a problematic teaching and learning environment. Etchberger & Shaw (1992:412) observed that "change stems from dissatisfaction or perturbation with the way things are". In South Africa, the White Paper on Education (March, 1995) identified the need for a complete overhaul of learning programmes in the nation's schools and colleges of education.

Teacher education, both pre-service and in-service, has been seen as a vehicle for change in many parts of the world. Teachers are seen as agents of educational change and societal improvement (Norms and Standards for Teacher Education (COTEP), 1996; Fullan, 1993; Apple, 1992; Etchberger & Shaw, 1992; Prawat, 1992).

In the current change situation, the COTEP Document (1996) emphasises the need for teacher education to cater for outcomes-based education in line with the recommendations of the National Qualifications Framework (NQF). These changes affect both pre-service and in-service education of teachers. In-service education, as stressed by Cropley & Dave

(1978), is the provision of ongoing professional development of educators and is in line with the concept of life-long learning discussed in the NQF Document of 1996.

In the former Transkei, one method of trying to solve the problems in education and to effect changes was the establishment in 1986, of Transkei Teachers' In-service College (Trinset). The main objective in the establishment of the College was the `upgrading' of teachers' qualifications as well as acquainting teachers with new methods and new trends in teaching.

The College's performance and the impact of its various courses offered has, however, not been formally evaluated since its establishment in 1986. This despite the perception of the importance of evaluation as an integral part of planning and implementation for any educational endeavour (McNaught, Taylor & O'Donoghue, 1990).

1.2 Background to the study

In the early 1970s the Transkei Department of Education set up a commission to look into the strategies for the improvement of education. The commission was chaired by Prof. Andrew Taylor of the University of Cardiff. One of the recommendations of the Taylor Commission was that the Transkei Department of Education ought to introduce 'free and compulsory education' as part of its system. This led to a high pupil growth rate, particularly beyond the present grade 9 (Std.7). The introduction of 'free and compulsory education' further led to a situation wherein:-

- the supply of pre-service teacher education output did not match the demand in the schools;
- the qualifications of the majority of outgoing pre-service educators was below the level of operation for which their services were needed, i.e. for grades 10 - 12; and
- there was a shortage of teachers for science and science-related subjects. These subjects are perceived as vital for the development of any country.

The above issues called for an immediate intervention to assist the underqualified educators to cope with the tasks they were expected to perform. Initially the nature and level of assistance was in the form of informal in-service or refresher courses run by examiners, subject inspectors and university staff.

As the number of senior secondary schools (grade 10 – 12) continued to increase, there was greater pressure to have in-service courses formalised and institutionalised, hence the establishment and commissioning of an in-service college located in and serving the Transkei. In 1986, Trinset, operating within the context of the First Five-Year Plan (1986-1990), was established. Various courses of action were implemented guided by the main directives (First Five-Year Plan, 1986-1990:8) which included:-

- *"the belief that in-service education would benefit from the centralisation of activities into a custom-built co-ordinating centre;*
- *the decision to initially target senior secondary level, this despite the government being aware of the benefit and merit in giving attention to the lowest levels to establish a firm foundation;*

- *the decision to identify "priority subjects" for initial attention which included English, Mathematics, Biology, Science and Geography, with History and Afrikaans being added later.*

The first Five-Years of the operation of the College were shaped and informed by these directives that were largely determined by the available facilities and resources. As a result of informal evaluation and internal monitoring of the courses offered in the first Five-Years, a number of changes were made and the directives were restructured.

The directives as identified in the In-service Education Second Five-Year Plan (1991-1995:7) included the belief that:-

- *a crash-course approach at the Senior Secondary level cannot continue to be effective unless founded on a solid base of equal attention at the Primary and Junior Secondary levels;*
- *the accent should shift in the long term towards a more decentralised approach, while Trinset will continue to be used as a main centre;*
- *the Department of Education will closely involve the in-service staff and teachers in the process of decision-making regarding curriculum development and the adaptation of syllabi;*
- *although it will be expected that teachers participate willingly in in-service education and personal enrichment, without seeking immediate tangible reward, attempts will be made to develop the In-service College into a resource centre*

which will help teachers engaged in further formal study".

For the past twelve years, the operation of Trinset has been guided by these directives and the two Five-Year Plans. However, changes and modifications were made from time to time to suit the needs of teachers.

To understand the nature and point of in-service in the former Transkei, the analysis of the college needs to consider aspects such as:-

- the target population; and
- the environment and the conditions within which educators are working.

Trinset operated within a situation characterised not only by a shortage of qualified teachers, but within an education system that had a serious backlog with regard to providing basic facilities and amenities. Part of this was a result of the apartheid ideology of South Africa of which Transkei was part before independence in 1976. The situational analysis of Chapter 2 places these dimensions in the context of teacher education in the former Transkei.

1.3 Problem setting

The lack of formal evaluation accompanied by the lack of documentation of informal and internal monitoring in the college has mitigated against a clear understanding of the short and long term value or worth of the courses offered. The criteria on which the in-service college was based were the following:-

- the `upgrading' of professional and academic qualification of teachers;

- the improvement of the administration and supervision of schools by principals and heads of departments; and
- the orientation of participants to new responsibilities to enable them to cope with upgraded syllabi and other changes in the curriculum.

Although some of the goals of the courses, as identified by the former Transkei Department of Education in 1986, are encapsulated in the six roles of educators mentioned in the COTEP Document (1998), there is clearly a need to refocus the efforts and operation of the college.

In the COTEP Document (1998) it is stipulated that, in the course of their jobs, educators are expected to play the role of:-

- mediator of learning;
- interpreter and designer of learning programmes and materials;
- leader, administrator and manager;
- scholar, researcher and life-long learner;
- community, citizenship and pastoral role; and
- learning area/subject/discipline/phase specialist.

With the above-mentioned roles and the current situation of restructuring and rethinking in the education system, the college finds itself vulnerable in terms of relevance of its current mode of operation with regard to:-

- the paradigm shift in the education system;
- the new vision and the six roles of educators highlighted above.

In the light of this, it was necessary for those of us involved in the college to ask questions such as whether:-

- we can separate teacher preparedness from the situation and conditions they are working in; and
- the institutionalisation of in-service courses is an appropriate model, especially for the Transkei region which is characterised by poor infrastructure and a shortage of human resources.

We therefore need to analyse and assess what we have been doing so as to be able to cope with the challenges facing us, and to be effective change agents. However, an attempt to do a general assessment and evaluation is beyond the scope of a half thesis. I felt that focusing on one subject area or department of the college – Geography - the subject area in which I am involved, would illustrate the problems and provide some insight into the challenges in the in-service education system and how best these could be addressed.

1.4 Research location and instruments

This research will be located in Trinset and 20 schools in two districts of the Eastern Region of the Province of the Eastern Cape. Umtata and Elliotdale/Mqanduli districts have been selected. The two districts were chosen because of their accessibility and economic viability. Furthermore, the choice of these districts was determined by the need to look at the contrasts that currently exist between an urban environment with all its advantages, and a rural one with its disadvantages as is the case with Umtata and Elliotdale/Mqanduli respectively.

Only senior secondary schools were selected for interviews and the distribution of questionnaires. These were selected because Trinset was originally established with the view to assisting educators who had to handle grades 10 to 12; secondly, the college has been focusing on senior secondary schools for a longer period than on the other levels or phases.

School principals and educators teaching Geography, were interviewed and given questionnaires to respond to. Principals were chosen as they are perceived as pivotal for the attendance of courses, in the sense that, as 'gate-keepers' in the schools, they are responsible for the release/non-release of educators.

Subject advisors were also interviewed with a view to identifying their opinions regarding the running of Geography courses; how the courses impact on teachers; and the operation of Trinset in general.

1.5 Goals of the study

The main objective of this study is to critically analyse the in-service courses offered by the Geography Department at Trinset over the past twelve years applying the principles of the Fourth Generation Evaluation (FGE) (Guba & Lincoln 1989). This is done with the view to:-

- exploring how best these courses can support educators in the light of the current changes in South African education; and
- gaining an understanding of the implications of change for educators.

Taking into consideration the transformation currently occurring in South Africa, it is hoped that this exercise will help in effecting the necessary

changes to put Trinset in line with the current trends in in-service teacher education, which will benefit both educators and learners.

1.6 Significance of the study

This research has been undertaken at a time when teacher education in the country is undergoing a revolutionary change. In this regard the research will help to highlight some of the key issues associated with the existing organisation and implementation of in-service courses at Trinset from the perspective of Geography as being representative of the theory and the current thinking underpinning in-service education.

Though the analysis focuses on a single subject, inferences could be made for other subject areas. It is hoped that this analysis will serve to inform the policy formulation for the organisation and running of in-service courses not only at Trinset, but in the entire Province of the Eastern Cape. There is a crucial need at this moment for the proper documentation of what has been taking place in in-service education.

The participatory approach of this analysis stems from incorporating the feelings and opinions of various stakeholders, including teachers, for whom the courses are meant. It is felt that this approach will add to the credibility and value of the research in that reformulation of Trinset courses will depend on people for whom the courses are designed. As Esu (1991) has noted, exercises such as this are seen as an integral part of in-service education programmes and they play a vital role in encouraging and motivating educators.

1.7 Plan of the study

Chapter 1: The chapter has provided a brief introduction to the whole study, with the main focus on aspects such as:-

- background to the study;
- problem setting;
- research location and instruments;
- goals of the study;
- significance of the study; and
- limitations of the study.

Chapter 2: This chapter gives a detailed background of Trinset. This includes aspects such as the area served by Trinset; the socio-historical background of the Transkei region; the target population; and the purpose of the establishment of Trinset

This background is given because I felt that the information would put the research into context and draw a picture of the education system, especially teacher education, in the Transkei region of the Eastern Cape Province.

Chapter 3: This is a brief review of what has been obtained in teacher education, both pre-service and in-service, in South Africa. A reference will also be made to educational changes, which have taken place in the country and other parts of the world, and the implications of those changes for teachers.

Chapter 4: An outline of the methodology used in the research is given. The chapter will be briefly analyse methods of evaluation with particular

reference to FGE because its principles are used in the study.

Chapter 5: This chapter constitutes the analysis of the information gathered from colleagues at Trinset regarding the impact of the college on the teaching-learning situation.

Chapter 6: In this chapter the views of the other stakeholders (teachers, principals and Subject Advisors) from Umtata and Elliotdale/Mqanduli districts about the college are analysed.

Chapter 7: This chapter presents conclusions and lessons learnt.

1.8 Summary

Because of the need for a general improvement in education, the Transkei Department of Education set up a commission to look into possible strategies to achieve this goal. Consequently, Trinset was established in 1986. One of the objectives for the establishment of Trinset was to assist teachers to be more effective in class and to cope with the tasks they were expected to perform.

Two In-service Education Five-Year Plans were drawn up to guide the operation of the college, although slight changes and modifications were made from time to time to suit the needs of educators. Although the Transkei Department of Education, in the Master Plan for the Supply of suitably Qualified Teachers (Edplan 1989) emphasised the importance of evaluation of teacher education programmes, the in-service college has not been formally evaluated since its inception in 1986.

The analysis of the courses the college is offering has become more necessary in the light of the transition South Africa is going through. However, the analysis of the whole college is beyond the scope of this study and the focus therefore, will be on the Geography Department as representative of other departments.

CHAPTER TWO

RESEARCH CONTEXT: BACKGROUND OF TRINSET AND THE RATIONALE FOR ITS ESTABLISHMENT

2.1 Introduction

The purpose of this chapter is to provide a general overview of the former Transkei as a means to illustrate the background in which Trinset was established. My purpose is to provide insights into the broader socio-historical circumstances of the Transkei region of the Eastern Cape in order to draw a clear picture of the area and the people the college is serving. Issues that impacted on education and shaped the college will be highlighted.

This chapter, in providing this background and overview will explore aspects such as:-

- Trinset's area of operation;
- the socio-historical background of the area serviced by Trinset;
- the impact of the socio-historical background on education; and
- the rationale for the establishment of Trinset.

Data for this chapter has largely been collected from the documents including:-

- the former Transkei Department of Education Annual Reports;
- the In-service Education Five-Year Plans and other Trinset documents;
- documents from the magistrate's office in Umtata;

- the Statistics Section of the former Transkei Department of Education.

2.2 Area of operation

As mentioned in chapter one, Trinset was intended to provide in-service teacher education to the entire Transkei which covers an area of approximately 44 630 square kilometres. Transkei was initially part of South Africa and gained its independence in 1976. It became part of South Africa again in 1994 when the new democratic government came into power. Prior to 1994, Transkei consisted of twenty-eight magisterial districts as shown in Figure 2.1 below. Trinset is located in the Umtata district which was the capital of Transkei.

As can be seen from the map, Umtata is not centrally located to all the districts. As a result districts such as Umzimkulu, Bizana, Maluti, Mt Fletcher, Sterkspruit and Lady Frere are not easy to reach because of the large distances involved. The return distances between Trinset and Maluti and Mzimkulu are 580 km and 644 km respectively. This often means travelling in the dark on country roads that are always full of stray animals.

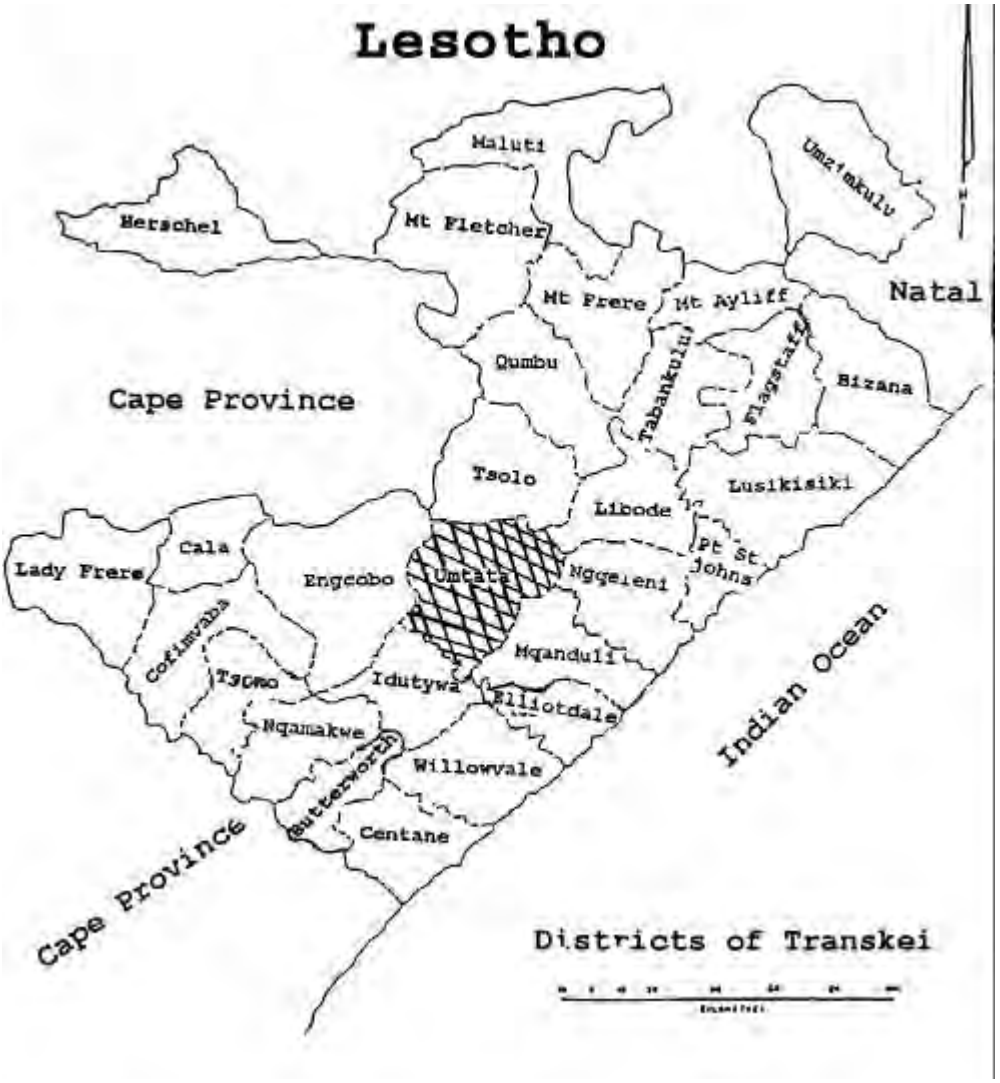

Figure 2.1 Map showing the districts of Transkei

After the 1994 elections, with the demarcation of the regions of the Province of the Eastern Cape, Transkei fell into four regions, i.e. Eastern (Umtata), East Griqua-Kei (Kokstad), South Eastern (Butterworth) and Northern (Queenstown) regions.

According to the new policy design, each region is intended to have its own in-service institution or a Teachers' Centre, but funding has always been a limiting factor in this regard. This created an impression that Trinset is meant to service the Umtata region only. However, since at the time of the research there were no such colleges in other regions, the operation of Trinset still exceeds the

boundaries of the Umtata region, and incorporates the entire former Transkei.

2.3 The socio-historical background of the area serviced by Trinset

The socio-historical conditions of the region served by Trinset are perceived as crucial in shaping the education system and determining the provision of schooling. Transkei is basically rural and amenities such as telephones, electricity, post offices and tapped water are rare. As Lomax (1983) noted, Transkei is characterised by poverty and an underdeveloped infrastructure and this impacts negatively on education and the provision of schooling. This situation is further confirmed in Table 2.1 below, which provides basic statistics regarding the level of development in the various districts.

Table 2.1: Development indicators of Transkei districts - Selected variables (1991).

[Source: Statistics Department 1992]

VARIABLES / DISTRICTS	1991 POP. ESTIMATES	ED. INSTI-TUTION	TEACHERS %	GRADUATE TEACHERS %	TAR ROADS (KM) %	ELEC CONSUMP. (kWh)	No OF TEL. SUBSCRIBERS	No P/OFFICE & AGENCIES
Bizana	162 540	158	4.0	4.1	25.3	19 283 843	153	20
Butterworth	87 166	177	3.1	6.8	32.1	57 943 439	1 981	28
Cala	53 623	78	2.1	1.8	2.2	1 814 024	138	2
Centane	93 904	135	3.5	3.9	0.7	860 485	153	21
Cofimvaba	106 482	126	3.5	3.7	20.8	2 573 620	158	20
Elliotdale	66 451	86	1.7	0.8	5.5	221 021	42	9
Engcobo	167 727	168	4.5	3.6	20.6	7 107 678	169	21
Flagstaff	88 728	118	2.9	3.5	21.7	2 117 118	151	20
Idutywa	98 279	112	3.3	3.5	22.0	2 700 140	194	23
Lady Frere	212 487	185	5.9	6.1	28.0	38 887 831	1 819	26
Libode	106 233	133	3.9	2.8	13.8	958 327	52	15
Lusikisiki	194 629	189	5.2	3.9	25.0	8 309 979	160	22
Maluti	150 090	139	4.3	2.8	0.3	1 364 207	55	1
Mt Ayliff	70 419	113	2.5	3.4	22.0	1 697 280	142	19
Mt Fletcher	118 059	137	3.3	1.1	14.7	114 629	72	15
Mt Frere	122 406	141	4.3	3.6	20.0	2 378 493	205	22
Mqanduli	129 636	107	2.6	2.4	18.6	657 211	55	14
Ngqeleni	128 615	138	3.2	2.8	4.6	239 359	34	4
Nqamakwe	93 341	130	3.4	2.7	11.9	699 623	43	13
Pt St Johns	52 953	80	2.2	3.9	26.3	6 994 868	156	19
Qumbu	109 056	140	3.5	2.5	6.9	120 117	95	14
Tabankulu	101 831	128	2.7	2.8	7.7	377 316	49	6
Tsolo	96 999	125	3.6	3.9	22.6	219 958	153	19
Tsomo	79 056	99	2.6	1.4	9.1	200 644	44	14
Umtata	248 725	238	6.3	14.5	35.0	122 551 035	5 172	36
Umzimkulu	142 753	150	4.2	4.0	23.2	12 077 578	166	20
Willowvale	112 545	137	3.6	1.4	0.7	237 174	66	8
TOTALS	3 316 734	3767				298 838 870	11 699	458

The information in the Table was drawn from 1991 statistics (the latest available) and only variables which pertain to education are indicated.

The table highlights that there are considerable inequalities in the development of Transkei, as reflected in the selected variables. Districts such as Centane, Elliotdale, Sterkspruit, Maluti, and Willowvale appear to be lagging behind in development when one considers :-

- the low rate of electricity consumption;
- poorly developed communication networks, as shown by the low percentage of tarred roads;
- small number of telephone subscribers;
- the low percentage of teachers compared to the total population; and
- poor postal services.

The low number of telephone subscribers in certain districts is an indication that most schools have no telephones. Again, when one considers indicators such as electricity consumption, only the districts like Umtata, Butterworth and Lady Frere are adequately supplied with electricty. This, however, does not mean that all the educational institutions in these districts are supplied with electricity. Most schools in the rural areas have no electricity.

Travelling to most of the districts is made worse by the condition of the roads as depicted in Table 2.1. Furthermore, after 1976, Sterkspruit and Umzimkulu were separated by parts of South Africa from the Transkei mainland and this sometimes created problems, as one had to carry identification documents to cross the borders.

The percentage of graduate teachers in most of the districts is also low compared to the total percentage of teachers. While it is accepted that good and effective educators are not necessarily those who hold Bachelors' degrees, this nevertheless, is an indication of a problem regarding appropriate qualification of educators.

As mentioned earlier, the low level of development impacts negatively on education as the socio-economic situation impacts on provision of schooling. In the following section a picture of how schools and education have suffered as a result of poor development and poor infrastructure in the districts of Transkei will be drawn.

2.4 The impact of the socio-economic background on education in Transkei

Schools in Transkei suffered tremendously in terms of provision of physical facilities, equipment, material and human resources. As most schools are in the rural areas, few have electricity, an available water supply, or telephones (Transkei Department of Education Annual Report 1993). This implies, therefore, that learning and teaching, in many cases, is not easy because facilities and teaching aids such as television, videos and radios cannot be used.

One other problem as identified by Ngubentombi (1989) was the high teacher-pupil ratio in Transkei schools. According to the 1993 Department of Education Annual Report, for instance, in the Umtata district, the

teacher-pupil ratio in the junior primary schools was 1:71. This situation was exacerbated by uneven distribution of educators. Certain areas that are easily accessible and more advanced in development have always been better equipped as far as human resources are concerned, at the expense of the 'backward' and remote areas.

The same situation still remains in the entire Eastern Cape Province. According to the Teacher Supply, Utilisation and Development: Existing Realities – Research Report (1997), the teacher-pupil ratio in 1997 ranged from 1:10 to 1:100+.

The shortage of teachers, as described by Lomax (1983) and Ngubentombi, (1989) was also caused by inappropriate qualifications of teachers. The authors observed that in Transkei a large percentage of the teaching force was either underqualified or inappropriately qualified. Such a situation renders educators inefficient and puts them at a disadvantage in terms of the serious challenges which must be faced in education.

This has led to a situation where teachers have to operate at a level for which they are not qualified. Lomax (1983) and Ngubentombi (1989), for example, observed that teachers with a Primary Teachers' Certificate (PTC) or a Junior Secondary Teachers' Certificate (JSTC) were teaching at senior secondary schools in certain districts.

Lomax (1983) further observed that, as a result of this, many of the educators become seriously demoralised, and lacked motivation for change, which is a prerequisite for bold progress in the face of social and economic difficulties.

Consequently, the Transkei Department of Education initiated in-service refresher courses, which were run by examiners, subject inspectors and university personnel. These were run in church institutions like the Methodist Lay Centre, the Dutch Reformed Church Decoligny Centre, and high schools with good hostel facilities like St John's College, Umtata Techincal Colleges and Ndamase Senior Secondary School.

Later, there was a growing need to control and co-ordinate in-service education activities. In this regard, the Transkei Department of Education undertook research to determine what course the in-service education of teachers should take and what sort of facilities would be needed to realise the process (Edplan 1989). A seminar was held at the Holiday Inn in Umtata, to which leading academics in the field of in-service education were invited (Edplan 1989).

According to the Edplan (1989) during this two-day seminar, different models were tested in theory. One of the results of the seminar was the drawing of the In-service Education First Five-Year Plan (1986-1990) which was to guide the operation of the Transkei Teachers' In-service College, as mentioned in chapter one.

2.5 Purpose of the establishment of Trinset

As mentioned in chapter one, Trinset was established for the purpose of "upgrading the teaching force through courses and workshops" (Edplan 1989:89). According to the Edplan (1989:185) the former Transkei Department of Education also realised that:-

it is no longer possible to consider a period of initial training lasting only a few years as sufficient for equipping the teacher with all the skills and knowledge he or she will need in the course of teaching lasting forty years or more.

According to the First Five-Year Plan (1986-1990), among many of the broad aims for the establishment of Trinset were the following:

- the upgrading of professional and academic qualifications of teachers;
- the development of professional skills of teachers;
- the improvement of the administration and supervision of schools by principals and the heads of departments; and
- the orientation of participants to new responsibilities to enable them to cope with upgraded syllabi and other changes in the curriculum.

A contributing factor having a direct impact on the perceived need for the college was the unsatisfactory matriculation results, which were of great concern to the Transkei Department of Education. Improvement of the Std. 10/grade 12 results was one of the main objectives for the establishment of the college.

At this stage, it is necessary to give a brief analysis of the matriculation results in order to draw a clear picture regarding the performance of Std 10 candidates in the final examination. The matriculation results are used as a measure to determine the success of the education system. It is

for that reason that the former Transkei Department of Education targeted senior secondary school teachers in the first phases of provision of in-service education.

2.5.1 Analysis of matriculation results

The examination statistics for Std 10 showed an unsatisfactorily high failure rate in the senior secondary schools. Table 2.2 below shows examination pass rates for Std 10/grade 12 from 1981 to 1984.

Table 2.2: Examination statistics - Std 10/Grade 12 results (1981 – 1984).

[Source: In-service Education First Five-Year-Plan (1986 - 1990)].

Key : FT: Full-time PT: Part-time candidates Candidates.

EXAM. RESULTS	1981		1982		1983		1984	
STANDARD 10	FT	PT	FT	PT	FT	PT	FT	PT
No. of Candidates	7 704	---	8 350	386	10 299	200	11 100	601
No. of Passes	3 089	---	3 474	59	4 977	25	4 305	32
No. of Failures	4 615	---	4 876	327	5 322	175	6 795	569
No. of Exemptions	550	---	686	2	1 040	3	1 136	5
% Passes	40,09	---	41,60	15,28	48,32	12,5	38,78	5,32
% Exemptions	7,13		8,12	0,52	10,09	1,5	10,32	0,83

The table shows a matriculation pass rate of less than 50 percent for the four years from 1981 to 1984. It also indicates that the percentage of exemption passes, (a requirement for admission to university)

was 7,13% for full-time candidates in 1981, and 8,12% for 1982. For 1983 and 1984 it was 10,09% and 10,32%, respectively.

According to Lomax (1983), the poor performance by candidates was believed to be the direct result of the low quality of the teaching force. Lomax (1983) argued further that although the number of teachers had increased over the years, it seemed that the quality of the profession in Transkei had declined in terms of formal qualifications. The situation indicated a devastating and rapid decline in the quality of instruction at the senior secondary level.

Table 2.3 below shows the statistics of the interpretation of matriculation results from 1981 - 1989 by focussing on the Higher Grade percentage pass rates for the 'priority subjects' (Second Five-Year Plan 1990-1995).

Table 2.3: Interpretation of matriculation results (1981-1989): H.G.% pass rate for priority subjects.

[Source: Second Five-Year Plan (1991 - 1995)]

SUBJECTS	1981	1982	1983	1984	1985	1986	1987	1988	1989
English 1st Language	46	79	37	33	56	100	100	100	74
Afrikaans 2nd Language	24	29	17	18	36	29	22	22	45
Mathematics	16	11	8	15	15	23	23	23	17
Biology	32	45	40	32	26	43	38	35	37
Physical Science	27	31	31	19	10	27	22	24	24
History	25	27	18	31	33	40	36	33	36
Geography	38	8	4	18	18	12	20	20	18

The percentage pass rate of the priority subjects, as shown in Table 2.3 depicts fluctuations, particularly in English, that might not be easy to account for as there were many intervening factors. However, in some subjects such as English, Mathematics and Afrikaans, the results showed a slight improvement.

The graphs, (Figure 2.2) indicate the performance of candidates in Geography. They show the symbol analysis for Higher Grade and Standard Grade for 1987, a year after the inception of Trinset.

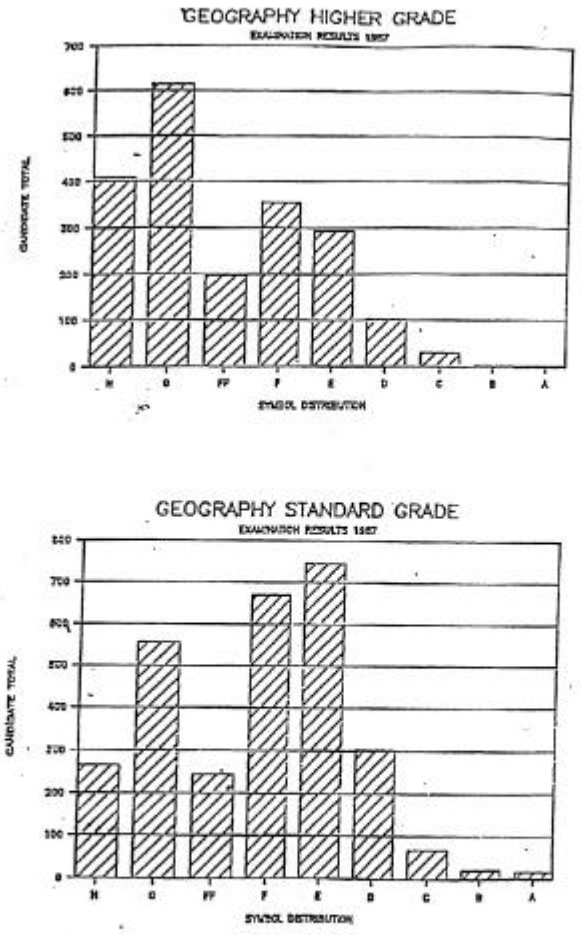

Figure 2.2. Graphs Showing Geography Results for 1987

The graphs show that in both Higher Grade and Standard Grade, the symbols for the majority of the candidates ranged between E - H. There were no A symbols in Higher Grade and very few students

obtained between symbol B and D. Also in Standard Grade there were few A and B symbols and more candidates who obtained C and D symbols compared to Higher Grade candidates.

2.6 Target population

In the main directives cited in chapter one, it is mentioned that although the Department of Education was fully cognisant of the need for a sound foundation in the primary school phase, the in-service education plan provided for priority to be given to the senior secondary school phase during the first Five-Years of the In-service College's operation due to the fact that:-

- Trinset had resources for the senior secondary school teachers who were fewer in number than the primary school teachers;
- there was a shortage of appropriately qualified educators at senior secondary school level.

With regard to the physical resources, for example, both the resident and the lecturing accommodation at the college were too limited to cope with the big numbers of primary and junior secondary school teachers. The plan therefore, was to cater for senior secondary school teachers in the entire Transkei.

However, it should be noted that the Second Five-Year Plan (1990-1995), recommended that in-service education should also be provided for educators in the lower phases. Flowing from that, in recent years there has been a shift from the initial plan of the In-service College regarding the population served. The services have been extended and Trinset now

caters for the primary and junior secondary phases as well.

The gradual move to incorporate the lower phases in the operation of Trinset is shown in Table 2.4. which depicts the number of Geography resident courses and the classes scheduled for 1986 to 1997. According to the table, from 1986 to 1990 there were courses for the senior secondary phase only. Starting from 1991 onwards, the Geography Department invited teachers from junior primary, senior primary and junior secondary phases to attend courses.

The table also indicates that before 1991, the focus was in Std 10/grade 12 and few courses were scheduled for Std 8 and 9. According to the course reports, one of the reasons for this was the shortage of lecturing staff.

Table 2.4: Number of courses per year and classes/phases scheduled for

[Source: Geography course reports 1986 - 1997]

CLASSES/PHASES	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Junior Primary						1				2	2	2
Senior Primary						1				3		2
Junior Second.							1	2		2	2	2
Std 8			3				1		2			
Std 9					4	4		2				
Std 10	6	8	6	12	8	6	4	4	4	2	2	2
Beginners					1	1	1	1				
TOTAL	6	8	9	12	13	13	7	9	6	9	6	8

Various reasons for the inclusion of the lower phases in Trinset programmes were discussed in the staff meetings and the Department of Education meetings. According to the Second Five-Year Plan (1991-1995), experience had shown that the foundation levels in the Transkei school system could not be ignored if a proper base for improved standards were to be developed (Second Five-Year Plan 1991 - 1995)

Consequently, the pattern is changing, as Trinset is shifting from the initial plan where the institution catered for senior secondary school teachers only. Generally, the college now caters for all the teachers in the former Transkei for the 'priority subjects'.

One can see from the table that, initially there were few Geography courses. There were 6 Geography courses in 1986 and they were only for standard 10 teachers. The few courses scheduled can be attributed to various reasons. One of the factors is that the Geography Department experienced staff shortages in 1986 because it was the first year of its operation and it started in July of that year. The number of courses started to pick up in 1987.

From 1994 there was a decline again in the number of courses. The course reports for 1994 show that a number of courses were cancelled because some of the course dates clashed with the celebrations and activities related to the 1994 general elections in South Africa. From 1995 onwards the Geography Department has constantly been understaffed since there have been no replacements when people leave the college.

As indicated in Chapter 1, the Transkei Department of Education identified priority subject areas for the

purposes of in-service education of teachers. These included English, Mathematics, Physical Science, Geography and Biology. Later, Afrikaans and History were added to the list. According to the First Five-Year Plan 1986-1990 subjects such as English, Mathematics and Physical Science were regarded as vital requirements for admission to courses which lead to production of the manpower Transkei was in need of. Furthermore, there was a serious shortage of educators in these subject areas.

As mentioned earlier, the Transkei Department of Education was hoping that the upgrading of teachers would help in solving the problems in education, especially the poor performance by matriculation candidates. Although the idea of focusing on teacher qualification was a good thing, the Department of Education was making a grave mistake by ignoring the situation and the conditions in the schools. The qualification of teachers, the results and the success of the education system cannot be separated from the physical conditions in our schools.

Moreover, the model of teacher upgrading used was based on the deficit model where the `experts' are ready to top-up the knowledge that the educators already have. The elements that were instrumental in shaping the operation of the college will be explored further in Chapters 5 and 6.

2.7 Summary

The general overview of the Transkei region reveals the difficult conditions under which the college operates. Most of the districts in Transkei are poor and lagging behind in development. This has a negative impact on the provision of schooling and

education generally. Schools lack facilities and most of them are overcrowded. The majority of teachers are not appropriately qualified and, as result, are operating at the level for which they are not qualified.

One of the main objectives for the establishment of the college, therefore, was to empower teachers academically and professionally, through in-service or refresher courses, so as to improve the general standard of education.

CHAPTER THREE

EXPLORATION AND CRITICAL ANALYSIS OF THE THEORY RELATED TO IN-SERVICE EDUCATION IN THE CONTEXT OF THE SOUTH AFRICAN CHANGE SITUATION

3.1 Introduction

This chapter provides a platform from which to develop an understanding of in-service teacher education in the light of this study. It is beyond the scope of this study to do an exhaustive analysis of literature pertaining to teacher education in general, rather the focus will be specifically on the thinking that underpins in-service education and its organisation in South Africa.

The chapter also explores the processes, implications and problems of change with regard to in-service education of teachers. This focus is seen as appropriate in the light of the current educational transformation processes that are underway in South Africa and in terms of the research goals.

To this end, this chapter will consider the following:-

- traditional views of the role of in-service education;
- the traditional models and current thinking for in-service education;
- educational changes in South Africa;
- implications of change for teacher education, particularly in-service education; and

- change theories and processes.

3.2 Traditional views of the role of in-service education in South Africa

In-service education may be taken to include everything that happens to teachers' careers from the day they take up their first appointment to the day they retire, which contributes to the way in which they execute their professional duties (Henderson 1978). Such structured in-service activities are designed for the professional development of teachers.

Ashton *et al.* (1983) noted that in-service courses were offered to teachers in the United Kingdom and elsewhere, to compensate for the inadequacy of initial education. In South Africa, the compensatory role mentioned by Ashton et.al. continues to be dominant in the organisation and provision of in-service education. Among other reasons, this is due to flaws that existed in the preparation and provision of teachers, some of which stem from the political ideology of the past.

Nicholls (1995) observed that pre-service colleges of education in South Africa emphasised rote-learning, teacher-tell methods and recipes. This resulted in teachers, upon completion of their education, become syllabus-bound and requiring rote-learning of their pupils.

In South Africa this meant that the role of in-service education was primarily perceived as making up for the shortfalls of pre-service education.

3.2.1 Philosophy underpinning in-service education in South Africa

The view described above is an indication that in-service education in South Africa is based on the deficit or top-up model that is located in positivist and behaviourist theories.

According to Gilroy & Day (1993), the model views learners (in this case educators), as “empty buckets” waiting to be filled by “experts”. The same authors argued that the deficit model of in-service education views learning as an activity that depends solely on the external situation, that is, the teacher, classroom, books, etc. By inference this means that the deficit model neither challenges nor questions the basic premise in which the curriculum or the education system is located.

The deficit model used in in-service education, leads to a situation where, in many cases, the teachers’ prior knowledge and their needs are not considered. A situation which, most of the time, results in in-service providers deciding on what courses to present to the teachers, not listening to them or trying to find out what their needs are.

An analysis of the directives which shaped the courses offered at Trinset reveals that the college was located in the deficit model. This is reflected in the objectives for the establishment of the college, which mentioned that one of the aims was the `upgrading’ of teachers’ qualifications through in-service courses. The very notion of `upgrading’ implies the top-up or the compensatory model of in-service education. The organisation of Geography in-service education offered at Trinset was based on

the delivery of pre-packaged courses and was greatly influenced and shaped by the deficit model.

The philosophy underpinning the deficit model is in direct contrast to the theory in which social contructivism is located. Social constructivism is currently seen to be an appropriate alternative model of learning on which to base in-service education (Nel, 1991; van Harmelen, 1999).

3.2.2 Social constructivism

Social constructivism takes as its starting point, the idea that pupils are active learners who come to lessons with certain preconceptions of how the world is structured and ordered (Bishop & Carpenter in Gough, 1998). The same authors defined constructivism as the family of theories that share the assertion that human knowledge and experience entail (pro)active participation of the individual. This means, therefore, that knowledge is not passively received, but is actively built by the cognising subject (Wheatley 1991).

For a constructivist, learning involves modifying or changing existing concepts that learners hold, and it depends on the learning situation and the prior knowledge or experience of the learner (Gough, 1998). This means that knowledge acquisition is, therefore, neither compartmentalised nor linear, rather it is recursive and based on interdependence of constructs (Cornbleth, 1987; Maturana & Varela, 1987).

Social constructivism seems to be an appropriate model for provision and delivery of in-service education in South Africa, especially for the Transkei region of the Eastern Cape, where great

contrasts in teachers' working conditions and environments exist. Adoption of a social constructivist perspective would help provide the opportunities to consider the pre-existing knowledge and experiences of educators. In this way, educators would be professionally developed so as to cope with their working environments.

Secondly, it is appropriate when one considers the current curriculum changes and the introduction of Outcomes-based Education (OBE), which advocates consideration of prior knowledge of learners. Olivier (1999:39), for instance, contends that "the Ministry of Education in South Africa has chosen contructivism as the theory that underpins their thinking about teaching and learning".

In spite of the fact that the theory is the one adopted in the country, some problems relating to the theory still exist. Some teachers might be strongly rooted in the old theory and resist change. Secondly, There is currently a lack of support and assistance for teachers to enable them to cope with the paradigm shift.

3.3 Approaches for in-service education within the deficit model

The issue of in-service education is made more problematic by the fact that the deficit model together with the approaches used for provision of in-service are so strongly entrenched in positivism and behaviourism. The following section examines a number of approaches in the light of the deficit model, located in positivism

3.3.1 Course-based in-service education approach

This has been the most prevalent model used for in-service education provision in developed and developing countries. As is the case at Trinset, it involves taking teachers out of their schools, and instructing them at an in-service centre (Mutshekwane 1992).

Despite the fact that the course-based model has many benefits, there has been a realisation that the model creates many problems, which include the following:

- taking educators away from schools and leaving learners unattended;
- heterogeneous groups having different needs and different expectations; and
- the model not always being effective because of resistance against the institution being a barrier to learning.

However, the course-based approach has benefits which include cost-effectiveness in running the courses, and the opportunity to deal with large number of teachers at the same time.

3.3.2 School-based in-service education approach

In the 1970s, the potential of school-based in-service education was realised. This is the type of in-service education where “activities take place physically within a school in which the team consists of staff or colleagues and the problems tackled are those arising in the school” (Ashton, Henderson, Merritt & Mortinger 1983:16).

This approach is seen to be an improvement on the course-based approach in that a school could identify and tackle its own problems in a relevant and professional manner (Vivian quoted in Mutshekwane 1992).

According to Ibe (1990), school-based in-service education programmes are initiated by the school principal, the teachers, the support staff and sometimes the community and such programmes evolve through participatory and co-operative planning among school personnel.

Mutshekwane (1992) observed that this model was developed to make the process of needs analysis easier, so that in-service education could be more closely linked to needs, and so that barriers of implementation would disappear.

The advantages of school-based staff development identified by Ibe (1990:70) included the following:-

- *it does not take teachers away from their schools and their regular responsibilities;*
- *the [course] is concrete, more meaningful and more relevant because it is directly applicable to the school;*
- *if the [course] needs have been validly assessed and made, the basis for the staff development programme, efficiency and effectiveness are better assured; and*
- *immediate and continuous feedback is possible to prevent programme failure*.

However, the model has the inherent dangers of limited application and it can lead to little

benefit unless there are good educators (Mutshekwane 1992). Most of the runners or leaders do not have the experience and expertise needed for such a task. For school-based in-service to run effectively the following elements are crucial:-

- the school principal must perform a leadership role;
- an environment conducive to sharing of ideas and concerns;
- clarity of objectives;
- assistance and encouragement to develop communication skills; and
- follow-up and evaluation activities.

Most schools in the developing countries might have a problem regarding these key factors and a school-based approach becomes a problem.

3.3.3 School-focused in-service education approach

The third approach is less clearly identified with the deficit model as its application will, to a large extent, depend on the school and the course presenters. According to Davidoff & Robinson (1992), school-focused in-service is a compromise between course-based and school-based in-service approaches. It is thus a synthesis of the course-based and the school-based approaches, but emphasises the direction of in-service education towards the immediate and specific needs of one school and its teachers (Mutshekwane 1992:32).

In school-focused in-service, the school, its staff and needs form the focus for in-service activities, while outside agencies are used for additional stimulus, resources and support (Davidoff & Robinson

1992). Mutshekwane (1992) argues that school-focused in-service education can take place on or off the job, and can be provided by outside agencies or by the school itself.

Davidoff & Robinson (1992) advocate an in-service programme which has as its starting point the expressed and perceived needs of the school, principal and teachers. Their argument is that the programme should be both responsive and pro-active. It should be proactive in having its own long-term aims and criteria for success, and responsive in that the programme would start where teachers are, and not come with a pre-packaged programme for all schools (Davidoff & Robinson 1992).

The same authors further argue that fundamental to the approach of school-focused in-service education is the notion of teachers as reflective practitioners. According to the authors, South Africa lacks a tradition of structured teacher reflection, and policy on teacher education needs to encourage and support public opportunities for teacher reflection.

Bagwandeen & Louw (1993) further claim that another reason for the importance of school-focused in-service approach is that it acts as a powerful incentive for teachers to participate actively in their own education.

3.3.4 The cascade in-service education approach

The continued assessment of the approaches described above led to the development of the cascade approach. The cascade in-service education approach, also referred to as the multiplier strategy, adopts

a process whereby a course is run for a group of individuals who then become course presenters (Mutshekwane, 1992). This approach is particularly useful in dealing with large numbers of teachers and limited resources.

Although this approach has advantages, it should be noted however, that the people chosen to run these “once-off” courses might not necessarily be good teacher educators (Mercer quoted in Mutshekwane, 1992). Such a situation might lead to the information being lost along the way and the courses being ineffective.

An analysis of these approaches reveals that while each was developed to overcome the problems associated with earlier approaches, it is doubtful whether they can be seen to effect a paradigm shift in the sense of promoting the ideals of social constructivism. In the first instance, course-based approaches as they are applied in many institutions continue to be located in the positivism and behaviourism of the deficit model.

Secondly, school-based, school-focused and cascade approaches continue to focus on the top-up or compensatory approach of the deficit model. Thus, while it can be argued that each of these approaches has the potential for presentation within social constructivist theory, experience has shown that the dominant thinking continues to be that of `upgrading’.

3.4 Educational change theories and processes

According to Etchberger and Shaw (1992:412), "change stems from dissatisfaction or perturbation with the

way things are." Avalos (1998) further argues that the change is also due to factors such as:

- frustration at failures of current teacher education approaches;
- the concern of national economies to engage in radical shifts of their educational systems in order to produce human resources able to make these economies competitive; and
- a renewed importance given to teachers and their effects on student learning after a long era of considering these as secondary.

3.4.1 Meaning and purpose of educational change

Throughout the world, education has been used as a vehicle and means of bringing about change (Fullan, 1993; Etchberger and Shaw, 1992; Prawat, 1992). According to Fullan (1993), when something is wrong, governments try to introduce changes in education. This warrants change and new strategies in the preparation and provision of teachers as, according to Fullan (1993), teachers need a new mindset in order to cope with change.

In theory, the purpose of educational change presumably is to help schools to accomplish their goals more effectively by replacing some structures, programs and/or practices with more appropriate ones (Fullan & Stiegelbauer ,1991).

According to Avalos (1998) the main assumption being increasingly accepted is that teacher education, both initial and continuous, is a key element in the quality of schooling processes. This shows that the main purpose of educational change is to develop the schools and education generally, and for this

purpose, teacher education is seen as the key instrument.

3.4.2 How educational change is brought about

The initiative for change in education can be top-down or bottom-up. According to Fullan (1993), in some Western countries structural solutions through top-down regulations were introduced. However, research shows that in many cases the top-down approach does not work. Teachers have to initiate change, plan and engage in it because they know best what they want and how they want it to be done. As Zeichner (1993) puts it, the top-down approach results in teachers being technicians who merely carry out what others, outside the classroom, want them to do.

However, as change is complex it cannot be left to teachers alone. Governments and communities need to be involved in order for change processes to succeed. People need one another to learn and to accomplish things (Fullan 1993).

3.4.3 The role of teacher education in a change situation

In many parts of the world, teachers are seen as agents of educational change and societal improvement (COTEP Document, 1996; Fullan, 1993; Apple, 1992; Etchberger and Shaw, 1992; Prawat, 1992). This places a great responsibility on teacher education to help teachers to cope with change.

Dahlstrom (1995) stated that in Namibia, teacher education was recognised as a key area in the reform of the country after independence. Zeichner (1993), observed that in USA, educational reformers and administrators realised the important role teacher education and teachers played in educational reform.

Avalos (1998:3), further asserted that in Brazil:-

> *there are indications that serious thinking is going into re-conceptualising the meaning and orientation of teacher education, partly because national educational reforms are demanding changes that in turn require rethinking and restructuring and partly because new societal demands on teachers make such process inevitable.*

The notion of educational change leads to other issues which need attention. One such issue is the question of re-educating, re-directing and empowering the great number of teachers who are already in the field, the majority of whom might still have many years to serve as educators. This is where in-service education plays a vital role.

3.5 Educational change in South Africa

In South Africa, the need for change in education became particularly apparent after 1994. This was because of the political changes that took place in the country. The March (1995) White Paper on Education emphasised the need for a complete overhaul of learning programmes in the nation's schools and colleges.

Although South Africa has achieved the most developed and resourced system of education on the African continent, millions of South African children and youths are learning in school conditions that resemble those in the most impoverished states (The National Policy on Teacher Supply, Utilisation and Development Document 1996). Olivier (1999:39) observed that in South Africa “three out of every four former black schools have no equipment such as libraries and 70 000 schools have no telephones”.

According to the ANC Discussion Document: A Framework for Education and Training (1995:10):-

> *Achieving...quality education for all children will require a major investment in additional facilities and teachers, as well as a rethinking of structure, curriculum and certification in terms of the proposed new national qualifications system.*

Bridging the gaps and redressing the inequalities of the past in the South African education system relies largely on teachers and the provision of appropriate teacher education, as experience has shown in other parts of the world. The national and provincial ministries of education, therefore, attach great significance to the role of teacher education in the transformation process.

3.5.1 Curriculum changes

After the 1994 elections the National Qualifications Framework (NQF) was tasked with structuring an education system aligned with the wider transformation processes in South Africa (van

Harmelen, 1999). Outcomes-based Education (OBE), which is largely influenced by the Canadian and British education systems, was thereafter adopted. The emphasis on teacher education is now on the preparation of teachers to implement OBE.

OBE as adopted in South Africa is located in the constructivist paradigm with the emphasis on how learning occurs, and on quality rather than quantity. This shifted the focus of our education system from content and fact memorisation to the acquisition of concepts and skills (Department of Education OBE Document 1997).

In OBE, active engagement of learners throughout the educational process is encouraged. According to the Department of Education OBE Document (1997) the objectives of learning in the new curriculum include:

- learning by doing;
- taking responsibility for their own learning more and more;
- learning in a group and individually;
- being creative, critical, participative; and
- adaptability, inventiveness and problem-solving.

These changes and developments in the curriculum have fundamental implications for teachers.

3.5.2 The implications of change for teachers

> *Since schools can be no better than the teachers who teach in them, teachers are a keystone in any education system and are a critical factor in development and the only hope for the*

accomplishment of educational reforms intended to break the cycle of poverty in the disadvantaged communities (Ngubentombi 1989:2).

In an attempt to change education, the Department of education needs to provide ongoing professional development for teachers. The Norms and Standards for the Teacher Education Document (COTEP) was declared National Policy by the Minister of Education on 8 September 1995. The COTEP Document reflects the spirit of the constitution and is intended to inform the intellectual and professional culture of teacher education. This is an endeavour to improve the quality of teacher education in South Africa.

As mentioned in Chapter 1, the COTEP Document (1998) identified the six roles teachers have to play in the teaching and learning situation. The roles indicate that teachers' need to be re-educated and redirected in order to meet the demands, brought about by educational changes.

According to the Department of Education OBE Document (1997), the implications of the new curriculum for the educators include the following:

- opportunities for creativity and shared responsibility;
- opportunities for advancement of educational, economic and political democracy to the community;
- team teaching and integration which will cause a breakdown of isolation; and
- educators will have the opportunity to monitor and assess their own, peer teachers' and learners' progress.

As Rensburg (1997:4) observed:-

> *The new curriculum is underpinned by the methodology of integrated, cross-curricular learning, thus replacing subject specific learning. The focus is on facilitating, managing, controlling and assessing learning, thus replacing the teaching and learning of facts.*

Open, lifelong, flexible learning replaces institution-based, once off and "finished" learning (Rensburg 1997:4). This requires educators to be reflective critical thinkers and lifelong learners.

3.5.3 Role of in-service education in a change situation

To develop and assist the bulk of the teaching force already in service for the OBE curriculum, in-service education will play a major role. To improve the quality of educational provision, redress historical inequalities and prepare all teachers to participate in the transformation of education and society, in-service education is essential (Davidoff & Robinson 1992).

Although the barriers to success in implementing change are complex, the main solution lies in the provisioning of adequate and appropriate in-service education for teachers. To this end, various approaches for in-service education need to be explored and tested to see which will be relevant in the South African context.

3.6 The spiral model of in-service education

The spiral model has been developed as an alternative to the cascade approach which is characteristic of the traditional models of in-service education. Advocates of the spiral model argue that it provides opportunities for cycles of action and reflection, and the for means professional development to build increasing levels of sophistication (Olivier, 1999).

Olivier (1999) further argues that, although a spiral has a fixed starting point, there is no defined end point. To him, this signifies the life long learning and continuous professional development encouraged under the new outcomes-based education system of learning in South Africa. He identifies ten key features of the spiral model. Among these are participation; integration of theory and practice; flexibility; a constructivist approach; and continuous learning.

The key features mentioned above, as well as the way in which the spiral approach works, make it a useful alternative to consider in the search for appropriate models for teacher development or in-service education.

Some of the advantages of the model as identified by Olivier (1999) include the following:-

- it focuses more on responsibility for own professional development rather than training by somebody else;
- it promotes co-operation among teachers; and
- teachers are able to determine their own needs and determine the professional development programme.

Currently, because the approach is new, it has not been adequately tested to provide criticism.

3.7 The implications of change for Geography teachers

In an era of educational change, Geography teachers are confronted with the task of redefining their discipline and assessing its role within the curriculum as a whole Dunlop (1977). Bailey (1974) argued that the educational importance of Geography is that all school work should help to illuminate the pupils' understanding of the world beyond school. This is an important aspect if we are to develop responsible and decision-making citizens as OBE aspires to do.

Unwin (1992) contended that in their teaching, Geographers can seek to enable students to achieve a state of `emancipatory knowledge' in which they are free from self-imposed coercion. He further argued that rather than teaching being considered as the propagation of objective facts, teaching of Geography should involve providing students with the grounds from which to make decisions. This is in line with the development of decision-making students, advocated by Curriculum 2005.

Any future Geography curriculum should reflect the perspectives of teachers and learners, for it to be sensitive to the needs of the South African environment (van Harmelen & Irwin, 1995). This requires extensive teacher re-education and a support structure that includes the development of material and resources that help teachers to plan

and develop strategies such as practical work, group work and fieldwork.

3.8 Summary

South Africa, at the moment is caught up in a process of change. As a result, the education system is being completely overhauled. This is a big task for the South African government because of the many problems and backlogs in education, which many authors believe they were inherited from the previous government (Nicholls, 1995; Dahlstrom 1995).

Educational change has implications for teachers and teacher education. The importance of re-directing and re-focusing careers of practising teachers has become apparent, and the best way to do that is through in-service education. For this purpose, we need to look for the most appropriate model that will, in the South African context, be relevant to the needs of individual teachers and schools.

The spiral model of inset education seems to be the most appropriate model because it empowers teachers as agents of change. It allows greater participation for teachers. It is also in line with the policy of decentralisation of the new South African government.

During this period of change in education, South Africa needs teachers to be critical and reflective practitioners. To this end, teacher education, especially in-service education, needs to be restructured in order to help teachers cope with the rapid changes taking place in the country. We need therefore, to analyse and assess the existing in-

service education colleges to ascertain our strengths and weaknesses.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

The main objective of this study is to critically analyse the in-service courses offered by the Geography Department at Trinset, applying the principles of Fourth Generation Evaluation (FGE) (Guba & Lincoln 1989). This is done with the intention of searching for appropriate approaches for presenting the courses so that they provide the support the educators need in the light of the current changes in South African education. Because of the goal of this study, I felt it was necessary to come to terms with evaluation methods and assess the extent to which they could guide me in this study.

To this end I will briefly analyse various methods of evaluation, with particular emphasis on FGE because it is selected as an appropriate methodology for this study. Then the procedures that were used to collect and analyse data will be discussed. The data collecting techniques include the following:-

- semi-structured interviews with five selected senior secondary school Geography teachers;
- questionnaires administered to twenty senior secondary schools (Geography teachers and school principals);

- meetings and negotiations with the college rector and colleagues in the Geography and Biology Departments; and
- analysis of Trinset Geography course reports; the minutes of the Geography Department meetings; the minutes of Trinset staff meetings; and the former Transkei Department of Education Annual Reports.

4.2 The meaning and purpose of evaluation

Different people mean different things when they use the word 'evaluation' (Nevo, 1983). According to Nevo (1983), one of the widely accepted definitions of evaluation has been that of providing information for decision making. He further states that in recent years a general consensus has been reached among evaluators regarding the definition of evaluation as the assessment of merit of worth.

According to Patton (1982) the type or method the evaluator chooses to use may be determined by the purpose of that particular evaluation. Fraser and Potter (1994) identified four approaches to evaluation, which they also call paradigms. These include scientific, naturalistic, eclectic and critical enquiry.

According to the authors the main aim of the scientific approach to evaluation is explanatory and quantitative and therefore, positivistic in nature. On the other hand the naturalistic approach is humanistic, interpretive and qualitative and it reveals complex meanings of the various situations being evaluated.

The supporters of the eclectic approach on the other hand believe that they can mix and match the best of the scientific and the naturalistic paradigms and a range of qualitative and quantitative techniques (Fraser & Potter, 1994). The same authors further contend that critical enquiry, on the other hand, is concerned about social justice and accentuates the normative aspects of any evaluation.

Lincoln quoted in Fraser & Potter (1994) outlined four roles that evaluators have played in the United States. According to Lincoln, the first generation of evaluators were essentially technicians working within the scientific paradigm. They manipulated a number of quantitative techniques and conducted controlled experiments in order to assess the effectiveness of programmes. The second generation of evaluators typically worked within the qualitative paradigm and their role was that of a describer. The third generation of evaluators emphasised the role of evaluation to judge (Lincoln in Fraser & Potter, 1994).

Lastly, FGE, with the role of negotiator, developed as a reaction to the first three types of evaluations. Fourth generation evaluators recognise the importance of involving all the stakeholders in the evaluation, and the job of the evaluator becomes that of facilitator and mediator between all the stakeholders as the worth, significance and usefulness of a programme is negotiated among them.

The methodology of FGE is the approach suggested for the evaluation of teacher education programmes because of its characteristic of involving the stakeholders in the evaluation process (McNaught et.al., 1990, Fraser & Potter, 1994). For the purposes of this study, the definition of evaluation

as providing information for decision-making was selected as the most appropriate, since the ultimate goal of this study is to provide data that will inform decision-making regarding the restructuring of in-service courses at Trinset. Furthermore, FGE is chosen for this analysis, largely because of its participatory dimension. However, as I will elaborate later, only the principles of FGE will be used.

4.2.1 The participatory function of FGE

The FGE was a response to what Guba and Lincoln (1989) called first, second and third generation evaluations, which were characterised by measurement, description and judgement. They called this method of evaluation Fourth Generation Evaluation because it has negotiation as the fourth product or aspect of evaluation.

In FGE stakeholder groups are identified, and their representatives involved in the process of evaluation. Stakeholder groups are those that have an invested interest in the evaluation (Guba & Lincoln 1989). Various reasons are put forward by Guba and Lincoln (1989) for involvement of stakeholders in evaluation. The reasons include the following:-

- stakeholders are the groups at risk;
- they are open to exploitation, disempowerment and disenfranchisement;
- they are users of evaluation information;
- they are in a position to broaden the range of evaluative inquiry to the great benefit of the hermeneutic/dialectic process; and lastly

- the fourth generation process mutually educates them.

For these reasons stakeholders' input is important in the process of evaluation. A stakeholder group should have an opportunity to provide input into an evaluation that affects it, and to exercise some control on behalf of its own interests (Guba and Lincoln 1989).

The participatory dimension of FGE was important in this analysis because the involvement of participants would reveal more information about Trinset. Secondly, as I am a member of staff at the college, my analysis of the college might not be objective. Participation of colleagues from Trinset was also important because, as Guba & Lincoln (1989) put it, they are a group at risk and are the users of the information emerging from the study.

FGE as a phased evaluation model is based on the following key principles (Guba and Lincoln 1989):-

- the evaluation process is responsive to claims, concerns and issues;
  - a claim is an assertion that a stakeholder may introduce that is favourable to the evaluation.
  - a concern is an unfavourable assertion.
  - an issue is any state of affairs about which reasonable persons may disagree.

- FGE places importance on continuous negotiation with stakeholders so that any final conclusion and recommendation can be arrived at jointly.
- FGE conceives of evaluation as an ongoing process and any external evaluation is seen simply as one

evaluation event along a continuum of reflection and assessment.

The claims, concerns and issues that were revealed by stakeholders during the research were considered and used for further negotiations and in that way they shaped the research. Chapters 5 and 6 will elaborate on the claims and issues that came up and how they were used. The responses to those claims, concerns and issues will be analysed in Chapter 7.

The paradigm within which FGE is located is the naturalistic paradigm, which is interpretive. Guba & Lincoln (1985) defined naturalistic evaluation as a process by which evaluators seek to know and understand an evaluand; then to present their knowledge and understanding to others. Williams (1986) observed that the naturalistic inquirer views the people under study as collaborators in this discovery process. Williams further argued that the inquiry procedures are non-judgemental, with relatively less emphasis on outcomes or products than on processes.

The primary characteristic of evaluation within FGE is that data are collected and presented using an interpretative and constructivist methodology (Van Harmelen and Sguazzin, 1996).

4.3 The rationale for the choice of FGE principles

According to McNaught et al. (1990) an evaluation process should seek to disclose and clarify the coherence and diversity of the meaning that people involved in a project have about the project, and how these meanings are changing. He further argued

that change in education does not come about by acting on people or researching their actions, but by people concerned becoming an integral part of the research and decision-making.

Fraser & Potter (1994:25) stated that the naturalistic paradigm is popular and well-used in South African evaluations because of its 'thick description' and illuminative character, as the evaluators attempted to produce the texture and complexity of the South African reality.

As indicated earlier, the purpose of this study is to critically analyse the in-service courses offered by the Geography Department at Trinset. The choice of FGE principles was, therefore, largely influenced by McNaught *et al*. and Fraser & Potter's observations mentioned above, which pertain to the issue of evaluation in education. Secondly, because of the complex South African situation and the change processes that are taking place in the country, I felt that the participatory character of FGE was appropriate for this study.

Further reading also revealed that evaluators cannot be neutral to the context introduced by their own value systems. This was seen as a problem for evaluation done by one person. The choice of FGE and involvement of other stakeholders was intended to eliminate that problem in this research.

As indicated earlier, only the principles of FGE were used hence I refer to this study as an analysis and not a full-scale FGE evaluation. Only FGE principles were used because of the time constraints and the limited scope of this half-thesis. Furthermore, the need to provide focus for the study

led to the use of FGE principles and not the whole methodology.

4.4 Procedures followed in collecting and analysing data

In the following section, the data collecting tools and the procedures are outlined. The criteria used in identifying the stakeholder groups that were consulted during the study will also be referred to.

4.4.1 Selection of stakeholders

According to Guba & Lincoln (1989) stakeholders are the groups who are considered to have something at stake in the evaluand and who are at risk. For the purposes of this research, stakeholders were identified as:-

- the rector and the colleagues, particularly in the Geography and Biology Departments;
- senior secondary school Geography teachers as they are the recipients and participants in the courses;
- school principals because they are administrators in schools; and
- the Geography Subject Advisors.

The opinions, claims and concerns of these stakeholder groups, about the college, were regarded as important. I felt that their input would be valuable and would serve to inform and influence the research.

4.4.2 The data collecting techniques and the sample

The data collecting techniques used were:-

- questionnaires;
- interviews; and
- analysis of Geography course reports, minutes of Geography department meetings, minutes of Trinset staff meetings and the former Transkei Department of Education Annual Reports.

The sample comprised twenty senior secondary schools that were randomly chosen from the Umtata and Elliotdale/Mqanduli districts. Senior secondary schools were chosen because they were the initial focus of Trinset. Secondly, these districts were chosen because of the need to see the contrasts that exist between urban (Umtata) and rural (Elliotdale/Mqanduli) schools. Out of the twenty schools initially chosen, twelve responded and from those twelve schools seventeen questionnaires were collected from Geography teachers and twelve from the principals.

The choice of schools to be visited was largely influenced by their accessibility and distance involved, because they needed to be visited from time to time in the course of the research. Although the sample could have been bigger, the importance of the thick analysis and the need to focus led me to choose this sample size.

Table 4.1 below indicates the schools used as a sample in this research.

Table 4.1: The number of teachers and principals who responded to interviews and questionnaires

SCHOOL	DISTRICT	TEACHERS' RESP.	PRINCIPALS' RESP.	TEACHERS' INT.
Fairfield	Umtata	1	1	
Holy Cross	Umtata	1	1	1
Jongintaba	Umtata	2	1	1
Jumba	Umtata	3	1	1
Lesly Nkala	Umtata	1	1	
Gengqe	Elliotdale	1	1	1
Nyangilizwe	Umtata	1	1	
Qhingqolo	Mqanduli	1	1	1
Milton Mbekela	Umtata	2	1	
Excelsior	Umtata	1	1	
St. John's	Umtata	2	1	
Nozuko	Umtata	1	1	
TOTALS		**17**	**12**	**5**

From the twenty schools that were chosen, 17 teachers and 12 principals responded to the questionnaires. Five teachers were interviewed. In addition to this, 2 Geography Subject Advisors were interviewed.

Questionnaires

The aim of the questionnaires was to solicit information from teachers and principals regarding their views about the Geography courses offered at Trinset. Appendices 1A & 1B indicate the type of questions that were asked.

As required by the FGE methodology, the analysis was done in collaboration with the college, that is, the rector and my colleagues. The questionnaires and interview schedules were therefore shown to colleagues and the rector for approval and the rector also signed the questionnaires. Furthermore, meetings to report on progress were held, from time to time, with the rector and colleagues from the Geography and Biology departments.

Interviews

The FGE is qualitative in character and the purpose of this study was not to obtain large quantitative responses, but rather a smaller, qualitative response. For that reason only five teachers were interviewed. (For the interview schedule refer to Appendix 2).

Semi-structured interviews with open-ended questions were used to allow the participants to talk freely and give more detail where there was a need. Interviews were taped and in all instances the permission of interviewees to tape them was granted.

The purpose of the interviews was to probe some issues that might have been omitted in the questionnaires. With interviews the teachers were given the opportunity to reflect on the impact of the Geography courses they attend at Trinset and to give recommendations regarding the organisation and planning of the courses.

The advantages of interviewing, as a data collecting technique have been mentioned by many authors such as Fontana (1994) who argued that one major advantage of the interview is its flexibility.

According to Fontana (1994) interviewing is one of the most common and most powerful ways we use to try to understand our fellow human beings.

The advantages, however, do not mean that interviews are without problems. Fowler (1984), and Fontana (1994) mentioned that interview studies can be extremely costly. Fontana (1994) further mentioned interviewer bias as one of the disadvantages of interviews. He argued that, for instance the interviewer can:-

- cause error;
- misunderstand the respondent's answer;
- understand the respondent’s answer but make a clerical error in recording it; and
- simple record an answer even when the respondent failed to reply.

With regard to arrangement and scheduling interviews, I did not encounter problems. However, during interview sessions I had the feeling that the interviewees were telling me what they thought I would like to hear in their answers, and for that reason interviews were problematic.

The data from documents and reports

Data were also obtained from documents such as:-

- The former Transkei Department of Education Annual Reports;
- Minutes of Trinset Geography departmental meetings;
- Trinset Geography course reports; and
- minutes of the general lecturing staff meetings.

These documents were chosen because they contain valuable information pertaining to the courses and highlight various issues, such as :-

- how the Geography courses were structured;
- duration of the courses;
- what topics were presented during courses;
- what materials were used during the Geography courses;
- the groups which courses were meant for;
- the number of Geography courses per year; and
- what procedures and methods were used in presenting the courses.

The documents were scrutinised, sometimes in collaboration with the rector and colleagues in the Geography and Biology departments. The information obtained helped to reinforce some of the ideas mentioned in the questionnaires and interviews. The documents were analysed by looking for trends and patterns that emerged regarding the organisation and presentation of Geography courses. The strengths and weaknesses of the Geography courses, changes over the years, and recommendations were also analysed.

4.5 Triangulation

According to Cohen and Manion (1989), triangulation may be defined as the use of two or more methods of data collection. The techniques used here, included interviews, questionnaires, information from written documents and reports and negotiations with colleagues. Two Department of Education officials were also interviewed. This was done to involve as many stakeholders as possible.

The use of these methods was deemed fit as the study was investigating certain aspects of human behaviour. Furthermore, "exclusive reliance on one method... may bias or distort the researcher's picture of the particular slice of reality he [or she] is investigating" (Cohen and Manion 1989:225).

Triangulation was used in this study with the aim to minimise the subjectiveness inherent in the research techniques used for the research (Douglas 1985 and Huysamen 1994). It is also important to understand that qualitative techniques should never be viewed as neutral but that "they act as filters through which the environment is selectively experienced" (Smith 1975:273).

4.6 The pilot study

Before administering questionnaires and interviewing stakeholders, a pilot study was undertaken in two senior secondary schools in Umtata. In both schools, Geography teachers and principals were interviewed and given questionnaires to answer.

The aim of the pilot study was to reduce errors in the questionnaire and to increase the reliability of the study. Piloting was also done to test the feasibility of the study, including the adequacy of interviews and questionnaires as research procedures (Vinjwa 1992). After the pilot study the necessary corrections were made to produce the final research instruments.

4.7 Summary

Various methods of evaluation, which include the first, second, third and fourth generation

evaluations were analysed in this chapter. The aim was to establish the approach that would be most suitable for the analysis of Geography courses offered at Trinset. The methodology of FGE was selected for this study and only its principles were used because of time constraints and the participatory character of FGE.

Various data collecting techniques were used, including interviews and questionnaires. The seventeen questionnaires that were collected from senior secondary school geography teachers and the twelve from principals were analysed. The schools were chosen randomly from the Umtata and Eliotdale/Mqanduli districts of the Umtata region in the Eastern Cape. The size of the sample was guided by the fact that the intention of the study was to get a smaller and richer qualitative response rather than a larger less detailed quantitative response.

The stakeholders were involved throughout the evaluation process. Meetings and negotiations were held with the rector and colleagues at Trinset from time to time.

CHAPTER FIVE

ANALYSIS OF THE ORGANISATION AND PROVISION OF IN-SERVICE COURSES AT TRINSET WITH PARTICULAR REFERENCE TO GEOGRAPHY

5.1 Introduction

This chapter presents information gathered from the secondary sources regarding the organisation and provision of in-service education courses for teachers in the former Transkei. This information provides a platform for the evaluation and analysis that will inform future decision-making for our Geography in-service courses (Chapter 7).

The documents analysed in the chapter include:-

- minutes of the Trinset Geography Departmental meetings;
- the Geography course reports;
- minutes of the general Trinset staff meetings; and
- minutes of meetings held with the rector and colleagues in the Geography and Biology Departments.

Document analysis in this chapter aimed to reveal the perceptions of Trinset staff regarding the management and organisation of courses at the college from the documents analysed. The focus was on the internal organisation and presentation of courses with particular reference to Geography. The perceptions of these stakeholders, regarding the courses, needed to be analysed in relation to the

philosophy of the deficit model underpinning the operation of the college.

5.2 The impact of the philosophy of the deficit model on organisation and presentation of courses at Trinset

In Chapter 1 mention was made that one of the aims for the establishment of the college was `upgrading' of teachers' qualifications, especially those teaching grade 12 or Std. 10. This was to be done by means of `boosting' teachers' subject knowledge through courses prepared and presented by Trinset lecturers.

The analysis made in Chapter 3 revealed that the operation of the college was based on the deficit or top-up model that is located in positivist and behaviourist theories. This model led to a situation where, in many cases, the teachers' prior knowledge and their needs were not considered. Most of the time this resulted in the lecturers deciding on the courses to present to the teachers and rather than listening to them and trying to find out what their needs were.

Although the Edplan (1989) emphasised the importance of a thorough needs analysis for each subject before embarking on an in-service course, evidence has shown that this was done with little success at the college. Needs analyses would have helped to take into consideration the teachers' prior knowledge, an aspect which was ignored in the deficit model.

The following analysis reveals how the situation summarised above came about as a result of the deficit model on which the college was based.

5.2.1 Course analysis

This analysis is based particularly on the period before the 1994 elections, because since then the college has not been operating in what I would call the `usual manner' for the following reasons:-

- the Geography Department has been understaffed;
- there has been uncertainty regarding the demarcation of the area Trinset is expected to serve, as certain areas that used to be in the former Transkei region now fall in other regions of the greater Eastern Cape; and
- the college is currently focusing on OBE for the Foundation Phase teachers.

As mentioned in Chapter 2, there were two kinds of courses offered at the college, that is, the resident and the field courses. The information pertaining to resident courses will be presented first and thereafter the field course reports will be analysed.

5.2.1.1 The resident courses

Before 1994 Transkei was divided into five regions, namely Eastern, Western, Northern, Southern and Central regions. For the resident courses teachers were called to stay in at the college and the courses would last from two days up to a week. When inviting teachers for courses two regions were combined, for example, Northern and Eastern would be called at the same time. However, the Central region, which was Umtata and the surrounding areas was not combined with any of the regions because it covered a large area. The resident courses were the "main courses" in that more teachers were usually

involved and the duration was longer than the field courses.

Planning and structuring of the courses

The meetings of the Geography Department were mainly for the planning and informal evaluation of courses. The analysis of minutes of these meetings reveals that there was no set structure but that they were held when it was deemed necessary. Data pertaining to course analysis was primarily obtained from the course reports.

Regarding the planning of the courses, the staff decided what topics were to be presented during courses. The course reports revealed that this resulted from the fact that, most of the time, there was little or no feedback from the teachers. What also emerged was that when teachers were given the opportunity to suggest topics for a course they ended up giving the whole syllabus between them. This is an indication of the diversity of needs among teachers.

As indicated earlier, the duration for the resident courses ranged between two days and one week. The duration of courses was determined by factors such as:-

- the availability of sleeping accommodation in the hostels;
- the available time slot in the course programme;
- the nature of the course planned and the topics to be presented; and
- the number of courses scheduled.

On average we ran four courses for the Standard 10 teachers per year. For each course the expected

number of teachers was sixty, and two regions were combined at a time. The materials used during the courses were developed by the lecturers in the Geography Department. The library was used to obtain material such as books, and lecturers in the department sometimes collected material from other sources, for example, information regarding tourism in the Eastern Cape was obtained from the Department of Tourism. The courses were presented by all Geography Department lecturers, although for each course one lecturer would be identified as a course leader.

Analysis and feedback of courses

At the end of each course, a report was written by the course leader together with the other members of the Geography Department staff. The course reports referred to aspects regarding:-

- the attendance of the courses;
- the topics presented during the courses; as well as
- methods employed in presenting courses.

Course attendance

Table 5.1 below indicates the total expected numbers and the total actual attendance numbers of the resident courses for standard 10 teachers for the period 1993 – 1995. The other subjects offered at Trinset are shown for the purposes of comparison. The figures in the table were derived by adding the total numbers of expected or invited teachers and the total numbers of the teachers who actually attended the courses for each year.

Table 5.1: Expected and actual attendance of courses for the period 1993 - 1995.

ATTENDANCE	1993		1994		1995	
SUBJECTS	Expected	Actual	Expected	Actual	Expected	Actual
Afrikaans	335	236	165	205	275	246
Agric. Science	250	175	150	127	140	114
Biology	160	104	340	123	350	262
English	160	220	240	288	160	142
Geography	415	225	350	188	400	347
History	310	207	470	246	240	229
Mathematics	420	285	350	321	430	497
Physical Science	180	147	250	160	165	144

The period 1993 to 1995 is shown as an example to present a picture of the situation regarding the course attendance. Furthermore, the period after 1995 would not give a true reflection of how the college was operating prior to that. As mentioned earlier, after 1995 the number of courses scheduled per year decreased.

The fluctuating figures indicate that for certain courses there were more teachers than expected while at other times there were fewer. In 1993 and 1994 the actual attendance in Geography was 54,18% and 53,5% respectively. It is interesting to note that in 1995 the percentage increased to 86,3. The increase is ascribed to the fact that 1995 was the year when the new core syllabi were introduced by the new government. Secondly, it was the year when all the Std 10s were to start writing a `common' examination.

The course reports also show that some inferences could be made from the attendance patterns. We realised, for instance, that there was a relationship between attendance and:-

- the particular time of the year;
- the topics to be covered; and
- who ran the course.

The courses in which mapwork and climatology were handled were usually well attended. Secondly, the courses towards the end of the year - closer to the examination time - and the ones where the examiners were invited, were usually well-attended. This pattern of attendance showed that teachers were more interested in information related to examinations.

Topics covered during courses

The topics covered during the courses were basically the same since 1986, hence the courses tended to be repetitive. When we talked about this, it emerged that this was because during the period analysed there had been no dramatic changes in the syllabus. For the Standard 10 teachers the sections of the syllabus that included mapwork, climatology, geomorphology, settlement Geography and regional Geography were done every year, although the course reports showed that the tendency was to do more courses on mapwork and climatology, mostly at the request of teachers.

At the beginning of each year the previous examination question papers, and the examiner's reports were discussed. For Standards 8 and 9 the pattern was the same in that the topics that are in the syllabus were presented. The pattern was the

same even for the primary and junior phases. However, for the past three years the emphasis of the courses for the Foundation Phase teachers has been on OBE.

Furthermore, it was revealed that more courses were presented on Geography content than on methodology. The course reports revealed that teachers argued that they experienced difficulties in applying most of the teaching methods we suggested because the conditions under which they worked varied greatly from school to school.

Methods employed in running courses

The course reports revealed that the methods used for the courses were varied and an effort was made to match the methods to the nature and purpose of each course. To a great extent, the methods were determined by the sections or topics handled at various times. The methods also related to the level, experience and needs of the participants and their working conditions, taking into account the physical facilities in their schools and the number of pupils.

Methods that were commonly used included formal lectures, demonstrations, discussion groups, study groups and seminars and workshops. Most courses were designed and organised in such a way that maximum participation by teachers was encouraged.

Geography course development in relation to the broader Trinset programme: minutes of general staff meetings

General staff meetings were held monthly for all the lecturers in various departments. During these meetings various issues pertaining to the planning and running of the college were discussed. Problems experienced in the running of the courses, new plans and strategies were also explored.

Other issues discussed in the meetings included attendance of courses, and the problem of lack of accommodation. The minutes of the staff meetings revealed that the pattern of course attendance in the other departments was the same as in the Geography Department. There was a lack of consistency in attendance and figures fluctuated. Furthermore, the teachers from the lower phases, for example the junior secondary and primary phase, usually attended in large numbers and this created accommodation problems.

The initial plan for the teachers in the lower phases was to invite course leaders who were identified by teachers in their circuits together with the Educational Development Officers (EDOs) and Trinset staff. However, in the meetings it emerged that all the teachers in these phases attended the courses because they argued that the course leaders did not report back or conduct courses in their circuits or districts when they come from the courses at Trinset. This implied that the idea of course leaders was not working properly.

Other issues which were mentioned as problematic in the meetings included:-

- the lack of feedback from teachers;
- the lack of a proper needs analysis;
- the need to focus on teachers in the lower phases; and

- the need for in-service of Trinset staff.

Although in the initial plan of the college, follow-up visits to schools to monitor implementation of what was done in the coursework, were proposed, Trinset realised that such visits were not possible because of transport and financial constraints and the problem of understaffing. The feeling of the staff members was that the absence of such visits led to lack of feedback from the participants and a lack of job satisfaction on the part of the lecturing staff.

5.2.1.2 Field courses

Field courses are one-day courses conducted in venues away from the college. These were meant to be a follow-up on resident courses. Nine venues were identified throughout the former Transkei for conducting field courses. The venues were central points where a cluster of schools could converge. Most of these venues were schools and in some areas colleges of education were used. Separate reports were written after each field course.

Field course reports

The reports revealed that the field courses were unpopular among both the Trinset lecturers and teachers. On the part of teachers, this was shown by poor attendance. Among the reasons that were put forward for this, the following were the most commonly cited:-

- the course venues were not centrally located for all the schools invited to those centres;
- teachers could not claim for transport costs as was the case with the resident course;

- lack of transport and the condition of the roads, as highlighted in Chapter 2;
- poor communication between Trinset and the schools which resulted in some schools not getting the course programmes in time.

Table 5.2. shows Geography field course attendance for standard 10/grade 12 teachers for the period 1990 to 1994. These are the only figures available in terms of the changes currently taking place in the country which affect the operation of the college. However, I should mention that the expected number and attendance of participants depended on the number of Geography teachers and schools offering Geography at Std 10 level in the areas surrounding the centres.

The pattern of poor attendance was not unique to the Geography department. The other departments experienced the same problem. In trying to solve the problems regarding field courses, some of the venues were phased out and new ones identified. For example, Butterworth and Umzimkulu were introduced in 1991 and 1992, respectively and Tsomo was phased out in 1993.

Table 5.2: Field course attendance – Geography Standard 10/Grade 12 (1990 - 1994).

VENUES	1990	1991	1992	1993	1994
Maluti	6	12	10	5	10
Sterkspruit	4	9	9	6	3
Trinset	5	12	8	5	5
Flagstaff	7	11	9	7	7
Tsomo	3	0	1		
Ezibeleni	5	10	14	10	7
Butterworth		15	14	11	10
Umzimkulu			11	3	7

When we talked about the unpopularity of field courses, Trinset staff mentioned the fact that there was no budget for subsistence and accommodation for the staff, although this was laid down as a requirement in the Second Five-Year Plan (1991-1995). Consequently, lecturers could not travel to the venues the day before the course and therefore, had to travel long distances of about 550 kilometres (to and from Umzimkulu), 580 kilometres (Maluti) and 644 kilometres (Sterkspruit) without any flexible and suitable transport.

Furthermore, the scheduled time for field courses was between 10H00 and 13H00 because by 13H00 teachers would become restless because they had to catch busses and taxis to their homes. As a result, the field courses were not even one-day courses but half-day courses. Consequently, the field course programme was suspended after the first semester of 1998.

5.3 Meetings held with the rector and colleagues in the Geography and Biology Departments

In the course of this analysis several meetings were held with the rector of the college and colleagues in the Geography and Biology Departments. These meetings played a major role in shaping this half-thesis in terms of what was analysed and how it was analysed. In other words, the rector and the staff from the two departments were key role-players in this study.

In one of the meetings similarities and overlapping in some of the themes in the subjects of Biology and

Geography subjects were discussed and the idea of collaboration, where possible, was explored. This resulted in the two departments working together in 1998-1999 in conducting OBE courses for the Foundation Phase.

The idea of working together was also seen as a way of alleviating the problem of staff shortages in both departments, since vacant posts had not been filled since 1995. Colleagues in both departments agreed that such collaboration might also result in more effective and efficient course presentation.

5.4 Summary

The analysis above revealed that generally, course attendance was poor although for certain phases, for example, the primary and junior secondary phases, the attendance was `good' compared to the senior secondary phase. However, the `good' attendance in these phases created a problem of accommodation. Course attendance was related to the topics or themes to be presented and the course presenters. When examiners for the Std.10 examinations were invited more teachers attended the courses. Few positive issues, such as the opportunity provided to teachers to meet the examiners and the assistance given to Foundation Phase teachers regarding OBE also emerged from the analysis.

CHAPTER SIX

AN ANALYSIS OF SELECTED STAKEHOLDERS'PERCEPTIONS OF COURSES OFFERED AT TRINSET WITH PARTICULAR REFERENCE TO GEOGRAPHY

6.1 Introduction

In this chapter the data collected through interviews and questionnaires is presented. This data and that of Chapter 5 will be analysed in the light of the research goals in Chapter 7. As mentioned in Chapter 4, seventeen questionnaires from senior secondary school geography teachers and twelve from principals were analysed. Five teachers and two Geography Subject Advisers were also interviewed.

Teachers and principals, as recipients and participants in the courses, were regarded as important stakeholders. They knew what was needed in the schools since they had hands-on experience. They were in a better position to assess the impact of the Geography courses and how they had changed their teaching and indirectly influenced the learners. Their views and input were, therefore seen as crucial in changing the college, and bringing it in line with the current changes in education.

The main objective of administering the questionnaires and interviews was to find out what these stakeholders:-

- thought the Geography Department at Trinset had achieved and what their expectations were of the courses presented and the role of in-service in general;

- saw as the strengths and weaknesses of the in-service college and why and how those strengths and weaknesses had emerged; and
- would like to see happening in inset in the future.

6.2 Questionnaire to Geography teachers

The questionnaire was arranged in the three following sections:-

- personal details of the respondents;
- teachers' experience of Trinset during courses; and
- suggestions on what changes should be made in order to improve the service rendered by the college.

6.2.1 Personal details of respondents

In this section, questions about age, gender and teaching experience were asked. Tables 6.1A and 6.1B below show the age groups and teaching experience of the respondents.

Table 6.1A:
Age groups of the respondents.

AGE IN YEARS	No. OF TEACHERS/ RESPONDENTS
< 25	1
26 - 35	12
36 - 45	4
> 46	0
TOTALS	**17**

Table 6.1B:
Teaching experience of the respondents.

EXPERIENCE IN YEARS	No. OF TEACHERS / RESPONDENTS
0 - 5	8
6 - 10	5
11 - 15	3
16 - 20	1
TOTAL	**17**

The tables revealed that the percentage of the respondents who are relatively young and had less than 10 years teaching experience were high. For example, 70% of the respondents were between the ages 26-35 and 46% had between 0-5 years of experience. The tables also show a pattern where the number of teachers decrease as teaching experience increases. This can be attributed to the fact that Geography is a relatively new subject in the senior secondary schools and, therefore, Geography teachers are the ones who have recently graduated from colleges and universities. Secondly, this might be caused by the fact that the older teachers, probably those who are well qualified, are promoted to administrative and senior positions.

From the information gathered regarding the respondents' qualifications, Table 6.2 was drawn.

Table 6.2: Academic qualifications of respondents.

QUALIFICATION	No. OF TEACHERS / RESPONDENTS
Matric & CHED	4
B. A.	1
B. Ed.	2
B. Ed. & HDE	1
B. A. & HDE	6
B. A. & B. Ed.	2
M. A. & HDE	1
TOTAL	**17**

The table displays a `healthy' situation regarding teacher qualifications. According to the table 65% of the respondents have Bachelors degrees. The findings regarding teachers' qualifications are not

typical of the teaching force in the entire Transkei region as indicated in Chapter 2. The pattern shown in the table can be attributed to two factors, namely:-

- the small size of the sample; and
- the fact that the respondents were mainly from Umtata and the surrounding areas that are closer to the University of Transkei.

This could also be an indication that the pattern of `low quality' of teachers regarding qualifications observed by Lomax, 1983; Ngubentombi, 1989 has changed. This might need further investigation as it has implications for the in-service courses offered at Trinset.

6.2.2 Teachers' experience of Trinset

In this section, questions asked related to:-

- the respondents' attendance of Geography courses;
- the Geographical knowledge gained from courses;
- the skills gained from courses; and
- the relevance of topics discussed to the teachers' needs.

Responses to these questions indicated that 3 of the respondents were not attending the courses and the majority, (more than 80%) were irregular in their attendance. This trend confirmed what was revealed in the course reports (Chapter 5).

Regarding Geography knowledge and skills gained, some responses were negative. Those who answered positively mentioned that they have gained knowledge on the use of fieldwork; the questioning technique; involving learners and encouraging them to be active

in the teaching learning situation and the use of newspapers and magazines in Geography teaching. This lack of consensus on the value of geography courses needs to be looked at on the background of what was revealed in Table 6.1B. This might be a reflection the changing patterns of teachers' qualifications in Transkei. However, it is important to note that the sample was too small to generalise.

6.2.3 Administration and organisation of courses

The first question asked the respondents about their opinions regarding consultation when topics for the courses are being decided. Eighty five percent of the respondents indicated that

they wanted to be consulted when the topics for the courses are decided while others saw no need for consultation. The respondents suggested at the end of each course, teachers present, together with Trinset lecturers, should discuss and decide on the topics for the next course.

6.2.4 The impact of Geography courses on teachers

The main aim of the questions in this section was to find out how the Geography courses impacted on teachers. The first question referred to a change of attitude as a result of attending Geography courses and 80% of the respondents indicated that:-

- their attitudes have changed and the courses have made them more positive towards the teaching of Geography; and
- they feel confident when teaching Geography.

One particular respondent said that when she was doing Geography at a tertiary level she was just doing it to complete her degree, and had no intention of teaching it. But through attending Geography courses her attitude changed and she now likes Geography and considers it a relevant subject.

6.2.5 Suggestions for restructuring of Geography courses

Responses to this section included the following suggestions:-

- there should be more involvement of the examiners in the courses;
- teachers should be involved in the planning of Geography courses; and
- the duration of the courses should be extended.

In this section, a number of respondents left this section blank. On the other hand one particular teacher wrote a full page on what he called `his point of concern'. He talked about the demotivation of teachers and the problem of teachers who tought subjects they were not educated to teach as issues that create problems in schools.

The responses in this section, as in other sections of the questionnaire, did not reveal much. This might be an indication that most of the respondents' understanding of the role of an in-service institution and what is needed of teachers in future was not clear. It was also interesting that sometimes I felt that the respondents were saying what they thought I would like to hear.

6.3 Analysis of questionnaires to the school principals

Out of twenty questionnaires sent to the school principals, 12 were returned. The questions asked of the principals tried to find out their attitudes towards Trinset courses, the problems they experienced regarding communication between Trinset and the schools, and their perception of the attitudes shown by teachers towards Trinset and suggestions for changes in the organisation of courses.

All the principals indicated that they see value in sending teachers to attend courses because teachers:-

- share ideas with other Geography teachers;
- meet examiners;
- catch up with the current affairs and progress in the field of Geography; and
- acquire more skills in teaching the subject and they therefore feel confident and competent.

Principals also mentioned that many textbooks are obsolete and teachers do not have the resources and Trinset can help in making resources available to them. On the question of problems experienced in communication, the responses revealed that other than late arrival of course programmes at 4 of the schools, principals had no problems.

To improve communication between Trinset and the schools principals suggested that:-

- course dates should be put up on the notice boards of Department of Education offices;

- telephone calls should be made or cards sent, reminding the schools about the courses; and
- Trinset should become the main centre with satellite centres in each district, i.e. decentralisation of inset.

The problem of communication mentioned by principals is understandable if one considers the poor communication reflected in Table 2.1. in Chapter 2. However, some of the responses from some principals indicated that they are not aware of the reality of most schools in the remote areas and districts that are far from Umtata. This was shown by the fact that they suggested the use of telephones to remind teachers about the courses, when many schools have no telephones.

The principals gave the following suggestions for the general improvement in the organisation of course:-

- Trinset lecturers should visit the schools and demonstrate to teachers how to teach;
- in-service courses should be of a shorter duration;
- courses should be scheduled for long week-ends and holidays;
- incentives such as certificates of attendance should be issued to course participants;
- teachers should be given the chance to prepare and present certain topics during courses; and
- teachers should be educated on how to use audio-visual aids and computers;

Some of the suggestions given by the principals, such as the involvement of teachers in the planning of the courses; the use of media to remind teachers

about courses; and exposing teachers to the use of audio-visual aids and computers are practised by the Trinset staff. It is surprising, therefore that they were mentioned as suggestions. However, the responses did give the impression that the principals saw Trinset as playing a role in the development of teachers.

6.4 Presentation and analysis of data collected through interviews

Five teachers were interviewed. The teachers interviewed were some of the respondents to the questionnaire. Two Geography Subject Advisors were also interviewed.

6.4.1 Interviews with Geography teachers

The interviews were a follow-up to the questionnaire. The aim of the interview sessions was to probe some of the important questions and answers, which might not have been answered adequately in the questionnaire.

When the interviewees were asked what they thought the purposes of establishing Trinset were, the following responses were given:-

- to guide teachers and help them with new teaching skills and methods;
- to update teachers on new Geographical knowledge and developments and the syllabus changes; and
- to provide schools with teaching materials and equipment.

Interviewees were also asked how the courses had benefited them in their teaching. Some respondents mentioned that:-

- they had learnt to involve pupils in teaching and learning situation, for instance, allowing students to present and discuss in class;
- they had gained more Geographical knowledge;
- they had learnt more about what the examiners expect of candidates in examinations;
- they appreciated the opportunity of meeting other teachers and sharing ideas;
- their attitudes towards Geography had improved; and
- they appreciated the discussion of examination question papers and memoranda.

On the question of teaching skills and methods they had gained from attending courses, one particular interviewee responded that she had been teaching for seventeen years, and, therefore, it was not easy for her to change her teaching methods. She argued that for new teachers it was easy to change or adopt the new skills they got from Trinset. However, she conceded that some of the new teaching techniques might be good and practicable.

On the question of problems the teachers encountered when attending courses, one interviewee's response was that sometimes she felt that a lot of time was spent discussing one topic or issue. As a result some of the teachers got bored and lost interest.

This response indicated that there was a clash of interests among teachers. Teachers who had been in the teaching profession for a long time got bored when some of the topics, which they know and had

been discussing for many years, were dealt with. On the contrary, less experienced teachers needed all the information they could get.

The following negative responses also emerged from the interviews:-

- no time to read the hand-outs and notes they were given during courses;
- some of the teachers did not like the idea of leaving learners alone during teaching time, especially when they considered the long syllabus and the many distractions and interruptions which occur in a year;
- learners saw Geography as a difficult subject;
- lack of resources discouraged learners; and
- lack of adequate career guidance for learners in schools.

Again, one can notice a clash of ideas and interests. Some teachers mentioned that they would like to be given more handouts or notes during the courses while others felt that the notes and handouts did not help them.

One particular respondent felt that Trinset had very little impact in changing the attitudes of students towards Geography. She argued that the onus lay with the students, most of whom she felt were not taking their work seriously and putting enough effort in it. She further argued that Geography was not the only subject they do not like or understand. All the subjects that demand a lot of effort and dedication are difficult to learners. She observed that students do not associate Geography with what is happening around them on a daily basis. They see it as a difficult and abstract subject.

On the question of the strengths of the Geography Department, respondents mentioned that the department is well equipped. They suggested that the Geography lecturers should invite learners to Trinset to teach them so that the learners can benefit from the resources and equipment, as most of the schools do not have even globes and maps.

Some respondents believe that although Trinset is doing what it can to help teachers, there would never be great change and noticeable improvement, for as long as the schools are poor and lack even the basic facilities.

One respondent suggested that the Geography Department should also cater for the teachers in the lower grades in their planning of the courses. She believes that some of the problems they experience at senior secondary school level stem from the fact that there is no adequate foundation in the lower phases.

The responses given by interviewees indicate that although the college has not been able to achieve all of its objectives as laid out in the Department of Education Five-Year Plans, some teachers see value in what the college is doing.

6.5 Interviews with Subject Advisors

Two Geography Subject Advisors were interviewed. The aim of the interviews was to get their opinions about Trinset as they were regarded as important stakeholders in the institution.

Questions asked from the Subject Advisors included the following:-

- What do you think the Geography Department at Trinset has achieved over the past years?
- What do you see as strengths of the Geography department?
- What are the weaknesses?
- What would you like to see changing in the way Geography courses are run?

The following are some of their responses:-

- Trinset has managed to reach out to teachers even in the remote areas of Transkei through residential and field courses;
- Gography courses helped to motivate both learners and teachers to like Geography and as a result there was no shortage of Geography teachers as used to be the case;
- the Geography Department is fortunate in that it is well-equipped to run the courses; and
- teachers have been exposed to new developments in the field of Geography;

When asked to comment on what they thought were the weaknesses in the Geography Department, they responded as follows:-

- the department has been concentrating on the senior secondary level only, neglecting the other levels which they believe are as important as the senior secondary phase;
- follow-up visits are not done after the courses. The Geography Department need to do school visits to assess the effectiveness of the courses in the classroom situation;
- the fact that the Geography Department has been understaffed since 1995 (the Geography Subject Advisors assist in presenting courses mainly

because of the shortage of staff in the department); and

- poor attendance of the courses.

The suggestions for improvement in organisation of courses given by the Subject Advisors included the following:-

- the shift of focus from the senior secondary to the primary and the junior secondary phases;
- follow-up visits to schools by Trinset lecturers; and
- more teacher involvement in the planning of the courses as teachers would become more interested in what is taking place in the institution and feel that they are part of and own it.

The perceptions of the Subject Advisors about the college were not different from the views of the teachers and principals. Although they see the college as having an impact on the development of teachers, they believe that a lot still needs to be changed in the structuring and organisation of the courses offered at the college.

6.6 Summary

The questionnaires and interviews that were analysed revealed that some teachers believe that they benefit from the courses, and that their attendance of the courses has helped them in one way or another. On the contrary, others maintain that their attendance of Geography courses has benefited neither them nor the pupils they teach.

There are varying expectations of what the Geography department and the institution as whole should be doing. Some teachers and principals look up to

Trinset to provide schools with resources, teaching materials and equipment. Others want the Geography lecturers to either go round the schools helping in the actual teaching or invite learners to the college to teach them.

On the other hand, school principals seem to be willing to release teachers to attend courses although they agree that there are shortfalls and problems which need to be addressed for Trinset to run smoothly and to be more effective.

CHAPTER SEVEN

CONCLUSIONS AND LESSONS LEARNT

7.1 Introduction

The provision of adequate in-service education is essential in the career of a teacher. It has been realised that a teacher's education does not end with his or her departure from the university or a college (Bagwandeen & Louw, 1993, Avalos, 1998). A continuum has to be maintained between pre-service and in-service teacher education sectors for ongoing development of teachers. Teachers need to be life long learners to keep abreast of the developments in education.

The establishment of Trinset by the former Transkei Department of education was an attempt to provide this on-going development for teachers and to maintain the continuum between pre-service and in-service education. This research analysed the in-service courses that are offered at Trinset with particular reference to the subject of Geography. The goal was to explore how best these courses can support teachers in the light of current changes in South African education. The principles of FGE methodology were used for this analysis and FGE was selected for its particular participatory character. Data collecting techniques used included questionnaires and interviews. Data was also obtained from documents; course reports and minutes of meetings.

7.2 Summary and conclusions

A situational analysis of the Transkei region of the Eastern Cape was given in Chapter 2 to put the study into context. The analysis showed the general lack of development and the poor conditions under which teachers work. Such conditions have impacted on the provision of education. In Transkei the education system has been characterised by shortages of teachers; a high teacher-pupil ratio; and a high failure rate at matriculation level. Trinset was established for the purpose of `upgrading' teachers in an attempt to alleviate the problems.

The philosophy that underpinned the operation of Trinset was based on the deficit or top-up model that was located in positivist and behaviourist theories. The objective of the `upgrading' of teachers was in itself problematic and reflects the deficit model on which the college was based. The approaches for the provision of in-service used in the deficit model include course-based; school-based; school-focused and cascade approaches and were analysed. Although these are associated with many advantages, their analysis revealed that they also have many disadvantages.

For the provision of a comprehensive in-service education, these are not viable alternative approaches, especially for South Africa at this time of change. The spiral approach for the provision of in-service education that is located in the constructivist theory seems to be an appropriate approach that needs further testing and research.

Chapter 5 and 6 presented the analysis of data that was collected, and revealed how the deficit model impacted on the operation of the college and influenced the way the courses were organised. Various issues pertaining to the perceptions of the stakeholders regarding the in-service education courses offered at Trinset were revealed in these Chapters.

The Geography Department course reports and minutes of Trinset staff meetings revealed among other things, the poor attendance of courses by teachers. The reasons put forward for this pattern of attendance indicated that some teachers are not interested in the courses because they:-

- do not consider that they are gaining any knowledge; and
- do not like the idea of leaving learners during teaching time.

In restructuring the courses the college would have to look at the approaches used for in-service education provision closely and critically. The analysis of data revealed that the courses are repetitive. This can be attributed to the fact that the courses are focused on subject content knowledge rather than the professional development of teachers. With no changes in the syllabus this means therefore, that year after year the same topics are presented.

The analysis in Chapters 5 and 6 also revealed that teachers appreciate the opportunity of meeting and sharing ideas. Although this was one of the positive aspects mentioned, it needs to be understood against the background that some respondents find it difficult to leave learners during teaching time. The implication is that taking teachers away from

school is one of the problems affecting course attendance. Furthermore, the questionnaire and interviews revealed that Geography teachers also teach other subjects. This therefore, means that when they attend Geography courses other subjects are also left unattended.

The above scenario has profound implications. In a situation where teachers are expected to teach other subjects some issues need to be considered. These include aspects such as whether the teachers were educated for the combination of subjects they teach; whether they have enough time to prepare for all the subjects and the way the work-load impacts on their performance and efficiency. These issues and others mentioned in the study should inform the changes that need to be made in the organisation of courses at Trinset.

7.3 The lessons learnt and how they could inform the restructuring of the college

The lessons learnt from the study require the college to rethink the role in-service education should play in the development of teachers. The area to be targeted and the type of courses to be offered also need be considered.

7.3.1 Role of in-service education and target area

In the light of the lessons that were learnt from the study, in-service education should strive for professional development rather than `upgrading' the subject content knowledge of teachers. The role of in-service education should be to develop educators who are reflective practioners; mediators of

learning; interpreters and designers of learning programmes and materials; leaders, administrators and managers and also scholars, researchers and long-life learners as advocated by COTEP. In-service education institutions such as Trinset should become resource centres which teachers can access to:

- produce their own teaching materials; and
- come together and share ideas and problems they experience in their jobs with the purposes of finding solutions and scaffolding.

The responses indicated that some teachers see the role of in-service education as that of `teaching' instead of empowering them to cope with their tasks; to be resourceful; to develop their own materials; to be reflective critical thinkers and to be independent and innovative. The emancipatory role of in-service education advocated by construtivist theory that is adopted by the educational transformation currently underway in South Africa would need to guide the restructuring of courses.

The target area

In the analysis, problems that arose because of the large area that is served by Trinset were revealed. This brings to mind the question of whether serving a smaller area would not eliminate certain of these problems. Trinset needs to consider targeting and focusing on a smaller area rather than the entire former Transkei that seems to be impossible with the prevailing conditions of staff shortages and limited resources. Serving a smaller area and a limited number of teachers increases the possibility for achieving some of the goals that are not currently achieved because of the large area served by the college. Issues such as visiting schools, inviting teachers for courses more often than the "once off"

method which is currently taking place and forming smaller clusters which can be monitored closely can become possible.

7.3.2 The structuring and organisation of courses

The current method used in organising and structuring the courses is problematic for a variety of reasons. In planning the courses we need to decide on a reasonable number of courses that can be run in one year. Such decisions would have to consider factors such the duration or time to be spent in each course, other commitments teachers might have and the human resources available at the college in terms of lecturing staff.

This requires the college to search for the best possible ways in which to use the available staff. Mention was made in Chapter 5 of the collaboration that took place between the Departments of Geography and Biology. Departments can work together, and the system of theme teaching and the cross-curricular approach that OBE advocates can be used rather than subject teaching. This would help to solve the problem of staff shortages and result in efficiency and effectiveness of the courses if the lectures who have a particular interest or expertise in certain themes focus on those themes.

Courses presented need not necessarily be on every topic on the syllabus. The matriculation examination statistics can be consulted to identify areas in which candidates perform poorly and the focus of the courses can be on those areas. Courses can be presented for teachers who do not feel comfortable in certain areas rather than inviting teachers

indiscriminately for all the courses. This means the full details regarding the courses need to reach teachers early enough for them to choose and decide what courses to attend. This can be one way of responding to the needs of teachers. Courses on materials development, assessment, fieldwork, interpretation and analysis of maps and diagrams can be presented.

Management and monitoring is another crucial part that needs proper planning. Both informal and formal evaluation and monitoring of courses should be part of the culture of the college. This has been found to be an integral part of any educational programme as mentioned in Chapter 4 where evaluation was analysed. The type or method of evaluation to be used and the action to be taken on the results of evaluation have to be carefully considered.

Presentation methods during courses need to be carefully chosen and be in line with the OBE curriculum. Maximum participation and interaction of teachers should be encouraged at all times. Furthermore, to eliminate the problem of taking teachers out of their classes, weekends and holiday time can be used. Another option would be to have blocks of time where teachers attend five or six times per year for a certain number of days which include weekends.

7.3.3 Other possibilities

Possibilities for offering courses that lead to certification can also be considered. Courses of short, medium and long-term duration after which certificates are issued can be offered. The option of offering bridging courses to help teachers who would like to further their studies or improve their

qualifications particularly in the field of education, can be explored. For instance, courses to help teachers with reading or study skills to cope with their further studies can be offered. This would help provide teachers with the necessary academic skills and break the isolation they might experience during their studies. Some of these courses can be part-time and others full-time and a minimum amount of money can be charged.

7.4 Limitations and strengths of the research

It is recognised that because of the small size of the sample used, time and financial constraints that shaped this study, it was not possible nor was it intended to draw broad and general conclusions pertaining to the issues identified. Furthermore, the fact that only one subject – Geography - was analysed, makes it difficult to attribute and generalise what is obtained to the functioning and operation of the entire institution. Lastly, the lack of a culture of evaluation and proper documentation of information thereof limited the resources from which data could have been drawn for the study.

The use of the principle of FGE as a research methodology is one of the strengths of this study particularly because of the participatory character of FGE. Bias or subjectivity that might exist in this study has been counter-balanced and minimised by the involvement of other stakeholders. The realisation of the need of evaluation to form an integral and an ongoing part of any educational programme has been revealed. Lastly, the research also opened a number of options or areas that can be considered and explored for further research.

7.5 Conclusion

The critical analysis of the in-service education courses offered at Trinset revealed weaknesses and strengths of the courses. In the light of the problems which are characteristic of the current way in which in-service education of teachers is provided, other alternatives need to be explored. A few options of the œourse of action for in-service education provision have been suggested above which Trinset and other in-service providers might consider.

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APPENDICES

QUESTIONNAIRE TO GEOGRAPHY TEACHERS

Where the answer is `yes' or `no' put a tick in the relevant box. When answering the other questions write clearly and explain fully. Please feel free to use either English or Xhosa.

1. PERSONAL DETAILS

1.1 Your age

☐ Below 25

☐ 26 – 35

☐ 36 – 45

☐ Over 46

1.2 Gender

☐ Male

☐ Female

1.3 For how long have you been teaching geography?

☐ Years

1.4 Which other subjects do you teach?

SUBJECT(S)	**STANDARD(S)**
_____	_____
_____	_____
_____	_____
_____	_____

_____ _____

_____ _____

_____ _____

1.5 Your highest academic and professional qualifications

[ ] & [ ]

2. YOUR EXPERIENCE OF INSET

2.1 Do you attend geography courses at Trinset?

[ ] Yes

[ ] No

2.2 Do you attend courses because it is:

[ ] Government regulation

[ ] Principal's instruction

[ ] Important to attend

[ ] Other (explain below)

_____

_____

_____

_____

2.3 If you do not attend courses, what prevents you from attending?

_____

_____

_____
_____
_____

2.4. How many courses have you attended in the last three years?

_____
_____ Yes

2.5 What geographical knowledge have you gained from the courses you attended?

_____
_____
_____
_____
_____

2.6 Please specify/indicate where you have gained more knowledge:

_____ General Geography Techniques

_____ Climatology

_____ Geomorphology

_____ Ecosystem & Environ. Balance

_____ Regional Geography

2.7 What teaching skills have you gained from the courses?

_____
_____
_____

_____

_____

2.8 Were the topics discussed during the courses relevant to your needs?

_____

_____

_____

_____

_____

2.9. If the answer in 2.8 above is yes, how were they relevant?

_____

_____

_____

_____

_____

2.10 If they were not, how were they not relevant?

_____

_____

_____

_____

_____

2.11 Would you like to be consulted when topics for the courses are decided?

_____ Yes

_____

_____ No

_____

2.12 How would you like this to be?

Through a :

☐ Questionnaire

☐ Discussion

☐ Letter

☐ Other (explain below)

_____

_____

_____

2.13 Has your attendance of courses changed your attitude towards Geography?

_____ Yes

_____ No

2.14 If yes, how has your attitude changed?

_____

_____

_____

_____

_____

2.15 What influences/changes have the courses brought about to your pupils regarding:-

1. acquired geographical knowledge:-

_____

_____

_____

2. acquired skills

_____

_____

_____

1.16 With the changes in our education, that is, introduction of outcomes-based education, how would you like Geography courses to be structured?

_____

_____

_____

_____

_____

2.17 Mention any other aspects that might help improve the planning and organisation of Geography courses at Trinset that will benefit teachers and pupils.

_____

_____

_____

_____

_____

THANK YOU FOR YOUR SUPPORT

QUESTIONNAIRE

T0 : THE PRINCIPAL

When completing the questionnaire please try to be as honest and frank as you possibly can. Where the answer is 'yes' or 'no' put a tick in the relevant box. Thank you once again for your co-operation.

1. Is Geography one of the subjects offered by your school?

_____ Yes

_____ No

2. If your answer in 1 above is no, why is Geography not offered in your?

_____
_____
_____
_____
_____

3. How many Geography teachers do you have in your school?

_____ One

_____ Two

_____ Three

_____ Other

4. Do you favour sending teachers to Trinset to attend courses?

☐ Yes

☐ No

☐ Other

5. If the answer in 4 above is yes, why do you feel it is important that teachers attend courses? Explain fully.

_____
_____
_____
_____
_____

6. If the answer in 4 above is no, why do you feel it is not important that teachers attend courses?

_____
_____
_____
_____
_____

7. How do you hear about our courses?

☐ Course programme

☐ Trinset times

☐ Other

_____
_____

8. Do you experience any problems regarding notification about courses?

_____ Yes

_____ No

9. If yes, what problems do you experience?

_____

_____

_____

_____

_____

10. What would you suggest to improve the communication between Trinset and schools?

_____

_____

_____

_____

_____

11. Are the teachers enthusiastic about attending courses?

_____

_____

_____

_____

_____

12. If they are, what do you think is the cause of that enthusiasm?

_____

_____

_____

13. If the answer to 11 above is no, why are teachers not enthusiastic about attending courses?

_____

_____

_____

_____

_____

14. Do teachers give reports to the office when they come from courses?

_____ Yes

_____

_____ No

_____

15. When giving reports do they seem to have gained something from the courses?

_____

_____

_____

_____

_____

16. Give any suggestions and changes that you would like to see in order to improve the planning and organisation of the Geography courses so as to benefit teachers and pupils.

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR SUPPORT

INTERVIEW SCHEDULE

QUESTIONS FOR THE SENIOR SECONDARY GEOGRAPHY TEACHERS

This is an attempt to evaluate INSET courses offered by the Geography Department at Trinset. Geography teachers who have attended courses at Trinset will be interviewed. Their views are very important in this. The following questions will be discussed with them and teachers will be allowed freedom to develop their answers along the lines they feel to be relevant.

1. PERSONAL DATA

1.1 For how long have you been teaching Geography?
1.2 Which grades are you teaching?
1.3 Which other subjects do you teach?
1.4 What is your highest qualification in Geography?
1.5 Are you presently studying for any additional qualification?
1.6 If yes, what are you studying?

2. GEOGRAPHY COURSES

2.1 Do you attend Geography courses at Trinset?
2.2 Why do you attend the courses?
2.3 How many courses have you attended in the last three years?
2.4 Which of the courses you have attended do you remember most?
2.5 Why does the course mentioned in 2.4 above stick to your mind?
2.6 What topics were discussed during that course?

2.7 What teaching skills did you learn from the course?

2.8 What geographical knowledge did you gain from the course?

2.9 Were the courses you attended relevant to your needs?

2.10 Explain fully how the courses were relevant?

3. EFFECT/IMPACT OF THE COURSES ON TEACHERS

3.1 What influence or change have the Geography courses made to your:

(a) teaching methods

(b) Geography knowledge

(c) attitude towards Geography

4. EFFECT/IMPACT OF THE COURSES ON PUPILS

4.1 How have the courses changed your pupils'

(a) attitudes towards geography ?

(b) understanding of geography ?

4.2. What do you think have caused change in your Pupils?

5 GENERAL QUESTIONS

5.1 What do you think were the main purposes of establishing Trinset ?

5.2 What problems have you encountered regarding the Geography courses offered at Trinset ?

5.3 With outcomes-based education in mind, how would you like courses to be structured?

5.4 What do you think are the current strengths and

weaknesses of Trinset?

5.5 Mention/suggest any changes you would like to see in order to improve the planning and organisation of the Geography courses that will benefit teachers and pupils.

G.P.-S. 81/142168

81/142168
(Z 30)

MINUTE

REPUBLIEK VAN SUID-AFRIKA REPUBLIC OF SOUTH AFRICA

Verw. No./Ref. No.

Navrae/Enquiries: T. D. JOMSILE

Tel. No. 0471- 313536

KANTOOR VAN DIE—OFFICE OF THE

REGIONAL OFFICE
UMTATA

02 — 10 — 1997

Die/The Mrs N. Mniki
Transkei College of Education
UMTATA

ISEBE LEMFUNDO NGEMPUMA KOLONI
IPHONDO LEMPUMA KOLONI
DEPARTMENT OF EDUCATION & CULTURE
EASTERN REGION
1997 -10- 02
PROVINCE OF THE EASTERN CAPE
DEPARTMENT VAN ONDERWYS
KULTUUR EN OPLEIDING
OOS-KAAP PROVINSIE

Dear Madam

REQUEST AS PER YOUR LETTER DATED

I hereby acknowledge receipt of your letter of request indicated above.

Please note that the department of Education - Eastern Region has no objection whatsoever to your request to undertake research in our schools. However we would like to bring to your attention that schools are a competency of the districts. We promise that then to negotiate this matter between us and the district manager.

On the occasion you may be procedure with your research work. We wish you success in whatever endeavours you will engage to fulfil the requirements of your assignment.

Yours faithfully
T. D. Jomsile

Trinset
Private Bag X5089
UMTATA
29 September 1997

Dear Principal

RE-REQUEST FOR PERMISSION TO CONDUCT A SURVEY IN YOUR SCHOOL

I write to request your permission to conduct a short survey in your school. I am doing this as part of my research for an M.Ed. degree. I would be very grateful if you and the geography teachers in your school would assist me by completing the questionnaires attached.

The aim of the survey is to evaluate geography courses offered by the Geography Department at Trinset. I hope that this research will also help to improve the services offered by the Geography Department and Trinset. Your suggestions and contributions will help to make the necessary changes to put the College in line with the changes in our education system. The Rector of the College is aware of this evaluation and has given his full support.

The information obtained from the questionnaires will be used for the purposes of the research only and you are assured of strict confidentiality.

Thanking you in anticipation

Yours faithfully
Mniki F.N.V. (Mrs) _____

Rectors' Signature _____