

CHAPTER 6

IMPROVING THE CULTURE OF LEARNING AND TEACHING

6.1 INTRODUCTION

This study has used the following concepts as cornerstones: motivation, professionalism, and the culture of learning and teaching (COLT). Teachers are the main focus of this study, although the input of other role players such as the Department of Education, Teacher Training Institutions (TTI), principals, unions, parents and the entire community, is indispensable. These three concepts influence each other and they are interrelated. That is, teachers who display professional characteristics in their social behaviour, inside and outside the classroom, and in their relationships with colleagues, learners and parents can be easily motivated. Thus, in such a situation, COLT is more likely to be enhanced.

The next section will discuss the possibility of improving teacher motivation and professionalism, in an attempt to improve the culture of learning and teaching. These possibilities will be based on the results of the data collected through the use of interviews, questionnaires and observation.

6.2 PROFESSIONALISM

6.2.1 Introduction

The literature review and empirical research results have shown that teachers need to improve their professionalism, motivation and dedication to do their work (see Chapter 5). Chapter 2 discussed in detail those characteristics which can make an occupation a profession. Some of these characteristics were used in the formation of questionnaires for

teachers and principals and the interview schedule for unions. These characteristics have been discussed in detail in Chapter Two, section 2.4.

These characteristics and the results of the data collected will provide a basis for the guidelines which are intended to help teachers to improve their professionalism so as to assist in the restoration and enhancement of COLT in schools.

6.2.2 Teacher training

In every profession people need to be specifically trained with necessary skills, knowledge, and subject matter related to their specific profession, so that they can be able to provide that unique and essential service to society. The teaching profession follows the same trend. Section B.2 (a) of the questionnaire dealt with these characteristics and Table 5. 11 depicted the teachers' and principals' responses to the questions. The issue of qualifications, as the hypothesis states it, is central in this study because it is expected that a professional person should be sufficiently qualified. Again, qualifications are one of the characteristics of a profession where Hayhoe (1992: 185) points out that the importance of intellectual ability and knowledge of subject matter for the practice of the profession are determined by peoples' qualifications. Thus, it is very important that teachers are qualified in the subjects that they teach, so that they can be able to impart knowledge to the learners. According to Table 5.5, all the respondents in this study are qualified, their qualifications range between an Education diploma (two years or less) to a doctoral degree. According to the Department of Education (1999a: 4), teachers whose qualifications are below the Required Education Qualification Value (REQV) 13 are said to be underqualified. In this study 0,5% of principals and 7,55% of teachers have a two or fewer years Education diploma, which indicates they are underqualified. However, the percentage is higher at the national level, although the statistics in this study do not show this because only a sample of teachers (384 teachers) were used, not the entire population of teachers. The following problems have been identified with regards to teachers' qualifications, which have a negative influence on the professionalism of the teaching profession:

- a) According to the Department of Education (1999a: 4), 85 501 teachers are below the REQV 13 benchmark qualification, that is those teachers whose qualifications are less than a matric certificate and a three-year teachers diploma. 23,9% of the teaching force is below this benchmark. These large numbers of teachers need to be fully qualified.
- b) During the school visits, some principals said that some teachers further their studies with degrees and diplomas which are not related to the subjects that they teach. In such a case, such qualifications do not improve their classroom performance.
- c) For those teachers who have adequate qualifications, there is a need for in-service training to keep them abreast of the latest developments in their fields.

In the following section, the focus will be on the problems that have been identified from a review of the interviews, observation, and questionnaire regarding teacher training:

a) **Entry standards and selection**

The entry standards in the teaching profession in most teacher training institutions need to be revisited. As much as it depends on an individuals' motivation to perform well, some people perhaps choose the teaching profession because they cannot meet the requirements for other professions such as medicine, engineering, commerce and others. Thus, teaching was the only profession with less demanding entry requirements. According to Table 5.10, 22.29% of teachers, and 20.11% of principals agreed that some people are likely to choose teaching because they have been denied entrance into other fields. This implies that some people choose to be teachers because they did not qualify in other fields. Then, the requirements for the teaching profession were less stringent, so they chose teaching for the wrong reason. A person's reasons for choosing a profession have to be intrinsically motivated. Motivation is the spark which ignites and influences human action (Van der Westhuizen 1996: 194). Both intrinsic and extrinsic motivation is important when a person chooses a profession, although intrinsic motivation is superior to extrinsic motivation (see Chapter 2). Table 5.10 deals with the reasons that a person might have when choosing the teaching profession. The first four

reasons, which scored the highest percentages from both teachers and principals, are intrinsically motivated reasons. The extrinsically motivated reasons did not gain much popularity. This implies that the respondents understand the importance of intrinsic motivation when choosing a profession. However, the external factors such as salaries have the greatest impact on teachers' motivation, as Table 5.16 reflects. The revision of entry standards might also help to increase the occupational prestige of the teaching profession, because people would then know that this is not a profession for people who failed to gain entrance in other fields. Therefore, entry requirements into the teaching profession have to be of the same standard as those of other professions.

The teacher training institutions, in collaboration with the DOE and the unions, have to plan a selection process which will look at the reasons why people choose teaching, their personal traits, and to determine if the candidates are aware of the real situation in the teaching profession. According to the Higher Education Act (Republic of South Africa 1997: 14) section 17(1), 'Subject to policy, the council of a public higher education institution determines the admission policy of the institution after consulting the academic board of the institution'. This means that the TTI have a right to determine the admission requirements. The Higher Education Act (Republic of South Africa 1997: 15) section 17(3) continues to point out that the admission policy may not unfairly discriminate in any way, and they must provide appropriate measures for the redress of past inequalities. For example, teaching is not one of the best paying professions, so if a person is looking for money, teaching might not be the best choice. Candidates should put more emphasis on the unique and essential service rendered to the community, not on a financial reward. Training institutions have to conduct such a selection process, which is mainly aimed at conscientising the candidates, not at discriminating against anyone.

The TTI, the DOE and the unions can prepare standardized selection interviews, which will be used by all the TTI in the country. These interviews have to have the same standardized questions, which will be implemented by all the institutions in the country. This measure will be a way of introducing a nationwide selection criterion for candidates who want to join

the teaching profession. The panel of interviewees has to be composed of DOE officials, TTI academic members from the Faculty of Education, union officials, and school principals. These people can form a selection committee, which will help to select suitable candidates for the teaching profession. This could help to improve the prestige and professionalism of teaching.

b) Duration of teacher training

The duration of teacher training has a direct impact on the teachers' subject knowledge. The logic behind this argument is that the longer the time that teachers spend training, the more expertise they gain in the subjects that they teach. One of the characteristics of a profession emphasises that the importance of intellectual ability and knowledge of subject matter for the practice of the profession. Hence, the length of teacher training can have an influence on the teachers' professionalism because their knowledge of the subject matter is likely to be enhanced if they spend a longer time at the training institution. Although the information in this research indicated that most teachers are well qualified, the informal interviews which were held with principals during the school visits reflected a different situation.

During the school visits, most of the principals complained during the informal interviews about the duration of teacher training, especially for diplomas, some of which lasted for two years or even less. The principals said that the teachers who possess such diplomas have very little subject knowledge and skills to teach effectively, and vary their teaching methods and aids. Therefore, it is important that teacher training for an Education Diploma should last for a minimum of three years, and no less. Then, all the Bachelors' Degrees should be four years. The DOE has already made a policy in which all B degrees have to last for four years, in order for a person to be a professional (Department of Education 2000c: 4). It is essential that all the TTI should implement this policy as soon as possible, to improve the professional status of teachers. If teachers can be made to feel more professional, they might be more likely to perform well so that COLT can be improved in schools.

6.2.3 Subject knowledge

The knowledge of the subject matter for the practice of the profession is another important aspect in any profession. This seems to be a problem in the teaching profession. Poor subject knowledge is a problem encountered in schools, which is reflected in the poor performance of learners in certain fields, such as Science and Mathematics. In Table 5.11, 98,15% of teachers and 95,54% of principals agreed that satisfactory subject knowledge is the best professional characteristic for teachers. The importance of this characteristic is also reiterated in Table 5.15, in which most principals (54,46%) agree that poor subject knowledge leads to demotivated teachers, who have a very low level of confidence. This implies that the TTI have to do more focused subject training for specific schools and levels, which will empower teachers to know their subject matter sufficiently. This means that primary teachers will benefit more if their training focused on the content that they are going to teach at primary level. The same procedure should be followed for secondary and high school teachers, whose subject content is more advanced than that of primary teachers. This could help to improve the teachers' subject knowledge, which may enhance their professional prestige because of their expertise in the subjects they teach. After the initial undergraduate training, beginning teachers need support and orientation in their new field. Hence, an induction programme might be helpful.

6.2.4 Provision of in-service training

Professional growth and development is currently offered through in-service education and training for teachers (Lemmer & Badenhorst 1997: 19). This in-service training is provided in a form of workshops and courses offered for short periods or long periods. The provision of in-service education and training could be provided to both teachers who are new in the field and to those who are already teaching. In-service training is also provided to those teachers who are already in the field in order to help them to increase their subject knowledge, help them with teaching methods and aids and other problems that teachers experience in their daily teaching. In other words, in-service training provides for

continuing professional development of teachers. In-service training is important for all teachers, experienced and inexperienced, and for qualified and unqualified teachers.

The DOE has to organise short in-service courses, which are subject related. According to (Greenstein 1995: 10 and Lemmer & Badenhorst 1997: 19) in-service training has to be accredited so that teachers can feel motivated to attend such courses. Furthermore, matric examiners can compile a report which indicates which subjects the learners have performed poorly in. The markers in different subjects also have to compile a detailed report discussing which components of the subject or syllabus were difficult for the learners to respond to. Then, the in-service training courses will focus more on those parts. These in-service courses will help those teachers who need to improve their subject knowledge and help them to vary their teaching methods and aids. In-service training will also help those qualified teachers who need to upgrade their knowledge in the subjects that they teach.

In addition, unions can also provide another form of in-service training, which can take a form of a motivational forum for teachers. Unions have an enormous impact on teachers' professionalism, and since teachers need to be motivated, unions can assist by inviting motivational speakers and encouraging teachers to work hard and enhance their professionalism. This could be a form of in-service because motivated teachers are more likely to be professionals who will help to bring back the prestige in the teaching profession. The TTI can also help the DOE in the organisation of in-service courses, in which lecturers from the institutions can help with their expertise in the courses offered by the DOE. This could increase teachers' professionalism and motivation, which will help to improve their quality of teaching, which in turn can enhance the learners' performance.

a) **Induction programmes**

Whilst guidelines such as increasing the duration of teacher training and teaching practice might take long, the problem of a lack of teacher professionalism has to be addressed as soon as possible. Hence, induction programmes can be very helpful, and each TTI can organise such

a programme. Beginning teachers need 'mentors' during their first year as teachers, they need people to orientate them when they come to a new school. The selection of a mentor has to be based on the professional qualities, motivation and personal traits of a teacher. This is because a mentor can have a certain influence on the beginning teacher- this has to be a positive influence, which will help to improve the beginning teachers' professionalism and motivation. There are professional and motivated teachers in schools, whom the principals and SGBs' can select to act as mentors to the new teachers. Another good reason for an induction programme is that it is a link between the teachers who have just started working and their training institution. An induction programme has to last for at least a year. Each institution has to have a list of names and contact details of the teachers who graduated from their institutions, so that they are able to invite them to workshops and conferences. The institutions also have to contact principals and the SGBs' and work out a program, which will enable the beginning teachers to benefit from such a venture.

In a year, the training institutions can organise four workshops, that is one workshop every quarter. These workshops have to be held during weekends, so that the teachers' work is not disturbed during the week. This will provide teachers with a chance to discuss their problems, experiences and successes. These workshops can be helpful because the lecturers can give professional advice with regards to subject-related problems, teaching methods, and the use of various teaching aids. The beginning teachers can also learn from each other, in terms of their various experiences in the classroom, with regards to issues such as discipline, lesson preparation, and many others. This is a form of providing in-service training to the teachers, though it may not be purely subject-related. During the second year of teaching, the most successful and professional teachers can act as 'mentors' who will help those who are new in the profession. The selection of these mentors can help to improve the prestige of the profession because only the best-qualified and professional teachers will be selected as mentors. This can be a continuous exercise, which will help teachers to improve their professionalism. This can help teachers to be motivated to work hard for they know that they have a link with their training institution, and such a structure acts as a support system.

b) Use of subject advisors

Another worthwhile exercise can be the use of subject advisors, who can help to improve teachers' expertise in the subjects that they teach. The subject advisors have to be fully qualified and experts in their subjects, so that they are able to advise teachers properly. The subject advisors also need to use the examiners' and markers' reports, so that they know which areas they should put more focus on, because there are many reasons why learners perform badly in a subject. One of the teacher-related reasons could be that teachers do not know the subject matter dealt with in that subject fully. Alternatively, teachers might not know the subject matter, or the appropriate methods to teach it. The subject advisors should also be abreast with the latest information and technology used in their specific subjects so that they can be helpful to teachers. The subject advisors also have to ensure that they visit all the schools in the country and group those schools which are close to each other. They should also be accessible by phone or fax and otherwise, because in some cases teachers need to contact them before or after they have visited their school. Knowledge of the subject matter that is taught is a professional characteristic, which all teachers should possess. Thus, subject advisors can help teachers to improve their subject knowledge and vary their teaching methods in order to enhance their performance. Teachers who know what they teach are more likely to be motivated to teach and this will enhance their professionalism.

c) Further studies

According to the Department of Education (1999a: 3), there are inevitable pressures on those teachers who do not have up-to-standard qualifications: for instance, they earn low salaries, they do not qualify for promotions within the system and they experience problems when registering with SACE. As a result, some teachers follow programmes and courses just to improve their qualifications, so that they are able to register with SACE. Some of these qualifications are irrelevant and inappropriate to the subjects they teach in class. At the end of the day, these teachers have qualifications which will not add value to their classroom practice. It is important for principals to intervene in this situation. Principals can advise

teachers to further their studies in a way that will benefit their teaching, not just for the sake of having a qualification. The DOE can contribute in this case by empowering the SGB's and principals to assist and ensure that teachers choose programmes, which are related to the subjects they teach. The proper choice of programmes will help teachers to train in relevant courses, which will increase their professionalism and subject knowledge. The possession of a relevant qualification can enhance a teacher's motivation because he/she will be confident to teach, and the learners' performance is likely to improve.

The next section will discuss another characteristic of a profession, which is that a profession has to have a comprehensive and self-governing organisation (Badenhorst 1987: 144; Joubert & Prinsloo 2001: 5).

6.2.5 The establishment of the South African Council of Educators (SACE)

A new unified and officially recognized educators' council – the South African Council of Educators (SACE) has been established in line with the Education Labour Relations Act, and is accountable to the Education Labour Relations Council (ELRC) (Govender, Greensteinm Greybe, Mokgalane,, Samson and Vally 1997: 9). According to Motala (1998: 12) SACE is established as a 'juristic person' which provides a code of ethics for teachers, learners, parents and the community. The author continues to point out that SACE aims to promote the professional development of educators, establishes a fair and equitable enquiry procedure to investigate any breach of ethics, outlines minimum criteria and procedures for registration, and provides for compulsory monthly fees collected through the ELRC. During the interviews with the union officials all the three officials from the three unions asserted that SACE is not performing all the tasks that it has been established to do, except the registration of teachers. This was because of financial constraints. NAPTOSA's official said that although the DOE and the ELRC have agreed to the establishment of SACE, the financial support that it receives is inadequate. As a result, some of its most crucial functions, such as the enforcement of a code of conduct, is not properly implemented. The union officials agreed that the DOE has allocated some funds for the functioning of SACE

and payment of its officials, but there is a shortage of personnel to monitor the implementation of the code of conduct, for instance.

The union officials said that all teachers who are registered at SACE pay a monthly subscription, which is also not enough to cater for the needs of this body. These members can be another source of income since the members can be asked to slightly increase the membership fee that they pay at present, notwithstanding the fact that teachers are already complaining about their poor salaries. Although these recommendations are not within the framework of the functions of SACE (Republic of South Africa: 2000: 2), they can be helpful in order to help revive teacher professionalism. For instance, the council, through the help of the DOE, principals, teachers and the unions have to plan fundraising events, such as dinners for members and non-members. The fees charged to both members and non-members can differ slightly, so the council can make some money. They can also seek sponsorship from private companies, so as to sustain their expenses. SACE can help to maintain and enhance the professional standards of the teaching profession. This could help restore the teaching profession's prestige and enhance teacher professionalism, so that COLT can be improved in the schools.

The next section will discuss SACE's and the unions' codes of conduct, since every profession needs to have a code of conduct.

6.2.6 Code of conduct

Every profession needs to establish a comprehensive code of conduct, which will guide its members and ensure that there is order and discipline (Joubert & Prinsloo 2001: 45). In order to protect the teaching profession's integrity, the South African Council of Educators (SACE) has prepared a code of conduct which every teacher and principal has to follow in order to maintain the professionalism and ethical codes of the teaching profession. Another role player in teacher professionalism is the unions, and each one of them has a code of conduct. The Educators Employment Act of 1998 also makes provision for a procedure to

be followed when a teacher is charged with misconduct. The codes of conduct must be viewed as positive steps to improve the professional image of teaching, and not as an instrument to scare teachers.

a) SACE's code of conduct

SACE is the professional controlling body in the teaching profession, and there are union representatives in it. The unions contributed to the formation of SACE's code of conduct since they are members of the ELRC. Hence, the unions' codes of conduct are in line with SACE's code of conduct, which is superior to that of unions. If the two codes are contradictory, SACE's will over-rule in that case. In many schools, which were visited during the study, SACE's code of conduct was hung on the wall in the principal's office, so that all teachers can see it clearly. One principal complained that this code of conduct is useless because there is no one to reinforce it. If a principal feels that a teacher is contravening some of the sections, he cannot do anything to the teacher himself. Such a principal has to give a report of that teacher to the DOE, which will take a long time to work on the case. Meanwhile, the relationship between this teacher and the principal turns very sour. It is important that the DOE responds timeously to the principals' reports about irresponsible and unprofessional teachers, so that these teachers can feel that the code of conduct is working. Otherwise, the DOE can empower principals and the SGBs to have a disciplinary hearing before the matter is taken to the DOE. This will serve as the first warning to that teacher. The DOE will still be responsible for serious offences such as a teacher's involvement in criminal acts such as rape, child abuse, and others.

b) Unions' code of conduct

Unions also have codes of conduct that are not fully enforced by the union leadership. As a result, the unions are failing to enhance the teachers' professionalism. SADTU confirmed that at the beginning of every year, its new and old members are given the union's code of conduct, it is even written in the annual diaries, which are given to the teachers. The question is whether the teachers read this code of conduct and act according to it. Some

teachers might know the code of conduct, but continue to contravene it because they know that there is no one to reinforce it. It can be helpful if teachers in every school choose one teacher who is a member of the union whose task is to enforce the code of conduct. In every school, the teachers themselves have to agree on the rules to be enforced and the procedures to be followed in the enforcement. All the teachers concerned have to sign, under oath that they consent to the procedures in order to avoid quarrels and animosity between the members. For example, if a teacher misbehaves, the nominated teacher will be a link to the unions' leadership and the school. Other members can warn such a misbehaving teacher. If the bad behaviour continues, the union representative at the school has to report the matter to the district officials. Then, a disciplinary hearing has to be organised within 14 days. If the teacher persists, then the provincial office can intervene, and up to the national level if necessary. The unions would have a positive contribution to the teachers' discipline, which will help to enhance their professionalism. This exercise would also help to reduce the burden that the DOE has regarding disciplinary cases concerning teachers.

Unions also have to organise workshops and conferences, which will act as motivational forums, and assist in upholding the codes of conduct. There are many important issues that unions can discuss, such as helping teachers to view the teaching profession positively, and to teach for the love of teaching, not for financial reward. It is an indisputable fact that the issue of salaries is a major demotivating factor for teachers, but satisfactory salaries alone cannot motivate teachers and enhance their professionalism. This is a combination of many factors such as infrastructure and facilities, discipline, subject knowledge and many other factors. Unions also have to conscientise teachers that unions are not in favour of incompetent teachers, which is why all the unions are concerned that their membership should be composed of qualified teachers who are professionals and motivated to perform well. Unions also have to inculcate an ethos of 'a service to others' in teachers, which will help to improve their professional attitude and enhance their performance. During the motivational forums, unions can invite motivational speakers and some teachers who are role models to address the teachers and motivate them to be professionals despite all the hardships. Teachers need to be reminded that if they are to be regarded as professionals by

society they need to feel in themselves that their job is a unique and an essential service to society. This can help to enhance their professionalism and motivation, so that they are able to perform their duties as expected. In this way, COLT can be restored in such a situation.

The next section will discuss the guidelines for teachers' motivation and its influence on professionalism and the improvement of COLT.

6.3 MOTIVATION

6.3.1 Introduction

Motivation refers to forces both within the individual and in the environment which drive human beings to behave in certain ways (Evans 1998: 3) According to Delors (1998: 146) when a child's or adult's first teacher is poorly trained and poorly motivated, the very foundations on which all subsequent learning will be unsound. One principal commented during the school visits that "as long as the Department of Education, principals, parents and community do not acknowledge, praise and applaud those teachers who work hard, teachers feel that their hard work is not recognised". This is due to the fact that the media, parents, and the Minister of Education himself always highlight the poor performance and morale of teachers. The question is how can the same critics help to improve the situation.

The Department of Education has established a few structures, which are specifically meant to motivate teachers, that is the COLTS campaign in which "Tirisano" (working together) is a major theme, and the National Teacher Award Scheme, which will give awards to those teachers who are making a difference in the schools. When the Minister of Education launched the scheme, he commented that: "the years of discrimination, repression, struggle, and democratic transition have taken their toll. However, it is time to re-assert the dignity of the teaching profession, because teachers at their best are vital agents of change and growth in our schools and communities" (Department of Education 2000b: 2).

These awards cover a wide range of categories such as lifetime achievement, primary and secondary teacher of the year, contribution to the school leadership at primary and secondary level, excellence in special needs teaching, and many other categories. During the selection process of the nominees for the awards, some guidelines might be useful. The awards should not only be given to one person in each category, but rather have three finalists in each category, that is, there have to be first, second and third prize winners. This does not imply that the rewards for the categories need to be increased, but rather share the rewards amongst three people instead of one. This exercise will help to increase the popularity of the event as an attempt to motivate teachers. Nominees who did not make it to the three categories of finalists also have to be given recognition by giving them certificates which show that they were nominated for the awards.

Principals have a role to play in the motivation of teachers which could help to increase their professionalism and help to restore COLT in schools. As a way of recognizing the effort of those who have won and those who were nominees, they can organise a function at the school, and invite parents, learners, and the community to congratulate these teachers in public. Such teachers will become role models to their colleagues, parents, learners, and the whole of society. Some teachers will be motivated to work hard so that they might also be honoured in the same way. Teachers can increase their professionalism and motivation because they will know that the DOE, unions, principals, learners, parents, and the community acknowledge their hard work.

In Chapters One and Two, motivational theories from Maslow (intrinsic), McGregor (extrinsic) and McClelland (intrinsic and extrinsic) have been discussed in detail. The next section will discuss how these theories can act as guidelines to improve teacher motivation.

6.3.2 Intrinsic motivation

According to Ingule et al (1996: 344) intrinsic motivation is the desire to be effective and to perform a behaviour for its own sake. Since intrinsic motivation comes from within a person,

a persons' psychological and physical need energise this type of motivation (Evans 1998: 35). This could imply that if a person's physiological and psychological needs are not satisfied, such a person could end up demotivated. Tables 5.15 and 5.16 focused on factors from within teachers and outside (environment) which are likely to demotivate teachers. For instance, if teachers' salaries are increased, but the facilities in the schools are still poor, their performance might not improve because they would not have adequate facilities for teaching. Hence, the DOE, principals and unions have to start a conscientisation campaign to make teachers aware that their complaint about salaries is a valid one, but this does not mean that they have to neglect their duties. On the other hand, the DOE and the unions have to meet each other halfway in terms of how much increment should be given to the teachers. It may not be useful for either the unions to stand firm on the percentage they want, and the DOE to offer a certain percentage and refuse to revise it either. Both parties need to compromise to a certain extent in order to strike a balance between the two parties. The teachers' intrinsic motivation and the reasons for choosing the teaching profession can help teachers to continue working despite the hardships they encounter in the teaching profession.

In addition, the DOE and the principals have to be serious about the DOE' policy of 'no work, no pay'. Teachers who go out and join strikes on school days should not get their full salaries. The principals should submit the names of the teachers who were absent to the DOE, and then the salary cuts have to be implemented as soon as possible. Such a move may discourage teachers to join strikes because it is taking away some of the basic needs which may motivate the teachers to work harder. On the other hand, teachers have to improve their professionalism and work harder; so perhaps the DOE should recognize their effort and increase their salaries.

Therefore, it is important for teachers to know that salaries alone will not improve their professionalism and motivation; there are other factors such as the infrastructure, facilities and others. Again, one of the characteristics of a profession is that a professional puts more emphasis on service rendered rather than on the financial reward he/she gets. This leads to the question of what kind of motivation the teachers think that people should possess when

they choose teaching. Table 5.10 reflects that both teachers and principals agreed that intrinsically motivated reasons are the best reasons why people should choose teaching. However, extrinsic motivation is also important, which is why teachers whose performance is superb need to be acknowledged. There is another theory of motivation, which can help teachers to improve their professionalism and motivation. Achievement motivation is an intrinsic type of motivation, which can help teachers to improve their performance.

6.3.3 Achievement motivation

Achievement motivation theory took the notion of internal processes or intrinsic motivation one step further by suggesting that people are also moved to action by the need to achieve or to be successful (Boggiano & Pittman (1992: 2). David C McClelland developed achievement motivation theory in 1958, which he adopted from Henry Murray (McClelland 1972: 97). For instance achievement motivation is intrinsic, however the extrinsic motivators such as rewards, praise, and acknowledgements keep it going. The reason why a person chooses teaching has an impact on the teacher's achievement motivation. According to Table 5.15, one of the intrinsic factors, which demotivate teachers, is that "teachers do not feel that their work is fruitful because the learners continue to fail the examinations, drop out or repeat classes"- 66,76% of teachers and 76,73% of principals agree that the performance of learners has an impact on teachers' morale. When learners fail their examinations, repeat classes or drop out, the teachers' desire, and need to achieve is not satisfied. The learners' success is one of the factors which can inspire teacher's achievement motivation. Hence, teachers need to create a healthy environment which will encourage learners to pay attention and understand what is being taught. In such a situation, COLT can be enhanced in schools.

In addition, teachers need to be open and approachable to the learners, give them advice about their personal and academic problems, and counsel them if necessary. These personal qualities of a teacher can enable the learners to feel free in class to ask questions and participate in class. A teacher who has achievement motivation can be more likely to care about the learners' personal and family problems. Such a teacher will be able to detect when

something is wrong with the learner, and he/she will be able to help learners both academically and personally. Then maybe when the learners' problems have been solved they would be more motivated to perform well – thus achievement motivation.

Moreover, parents need to acknowledge when teachers are doing well, and not only have something to say when teachers are doing something wrong. In Table 5.15 the first factor which teachers complain about as a motivating factor is that there is little praise or reward for the best teachers. Parents amongst other stakeholders need to praise teachers if they see that the teacher is doing his/her best. For instance, if a parent realises that the child is performing well in a certain subject, a parent can just write a note of appreciation and acknowledgement of the teachers' effort. In some cases, the school principal and the SGB can organise an event at which parents and the DOE congratulate teachers, even if there is no material reward. This can make a teacher feel that she/he has achieved some recognition from parents. The contribution of the DOE and the principals, which has been discussed earlier, is also important in order to increase and sustain the teachers' achievement motivation. Awards for different types of achievement on different levels for different types of activities can be introduced from school level, for instance, there can be awards for the best teacher in different subjects, sports, educational activities such as drama and debating clubs, disciplining learners and other categories. Even if the awards cannot be financial, acknowledgement and praise can do the trick. Principals can also raise funds which will be specifically meant for teachers' awards. If teachers have achievement motivation, they are more likely to be professionals who will focus mostly on the learners' success. The learners' performance will be enhanced; and as a result, COLT will improve.

6.3.4 Extrinsic motivation

6.3.4.1 Introduction

In this study, extrinsic motivation has been supported by Douglas McGregor's (1968: 24) of 'theory X and Y' into management literature. These two theories have been discussed in

detail in chapter 2, section 2.6.5. Table 5.16 dealt with the factors within the teachers' environment at school and within the communities. These factors include: low and unsatisfactory salaries, poor infrastructure and facilities, high level of crime and violence in schools, abolishment of corporal punishment, irresponsible teachers who have a bad influence on others, the influence of the struggle against apartheid, poor administration and management of schools, unions provide refuge for incompetent teachers, and poor teacher training. The issue of teachers' salaries has been discussed earlier in this chapter (section 6.3.2). As for the issue of infrastructure and facilities, some provinces such as the Western Cape have better facilities and infrastructure compared to other provinces (Vally 1998:5). Therefore whilst poor provinces like Northern provinces have their learners taught under trees, the DOE cannot expect much from such teachers. On the other hand, teachers also need to improvise and try to make the teaching and learning process a bit easier for learners. One of the components of the COLTS campaign (see appendix 1) is the "no crime" in our schools component. As Vally (1999: 9) pointed out, the violence in the schools is a reflection of a wider society. One of the most important mechanism to control the situation could be through the development of harmonious relationships between teachers, principals, learners, parents and the wider community. The slogan that 'we should make schools centers of community life' should become a reality through the use of school facilities by the community and also the school volunteering to help some poor or old members of the community. If the violence is controlled at school level maybe that could help to motivate teachers.

Furthermore, in order to improve the management of schools by principals, it is important that the DOE should organise school visits throughout the year, not only at the beginning, or when the DOE wants to see which schools have not started teaching. The school visits should be taken as a form of building a positive relationship between the DOE and the schools. They should be done throughout the year in all provinces. This can encourage the principals, teachers, and learners not to view the DOE as the enemy, but as a friend. This guideline also extends to the principals who should get out of the office to see what is happening in and around the school premises. The principal has to have time to be in office

and time to be out of the office to see what is happening in the schoolyard. This can motivate teachers to know that the principal cares about what is happening in the school. Even for those who are a bad influence to others will know that the principal can easily find out their behaviour. This could also reduce the number of learners who roam about during teaching and those teachers who dodge classes.

Furthermore, as this assumption suggests, people feel more committed to the objectives and goals which they were involved in making. Therefore, principals need to use a democratic style of management where all teachers participate in decision-making and policy-making in the school. Principals also have to delegate some important duties to other teachers, such as disciplinary hearings and others. This can help to motivate teachers, increase their sense of belonging to the school and commitment to the set objectives and goals.

In order for the teachers' to improve their professionalism, principals have to create the opportunities for teachers to learn by allowing them to go for workshops, conferences and other activities. All teachers should be given a chance to attend workshops, not only certain individuals. Those teachers who come with new ideas and who take on new responsibilities on their own need to be praised and acknowledged. This can start the process where teachers are motivated by their initiative. One principal whom the researcher interviewed during the school visits commented that it is sometimes difficult for her to allocate/delegate some tasks to teachers because they say that they are not paid to do that and it is not part of their job description. It is a difficult situation when teachers cannot start a debating club or become 'mentors' for beginning teachers because they are not paid for it. This implies that such teachers do not feel that they are providing a unique and essential service to society, and their 'service to others ethos' is non-existent. The DOE, unions, principals, and the SGBs need to organise motivational forums and conscientise them that a professional puts emphasis on the services rendered, rather than a financial reward. They can also invite guest speakers who are role models in society to address the teachers. This could help teachers to be motivated and become professionals who can help to enhance COLT in schools.

6.4 PARENTAL COLLABORATION

Parents are important stakeholders and role players in the education of their children. Their involvement in the school is supported legally by SASA (Republic of South Africa 1996b: 15) which states that parents should have be represented in the SGB. On a voluntary basis, parents can form Parent-Teacher-Student Associations (PTSA) which will help to build the relationship between the three parties within the school. Thus, the relationship between the parents and the school has to be healthy, so that the principal/teacher can feel free to communicate with the parents, and vice versa. Parents are involved in this study because they are the learners' primary educators since the children were born. And also after school hours, the children go back to their parents at home. Hence, their participation and assistance in the enhancement of COLT in schools can be of great value, and such a situation can also help to motivate teachers to become more professional when they realize that parents are keen on the teachers' work and their children's progress.

This study has shown that parental collaboration and co-operation with the teachers is still a problem. Table 5.11 shows that only 66,32% of teachers and 56,93% of principals agree that co-operation with parents is an important professional characteristic that teachers should build. Again, Table 5.13 reflects that 75,26% of teachers and 71,78% of principals agree that teachers collaborate with parents. This is not a satisfactory situation and the learners are caught in the middle. Thus, the two groups have to work together for the sake of the learner. Due to the above-mentioned situation regarding parental collaboration, it is deemed necessary to discuss in this section how parental collaboration in education of their children can help to increase teacher motivation and professionalism which could help to restore COLT in schools.

In addition, principals and SGBs have to come up with a strategy to ensure that parents collaborate with teachers regarding their children's studies, and that teachers involve parents

as much as possible. Every school can draw up a list of duties that it expects the parents to do at the school, for example, help the children with their school work at home, attend parental meetings and functions, help the principal and teachers with disciplining the learner, help in fundraising, and many other duties. This will act as a contract in which every parent is supposed to sign under oath at the beginning of every year. Each and every duty can have a punishment if some of the duties are not executed. For instance, if a parent does not attend a meeting, he/she has to come to school the next working day and explain to the principal the reasons why he/she failed to come. This could be a problem for those who are working, and the principal can tell them to come at an awkward time so this might be effective. Alternatively, there could be a fine for those who fail to attend a meeting.

Another step is that the schools' management has to have a record of the qualifications and profession of each parent, so that they are able to use their expertise to enhance their children's learning. For instance, a medical doctor can help by preparing a presentation about teenage pregnancy, sexual behaviour and other teenage related issues. A psychologist can help to counsel the learners, plumbers can help fix the schools' toilets, and so on. This could help to build the relationship between the school and the parents. Parents should stop coming to their children's school only when there are problems. They can also come to school to congratulate a teacher, to establish relationships and to see people who take care of their children when they go to work. This could motivate teachers and increase their sense of worth. Then, such teachers can work hard to try to enhance the learners' performance, which will help to restore COLT.

6.5 CONCLUSION

Teacher professionalism and motivation are prerequisites for a positive COLT. Hence, this chapter discussed the guidelines which could help to improve teacher motivation and professionalism, so that COLT can be restored in schools. These guidelines focused on the role that the following stakeholders can play in order to help teachers to be more professional and motivated to do their work: the DOE, TTI, unions, principals, parents and

the community. Some guidelines were given to the teachers, whose major concern is unsatisfactory salaries. Salaries alone cannot improve the teachers' situation. There are poor facilities, crime and violence, poor parental co-operation, and many other factors that contribute to poor teacher morale and professionalism. It is also important to emphasise that professionals put more emphasis on the service they render, than on financial rewards. The achievement and success that they get is supposed to be the ultimate reward, not the financial reward.

Maslow (1970: 35) highlighted the importance of intrinsic motivation in human beings, which is an important factor when one chooses a profession. McClelland (1972: 97) stresses the importance of a person's 'need to achieve' as a driving force that teachers should have as professionals. This is achievement motivation, which can help teachers to ensure that learners succeed. This type of motivation has a positive impact on the teacher's satisfaction. McGregor (1968: 27) asserts that although intrinsic motivation is essential and superior, extrinsic motivation is also important. He advocates that the manager has to use a democratic style of management, in which the principal involves the teachers, SGBs and the parents in the organizational planning and decision-making in the school. In this way, a democratic principal expresses greater confidence in the teachers' willingness and ability to assume responsibility. Therefore, teachers could be more motivated to work harder and become more professional, which will help to enhance COLT in schools.

6.6 SUMMARY

Guidelines on how to improve the teachers' professionalism and motivation have been discussed in this chapter. These guidelines are based on the characteristics of a profession, and the results of the empirical research conducted. Motivation is also a major concept in this study; so three theories have been used as a basis for the guidelines, which will help to increase teacher motivation. Teacher professionalism and motivation can help teachers to be able to perform their duties effectively, so that COLT can be enhanced in schools.