

TEACHERS PROFESSIONAL UPGRADING AND DEVELOPMENT AT LEBOWA IN-SERVICE TRAINING CENTRE : IS THE COLLEGE SUCCEEDING IN ITS OWN TERMS , AS WELL AS IN TERMS OF THE COMMUNITY IN ACHIEVING ITS GOAL?

SEALE KGAKA MOSES

A Research Report submitted to the Faculty of Education, University of the Witwatersrand, Johannesburg, in partial fulfilment of the requirements of the degree of Master of Education.

Johannesburg 1998.

ABSTRACT

The study sought to participate in an ongoing debate between state officials and the community concerning INSET provision at Lebowa In-Service Training Centre, an INSET institution in the former Lebowa homeland. This was done in order to find out how far the College succeeded in upgrading teachers professional qualifications in its own terms, as well as in terms of the community. Data for this study was collected both at the College and in the community. At the College, data was collected from the state documents. Structured interviews were held with the Rector and two Heads of Departments at the College, to find (i) who was admitted/ not admitted to the College, (ii) courses offered, and (iii) their duration. College personnel views were sought concerning the College provision to find their perspective on its provision, and how the College addressed community needs. From the community data was collected through questionnaires which were distributed, completed and collected from a convenience sample made up of ten teachers who trained at the College between 1988 and 1993, five principals who employed these teachers before and after their training at the College and five community leaders who had credibility in the community. They were selected because they were interested, knowledgeable and willing to participate. Data was also collected through interviews to follow-up crucial issues raised in the questionnaires. This data was collected in order to find out from the community (i) which teachers should be admitted at the College, (ii) what courses should be offered, and (iii) their duration. Matches and mismatches between the College provision and community perspectives regarding INSET provision at the College were sought. The findings showed that the College was upgrading M+2 to achieve M+3 qualification, on the one hand. The community on the other hand, indicated that the College was not addressing the issue of under-qualification, that is, upgrading teachers with qualifications below M+2 and thus it did not fully address community needs. A second finding was that the community maintained that the College was not addressing their needs by offering School Library and Media Science course to teachers as there are no libraries in schools in their community, but suggested that the College should offer RDP "target subject" like, English, Mathematics, and Natural Science as long courses. Further findings showed that the community wanted the College to offer short courses, such as, Agriculture, Motor Mechanics, and Auto Electrician to address the community needs. The conclusion drawn from the study is that the College succeeds in upgrading M+2 qualification but fails to address the underqualification issue, that of, qualifications below M+2, meaning qualifications such as M+1 and /or standard 8 plus Primary Teachers' Certificate held by teachers who are regarded as unqualified teachers.

DECLARATION.

I declare that this research report is my own, unaided work. It is being submitted in partial fulfillment of the requirements for the degree of Master of Education at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination in any other university.

signed



SEALE KGAKA MOSES

.....¹⁷ day of February 1998

ACKNOWLEDGEMENTS

I like to express my sincere gratitude to the following people :

Dr Ray Basson, my supervisor ; for his patience, guidance and motivation.

My wife, Nwanamoagi (Mahlaku), my sons, Lapson, Tebogo, Mantake and Sechaba, for their unrelentless support and encouragement throughout my period of study.

All the people who sacrificed their time and commitments to make it possible for me to gain the invaluable information which contributed to the completion of this study and its findings.

My parents, relatives, friends, and colleagues who were ever there to motivate and support me in this endeavour.

Rashad Bagus for making it possible for me to work under the most pleasant environment during the final preparation and production of this report.

Justin Visser, for his relentless assistance and patience in rendering technological expertise whenever I approached him.

Finally, I thank the Faculty of Education for letting me to use their facilities in the final preparation and production of this research report.

TABLE OF CONTENTS

Title	i
Abstract	ii
Declaration	iii
Acknowledgements	iv
Table of Contents	v-vi
Tables	vii
 Chapters	 Pages
1. The College-Community Debate on INSET Provision	1
1.1. Introduction	1
1.2. In-Service Education and Training : Definitions	4
1.3. Rationale	5
2. Teacher Training INSET Provision in South Africa : An Overview	10
2.1. INSET in the Department of Education and Training	10
2.2. INSET Provided by Non-Governmental Organisations	13
2.3. INSET in the Former Homelands	16
3. Research Methodology	20
3.1. Research Sites	20
3.2. Sample Selection	21
3.3. Research Techniques	22
4. The College and it's Provision	28
4.1. Official Documents	28
4.1.1. Admissions	28
4.1.2. Short and Long Courses Offered	31
4.2. Official Perspective on the College and it's Provision	37
4.2.1. The Rector's Perspective on College Provision	38
4.3. Heads of Departments' Perspectives on College Provision	45
5. Community Perspectives on College Provision	54
5.1. Teachers' Perspectives on the College Provision	54
5.2. Principals' Perceptions on Admissions to the College	61
5.3. Community Leaders' Perspectives on College Provision	69
6. INSET Provision at LITC : College and Community Perceptions	80

6.1. Admissions	80
6.2 Courses Offered	82
6.3. Duration	83
6.4. Conclusion	83
6.5. Recommendations	85
References	89
Appendices	92
1. College Records	
1.1. Circular 2/2/2/2 dated 12 October 1988	
1.2. Circular 9/13/4/2 dated 18-05-1993	
1.3. Circular 9/13/4/2/ dated 28-05-1993	
1.4. Interview Schedule for Remedial and Librarianship Specialisation	
2. Interview Copies	
2.1. Focused Interview with the Rector of Lebowa In-Service Training Centre	
2.2. Focused Interview with Heads of Departments for Long Courses	
3. Questionnaires	
3.1. Questionnaire to be completed by Teachers from Lebowa In-Service Training Centre who attended the College between 1989 and 1993	
3.2. Questionnaire to be completed by Principals of Schools wherein Teachers from Lebowa In-Service Training Centre are teaching	
3.3. Questionnaire to be completed by Community Leaders	

TABLES

Table 1 Teachers perspectives on INSET Training (Questionnaire A)	25
Table 2 Principals perspectives on INSET Training (Questionnaire B)	26
Table 3 Community Leaders perspectives on INSET Training (Questionnaire C)	26
Table 4 Number of Short Courses for Teachers, Levels and Number of attendants Annually (1991-1993)	33
Table 5 Recommendations from the Community Regarding Courses to be Offered by the College	75

CHAPTER 1

THE COLLEGE-COMMUNITY DEBATE ON INSET PROVISION

1.1 INTRODUCTION

The study is an attempt to participate on an on-going debate between state officials and the community concerning INSET provision at Lebowa In-Service Training College (LITC) with regard to teacher upgrading and development in this homeland, and more generally with INSET provision nationally. On the one hand, state officials, referring to the College Rector, staff, subject advisers and inspectors of Education in the area, claim that the College provides the community with qualified teachers and therefore serves community needs in this way. The community, on the other hand and referring to community representatives such as teachers, school principals, educationists and community leaders in the environs of the College, claim that the College does not supply them with adequately qualified teachers in school related subjects particularly in target subjects' like English, Mathematics and Physical Science to improve matric results. To this extent they argue that college provision does not target sufficiently provision envisaged in the Reconstruction and Development Programme (RDP), especially for Africans. In addition, the community claims that the College does not address adequately the issue of under qualification of teachers in this former homeland therefore depriving the community of the service to qualify the preponderance of teachers in their schools.

The purpose of this study, thus, is to attempt to inform this debate by establishing the extent to which the Lebowa In-Service Training Centre succeeds in providing for the upgrading of teachers' professional qualifications in its own terms and in relation to the community perspective on the provision it should be offering the community.

Broadly speaking the problem of this study has to do with delivery in education, particularly in regard to a state INSET college of education delivering adequately qualified personnel to service local community educational needs.

Specific questions asked in this study are:

1. What is the nature of INSET provision at LITC with regard to:
 - 1.1 Which teachers are admitted to this College?
 - 1.2 Which course are offered? and
 - 1.3 their duration?
2. What are the community's perspectives with regard to:
 - 2.1 Which teachers should the College admit?
 - 2.2 What courses should be offered? and
 - 2.3 their duration?
3. What matches and mismatches exist between the College and the community concerning INSET provision offered by the College in relation to community needs.

Explanation of Terms

The following terms and their contextual meaning as used in this study are explained here-under in relation to the research question.

"INSET" is the training of teachers already in service in different schools who are taken away from their classes for a week or for the whole year to be upgraded at LITC. Upgrading at this institution is done through a one year full time courses aimed at developing teachers into specialists either in Remedial Education or School Library and Media Science. This is done in order to elevate their qualifications from M+2 to M+3 level with specialisation.

In general there are about 100,000 underqualified teachers who are in need of upgrading but who can not have access to INSET institutions throughout the country because these teachers do not have the necessary qualification, that is M+2, which is regarded as an entry qualification in INSET institutions.

"Nature of INSET" provided at LITC is based on short and long courses. Short courses are offered between a day and five days, as refresher courses. Long courses are offered for the whole year and are for specialisation purposes.

"Provision" related to courses offered at LITC, with regard to teacher education and training.

"College" refers specifically to, Lebowa In-Service Training Centre.

"Teacher" refers to any person who underwent two or three years training to become a professional teacher.

"Qualified teachers" refers to professional teachers with M+3 qualifications and above. These are teachers who trained for three and more years for their diploma or degree and also teach subjects they were trained for during their initial training.

"Underqualified teachers," refers to all teachers with M+2 qualification. These are teachers with Matric and two years training (M+2).

"Unqualified teacher" refers to teachers with qualifications below M+2. These are teachers with matric plus one year teachers training and those with Standard 8 and Primary Teachers' Certificate (PTC).

"Professional" in this context means a teacher who was trained to render duties to both the school and community in an effective and responsible manner. S/he displays qualities of leadership (role model). S/he may also have trained to become a practitioner who intends to remain a learner throughout her/his career or life.

"Upgrading" means purpose directed growth (professionally), backed up by positive knowledge in an area of specialisation aimed at the improvement of qualification and related growth.

"Development" refers to a goal-directed growth both intellectually, professionally and emotionally, coupled with an ever increasing capacity to remain a practitioner and learner throughout one's life-time.

1.2 IN-SERVICE EDUCATION AND TRAINING: DEFINITIONS

It is necessary at this point to clarify the stance adopted and maintained by this study in its understanding and practice of INSET as related to teacher education. Various definitions were sought and studied, and in the process, showed some limitations. This was done in order to find out what INSET and its functions are. The following were identified as contributing towards that understanding though falling short of fully addressing it.

INSET in South Africa, means different things to different people, especially with regard to education in general and teacher education in particular. The same can be said of its functions.

Morant (1981:3) views INSET as having to do with the "academic, professional and personal development" of teachers. INSET is also viewed as referring to 'programmes' (Ngcongco 1987: 43) which assist teachers by improving their knowledge and capacities to learn in order to improve their effectiveness in their classrooms and their professional services generally. Hofmeyer (1994: 35) advanced an international view of what INSET is, by pointing out that it is defined as "all forms of continuing education and training." These are the narrow and broad definitions of what INSET and its functions are.

This study has adopted the following as its working definition because it is close to our understanding and practice of what INSET is, and what it can do, with regard to teacher professional upgrading and development.

The whole range of activities by which serving teachers and other categories of educationalists ... may extend their personal education, professional competence and general understanding of the role which they and the school are expected to play in their changing societies. INSET further includes the means whereby a teacher's personal needs and inspirations may be met, as well as

those of the system in which she or he serves.

(Thompson in Hartshorne 1992: 258)

This definition is at the heart of this study. It argues for INSET training for all serving teachers, to reinforce and develop their professionalism at their workplaces, especially in their changing society. The emphasis here, is on developing teachers who will be sufficiently competent and innovative in meeting their daily professional challenges in their workplaces.

In promoting this broad and encompassing vision of INSET provision, Hartshorne (1987:2) pointed at the danger and weaknesses which were provided by the racially-based provisions and emphasised that they were a "waste in both financial and human resources". This pointed to the exclusive nature of INSET under apartheid which was based along racial lines.

1.3 RATIONALE

The first reason for undertaking this study was to explore the respective claims in this on-going debate between the government officials and the community with regard to INSET provision at LITC.

Community refers to, local teachers, parents, students and other stakeholders in education found around the College. It also means teachers with M+2 qualifications who were not admitted at the College, and finally it means leaders found in these settlements and who, have credibility and are recognised and supported by local people in those environs.

How valid is the government officials claim that the College's programmes upgrade teacher's qualifications and therefore provides for the community needs for qualified teachers?

How valid are the respective community claims? The community, meaning the local teachers, parents and other stakeholders in education around the College, claim that, while the LITC addresses the needs of M+2 teachers, it does not fully address the needs of the community by ignoring training of underqualified teachers meaning teachers with qualifications that are below

M+2.

How valid is the community's, meaning teachers who do not have M+3's claim that the College admits teachers with M+2, but on condition those teachers have taught for more than five years, especially if they are primary school teachers. Generally speaking, access to this College is strictly controlled through mechanisms of academic and professional qualifications and years of service thereby excluding teachers for whom their INSET training is vital for the community as well.

How valid is the community, meaning some of the community leaders' claim that the admission criteria of the College contradict the aims and purposes of INSET training which should provide INSET training to all teachers, that is for both the qualified and underqualified teachers but with more attention paid to the latter.

The second reason for undertaking this study was to promote an inclusive notion of INSET at LITC. This is said with specific reference to the admission of all teachers who are in need of INSET training of one form or another, regardless of their qualifications.

This was done with specific focus on providing INSET to all teachers who are in need of training in a wide variety of subjects that are offered in schools, as well as to different categories of teachers, who are presently serving in our schools. This is possible, because in this context, INSET should not be for salary and promotion purposes only, but

... INSET should be doing with the acquisition of formal qualifications recognised for salary and promotion purposes, while at the same time compensating for aspects inadequately dealt with in initial training, and catering for the in-service requirements of the teacher who often still proceeds with a normal career irrespective of formal qualifications.

(Hartshorne in Ashley & Mehl 1987: 6)

Following Hartshorne (1987:6) and Thompson (1982:4-5) in this perspective, INSET should

function in an inclusive and holistic manner. This is the view of INSET training and provision envisaged and supported by the community. This approach provides teachers with the opportunity to acquire formal qualifications at one level, and at another accords the teacher a chance to qualify for promotion. This also affords the teacher an opportunity to earn a better salary, while at the same time it develops a teacher's personal and professional maturity and contributes to his/her becoming a qualified teacher.

The third reason for undertaking the study was to widen the vision in the College, to consider INSET for all. This should be taken up as one of the top-most priorities for this institution. Presently, with the introduction and implementation of the envisaged single unitary system of education it is apparent that, one way or the other "INSET is required for all teachers in South Africa. However the needs of African teachers are dominant now and will be critical in any future education scenario" (Hofmeyr & Jaff 1992: 170). Much is still to be done in this regard in updating and grooming African teachers to fully participate in this changing scenario in education.

The observation cited above also spells out the national need for INSET in training all teachers but with deeper and committed focus given to African teachers. This is a result of the inadequacies those teachers experienced in their initial training under apartheid. This need is evident in the homelands where it is indicated that "because of huge backlogs in the number of teachers, classrooms and other physical facilities, classes in the homelands are too large for effective teaching ... Teacher professionalism is hard won in such a setting" (Hofmeyr & Jaff 1992: 172). This also indicate the demanding situations that these teachers find themselves in, without any help whatsoever.

The need for INSET institutions to offer INSET training to these teachers is a reality which cannot be ignored or wished away. This becomes apparent because of the professional frustrations faced by "the young, mostly female, underqualified primary school teachers, working in over-crowded classrooms for low salaries in homelands such as Lebowa, Kgwateng and Kwazulu" (Hofmeyr et al 1994: 20). Homelands are the most hard-hit and disadvantaged areas as far as quality and qualified teachers are concerned.

This situation, at national level, is further worsened by revelations that out of ±380 000 teachers serving in South Africa, "145 000 of them are unqualified or underqualified" (Hofmeyr 1994: 35). She further argues that "of the 380 000 teachers all of them require INSET of one form or another" (Hofmeyr 1994: 35). This depicts the size of service INSET institutions need to render to teachers in order to improve themselves.

This glaring professional disparities between the qualified and underqualified teachers shows the impediments that were left behind by the apartheid system of education and which will obviously taint the single unitary system of education if not fully and properly addressed. The only viable way of interacting with this is through INSET training, as this would address the broader community needs, that of providing them with qualified teachers who underwent INSET training of one form or another.

This study is therefore, an attempt to further this debate on teacher professional upgrading and development with particular focus on all teachers, regardless of their qualification, to open up the debate in this area of Teacher Education.

In summary, this chapter presented the on-going debate between state officials and the community in regard to INSET provision of the College. The debate is based on the claims made by the government officials that the College is addressing community needs as it provides them with qualified teachers, thus succeeding in its own terms in fulfilling its mandate. The community, however, claims that the College does not address their needs as it does not upgrade the below M+2 teachers to become qualified teachers. In an attempt to participate in this debate the study, firstly, defined what INSET and its functions were, from its perspective. Secondly, reasons were advanced why this study was undertaken, to explore the respective claims in this on-going debate between the government and the community concerning INSET training offered by LITC to teachers, to promote an inclusive notion of INSET at LITC. This is necessary in order to widen the vision in the College, that of considering INSET for all. The issue at stake here is, does the LITC provide the community with adequately trained teachers in the views of both the College and the community?

The next chapter reviews INSET literature in relation to state INSET educational provision, more specifically to establish issues concerning admission to these courses, which courses are provided, and their duration.

CHAPTER 2

TEACHER TRAINING INSET PROVISION IN SOUTH AFRICA : AN OVERVIEW

This chapter reviews INSET provision specifically with regard to teacher training. The literature suggests that INSET provision in our country is not a new phenomenon, but is a sector in education which will increasingly play an important role in teacher education. The focus of this chapter is to establish the kind of teacher training INSET provided by the state, with the view to establishing (i) who has access to these programmes, (ii) what courses are offered, and (iii) their duration.

Hartshorne (1992), Hofmeyr & Jaff (1992:172) and other literature on INSET training in South Africa shows that INSET is provided by "a whole variety of agencies". The dominant one's are: the State, through its various Departments of Education; Non-governmental Organisations (NGO's); and the ex-homelands Departments of Education. Attention will be focussed on INSET provided by the state.

2.1 INSET IN THE DEPARTMENT OF EDUCATION AND TRAINING

The Department of Education and Training (DET) channelled its INSET provision through Colleges of Education (PRESET), INSET Colleges, Adult and Teacher Education Centres and Universities, as well as through a limited number of private sector agencies.

DET's INSET provision included a variety of components; namely, upgrading of teachers qualifications, teacher competency and management development. Of these three, teacher upgrading was concentrated upon as it related and furthered the debate on INSET provision.

2.1.1 Teacher Upgrading Programmes

Hofmeyr & Jaff (1992), Hartshorne (1992) argue that DET was very much involved in African teachers upgrading programmes. DET established its " first permanent Centre for INSET training of African teachers at Mamelodi outside Pretoria in 1968" (Hofmeyr & Jaff 1994: 174;

Hartshorne 1992: 267). Courses offered at this Centre were geared towards teacher upgrading in school-related subjects. DET was responsible in inviting teachers in their various categories and levels to attend these courses. This in most instances were done during school vacations.

DET, further established 51 Adult Education Centres (Hofineyr & Jaff 1992). The target group at these centres were teachers with Standard 8 and Primary Teachers Certificates (PTC) who studied towards obtaining Standard 10 qualifications. Courses provided at these centres were related to the Standard 10 syllabi. These teachers were upgraded through these courses in order to earn a better salary. Upgrading in this context therefore was for salary and academic purposes only.

The provision of these courses was terminated in 1982 with the "new" grading system for teachers which was ushered in by the passing of the Education Act of 1983, which stipulated that for a teacher to be recognised and enjoy the status of being a qualified teacher s/he should have obtained an M+3 qualification. To upgrade teachers with Standard 8 + PTC was, therefore, no longer the responsibility of DET, especially after 1982.

DET, then focussed on upgrading teachers with M+2. In this regard it offered full time one year specialisation courses in those established Centres. In this area of specialisation, it upgraded some 70 M+2 students per centre, annually. This shift introduced a new target group for upgrading. Access in these institutions was therefore provided for M+2 teachers who were willing to study in specific specialisation areas in education. These courses therefore were provided for one year on a full time basis.

After 1982, DET was also involved in the formal training of Primary School Teachers on full time basis at Colleges of Education (PRESET). This was another official route of obtaining M+3 qualifications at the end of their two years "further training" programme.

Access was provided to teachers with M+2, especially primary teachers, in most cases who had taught for five years and more in one school. Upgrading in this context was aimed at elevating a PTC teacher to PTD (Primary Teachers Diploma). This was done for both professional and

salary purposes. The duration (minimum) was two years of full time attendance.

Another alternative which DET followed in this regard was that of involving other institutions of Education. In 1982, (Hartshorne 1992: 270) indicated that DET shifted its responsibility to Vista University. Vista, therefore, became involved in teacher upgrading on behalf of DET.

In its provision Vista provided the following two programmes. The Secondary Teachers' Certificate (STC) and the Secondary Teachers' Diploma (STD). The minimum requirements in the former was "a Senior Certificate and a Primary Teachers' Certificate, followed by two years (minimum) of part-time study through distance learning. This provided an M+2 qualification for salary purposes" (Hartshorne 1992: 270). The focus and thrust of this programme was geared towards primary school teachers with PTC who taught in Secondary Schools or who wanted to teach or were seconded to Secondary schools while their initial qualifications were matric and PTC. This gave them the leverage to qualify as Junior Secondary school teachers.

The minimum admission requirements for the latter is STC, or "the older Junior Secondary Teachers' Certificate, also followed by two years (minimum) of part-time distance learning, leading to an M+3 qualification for salary purposes" (Hartshorne 1992: 270). These are programmes provided by Vista for teacher upgrading.

Up till the early 1990's, DET was therefore providing upgrading programmes for M+2 teachers in order for them to achieve M+3 qualifications. This is done for both professional and salary purposes. Professional routes leading to M+3 with specialisation, as is the case with courses provided through its Adult Education Centres. Professional qualifications through upgrading from PTC to PTD qualifications through Vista courses for salary purposes.

The Community found these admission conditions limiting as they were geared towards a particular 'target group' of teachers, therefore, depriving the bulk of the teachers' corps opportunities to be upgraded. They perceived this kind of provision exclusive in that it did not cater for all teachers. The Community is, therefore, in need of an inclusive INSET provision, which will cater for all teacher who are in need of INSET training of one form or another,

especially those teachers with qualifications falling below M+2.

2.2 INSET PROVIDED BY NON-GOVERNMENTAL ORGANISATIONS (NGO'S)

Hartshorne (1992:274-276) pointed out that there are four main categories of programmes in this domain. The first, are those which are undertaken by Universities outside the State subsidised courses. The second type are those which run under the management of independent organisations set up specifically for this purpose. The third category are those offered by various bodies with wider interests under which INSET is but one of the activities they undertake. The fourth are those that are offered by INSET agencies which have grown out of local community action involving teachers and others.

The first category programmes, implies, those that are provided by Universities outside the State subsidised courses. These are directed at upgrading teachers to achieve higher professional qualifications, such as, Higher Education Diploma (HED), Bachelor of Education Degree (B.Ed), Master of Education Degree (MED.), and special diplomas.

Access to these programmes is provided to teachers with junior degrees, especially in the cases of HED and B.Ed. The purpose of these courses is to upgrade teachers professionally, with special emphasis on the provision of skills and knowledge directed towards curriculum change in schools. The 'target group' for admission are graduates who intended furthering their studies geared towards the achievement of senior degrees or diplomas in their area of specialisation. The duration (minimum) in most instances is one year full time study or two years part-time study.

The second kind of programmes are provided by the management of independent organisations, and are geared towards addressing specific areas of educational needs, such as, English, Mathematics and Science.

One popular programme in this regard is the "Science Education Project (SEP)" Hartshorne (1992). This programme was "set up at Fort Hare University in 1977 with funding from Anglo

American and De Beers Chairman's Fund" (Hartshorne 1992: 275). Access is gained by Science teachers, teaching in Junior Secondary Schools. This programme addresses the needs of Junior Secondary Science teachers only.

Another programme which made significant contribution in teacher upgrading is the Teacher Opportunity Programmes (TOPS). Initially, this programme was aimed at assisting teachers to obtain a Senior Certificate. However, this changed with new needs and demands. Presently attention is focussed on School Curriculum and Management, this is evident in that:

In the last few years, this programme has been geared specifically to the needs of Senior Primary Teachers, and has placed more emphasis on the primary school curriculum and related methodology, and on broadly based management programmes for the principals of schools participating in the programme.

(Hartshorne 1992: 275-6)

Access to this programme was gained by Senior Primary teachers and principals. Teachers were upgraded in issues relating to the primary school curriculum while principals of schools affiliated to this programme were upgraded through management courses.

This project showed a broad capacity to cater for teachers in various programmes though its present focus demonstrated limitations as reflected by its provision that it is only providing for particular target groups, especially those affiliated to the programme. This shows the flexibility in catering for needs of teachers and schools as well as weaknesses of expanding broadly on such programmes as they operate, (i) on the periphery of government projects, and (ii) as they operates on a small scale. The community is also aware of these limitations and survival span of such projects, and their limited capacities to INSET all teachers.

The third kind of programme are those that encompass INSET as but one facet of the overall activities provided for. Among these is the English Language Teaching Information Centre (ELTIC). This is a dominant role player in INSET for teachers of English, as well as those who use English as a medium of instruction.

The South African Council for Higher Education (SACHED) which was initiated as a response and reaction to the passing of the Bantu Education Act of 1953, in addition offered alternative educational programmes. This is also having an INSET component within its organisation.

These programmes are school focussed, meaning that the whole school is developed at the same time, in both human and physical capacity and resources. Their main tenet is on pursuing strategies which involve

Teachers in the design and management of programmes and of programmes and materials production, provide support and advice to the teacher in the classroom and school, and involve principals and school staff in organisational development.

(Hofmeyr & Jaff 1992: 179)

As much as the community support the holistic approach and strategies used in these programmes they tend to point at one need that they do not address, that of providing for the upgrading of underqualified teachers to become formally qualified.

The fourth category is made up of programmes which focus on Community initiated INSET. These are locally initiated and founded programmes involving teachers and in some cases members of the community, especially professionals drawn from various sectors within the community. These have a strong community flavour, as they originate from grassroots levels.

These do not address the local community needs as they are not mainstream programmes which are nationally and educationally recognised, especially for formal upgrading purposes.

On a broader level, with regard to the provisions of the forms of INSET training offered by NGO's there is a marked or distinct observation from the community that as much as they are progressive, democratic and innovative, they are also marred by limitation which amongst them still fall short of addressing the community needs as they are exclusive in their provision.

2.3 INSET IN THE FORMER HOMELANDS

INSET was introduced in different homelands in 1980. Each concentrated on its own form of INSET provision, as there was no national policy on INSET in South Africa. Each, therefore, provided INSET training of its own needs.

Literature in this regard showed that large numbers of teachers serving under various Departments of Education were involved in INSET programmes which were meant to improve their qualifications. Hofmeyr & Jaff (1992: 177) pointed out too that "research revealed a strong interest and faith in INSET as the key strategy for improving the quality of teaching and, ultimately, the quality of education".

The trend that developed though, was that these provisions were aimed to a great extent on qualified secondary school teachers more than the primary school teachers, people who stood much to gain from such developments and innovations.

This entrenched culture therefore benefitted secondary school teachers at the expense of primary school teachers. This was further entrenched through admission qualifications/requirements which, in many of them, it was realised, were based on both matric plus two or three years professional training certificate/diploma.

This neglect swelled the ranks of the underqualified teachers as national figures indicate:

Some 30 000 teachers are unqualified (no formal training qualifications) and another 45 000 have less than matric (Standard 10 School Leaving Certificate). In both groups, which are concentrated in the rural areas, women predominate.

(NEPI, Teacher Education 1992: 66)

The local debate is also linked to the national debate concerning the latter. At national level, it

is argued that "alternative routes" (NEPI 1992:68) be sought and put in place to address the needs of these teachers.

In furthering the national debate, Hartshorne (1992: 282) argued that educational reconstruction cannot take place without new teachers, but these "new" teachers have to be those who are already in service in our schools. These new teachers, referred to both the qualified and underqualified teachers who are still going to continue serving under our new education system.

Hofmeyr (1994: 37) made further contribution in this debate with specific reference to the upgrading of the underqualified teachers and argued that "from this group teachers of mathematics and science can be targeted first". This priority towards upgrading teachers in the science and mathematics areas of learning is in line with the RDP initiative regarding 'target subjects' which need immediate attention in this provision of INSET training. In this context, the argument is focused at school-related or subject-related INSET as pointed out by local community arguing that there are high failure rates in these subjects in the homeland. The high failure rates in this perspective stems from the fact that most teachers of the teachers teaching these subjects are inadequately prepared to teach them, and secondly, that there is a great shortage of teachers in these areas in African schools, nationally.

NEPI (1992:69) on Teacher Education, broadly argues also for the need to upgrade all teachers and INSET institutions. This, according to the argument, would provide the necessary infrastructure and development capacity for institutions and staff to cater for all teachers. In this regard, NEPI (1992), further argues that these courses be provided on a distance learning (correspondence) or on full-time (contact) basis.

There is a strong inclination too, amongst the proponents of this view of INSET on teacher upgrading, that the first place to start should be in rural areas, and the former homelands. There is a strong fusion in this debate wherein the national needs tend to support local needs on INSET provision. Both strongly argue for INSET training and provision for all teacher through INSET institutions.

One issue which loomed large in both the local and national debates was that of access or entry qualifications in INSET institutions. In calling for, and addressing this problem, Davidoff and Robinson (1992:11) in support of the community debate suggested and argued for alternative admission conditions for all teachers.

They further argued that these conditions be put in place as a matter of national policy on INSET and its provision in South Africa. They argued that these alternative admission conditions should recognise and acknowledge that:

Teachers who are teaching with a standard eight plus diploma/certificate, have limits on them in terms of further qualifications, because they do not have matric that INSET activities need to be recognised as being able to provide certification, as do formal diplomas. In this way, teachers years of experience in the classroom would be recognised and formal qualifications could be offered for a range of INSET activities and programmes offered for all teachers - not only those with formal qualifications. In this way, teachers who become involved in INSET programmes could start to build credits, or gather modules, towards recognised academic (and professional) qualifications.

(Davidoff & Robinson 1992: 11)

These alternative admission requirements are at the centre of this study as they would cater and provide for all teachers who are in need of INSET training of one form or another. This also support the notion of an inclusive INSET as argued for by the community. These admission conditions would further allow teachers, once implemented, the route towards proper qualifications.

The suggestion too, that the teachers' years of teaching experience could be recognised for admission purposes, is valid and supported the community debate in seeking for broad and encompassing admission requirements and criteria. This the community would argue, would in a way address their need, that of admitting all teachers who are ready to upgrade themselves.

The present state of INSET training country-wide shows the exclusive nature of INSET programmes that are established and functioning in South Africa. This is done against the main

purpose of INSET, that of training serving teachers to improve themselves personally, academically and professionally. This is indicative of the facts that country wide presently there are still hundred of thousands of teachers who are in need of INSET who have not as yet had an opportunity of undergoing some form of training in this regard. This situation is further exacerbated by the fact that most of these teachers are unqualified teachers who appear not to be admitted by INSET institutions in the country, their plight prompting the need for INSET training as claimed by the local community.

One common feature inherent in all the programmes presented above though is that each had its own 'target group' to service, whether on small or large scale, whether on specialisation level or at subject-relatedness level, thus neglecting the main function of INSET and its goals. This shows a 'void' which the community argues need to be filled namely, that of providing for the unqualified teachers.

Most of these programmes were offered to qualified teachers to enable them become specialists in their areas of study. This in itself show the lack of commitment on the part of the Department as it showed stagnation and confusion instead of progression and development, hence the state/ community debate.

In summary, generally speaking M+2 teachers have access to INSET teacher training college of education courses, in subjects determined by the state who determines the duration of these courses. From the literature, it would seem that upgrading underqualified teachers having qualifications below M+2, for example M+1 and 8+PTC, is not a high priority of state provision, and that little consultation is allowed for in determining the nature of courses colleges of education are to provide or for determining the duration of these courses.

Before dealing with these issues with regard to the College, attention will be directed to the research methods used to collect data in the study.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter the research methodology is discussed. The research instruments used, include official documents, interviews, and questionnaires, research sites for collecting data, and the samples selected to participate in this study. The data was collected in order to find out what INSET provision was offered at the College and how it addressed community needs, as well as finding out what the official and community perspectives were with regard to the College provisions.

Permission was sought from the Department of Education in ex-Lebowa to conduct this study in its institution, and also to involve their officials as participants.

3.1 RESEARCH SITES

The research was conducted at the LITC, as well as in the local communities of the former Lebowa homeland, including:

- * schools where the teachers who trained at LITC are teaching/working.
- * the following Circuits of Education, Kone-Kwena, Polokwane and Ramokgopa as well as Mahwelereng.
- * the following communities; Seshego, Mkomene, Ga-Matlala, Moletji and Sekonye.
- * the Lebowa In-Service Training Centre in Limburg, where the Rector and two Heads of Departments in specialisation courses were interviewed, and official records and documents were studied.

3.2 SAMPLE SELECTION

3.2.1 Sample

A sample is a small group of subjects in a population from which "knowledge that is representative of the whole 'population' being studied may be gained or obtained" (Cohen & Manion 1980:99).

The area from which our sample was selected is within a radius of ± 100 km from the LITC institution. This area surrounds Pietersburg which is regarded as the 'centre' of the ex-Lebowa homeland. A convenience sample was used in selecting the respondents.

Convenience sampling means "choosing the nearest individual to serve as respondents and continuing that process until the required sample size has been obtained" (Cohen & Manion 1980:100). This involved people who were available, willing and ready to participate in this study.

Three samples were selected to establish community views in relation to Research Questions two and three.

3.2.2 Sample Size

The first sample consisted of ten teachers who trained at the College between 1989 and 1993. Five teachers specialised in Remedial Education and five in School Library and Media Science. These are teachers presently teaching in ex-Lebowa schools.

The second sample consisted of five school principals chosen from schools in which the above teachers are teaching, who were interested, knowledgeable, and willing to participate. They were selected because these teachers worked for them before and after their training at LITC. Three were selected from primary schools and two from high schools.

The third consisted of five community leaders drawn from different communities representing various structures and stakeholders who have vested interest in education. They were chosen because of their credibility within the community, their knowledge about the College, as well as their willingness to share their views on INSET provision needed by the community.

3.3 RESEARCH TECHNIQUES

Johnson (1984), with regard to choice of research techniques maintained that it was feasible and possible to engage both the quantitative and qualitative methods of data collection in a small-scale research. She, in this context, argued that "for the most part it can be asserted that surveys, using structured interviewing or postal questionnaire, come up with quantifiable facts, while participant observation in all its forms and exploratory interviewing, provide a qualitative perspective" (Johnson 1984: 21).

The research techniques used in this study were both quantitative and qualitative. Quantitative because the data collected through questionnaires and official documents relating to Research Question 1, had to be quantified in order to extract meaning from them. Qualitative data collected through interviews with the College personnel as well as members of the community with regard to the College provision.

Three research instruments were specifically used to collect data on the problem. These were:

3.3.1 Official Documents

These are State documents found at the college, covering the period 1989 to 1993. They were studied, firstly, in order to find out who was admitted/not admitted by the college. What the Departmental admission requirements were with regard to admissions at this institution. This was done in order to establish, who is admitted/not admitted by the college. Secondly, they were studied to establish which courses are offered, thirdly, their duration.

3.3.2 Interviews

Two types of interviews were used in collecting data. These were structured and semi-structured interviews.

Structured Interviews

Structured interviews have fixed, pre-planned questions, which are focussed, often leaving little or no room for deviation from the original questions. These were conducted with the Rector and two Heads of Departments for specialisation courses.

This was done in order to establish who they admitted to the College and for what courses. This was also done to check the data provided in the official documents.

Triangulation is a method used to check and verify data obtained from different research instruments before it can be used as valid, and or authentic. Triangulation is, therefore, a research method used here to validate the data obtained from various sources and research instruments.

Semi-Structured Interviews

These are interviews which are designed and structured in such a manner that they leave room for follow-up questions, especially through being open ended in their formulation. This was done in order to pick up and follow-up crucial issues which were raised by the informants in their responses. This allowed for development of in-depth responses and perspectives on issues under discussion, with the researcher maintaining a strategic control mechanism on the flow of information.

This was done in order to probe for further data from the community as they have no records in this regard. Questions were centred around the provision of the College and how in their perspective, LITC address community needs. These were conducted with two teachers, two principals, and two community leaders.

The data was tape recorded and later transcribed. Notes were also taken during these interview sessions. These data was used in establishing matches/mismatches between the College and community INSET provision. This was done in relation to Research Questions 2 and 3.

3.3.3 Questionnaire

Three closed and open-ended questionnaires were developed and each directed at teachers who graduated from the College, their principals and community leaders.

The first questionnaire (marked A) was distributed to each of the ten teachers. This questionnaire was intended to establish the following:

- (i) The admission criteria under which teachers were admitted to the College.
- (ii) Courses they followed
- (iii) Their views about these courses in relation to what they teach.
- (iv) The duration of these courses.

The data was used to gauge how teachers view their training with regard to the kind of training which the College should be providing in order to address community needs.

The second questionnaire (marked B) was distributed amongst the five selected principals. This was a closed and open-ended questionnaire concerning the teachers who were from LITC. This was done in order to establish the quality of the teachers before and after INSET training to find out from these principals whether, in their perspective, LITC prepared these teachers to meet community needs. The data was used to identify courses at the college and how they met the community needs.

The third (marked C) was distributed amongst the five community leaders. This was done in order to establish:

- (i) The community view about admission criteria followed by LITC when admitting applicants.
- (ii) Their views on courses which should be offered, and
- (iii) For whom?
- (iv) In their own view, what should be the duration of such courses?

The data was used to reflect the community's perspectives about the college and what they expected the college to provide in order to address their needs. This was done in relation to Research Questions 2 and 3.

RETURN RATES OF QUESTIONNAIRES

Twenty questionnaires were distributed to the sampled members of the community, made up of teachers, principals and Community leaders. The following is a breakdown of the return rates of their responses (questionnaires).

Teachers Perspectives on INSET Training (Questionnaire A)

TABLE 1

	No. Distributed	No. Returned	% Returned
Remedial Education	5	5	100
School Library and Media			
Science	5	4	90
TOTALS	10	9	90

Principals perspectives on INSET Training (Questionnaire B)

TABLE 2

	No. Distributed	No. Returned	% Returned
Remedial Education	3	3	100
School Library and Media Science	2	2	100
TOTALS	5	5	100

Community Leaders perspectives on INSET Training (Questionnaire C)

TABLE 3

	No. Distributed	No. Returned	% Returned
Community Leaders	5	5	100
TOTALS	5	5	100

All questionnaires were completed and returned by all participants in all three samples selected for the study.

In conclusion, the research methodology used in this study for data collection was discussed including the research instruments used in different areas of research, for example, at College level official records were studied in order to find out the kind of provision the College offered to the Community with regard to (i) who is admitted/not admitted, (ii) courses offered (iii) their duration, to address community needs. Interviews were held with the Rector and two Heads of Departments for long courses to find out from them what their perspectives were regarding the College's provision in its own terms, and how the College addresses community needs.

In the community Questionnaires were used in data collection in order to find what the community perspective on College provision, and what provision should the College offer in order to address their needs. Their views were requested with regard to 2.1 which teachers

should the College admit?, 2.2 which courses should be offered? and 2.3 for what duration? These data is discussed in the subsequent chapters in relation to the research questions asked in this study.

In the next chapter attention will be focused on the official documents in relation to LITC, and its provision, in order to find out what the College is providing in its own terms.

CHAPTER 4

THE COLLEGE AND ITS PROVISION

This chapter is made up of two parts. The first part focuses on official documents dealing with admissions, courses offered, and their duration at the College and the second part deals with the official perspectives of the Rector and two Heads of Departments for specialisation courses. The first part attempts to answer the following questions in relation to the College provision, that is, 1.1 which teachers are admitted to this College? 1.2 which courses are offered?, and 1.3 their duration? This was done in order to find out matches and mismatches between the official documents and the personnel's perspectives on what the College's provision is, and how do they address community needs.

4.1 OFFICIAL DOCUMENTS

The data obtained from these official documents revealed that the College has adopted state stipulations in its provision as a national institution. What became evident was that the College worked in close contact with and under stipulations prescribed to it by the Department of Education in ex-Lebowa, thus depriving it any degree of autonomy in relation to decision making on issues of its provision to meet community needs.

4.1.1 Admissions

The College records reflected that admissions were made to long courses only, and not in short courses. This implies that there are no formal admissions in short courses. What was clearly stated in these documents, though, was that admissions were not conducted at the College but in all sixteen Circuit offices found in this homeland. This is the Department of Education's policy concerning admissions. The College consequently comes in at the stage where interviews are

conducted.

The documents too, reflected that, the College as a matter of policy and practice has mechanisms in place, in a form of processes and procedures which regulate who should be admitted/not admitted. In following this policy the College does not, according to records initiate applications or handle application documents. The first is the task of the Department of Education in Lebowa, and the second is handled at Circuit Office level which means that of the sixteen circuits each office handled its own applications, and not the College.

These records further indicated that Department was the one who invited candidates to apply for admission through circulars (2/2/2 of 1988 and 9/13/4/2 of 1992; see Appendices). These are public documents which are sent to all circuits and schools inviting suitably qualified teachers to apply for one year specialisation course, and other subsequent and related circulars are issued annually in this regard. These circulars carry all the procedures and stipulations as well as requirements which a candidate need to satisfy before he/she can be admitted.

Policy on Admissions

The College has a standing policy on admissions and this, too, is reflected in Circulars 2/2/2. This policy maintains that "two teachers from each circuit will be admitted for each course".

The same Circulars showed the admission requirements as the following:

1. Possession of a Senior Certificate and a recognised professional teaching qualification.
2. Applicants must not be occupying a promotion post.
3. Applicants must not be in possession of another specialisation certificate or diploma.

[Circular 2/2/2]

This has been adopted and entrenched as a culture of admissions ever since the inception of this College.

What it says is that no extra teachers from existing circuits will be admitted beyond the stipulated number but extra and more teachers can be admitted only if more circuits are established, this becoming evident when newly established circuits obtained recognition in the admission of their candidates to the College.

This policy is not interested or sensitive to the needs of teachers who apply for admissions annually but is making sure that only two teachers per course per circuit are admitted. This implies that annually, a great number of teachers are turned away by the Circuit Inspectors without the College attending to their needs.

Who is Admitted/ Not Admitted ?

The College records on admissions clearly reflected that two teachers per course per circuit were admitted annually. This was done without any deviation each year. This pattern of admission at this College indicated that the College was only admitting M+2 teachers in their specialisation courses. The 'target group' for admission in this institution, according to these records are M+2 teachers.

These teachers compared to the total number of teachers in 1992 of more than 16,000 are just a drop in the ocean, but this followed the College's mandate, on admissions to long courses. The College therefore has maintained its mandate to admit two teachers per course per circuit as clearly spelt out when it was established .

The records pertaining to who is not admitted were not available at the College. The policy of the College is that all applications were dealt with at circuit level. We could not in this context therefore indicate the numbers that were not admitted annually nor give official reasons as reflect on their forms as to why were they not admitted .

The only indicator available in accounting for who is not admitted to the institution were conditions that were clearly stipulated in Circular 2/2/2/2 that any person who is not

recommended for admission is not admitted. This includes, any person who has applied and is not admitted, those who fell along the way leading to admissions. This is said with specific reference to all who are found in this 'target group' who had applied for admission, but were finally not admitted. Those three who went throughout the admission processes up till the final five, two of which were selected on merit, and finally approved and admitted by the Department of Education.

Who is Excluded?

Those who fell outside the age limit set forth for admission, that is, "anybody above the age of forty" [Circular 9/13/4/2 of 1992], all teachers who had five and/or more courses towards a degree, all teachers who have applied for promotion posts, and, finally, all teachers who fall beyond the 'target group' stipulations.

In summary, these data showed what the 'target group' for the College was, teachers who are in possession of a Senior Certificate and a recognised professional teaching qualification which is M+2, as reflected in Circular 2/2/2/2. The College has explicitly stipulated all the necessary requirements for admission, thus leaving nothing to chance. It is these conditions that the College practices and follows when conducting admissions, as per College records. Although this is not done within the confines or location of the College, the College directly participates in these activities as part of the Interview Panel which finally recommended who should be admitted/not admitted to the institution. Admissions therefore although conducted outside the College grounds, involves the College's active participation whenever interviews are conducted.

4.1.2 Short and Long Courses Offered

The College official records showed that it offered two types of courses and these are classified on categorized as short and long courses. Short courses are "refresher" courses. Long courses are specialisation courses.

One, Short Courses

Attendance

These records shows that attendance to short courses provided by the College is through an official invitation. This is done by or through the Circuit Office or subject advisers.

The records reflects that the College regulates the numbers of teachers who should attend, what ever short course is offered. The College does this by specifying the number of teachers, per circuit ,who should attend. In most courses, as the documents reflect, only two teachers per circuit are invited. On the whole, though, the number of attendees revealed that large numbers of teachers in their different areas of specialisation are serviced annually in a short space of time through these courses.

Short Courses Offered

These are provided for teachers in various categories, levels and subjects, as well as other departmental officials in relation to personnel administration and upgrading. For practising teachers courses are offered in the following areas and school subjects: "Social Sciences, Natural Science, Mathematics, Commercial Subjects, and lanuages" (Annual Report 1993:7).

Annual Summary Of The Main Categories Under Which Short Courses Are Offered

The summary and grouping of courses reflected below shows the number, courses, levels and attendees to these courses in a period of three years (1991-1993). This informed our understanding on how short courses were run at the College, which areas were catered for and how many teachers attended these courses per year (see Table 4 below).

TABLE 4

NUMBER OF SHORT COURSES FOR TEACHERS, LEVELS AND NUMBER OF ATTENDANTS ANNUALLY (1991 - 1993)

LEVELS OF PROVISIONS / TARGET GROUPS	YEARS					
	1991		1992		1993	
	NUMBER OF COURSES	NUMBER OF ATTENDANTS	NUMBER OF COURSES	NUMBER OF ATTENDANTS	NUMBER OF COURSES	NUMBER OF ATTENDANTS
1. Pre Primary Phase	2	138	1	102	-	-
2. Primary Phase	5	147	7	228	8	188
3. Secondary Phase	28	707	37	760	29	623
4. Colleges of Education	2	46	-	-	1	3
5. Administrative Phase	13	232	1	10	2	39
6. Advisory and Auxilliary Services	16	489	18	508	27	901
TOTALS	66	1 759	64	1 608	67	1 754

Table 4 shows that the College has the capacity to provide short courses to more or less one thousand eight hundred teachers annually. This embraces various categories of teachers and subject areas they offer at their different schools. It is evident in this regard that the College is committed to its role and provision as an INSET institution. Providing service to this number of teachers annually really shows that the College is succeeding in its own terms in this area of course provision.

The College in this area of provision demonstrated that it was a multi-purposed, institution with its own capacities to 'house' the number of short courses that it catered for annually.

Duration

The duration of short courses in this College stretches from one day at their shortest, to five days at their longest.

Two, Long Courses

Circular 9/13/4/2 of 1993 clearly stipulates that Remedial Education is solely offered to primary school teachers only, that is, M+2 teachers teaching in primary schools, only. These are the 'target group' of this course.

School Library and Media Science is offered to a more broader clientele made up of both the primary and secondary school teachers, having M+2 qualifications.

These are specialisation courses, offered to full time students for a period of one year.

Specialisation at this College is therefore provided in these two areas only:

- (i) Remedial Education
- (ii) School Library and Media Science.

Remedial Education

College records reflects that Remedial Education is offered in order to train specialists to be able to help pupils overcome their 'hidden' learning problems or handicaps. Its main tenet, therefore, is to "equip teachers with skills to help pupils with learning problems. The pupils

are normal and merely require a specifically trained teachers to remove the obstacles in the way of the pupils learning activities " (Annual Report 1992:6). This gives the impression that learning disorders can be eradicated at an early age in the learning career of the child.

School Library and Media Science

The College records reflects that, this course is provided in order to "build up" teachers who will initiate, establish and run libraries "both at school and community levels" (Annual Report 1992: 7). There is a strong indication that immediately after completion of the course those teachers will automatically begin to run such facilities (school libraries).

Duration

The duration of long courses are one full year of attendance. Students are exposed to intensive training in their areas of specialisation throughout the year, because these courses entail both theory and practice in their content.

In general these data shows the actual provision offered at the College. The data show that the College has no room to address any activities outside its sphere of operation.

Everything seems to be guided by the state and Circuit Offices to be in harmony with the college vision and mandate with regard to admissions, courses offered, and their duration.

These records revealed the context under which the College operated, that its focus is on addressing national (ex-homeland) needs as entrenched in its founding principles.

In summary the data from the state documents clearly showed that the College admits M+2 teachers in its long (specialisation) courses. These teachers, according to the College records are admitted because they are the 'target group' for the College. They are teachers with matric and two years teachers' training certificates, and having five or more years of teaching experience, especially the primary school teachers.

The College has two different streams of courses it offers to teachers, short and long courses. Short Courses are offered to different categories of teachers as "Refresher Courses" lasting from one to five days at their longest.

Long Courses are specialisation courses provided in two areas of specialisation.

Specialisation areas catered for by these courses are broad pupil related areas focussed on addressing (i) learning problems in primary school children, and another aimed at training teachers to be librarians.

The duration of these courses, according to these records, is one year of full time studying.

From the data it is evident that the College upgraded many teachers through its short courses and fewer in its long courses. With regard to long courses the College indicated that it was determined to upgrade "as many teachers as possible to increase the number of specialists in our schools" (Annual Report, 1992, 6).

The College records showed that there were no admission qualifications required when teachers attended short courses offered by the College except that the teacher should have been invited by an inspector or subject adviser for the course s/he suppose to attend.

Concerning long courses the College records clearly stipulated the processes and procedures involve wherein finally the last two candidates in their order of merit are admitted to the College by the Department of Education. The admission policy refer to these teachers when it reflects that only two teachers per course per circuit will be admitted in these courses annually.

These records also reflected that the College offered courses which are classified as short and long courses because of their particular areas of focus. Short courses are offered as refresher courses to keep teachers with innovations relating to the subjects they teach in their schools. These short courses are also schools subjects related courses focused on subjects like, Social Sciences, Natural Sciences, Mathematics, commercial subjects and languages.

The records showed that the long courses offered by the College were: Remedial Education, and School Library and Media Science. These two are specialisation courses which the College provides to teachers having M+2 qualifications for them to become specialists in their area of specialisation as well as to earn M+3 qualifications. Remedial Education focuses

on training teachers to diagnose learning handicaps of pupils in their early stages of the child's schooling career. School Library and Media Science is focused on training teachers to become teacher librarians and as well as initiating, establishing and running libraries both at school and in, the community.

The records reflected that the duration of the courses differed according to their streams. For short courses they stretch for a day at their shortest and for five days at their longest. The duration of long courses is fixed at one full year.

It is with this findings in mind that we turn to the second part of this chapter which is based on perspectives of the College's personnel on how they view the College's provisions with regard to INSET training for teachers. This was done in order to find out how the College personnel viewed the College and its provision in its mandate of addressing community needs.

4.2 OFFICIAL PERSPECTIVES ON THE COLLEGE AND IT'S PROVISION

In this part data on College provision is presented from the perspectives of the Rector and two Heads of Department for specialisation courses. Their perspectives were sought with regard to how they view College provision, and how the College through its provision was addressing community need. This was done in order to find what their perceptions were, regarding, 1.1 which teachers are admitted to this College? 1.2 which courses are offered? and 1.3 their duration? This was done in order to find out how these officials view the provision, and how the provision address community needs. This is done in relation to Research Question 1.

The Rector and the two Heads of Department pointed out that College provision with regard to admissions, courses offered and their duration were provided as stipulated in the College records, that is, what was in the documents was carried out practically in the daily running of the institution. Their perspectives on the whole indicated that there was no deviation between the intended and the actual practices of this College because everything followed the

state's stipulations.

4.2.1 THE RECTOR'S PERSPECTIVE ON COLLEGE PROVISION

Admissions

The Rector's perspectives were sought in this regard, to find out his views on admissions to the College. This was done in order to establish patterns of teachers served by the College. The Rector pointed out that with regard to admission there was a standing policy on admissions at the College, which was clearly reflected and stipulated in Circular 2/2/2, of 1988. He indicated that he was in support of this policy as it clearly defines "who need to apply for admission at the College, instead of inviting all teachers to apply" [Rector IV 17/09/95:5].

The Rector's view therefore support the requirements as stipulated in Circular 2/2/2, namely, that whoever applies should be in "possession of a Senior Certificate and a recognised professional teaching qualification, applicants must not be occupying a promotion post, and finally, applicants must not be in possession of another specialisation certificate or diploma".

Policy on Admissions

The Rector saw the admission policy of the College being in line with the mandate of the institution, which maintained that only two teachers per course per circuit should be admitted.

This College's policy on admission, according to the Rector drew from this stipulation that only two teachers per long course per circuit will be admitted annually. This means that out of the sixteen circuit which existed in the former-Lebowa, each circuit sent four teachers to these two College courses. Practically, according to the Rector, there is no deviation from this stipulation.

This admission policy, according to the Rector, was put in place to "protect" the needs of teachers with M+2 qualification, therefore "providing them with the leverage of being

admitted, and obtaining M+3 qualifications, because already they have matric as an academic qualification" [RectorIV17/09/95:5]. The perception held around this practice was that "in one year instead of two years, as it was the case with PRESET institutions, these teachers would qualify and return to class. They would also go back to class as specialist in a particular area of study, something which was non existant in the past" [RectorIV17/09/95:5].

This explicit policy on admissions, too, according to the Rector, dispelled hidden admission conditions as existed in many institutions. The College states its admission requirement from the onset as public information through Circular 2/2/2/2. In this regard, whoever applies for admission to the College knows the conditions under which students are finally admitted in a course.

The College, according to the Rector, also serves schools needs in that it provides them with a "complete" product, that is, a qualified teacher and specialist at the same time. Schools that are provided with these products are therefore on the road to change "as these specialists are the effective change agents in schools, especially if given the chance to practice their skills, something that they are sometimes deprived of in their schools" [Rector IV17/09/95:5].

The College, also addresses community needs as it provides communities with qualified teachers and specialists to help in addressing their needs as well as in developing communities. He maintained that the target of this upgrading was that "in future at least every community in Lebowa should have a specialist" [RectorIV17/09/95:7]. This is unattainable especially if one looks at the numbers admitted by the College annually and the number of schools that are presently existing.

He pointed out further that with regard to Remedial Education course only primary school teachers are admitted, but with School Library and Media Science both primary and secondary teachers are admitted.

Who is Admitted / Not Admitted?

He pointed out that sixty-four teachers are admitted annually to long courses. These are M+2 teachers who have fulfilled the requirements. These are teachers who went through the selection, screening and short listing processes and proved their commitment and determination through passing all stages of selections that were in place before they were interviewed. Interviews are but one stage before final admissions. Final admissions are concluded after the Interview Panel has made its recommendations to the Department of Education, and the Department finally approved, the names of the recommended students. These processes and procedures take place at Circuit levels because the College does not deal with applications directly, although it participates actively from the stages of interviews up till final admissions are completed.

The College, according to the Rector, admits M+2 teachers "because long courses provided at the College are meant to upgrade these teachers only, and not all of them at the same time, but two per course per circuit" [Rector IV 17/09/95:7].

Regarding teachers who are not admitted by the College, the Rector indicated that this referred to "any teacher holding the necessary qualifications who had applied but was not finally admitted. These include teachers who did not pass the selection processes, those who could not pass aptitude tests as well as interviews" [Rector IV 17/09/95:7].

Who is Excluded?

The Rector pointed out that any teacher who was above the age of forty was not admitted. Any teacher with five or more degree courses, or degree, or any teacher who qualifies for promotion, does not qualify for admission to long courses.

All these mechanisms were put in place to "protect" the "needy teachers" so that they could earn access to the institution. The Rector's perspectives therefore reinforces the official activities of the College with regard to admissions at this institution. He also shows who is admitted. Both of these are in line with the institutions official mandate on admissions.

4.2.2 Short and Long Courses Offered

The Rector indicated that courses offered at this institution as per its policy and practice were divided into two types: that is, the short and long courses. This was done in order to provide alternative stream of services to some teachers who were, on the one hand in need of specialisation courses, while others on the other hand, were in need of 'refresher courses'.

One, Short Courses

The Rector indicated that short courses were provided for schools subjects. These subjects are: languages, Mathematics, Natural Science, commercial subjects, and Social Sciences. These courses, according to the Rector are "offered in this stream to address issues which need immediate attention relating to the school subjects or classroom practice" [Rector IV 17/09/95:6].

Duration

Their duration, according to the Rector was one day to five days at the longest. This too is in line with the Departmental stipulations regarding the provision of short courses. The College is seen as playing a significant role in this regard, according to the Rector "because as many teachers as possible are serviced within a short space of time throughout the year in these courses" [Rector IV 17/09/95:7]. The College shows its involvement and participation in the provision of short-term courses. The Rector pointed out, that it is from this need, that of refreshing the teachers that these courses are offered as short courses.

Both the teachers and community needs are, according to the Rector, addressed through these courses. The Rector's perspective in this regard is that the short courses as provided by the College succeed in addressing both the teachers and community needs.

Two, Long Courses

He indicated that the College were offering two specialisation courses in this area because these were courses that were identified to be needed by the Department of Education and the

community. The Rector maintained that the courses were not imposed in this regard, as the state and its constituency realised this "felt need" in the community.

Long courses offered in these two areas of specialisation are:

- (a) Remedial Education
- (b) School Library and Media Science.

He pointed out that these courses were offered as specialisation subjects because "they provided specialisation skills and knowledge to its trainees, which in turn address the immediate needs of their clients" [RectorIV17/09/95:11]. These courses, in the Rector's view, are provided with the particular aim, that of providing their trainees with skills which would benefit the community as they would address their needs.

Remedial Education

The Rector pointed out that this course was introduced at the College in 1987, and it is still offered to date. It is only offered to primary school teachers so that they can interact, address, and remedy pupils with learning problems immediately both the pupil and the problem were identified.

This course was introduced "because the Department and the people in ex-Lebowa, needed specialists teachers with Remedial Education qualifications, and in the past only two teachers were sent to Transvaal College of Education for this course. Admission of more teachers was increased locally through LITC" [RectorIV17/09/95:12]. The course, in his view, was therefore introduced because of public and governmental needs in the homeland.

The training of Remedial Education teachers was done, in the first place because there was a need for these specialists in ex-Lebowa. Secondly, this was done in order to increase the number of specialists trained locally as DET only admitted two teachers per course per homeland. This, according to the Rector, is in line with the admission policy exercised by the Department and the College in which two teachers per circuit are admitted in a course.

The Rector maintained that, according to the focus and emphasis of this course the child is not considered as a problem, but that this child has a 'problem' - something which can be addressed. It is "necessary that each school should have one, especially our primary schools" [RectorIV,17/09/95:12]. The significance of the College in offering this course to primary school teachers is, therefore, accounted for, and supports the need to remediate learning problems as early as possible in pupils .

This course, according to the Rector, serves teachers' needs in that it "normalises" the situation in schools. These specialists are a uniting force and proponents of progress in schools. Teachers in the school also benefit as they get to know how to identify pupils with 'anomalies' in education.

He maintained that it serves school needs in that it helps or contribute to the school to run normally, it minimises 'anomalies in schools' and promote hard-work and development, as well as progress in school.

It serves community needs in that teachers remediate pupils with learning problems and in the process involve parents who indirectly further what is done in the therapy to members of the community who might be having similar problems as the one's displayed by their child. In fact the community benefits directly from specialists as everything is done in order to uplift the community.

School Library and Media Science

The Rector indicated that this course was introduced at the College in 1987. It was introduced because "of a strong feeling that schools lacked people who can effectively promote readership who can initiate, establish and run libraries effectively" [RectorIV17/09/95:13]. This called for more people to be trained as librarians to be engaged in staff and community exposure

This course, according to the Rector, relates to subjects taught at school as it controls and regulate as well as classifies all book materials and magazines as well as periodicals that are

available at school. It promotes readership more effectively than confining pupils to 'rigid' study periods. In this case they read what they like and promote their own interest and knowledge.

It serves school needs in that it engages everybody in schools with the free flow and abundance of information and knowledge from sources of information, and thus promote readership at school.

It further serves community needs in that it contributes to the expansion of readership amongst members of the community. It has a multiplier effect in that it inculcates readership through sharing of information and thus cultivates the culture of reading and learning in communities.

Duration

The duration of these courses is one year of full time study. The Rector indicated that he was content with the duration of these courses "because of the workload embedded in these courses, which of course, include both theory and practice and a bit of research through a case study, especially in Remedial Education" [RectorIV 17/09/95:12].

In summary, the two long courses contributed to the upgrading and professional development of teachers in that they equip them with skills which contribute to their becoming qualified teachers and professionals at the same time.

These courses, therefore, from the Rector's perspective have significant contributions to make in addressing Community needs. They also demonstrate the College's commitment towards teacher upgrading and development as well as addressing community needs through offering these courses.

The duration of these courses, according to the Rector, were in line with the course's prescriptions, demands, and workload. The time allocated to the courses was thus in accordance with its workload, which too included theory and practice, though the were no

case studies in this course.

Short courses are offered as refresher courses in school subjects related areas. Large numbers of teachers are served through these subject related courses within a short space of time and return to their classes to implement the "new knowledge" they gained through these courses. Their advantage is that they do not remove teachers from their classes for a long time as their duration is one day at their shortest and five days at their longest. In this area of course provision, according to the Rector, the College is fulfilling its mandate on providing service to as many teachers as possible and returning them back to their work places as early as possible equipped with new knowledge relating to their subject areas.

There is a perception too, as presented by the Rector, that the College with its programmes and activities served the whole of ex-Lebowa. There is a strong feeling though from the Rector that in future the College should be community driven in order to closely serve community needs with regard to admissions, courses offered and other projects to be taken up, but presently the Rector see the College successfully fulfilling its mandate as a national INSET institution.

4.3 HEADS OF DEPARTMENTS' PERSPECTIVES ON COLLEGE PROVISION

4.3.1 Admissions

These perceptions were obtained from two Heads of Department for specialisation courses. These were sought in order to find out who is admitted/ not admitted for INSET training in their departments, and what their perceptions were about how the community is served by the College's admission policy. The views obtained from these two Heads of Departments concerning the College provision with regard to its provision as well as in relation to the provision found in their Departments indicate that they too confirm what was said by the Rector and the College records.

Policy on Admissions

Heads of Departments for Remedial Education and School Library and Media Science concurred that only two teachers from each circuit were admitted in their Departments annually. This is in line with the Department stipulations in Circular 2/2/2 which govern admissions at the College as well as in these Departments.

In their Departments they only admitted teachers with "inatric and professional certificate, who have five or more years teaching experience"[Dulang IV 25/09/95:5]. Mrs Dulang (a pseudonym) is the HOD for School Library and Media Science. Mrs Moleta, HOD for Remedial Education, emphasised that in her Department they only admit primary school teachers who have the above qualifications.

This policy, according to these HOD's serve the teacher's needs in that they become specialists in these fields. They also qualify to earn a better salary, while professionally they add to skills as this gives them exposure to new developments.

They maintained that Remedial Education and School Library and Media Science served schools needs because only 'suitably qualified' teachers are admitted and upgraded, so in turn schools are supplied with 'experts', in Remedial Education and School Library and Media Science .

They pointed out that, in their view communities too benefit from this policy as they are supplied with qualified teachers. They concurred too that it was the prerogative of the Department to stipulate the number of students to be admitted in their Departments, in fact they only receive lists of names showing which teachers are admitted and for which course.

With regard to which teachers are not admitted in their Departments the pointed out that, any teacher whose name is not reflected on their annual lists for admissions is not admitted in their Departments as she is not part of the team which is admitted for the year.

The rationale for admitting two teachers per course per circuit was that they "have limited space for accommodation and classrooms. We don't want to over-produce these specialists too" [Moleta IV30/09/95:7]. They agreed that the best admission requirements which would best serve the College, as well as the community regarding these courses are the existing ones.

There is a strong straight-jacketness and uniformity in what is prevailing in these Departments with regard to admissions. These also showed close relations with what is practised by the College itself. Everything is regimented from top to bottom. The order of hierarchy in practice is strictly observed from the Department of Education via the College to these Departments.

4.3.2 Short and Long Courses Offered

The Heads of Departments indicated that the College, with regard to course provision offers two course streams, that is, short and long courses. They pointed out that short courses were offered as refresher courses and long courses as specialisation courses.

One, Short Courses

The HOD's pointed out that short courses focus on school subjects and are offered to different categories of teachers concerning what they teach in their classes and subjects.

Who is Admitted / Not Admitted?

The HOD's pointed out that admissions to short courses is by invitation to teachers by their Circuit Inspectors or subject advisers. There is no formal admission in these courses. Relevant teachers only attend by invitation.

Courses Offered

The College offered short courses in the following school related subject areas: languages, Mathematics, Natural Science, commercial subjects, Social Sciences.

The H.O.D.'s confirmed that the courses were offered as short courses because, "in the first

place these are refresher courses, and secondly, they keep these teachers informed about modern developments in their subjects" [DulangIV25/09/95:10]. Another view in this regard maintained that "short courses are provided to a larger group of teachers to assist them in resolving problems they might be encountering in teaching particular areas of their subjects, and to make sure that they return to their classes as soon as possible" [MoletaIV30/09/95:10].

H.O.D.'s indicated that these courses were contributing to addressing teachers' needs in that "teachers can practice back in their classes what was offered or discussed in these courses" [DulangIV25/09/95:10]. They "improve the standard or performance of the teacher, and this in itself address community needs" [MoletaIV30/09/95:11].

Duration

They knew that the duration of these courses does not exceed five days. They saw this as an adequate time for such courses as their focus was only in reviving what teachers already know. In their view, therefore they supported the time allocated for short courses.

Two, Long Courses

The perceptions of the Heads of Departments in long courses were sought to find out (i) who is admitted in their Departments? (ii) which courses are offered? and (iii) their duration?

Admissions

The two HOD's pointed out that in these specialisation courses they only admit teachers who are already admitted by the Department of Education. These are "teachers who hold M+2 qualifications who have been teaching for more than five years, they can be from both primary or secondary schools, male or female" [DulangIV25/09/95:5]. In Remedial Education, admissions were only focused on "primary school teachers only who had taught for more than five years" [MaletaIV30/09/95:5].

Courses Offered

The Heads of Departments indicated that in their area the focus was on training teachers to become specialists in either Remedial Education or School Library and Media Science.

These courses, in their view, are offered in order to serve community needs in the area of pupils who have learning problems, and to address issues concerning book materials and media information in relation to school libraries and book education.

These courses involve a lot of work which entails both theory and practice, as well as case studies and field work, hence they are called specialisation courses. They maintained that these courses served school needs as they provided them with "skilled and qualified" personnel.

It is necessary to discuss these courses separately at this point because of the activities involved in each course. Firstly, attention will be directed to Remedial Education, then, secondly, to School Library and Media Science.

Remedial Education

This course, according to the Head of Department, trains teachers to become specialists in identifying, diagnosing and remediating pupils with learning "problems/handicaps" who finally return to the mainstream educational activities and continue with their 'normal' education. This training and diagnosing, in this view, promotes learning and progressive development of the school because most of the learning 'problems' are addressed and resolved.

She indicated that the significance of such a specialist at school is that other teachers are also taught by this specialist how to identify pupils with learning problems in their classes and subjects. The ripple-effect of it is that the whole staff is involved in identification of pupils in their classes, which can then be referred to a specialist for remediation.

The course, in her view, is a necessity for teachers "because it enables them to know the kind of learning problems their pupils are locked in and how to immediately and correctly remediate the problem" [Moleta IV30/09095:8].

The HOD maintained that the provision of this course at the College "reward schools because

they have specialists who can diagnose educationally related problem at the earliest stages of their occurrence" [MoletaIV30/09/95:8].

This course serves community needs in the view of the HOD in that pupils learning disabilities are diagnosed and remediated as soon as they are identified. The community therefore benefits from this service as they too become aware that these learning disabilities are 'conditions' and not "permanent illnesses" [MoletaIV30/09/95:8] which cannot be remediated. The community benefit because of such exposure.

This course, according to the HOD, also contribute in the community being conscientized that these conditions are not "anomalities" that should lead to pupils being stigmatized, but should be seen as a temporary handicap relating to a particular development of the cognitive development of the child.

This course, according to the HOD, upgrades M+2 primary school teachers to M+3 qualifications and makes them specialists, which for them is a double qualification. They may even study further at University for further diplomas and degrees in this area of specialisation.

School Library and Media Science

The HOD in this course, Mrs Dulang, indicated that this course was focussed at providing teachers with the knowledge and expertise to initiate, establish, and to run libraries in their own schools and communities. This course therefore, in this view, provide schools with trained teacher librarians, who are also able to teach "pupils information gathering skills and proper reading/studying habits" [DulangIV25/09/95:9].

She maintained that teachers are empowered and provided with adequate information which is valuable to schools and communities with regard to information dispersal as well as information storage. This knowledge, in her view, is important in running any library This can be "school libraries, community as well as public libraries because they are qualified, as this course gives them the credentials to operate at whatever level as far as their knowledge,

and skills are concerned" [Dulang IV25/09/95:9].

She pointed out that these specialists contribute to the benefit of the community in that they keep the community informed about whatever information concerning their development and progress.

Heads of Department emphasised that these courses which are offered in their Departments have a significant role to play in the community as they address the ills that were long neglected and as such become deterrents in the progress of the community, through the provision of these specialisation courses the College, according to these perspectives, sees itself deeply engaged in addressing community needs.

They maintained that, in general, the College was serving the community through its courses, if this was not the case these courses could have been terminated immediately it was realised that they were no longer needed by the community.

Duration

The HODs indicated that these courses were offered for one year on a full time basis. The HOD for Remedial Education further indicated that the duration allocated to these courses was adequate and relevant because of the workload involved in the course as well as to "give students ample time to be familiar and confident with the new knowledge and direction they are pursuing" [MoletaIV30/09/95:8].

In conclusion, it is evident that the College perspectives of both the Rector and the two Heads of Departments in specialisation courses showed that every activity or provision at the College with regard to admissions, courses offered, and their duration were conducted and provided according to the stipulations of the Department of Education in ex-Lebowa.

The Rector and his Heads of Departments presented concurring views that the College admitted M + 2 teachers only, because they were identified as the 'target group' of the College. These teachers, according to the Rector, were regarded as "needy" and thus

qualified for admission and upgrading. It becomes clear that admissions at this institution are based on both academic and professional qualifications as well as five and more years of teaching experience, focussed on M+2 teachers only.

Admissions are also strictly controlled through the number of teachers who were admitted in a course from each of the sixteen circuits. Only two teachers per course per circuit are admitted in this regard. This is the official number of teachers which the College should and had been admitting annually. No other number is admitted except this stipulated one.

Short courses provided by the College, according to the College personnel, address community needs because they are school subject related. These are subjects like, Mathematics, Social Sciences, commercial subjects, Natural Sciences, and languages. They are serving community needs because short courses are provided for addressing areas of weaknesses which were inadequately addressed in these teachers PRESET training. These are therefore offered as 'refresher courses' to address this need.

Long courses too, in their view, were serving community needs in that they provided the community with qualified teachers who are, at the same time specialists in either Remedial Education or School Library and Media Science. In this regard the College personnel maintained that the College was serving community needs through its provision of both short and long courses.

The College personnel also perceived the duration of both short and long courses to be adequate for these two streams of course provision. It becomes evident that from these perspectives, the College believes it succeeds in its own terms, in addressing community needs in its provision.

The question that we need to ask at this point is, Is the College succeeding in terms of the community in its provision to address the community needs? It is with this question in mind that we now turn to community perspectives to find out whether the College address their needs with regard to teacher upgrading. This will be done with regard to Research Question 2, that is, 2.1 which teachers should the College admit? 2.2 what courses should be offered?, and 2.3 their duration?

CHAPTER 5

COMMUNITY PERSPECTIVES ON COLLEGE PROVISION

In this chapter community perspectives are presented in relation to what the College should be providing with regard 2.1 which teachers should the College admit? 2.2 what courses should be offered? and 2.3 their duration? The community disagree with the present College provision with regard to the above questions. The community maintained that the present admission conditions did not address community needs, for upgrading underqualified teachers, that is teachers having qualifications that are below M+2. The community are holding different perspectives from that of the College regarding long courses presently offered by the College and maintained that community focussed courses be offered as long courses as they would address the community needs better than the existing courses. The community suggested, too that School Library and Media Science be done away with as it is not serving any community needs presently.

5.1 TEACHERS' PERSPECTIVES ON COLLEGE PROVISION

All ten teachers in the community who graduated at this institution's perceptions were sought with regard to who the College should admit in order to address community needs, what courses should be offered and for what duration. These teachers saw the College provision addressing both teacher and community needs because they upgraded M+2 teachers to M+3 professional qualifications. They maintained that the admission provision be retained as they are at present.

5.1.1 Admissions.

The ten teachers knew the admission conditions at the College because they trained at this institution. Their perception, in this regard was that the admission conditions at the College were addressing community needs, citing themselves as examples of how the existing conditions

upgraded teachers qualifications and in so doing serving community needs.

Who Should Be Admitted / Not Admitted?

All the ten teachers knew the admission policy as well as the conditions exercised by the College before an applicant can be admitted. Their perception were sought in order to find out what their views were with regard to those admissions as exercised by the College and which admissions in their perception would address community needs better.

The majority (6) teachers maintained that the existing admission conditions should be retained, in their view, meaning that admissions should remain focussed on teachers with M+2 qualifications with five and more years of teaching experience, only. The minority (four) teachers suggested that more relaxed conditions should be put in place to open up admission to any teacher in courses relating to his/her level of education. They further pointed out that this new admission requirements should also include determination, ability, interest, and love for the course.

The minority in this context maintained that admissions should not be based on academic and professional as well as teaching experience only but should be open to all teachers.

In general the majority (6) of these teachers maintained that these admission conditions at the College should remain as they are because they served both the teachers and community need, especially with regard to the "target group" the College admit.

With regard to the number of teachers which should be admitted, all teachers (10) maintained that more teachers from different schools in a circuit should be admitted, instead of admitting two teachers per course per circuit. The existing admission conditions at the College, according to these teachers, have a negative impact on teachers who were not admitted, especially after the interviews.

The majority (6) saw these admission conditions addressing community needs in that they "provided communities with specialists and not ordinary teachers" [NyaolaQUES20/11/95:5],

whereas the minority (4) argued that the community is in need of more qualified teachers, especially in school related courses.

The minority (4) teachers found the College's policy on admissions for long courses in order as it offered admission for only two teachers per course per circuit. Generally, these teachers pointed out that, as much as it was exercised to maintain "standards", "it was catering for the needs of the few at the detriment of the many" [KolopoQUES26/10/95:6]. This policy, according to these teachers did not release sufficient numbers of qualified teachers to schools annually.

The majority (6) teachers indicated that there was a need for the College to retain the existing admission conditions and at the same time emphasised that these should never sacrifice standards and credibility of the courses offered, but should create room for more qualified teachers than the one's it produces presently. They also supported the retainment of the existing procedures and processes on selections, screening and interviewing as they are "above favouritism" and are transparent.

These teachers' main contention with admissions was as much about the numbers of teachers the College should admit annually, as on anything else. The majority (6), therefore argued that the existing admission conditions should be retained by the College for "they served both teacher and community needs, as they provide the community with qualified specialist" [MoagiQUES27/11/95:6]. These teachers perspectives clearly indicated that their views were in support of the College admission conditions. When teachers gave their views concerning which teachers the College is not suppose to admit, two issues were mentioned, those being lazy teachers and the aged teachers.

These teachers also gave their views concerning which teachers should not be admitted by the College. Their concern was on laziness and old age.

The majority (7) of teachers, maintained that in their view, teachers who lack insight and interest in the course they applied for, those who are doing these courses for personal and

financial gains' should totally not be admitted at this College. Teachers' who are lazy and lack commitment' should not be admitted too, teachers who are approaching their retirement, or are "having their degrees" [Sethepa QUES11/11/95:7], should not be admitted to the College.

Lazy teachers too, according to these teachers, should not be admitted. In their view, they suggested that, before a teacher could be admitted, his/her principal must submit his/her performance record from the school and /or report from a community leader indicating the teacher's involvement in community educational issues.

In this context, they maintained that the community will play a significant role in contributing towards who should be not be admitted as this will not only be determined by the ability to pass the written interview but also by the school principal and the applicant's community.

Teachers, therefore, suggested that in order to determine who should be admitted/excluded other factors beyond the academic and work experience of a teacher should be taken into consideration so that the admissions to this College should fully address community needs.

The academic-oriented admissions, according to majority (8) of these teachers, showed that there are some flaws in this approach to admission at the INSET institution as they can not detect and exclude teachers who are lazy or who gain access only for furthering their personal interests. This issue of admitting lazy teachers was also pointed out by the Rector regarding the type of teachers the College admits because of their high scores in written interviews, "only to discover later that the individual was not worthy of attending the course" [Leseka QUES18/10/95:11]. These teachers, according to these teachers' perspective, should not be admitted to the College.

In summary, although the minority (4) of the teachers suggested that new admission conditions should be put in place at the College for the College to address this area of need better, with regard to teachers and the community, they did not come out explicitly on who should be admitted at College except to point out that teachers should be admitted according to their academic, professional as well as their teaching experience. The majority's (6) view was that the present admission conditions were addressing community needs.

5.1.2 Short and Long Courses Offered

Courses offered refers to both short and long courses at the College. Generally both course streams will be discussed, with specific focus directed at long courses as they are the only specialisation courses offered by the College. This was done in order to find out, which courses, according to these teachers, should be provided in which of these two streams by the College. Their perception was sought in order to find out which courses, in their view, should be offered as short or long courses in order to address community needs.

Teachers showed their support for the existing streams courses provision, that is, they indicated that short courses and long courses be retained in their streams because their thrust in provision was not the same, meaning that short courses were directed at refreshing teachers and long courses were directed at specialisation.

One, Short Courses

These ten teachers knew that this stream of courses was for short courses in school related subjects. All the ten teachers maintained that these subject related courses should be offered in this stream because they are "refresher courses".

Attendance

These teachers know that there are no admissions in attending the short courses except through an invitation from the Circuit Office or the subject adviser. These courses therefore are attended by invitation. They are aware that in attending these courses in most instances, only two teachers per Circuit are invited. These teachers seemed to be supporting this approach and provision with regard to attendance to these courses. What they observed was that many teachers attended these courses in a year, unlike in the long courses stream.

Their perceptions supported the College practice, in this regard, in that schools subject related courses were provided in this stream. In this stream too, it is not the teacher who decides which course s/he should attend, but the Circuit Office or subject adviser decides.

Short Courses Offered

Short courses which are presently offered by the College in this stream are: Social Sciences, Natural Science and Mathematics, commercial subjects, and languages.

These teachers maintained that the College should continue offering schools subjects related courses as they too, in their view address the teachers needs in this knowledge area.

Duration

Presently the duration of these courses is between one day at their shortest and four days at their longest. Five teachers maintained nothing "should be added or subtracted in this stream as all the subjects provided for are important" [KolopoQUES26/10/95:12]. The other five pointed out that they should be offered for a period of a month in a year as "some of them involve practical work and skills that need time to be developed and reinforced" [LesekaQUES18/10/95:12].

These teachers perspectives supported the provisions of the College as they are presently and maintain that things should be left as they are. In their view they maintain that the present provision in providing school related courses served community needs should be retained.

Two, Long Courses

There are two courses offered in this stream. These are: Remedial Education and School Library and Media Science. These are the College's specialisation courses presently. Teachers perspectives showed that they were in support of the provision of these specialisation courses in this stream, as well as their duration.

Admissions.

Teachers knew and confirmed that presently only M+2 teachers are admitted in these specialisation courses. This perception was drawn from their practical knowledge and experience at the College, that is, they were admitted because of their qualifications, meaning M+2. They further confirmed that only two teachers per circuit were admitted in each of these specialisation courses.

These teachers maintained that the admission conditions in these courses were in line with the workload that was found in these courses, hence their focus on M+2 teachers as prescribed and specified by the College and the Department. Teachers though pointed out that the numbers should be increased from two, although they did not agree how many teachers should be admitted in a course per annum.

These teachers seem to confirm whatever is happening at College with regard to admissions to its long courses. They pointed out, that admission conditions laid down by the Department of Education in admitting teachers in these courses addressed and served community needs, especially with the admission of the M+2 teachers in these courses.

Long Courses To Be Offered

These teachers acknowledged that courses offered in this stream are specialisation courses. They pointed out that, "Remedial Education is meant to upgrade M+2 teachers who are teaching in primary schools and School Library and Media Science for primary and secondary schools teachers" [NyaolaQUES20/11/95:11]. Teachers maintained that these courses should be provided at College "because they made us what we are today, qualified teachers, so other teachers in our rank should benefit from these courses so that they can be qualified too" [MoagiQUES27/11/95:11].

Teachers saw these courses addressing both teachers and community needs, and therefore pointed out that the College should continue offering these courses "not that they should be the only courses but instead other courses should be added, though they should not be introduced to replace the existing one's" [SehlaQUES18/10/95:11]. These teachers perceived these courses to be addressing and serving both the teachers and the community in that they upgraded them to become specialised teachers.

The majority (6) of these teachers, though, maintained that additional courses could be offered in skills related areas in order to address community needs better, these too, should be specialisation courses, like the existing ones.

The courses which teachers identified and suggested are the following: Physical Education, Arts and Craft, Music and Instrumental Enrichment. They maintained that these could be offered to "teachers who have already specialised in these courses during their initial teacher training courses, to upgrade them to become specialists teachers too" [LegwaiQUES 05/11/95:11].

Teachers suggested that additional courses be provided with the retention of the existing courses as they, the teachers, maintained that these courses addressed their needs as well as those of the community in that they upgraded them professionally because they contributed to their becoming qualified teachers.

Duration

Teachers supported the existing course duration, that is, one year of full time study. Their perception are therefore supported the existing course duration and suggested that it be retained.

Teachers's perspectives are generally in support of the College provision with regard to admissions, courses offered and their duration in both short and long courses. They see these provisions having made them what they are. They also perceived these provisions addressing community needs in that they supplied the community with qualified teachers who are specialists at the same time.

5.2 PRINCIPALS' PERCEPTIONS ON ADMISSIONS TO THE COLLEGE

The five school principals who participated in this study were requested to give their perspectives regarding the College provisions in relation to research question 2, that is, (i) which teachers should the College admit? (ii) which courses should be offered ? and (iii) their duration? These are the schools principals who are having teachers who were upgraded through LTTC amongst their staff members, and are annually receiving Circular 2/2/2/2 stating the College's policy on admissions. Their perspectives were sought in order to find out how these conditions addressed community needs, while at the same time probing as to whether there were other admission conditions which could address community needs better.

The principals maintained that for the College to serve the community needs with regard to admissions it should admit underqualified teachers in its courses to upgrade them so that they too should become qualified teachers. They also raised different perspectives from those held by the College's personnel with regard to the provision of the existing long courses. The views held were that provision of School Library and Media Science as a College course should be terminated as it does not serve community needs presently. They maintained that Remedial Education be retained and other new community focussed courses be introduced at the College to serve the community better. Principals held the same perspectives with the College regarding the provision of short courses and their duration. Attention is now turned to principal's perspectives on admissions at the College.

5.2.1 Admissions

Which Teachers Should The College Admit?

The five schools principals who participated in this study knew the existing admission conditions to long courses of the College, that is, they knew that the College admitted M+2 with five or more years teaching experience in its long courses. This is because some members of their staff have already returned from training at this institution, and that, annually they receive Circular 2/2/2 stating the College's policy on admissions. Their perspectives were sought in order to find out how these conditions addressed community needs, while at the same time probing as to whether there were other admission conditions which could address community needs better.

These principals advanced different and varied views. One principal indicated that "the College should continue admitting M+2 teachers only because within a year they become qualified teachers" [MathobaQUES17/10/95:3]. Two principals maintained that "all serving and capable teachers should be admitted and not "suitably qualified teachers only" [TshikinyaQUES03/12/95:3]. The other two principals held the view that "The College should not admit M+2 teachers only but those who have qualifications which are below M+2, because many of these teachers are still teaching in our schools" [SerethoQUES13/12/95:3]. These last two are primary schools principals who are having or have realised the plight of teachers with qualifications that are below M+2.

The majority (3) of principals pointed out that admissions should not be based on qualifications only but also on other characteristics and attributes of a candidate. They maintained that "higher qualifications should not be regarded as a mark of excellence, because some of these M+2 teachers are not worthy to be admitted as they are lazy and irresponsible, but to our surprise we are only notified that they have been admitted" [SerethoQUES13/12/95:4].

In this context two principals took these 'open' admission conditions further by pointing out that admissions should also include "teachers who are hard-working, interested, determined and willing to work in their areas of specialisation" [MathobaQues17/09/95:4]. Another view maintained that "teachers who have taught for ten years and more should be admitted at the College, with or without M+2" [SebelebeleQUES17/09/95:4].

Three principals felt that these admissions should be changed to open admissions which would be accessible to all serving teachers who are ready and willing to undergo INSET training. These principals maintain that more teachers should be admitted to the institution to upgrade themselves. Two principals, in support of this view maintained that, "by right the underqualified teachers were the one's who were supposed to be admitted and upgraded in their numbers, so that in the future dispensation they should be classified as qualified teachers" [Tshikinya QUES03/12/95:4].

Two principals, from the three above raised a crucial issue in this regard, that of the College admitting teachers with lower than M+2 qualifications, that is, teachers who are holding M+1, and those with Standard Eight and Primary Teachers' Certificate. These teachers, according to these principals are "teachers who should be admitted by the College so that they too could become qualified teachers" [SebelebeleQUES17/09/95:4].

The majority (4) of these principals felt that the existing admission conditions left many of the teachers who should be admitted not being admitted, therefore, in their view, more than two teachers per programme need to be admitted in this context.

Principals were also concerned with the issue of seeing able and capable teachers being turned down annually, as this, in their view, "slowed down the pace of progress and development in the community as well as depriving the teachers an opportunity to become better teachers" [TshikinyaQUES03/12/95:4].

Regarding teachers who should not be admitted to the College, principals generally pointed out that, any teacher who was about to go on pension, those who are lazy and any teacher who failed the aptitude test or the interview should not be admitted to long courses.

Exclusion in this context is viewed as the last of all options in depriving a teacher an opportunity to be qualified, the principals contented that if a teacher does not succeed in gaining access to one course he could be advised to follow another.

Principals acknowledged the existing policy on admissions as practised by the College, and indicated that it existed because it was put in place by the state for its own provisions and not according to the community needs. These admissions, in their view, were not wholly promoting large numbers of teachers becoming qualified teachers in one area of their specialisation, this was said in relation to serving teachers who were not as yet qualified.

The majority (3) of principals' perceptions indicated that for the College to address both the teachers and the community needs with its admissions, it needs to upgrade those teachers that are still holding qualifications which are lower than M+2. These teachers, according to the three principals, are the ones that can address community needs better concerning the College's provision of qualified teachers to the community. This view is crucial in teacher upgrading through the College if the College needs to address were sought in this regard in order to find out what their views were in this kind of provision, and which courses should the College offer in order to address community needs.

Principals supported the existing arrangements of course provision, and indicated that "this shows that these courses are not aimed at a common goal, hence their separation in provision" [TshikinyaQues03/12/95:5]. They saw this arrangement, being in harmony with schools

interests, as it does not take all teachers away from schools for long periods of time, at the same time.

One, Short Courses

They were reminded that the institution offers the following short courses : in Social Sciences, Natural Science, Mathematics, commercial subjects, languages. Principals perceptions were sought in this regard in order to find out who were admitted to these courses and what was provided in these courses, as well as finding out from them which courses in their view should offered in order to address community needs.

Principals in general indicated that short courses presently provided by the College should be retained as they are, no additional courses should be provided in this regard. They maintained that these courses were addressing community needs as they were school related. In this context they did not see any courses which could be offered as short courses except the ones that are provided by the College presently. This view was upheld and supported by principals because these courses were offered as refresher courses aimed at those areas in teaching that "have to do with methods, skills, approaches, and techniques" [Sebelebele, QUES25/08/95:6].

The Colleges arrangement of courses is further supported by the majority (3) of the principals who indicated that "the approach of providing these courses as refresher courses helps teachers a great deal because they come back with new skills and techniques of teaching" [Phalala, QUES30/08/95:6].

All principals (5) pointed at the value of offering these short courses being that "teachers are workshopped and return to their classes as soon as possible, this is significant in that teachers are rescued from becoming victims of old techniques of teaching" [Mathoba, QUES18/12/95:6].

In emphasising the value of this provision and its retainment, one principal, though, came out with a word of caution, and pointed out that "mechanisms should be put in place too, to get feedback from teachers and to reinforce the newly acquired skills and knowledge lest they revert to their old and trusted way of teaching" [Tshikinya, QUES03/12/95:7].

Principals saw these courses benefiting schools and communities because they maintained that "community and schools needs are somewhat catered for, because teachers come back with new methods and advanced knowledge of offering certain subjects" [Sebelebele, QUES25/08/95:7].

Duration

The duration of these short courses, according to the principals, should not exceed a period of a week or five schooling days. With regard to duration the principals saw the existing practice being in order and, pointed out that it should be retained.

These principal supported the existing provisions in short courses and seemed content in their perspectives about these provisions. The impression created is that the existing provisions with regard to short courses address community needs in full because they deal with school subjects.

Two, Long Courses

Principals were reminded that the College offers two specialisation courses as long courses. These are: Remedial Education, and School Library and Media Science. Principals were asked which courses should be provided as long courses in order to address community needs. This was done in order to find out what their perception was with regard to long courses provided by the College presently, and which courses should be offered in order to address community needs.

All principals(5) knew the existing courses which are presently offered as long courses, meaning Remedial Education and School Library and Media Science, although the latter was viewed with some reservations. Principals pointed out that the provision of this course at the College presently was ill-timed because, in their view, "in almost all instances, this course is irrelevant to schools and community needs because schools lack facilities for employment of this newly qualified teachers in their area of specialisation and thus subject them to what they were teaching before they went to the College" [Tshikinya QUES03/12/95:7].

They maintained that this course is not utilised anywhere in the homeland as there are no schools with libraries in this territory. They indicated therefore that resources are ill-channelled in this

area, that is, both human and financial.

The majority (4) of the principals cited the following courses as long courses which should be offered, to address the community needs. They were: Agriculture, Sisal Production, Needlework and Sewing, House Management and Cookery, Arts, Music, and Physical Education. These courses are community related and they are both academic and job creating.

All the principals (5) agreed that these courses were not only focused on academic fields “but they also generated a broad spectrum of activities and provided people with life skills, and open doors towards self-employment and job creation in the community” [SerethoQUES13/12/95:8]. The above courses, according to this view have an important role to play in the community, that is, they go beyond the classroom environment into the working domain. What is significant too, is that if these courses were provided to the community members, they would ultimately lead to self-employment and job creation in the community.

These courses too, according to these principals, would address the teachers needs in more than their professional ways only, as more teachers would be trained to be “trainers of trainees in these new areas of community development” [MathobaQUES18/12/95:8]. Teachers “would also be utilised to the best of their abilities in their areas of specialisation, something which is lacking in schools and the community, today” [SerethoQUES13/12/95:8]. Teachers, according to this perception, would start to be visible again in their communities.

Communities, according to this view, will benefit from the broad base of ‘experts’ available. These, according to the principals, would “influence communities to be sustainable and be self-sufficient in various areas of knowledge and work or skills development” [TshikinyaQUES03/12/95:8]. Principals realised the value and significance of training teachers in various fields of specialisation, especially, in areas that would create jobs in the community as this would contribute towards addressing community needs.

With regard to offering “target subjects”, referring to, English, Mathematics, and Science, as long courses instead of as short courses, all the principals supported this perspective, indicating that

“ this was a long overdue expectation as these subjects are also targetted and prioritised by the RPD initiative in improving these areas in education” [SebelebeleQUES25/08/95:8].

Principals also supported this approach in course provision saying that, this course would improve the standard of education in the community. There is a collective view from these principals that, more teachers be trained in these subjects in order to, make proper and positive contribution to the community's standard of education.

Duration.

All principals (5) pointed out that the duration of these suggested long courses should be one year of full time training.

In summary, with regard to courses which should be offered principals aligned themselves with the provisions of the College in short courses, and maintained that they should continue being provided as they are presently. Their perception was that these courses were address school related subjects and should be retained as they are because all of them address the community needs.

With regard to long courses the principals suggested that, School Library and Media Science as a specialisation course, should be terminated because, in their view, it does not address community needs as there are no libraries in their schools in the community. They maintain that Remedial Education be retained as it contributes towards progress in their schools, as pupils with learning handicaps are remediated and proceed with their mainstream lessons in their schools.

They also suggested additional, courses which should be offered as long courses in order to address community needs. The courses which were identified and related closely to community needs, according to the principals view, were Agriculture, Sisal Production, Needlework and Sewing, House Management and Cookery, Arts, Music, and Physical Education, in that they were both academic and skills leading to sustaining the community through self-employment and job creation in the community. It is in long courses where principals showed that the community perception differed from College perception of provision, at LITC, thus indicating

that with regard to long courses the College provision was not adequately addressing community needs.

In conclusion, the majority (3) of principals' perceptions were that the admission conditions at the College should not only cater for one group of teachers, the M+2 teachers but should also be open. That admission should be inclusive in their provision so that all teachers could be trained according to community needs. Two principals, though, made their views explicit that the College should in fact provide for those teachers having qualifications that are below M+2, so that they too could become qualified teachers. In which case, according to this view, the College would have served both teachers and community needs.

With regard to short courses principals are content and support this approach to course provision, as they do not remove teachers away from their classes for a long time.

Principals, though, were not fully in support of all long courses offered. The School Library and Media Science course, as a specialisation course did not receive any positive support from the principals, because they maintained that there were no libraries in their schools as well as in almost all schools in Lebowa. They indicated eight other courses which should be offered by the College in order to address both, the teachers' and Community needs in their provision as a way of developing the community as a whole.

All the principals agreed with and supported the duration span for the provision of long courses at the College, they maintained too that the suggested long courses should be offered for one year, on full time basis.

5.3 COMMUNITY LEADERS' PERSPECTIVES ON COLLEGE PROVISION

Five community leaders who were drawn from various sectors in the community, participated in this study. These were community leaders who were accessible, who had interest and who knew about the activities of the College. Their perception were sought in order to establish what their views were with regard to the College provision and how they serve community needs. These perspectives were sought in order to find out what their views were with regard to 2.1

which teachers should the College admit? 2.2 which courses should be offered?, and 2.3 their duration?

Their views revealed that there were differences between the community leaders' perceptions and that of the College with regard to provision which the College should be offering to the community in order to address the community needs. The differences were evident with regard to admissions in which, case those leaders, in the majority indicated that for the College to address and serve the community needs it should also admit teachers with qualifications below M+2, to upgrade them towards becoming qualified teachers.

5.3.1 Admissions

All (5) community leaders were briefed that there was a claim from the community that, admissions or access to Lebowa In-Service Training Centre, is to a great extent, controlled through mechanisms based on both academic and professional qualifications, that is , teachers with matric (Standard 10) and two years professional qualifications (M+2) , and instances with five and more years teaching experience.

One of these leaders maintained that the College admission conditions should be retained, "because these are specialisation courses, therefore they should not be open to everybody" [KgongwanaQUES15/08/95:3]. The majority (4) pointed out that the admission conditions to the College should change to cater for all teachers in their different categories.

Three of these leaders pointed out that "new admission conditions should be in place in order to admit even teachers with qualifications that are below M+2, these are the teachers who should be upgraded to become qualified teachers" [LekokoQUES27/10/95:3]. The trend developed from these perceptions was that even the underqualified teachers need to be admitted at the College for the College to address community needs.

One leader, in support of the above view maintained that, "experienced teachers who had been

teaching for ten years or more need to be admitted because of their experience in teaching even if they are underqualified, that is, having qualifications which are below M+2" [MabitseQUES13/09/95:5].

The majority (4) of these leaders also identified teachers who were in need of INSET training, which needed immediate attention in order to address community needs. These were, according to these leaders (this order of priority in provision was drawn from the responses coming from these leaders). Their most concern was directed to "teachers with qualifications that were below M+2 serving in our primary schools and having experience in their work area" [LekokoQUES27/10/95:4], "recently qualified teachers who underwent the pass "one, pass all", type of teacher training" [MathibelaQUES20/10/95:4], the "employed and unemployed teachers with redundant subject streams" [MailaQUES15/08/95:4], "technical school teachers, Guidance teachers, Mathematics and Science teachers" [KgongwanaQUES15/08/95:4]. They maintained that these teachers should be admitted and trained so that they can be in a position to address community needs in their areas of teaching.

These leaders pointed out that these teachers were 'needy' in that "they needed some support system from INSET training to perform at their best" [MabitseQUES13/09/95:4]. Much of the concern of these leaders (5) were focussed on English, Mathematics and Science, they indicated that pupils were performing badly in these areas of knowledge and teachers in these areas needed lots of "back-ups, to improve and master what they teach to children" [LekokoQUES27/10/95:4]. Teachers in these subjects, according to these leaders, prove not to be adequately trained, especially at primary school level. There is a need, therefore, that teachers in these knowledge areas be given access to the College.

Two leaders (minority) pointed out that these teachers should be admitted, for the College to "address and redress the weak foundation they got, during their training in Colleges of Education" [MathibelaQUES20/10/95:4].

All these leaders (5) were also informed that the College is presently admitting sixty four (64) teachers per annum in their two long courses. In this regard although they maintained that this

number was small, they could not come up with a common number of teachers which could be admitted at the institution. Two leaders maintained that if the College should "raise its number to hundred" [MabitseQUES13/09/95:5], another two maintained that if it could be "raised to 140 students per annum" [MailaQUES10/09/95:5], one indicated that "the number be retained as it is, because we don't want to have over-production of these specialists" [LekokoQUES27/10/95:5].

These leaders knew that the admission conditions at this College were meant for M+2 teachers only, especially in their specialisation courses and they saw these admissions falling short of addressing community needs. In their perception they maintained that these conditions should be replaced by the one's that would also accommodate or provide access to teachers with qualifications that are below M+2. The upgrading of these teachers, according to this view, would address and serve community needs to the full because the community wanted to see these teachers becoming qualified teachers.

5.3.2 Short and Long Courses Offered

Community leaders were made aware and reminded that this institution offered both long and short courses. The short courses included the following: languages, Natural Science, Mathematics, Social Sciences, and commercial subjects. The long courses are Remedial Education and School Library and Media Science. Their perspective were sought in order to find out, what their perspectives were in streamlining courses in these categories and which courses would the community benefit from if they could be provided by the College.

Community perspectives in this regard supported the present provision of short courses offered by the College and indicated that the College should continue offering them, because in the first place they are schools subjects related and, secondly, many teachers are serviced and returned to class within a short space of time. They also pointed out that this stream serviced many teachers than the specialisation stream because of its courses duration and the different levels of education they addressed. Concerning long courses they suggested that School Library and Media Science be done away with as it presently does not address the community needs. They

further suggested new courses which should be introduced at the College to address community needs better.

One, Short Courses

Leaders were requested to suggest courses which in their view could be offered as short courses at the College. They identified a collage of subjects/courses which could be offered as short courses. Most of these courses duplicated what was offered at College. These were school related subjects which are already provided for by the College. They all (5) emphasised that school subjects should be provided as short courses, thus, aligning themselves with the College approach of providing them as short courses, "because teachers should spent most of their time in the classroom" [MailaQUES10/09/95:7].

Community leaders appreciated that these courses were provided as refresher courses, relating to school subjects because this meant that teachers were "ever exposed to whatever happens in their area of teaching" [MathibelaQUES20/10/95:7].

Duration

Community leaders supported the time allocated for the provision of these courses and maintained that it should remain as it is, that is five days at their longest, especially in view of the fact that these were refresher courses.

Two, Long Courses

Leaders were requested to supply names of long courses that should be offered by the College in order to address community needs. Leaders supported the provision of Remedial Education as a long course but they too, came up with additional courses which in their view would address community needs better. These differences in courses which should be offered as long courses also showed the different perspectives which were held between the College and the community with regard to long courses which the College should be providing in order to address and serve community need. better.

Of the existing long courses the majority (4) of these leaders suggested that School Library and

Media Science be done away with, as it in their view, was not serving community needs presently, because there were no libraries both in their schools and communities to warrant the training of these many teachers in this area of specialisation. Teachers trained in this course are therefore underutilised because they can not use their expertise in schools, hence their falling back to mainstream teaching. They suggested that Remedial Education be retained, as its contribution is realised in the community through the services provided to pupils with learning problems.

Community leaders suggested new courses which should be provided by the College in order to address community needs better, these went far beyond the two courses the College is presently offering. Of the two existing courses these leaders suggested that Remedial Education be retained by the College, whereas, School Library and Media Science should be done away with as it is not serving any community needs presently.

With regard to courses which should be provided by the College in order to address community needs, leaders came up with the following inputs, "Communicative English, Management, Career Guidance and Counselling, Computer Studies, Agricultural Science" [LekokoQUES27/10/95:7]. Two leaders came up with courses such as "Advanced Mathematics, Communicative English and Science" [MabitseQUES13/09/95:7], "Technical, Commercial subjects, and English" [KongwanaQUES15/08/95:7]. The focus here was much directed on the academic and technological domains.

Two other leaders focussed much on the skills that could be taught through the College in order to address community needs. They pointed out that "agriculture, motor mechanics, auto electrician are courses which would address community needs" [MailaQUES,10/09/95:7]. These courses were skills and economy focussed, especially, when looking at the homeland itself, as a rural agricultural territory, and, secondly, focussing on the taxi industry in outlying villages far from towns, Garages and repairs or genuine workshops. Skills were a priority in these views.

Community leaders seem to be much informed about teachers in their communities, and their professional needs. This became evident with regard to academic, technical and commercial

subjects. They, in this regard, pointed out that, "most teachers teaching these subjects never had the full opportunity of being properly trained in the teaching of these subjects, and therefore, can not teach them properly, hence the need for intensive INSET training in these subjects" [KgongwanaQUES15/08/95:7]. These leaders know the impediments which existed amongst their teachers, teaching these subjects. They knew that most of them fell back, or resorted to 'survival techniques' in teaching in their classes due to lack of the sufficient/adequate background in the subjects they are teaching.

Community leaders, therefore, saw the long courses offered by the College limiting teachers to upgrade themselves in their own areas of specialisation, and they indicated that more courses should be provided at the College in order to serve both teachers and community needs.

Duration

Community leaders maintained that the duration of both the existing and envisaged courses should be left out as one year, full time training courses.

In summary the community leaders, perceptions with regard to long courses were that the College should do away with School Library and Media Science course because presently it does not address community needs, but at the same time these leaders indicated that in their view more community focussed and related courses should be introduced at the College to address community needs better. These leaders focussed on the following skills based courses, Agriculture, Motor Mechanic, Auto Electrician, Management, and commercial subjects. These were identified as courses that would address community needs better.

In conclusion, the teachers, principals, and community leaders perspectives are given to indicate which position each had adopted with regard to provision the College should be providing to the community in order to address the community needs. This is said with regard to Research Question 2, namely, 2.1 which teachers should the College admit ? 2.2 which courses should be offered?, and 2.3 their duration?

All (10) teachers indicated that the existing admission conditions of the College should remain as they are because they address both the teachers (M+2) and the Community needs. They set themselves up as examples of how this College provision enabled them to become qualified teachers, and specialists at the same time. This implies that the College provision with regard to admission and upgrading elevated them from M+2 qualifications to M+3 both in professional rank and in terms of salary. It was from this perspective that these teachers maintained that the admission conditions be retained to upgrade more teachers with M+2 qualification. Their perspectives, therefore support the present provision of the college with regard to admissions.

Teachers also showed their support for the College's provision with regard to courses offered generally, but with particular emphasis and support specifically to long courses, that is, in courses of their specialisation. They argued that these courses should be offered by the College on an on-going basis so as to produce more specialists in those long courses.

These teachers maintained that the duration of these courses, as one year courses, was adequate as time allocated was equal to the workload involved in these courses.

The overall perspectives of these teachers show that, in their view, the College is addressing the community needs.

All five principals, too, acknowledged the efforts of the College in its provisions, with regard to admissions. The majority (3) maintained that the College provision should be offered to all teachers. This came up as a broad and open view which was problematic in practical terms. The minority (2) view which was focussed maintained that these admission conditions should not only focus on (M+2) teachers only, but should be extended to include the underqualified teachers too, that is, those with qualifications below M+2, referring to teachers with M+1, as well as those with, Standard 8 and P.T.C. This perspective reinforced the local community's claim regarding access to the institution, that the College only admitted M+2 teachers in its courses, thus leaving out these bulk of teachers who stood to benefit from INSET training from this College.

Principals perspectives were in line with the College practice in the provision of short courses. All principals supported the College initiatives in providing school subjects related courses as short courses. The same can be said with their duration, that it should not exceed five days. Principals pointed out that no additional courses were needed in this area of provision.

The majority (3) of principals maintained that they supported both short and long courses, presently offered, but that target subjects like, English, Mathematics, and Science should be offered as long courses. The minority (2) principals also suggested the provision of courses, like, Agriculture, Sisal production, Needlework and Sewing, House Management and Cookery, Arts, Music, and Physical Education, should be included as long courses in order for the College to address community needs better. These perspectives show that with regard to long courses the College was not fully addressing community needs with its provision, hence this perspective that community focussed courses be offered by the College in order to address community needs better.

The majority (3) of the community leaders' perspectives indicated broad difference between the College and the community regarding admissions. These community leaders maintained that for the College to address community needs in its admissions it should provide access to teachers holding qualifications that are below M+2, to be upgraded so that they can become qualified teachers, as the community is in need of qualified teachers.

Community leaders, too, suggested broad community focussed courses which should be offered by the College in order for the College to address community needs. Their perspectives showed that for the College to address community needs, it should provide skills based and self sustaining courses to the community.

Table 5 on the next page shows the summary of recommendations from the community regarding courses which were supposed to be offered by the College in order for it to address community needs.

TABLE 5

RECOMMENDATIONS FROM THE COMMUNITY REGARDING COURSES TO BE OFFERED BY THE COLLEGE

GROUP	SUGGESTED COURSES	TARGET AREA	DURATION	RECOMMENDATIONS
Teachers	Physical Education, Art and Craft, Music and Instrumental Enrichment	Specialisation in Schools	One year	- Need for provision of these additional courses for specialisation purposes in schools. - Existing specialisation courses only limiting to two areas of specialisation. - Need to open up specialisation.
Principals	Agriculture Sisal Production, Needlework and Sewing, House Management and Cookery, and Physical Education	Specialisation in skills provision in the Community	One year	- Need for skills development in the community. - Development of entrepreneurship in the community. - Self-employment and job creation.
Community Leaders	English, Communicative English, Management, Career Guidance and Counseling, Computer Studies, Agricutlural Science, Advanced Mathematics, Natural Science, Agriculture, Motor Mechanic, and Auto Electrician	Both for academic and skills development	One year	- Need for provision of both academic and skills courses which are community focused. - Life skills development courses. - Self-employment and job creation within the community. - Self-efficiency of the community.

It is with these perspectives in mind that focus is turned to INSET provision at the College as perceived by both the College and the Community. This is done in response to the Research Question 3, namely, matches and mismatches held by both the College personnel and the community with regard to the College provision and how it address community needs.

CHAPTER 6

INSET PROVISION AT LITC: COLLEGE AND COMMUNITY PERCEPTIONS

In this chapter both the College and the community perceptions of educational provision at LITC are discussed to bring out matches and mismatches with regard the INSET training it provides.

Broadly speaking the College argues that it had a mandate from the state to fulfil, and that it fulfilled this mandate through its admissions policy, the courses it offers and their duration. The community argues that the College delivered on its mandate, but that College provision did not address the need to upgrade underqualified teachers in community schools, nor did it deliver courses relevant to community needs for teachers to prepare pupils for life in the community.

6.1 ADMISSIONS

On the question of who is admitted to LITC courses, there seems in general to be a match between College personnel and community members perceptions. Mismatches appear, however, on the question of the level of teachers who should be admitted to courses, community leaders particularly insisting that underqualified teachers, that is teachers with Standard 8+PTC be admitted to courses as they have consistently been excluded from state INSET upgrading programmes, in addition to students with M+2.

Of the first, college personnel and community leaders seem generally agreed that M+2 teachers be admitted to long courses to help teachers develop a specialization and obtain an M+3 qualification carrying salary implications. They agree on the importance of specialization, the methods of selection, and that as large a number be admitted each year. Of the second, agreement exists in regard to the courses offered [discussed next], and to a lesser extent, on the numbers of teachers who should be admitted as full scholarship students

each year. Here, the community expresses the view that more than the state nominated number of 64 teachers admitted annually need to be admitted each year, a claim which needs investigation given the significant costs of this form of teacher upgrading.

More specifically, community teachers who received specialized INSET training supported by a minority of principals, indicated that admissions to long courses serves community needs for specialized teachers qualified in Remedial Education in primary schools and in School Library and Media Science at primary and secondary school levels. Thus, there is a match here on College provision.

On the question of mismatches however, community perceptions differ from those of the College in that they see the admission policy to be excluding, in the first place, qualified teachers who need re-tooling for them to meet community needs, and secondly, admitting M+2 teachers only does not address the needs of underqualified teachers with qualifications below M+2. The community argues that underqualified teachers should be included in the admissions policy for underqualified teachers also to be upgraded to M+2 and M+3, and that they should no longer be ignored by state INSET provision. In this regard, mismatches exist between College and community on the question of who should be admitted to long courses.

The community, therefore, indicated their greater concern for upgrading underqualified teachers. They believed that admitting only two teachers per long course per circuit is exclusive and does not address community needs for more teachers with specialized training, particularly in subjects preparing teachers to training pupils to live and work in the community.

The community on the other hand, does not see the College's vision to supply one specialized teacher [M+3] for each school in 10 years to be fundamentally flawed, but acknowledges that it is unlikely to achieve this goal at the rate of 32 students per year as there were approximately 2 200 schools in Lebowa in 1992. Putting this another way, the mismatch is clearly seen as College perceptions on who should be admitted to long courses is premised on inclusiveness, that is that all should be admitted, whereas the community points out that

“all” actually means “some” as underqualified students are excluded from admission to these courses at the College.

Another mismatch concerning admissions between the College and community perspectives is on the community view that all teachers need to be admitted and the College admitting some instead of all. It is practically impossible though to upgrade all teachers at the same time, in the first place and, secondly, it will not be financial viable for the state to pay for the educational costs of all the teachers, hence the College’s mission to upgrade 64 teachers annually. The College, according to the community, was suppose to cater for all teachers who were in need of INSET training of one form or the other through its admissions and therefore practice an inclusive nature of INSET as this would address the community needs.

A further mismatch on who should be admitted to the College, therefore, is focussed on the College not opening access to below M+2 teachers, without whom education would sink. The community argued that these teachers should be admitted to the College as the community is in need of their services and experience in teaching. They are regarded as teachers that could address community needs better, once they are qualified. These are the community’s target group which should be admitted to the College.

6.2 COURSES OFFERED

The main mismatch between College and community perceptions on the type of courses the LITC should offer seems to be over the long courses, one of which giving teachers a specialization for which there is little work in Lebowa schools. Media and Library Sciences as specialization holds little prospects for such specialists as there are few Libraries or Media Centres in schools. The community suggested that the following courses be offered as long courses, Communicative English, Management, Career Guidance and Counselling, Computer Studies, Agricultural Science, Technical and Commercial Subjects. These were courses which were directed at the academic needs of the community.

Another mismatch between College and community perceptions was on the ‘target subjects,’

that is, English, Mathematics, and, Natural Science, which were offered as short courses by the College. The community insisted that they should be offered as long courses because of a crucial lack and need for specialists in these subjects in the community's schools.

There was a further mismatch between College and community perceptions about life skills courses which are needed in the community. The College did not provide any course in this area, while the community insisted that there was a great need of courses like, Agriculture, Motor Mechanics, and Auto Electrician in the community. They emphasised that there was a great need for these courses as they would provide work for their children and thus reduce the levels of migrancy to cities and unemployment, because their provision will contribute towards the upliftment and development of the community, as they help in creating jobs within the community.

These were the areas of mismatches between College and community perceptions on the type of courses the College should offer as long courses in order to address community needs.

6.3 DURATION

On the question of duration, there were in general matches between the College and the community perception. Both agreed that the duration for short course should never go beyond five days at its longest. There was agreement, too, with regard to the duration of long courses, both agreed that they should be provided for a period of one full year.

6.4 CONCLUSION

In conclusion, the broad question which was asked in this study was, Is the College delivering in its own terms, as well as in terms of the community? The findings of the study suggest that College is delivering in its own terms, with regard to its provision in relation to admissions, courses offered and their duration. The College through its records and the personnel's perspective demonstrated that everything was done according to the mandate it was suppose to fulfill as per state stipulations, that of admitting M+2 teachers only in its

specialisation courses, that of providing courses which were initiated by the state only, both in its short and long streams of course provision, as well as maintaining the official duration of these courses. This is practically what the College is doing with no trace of deviation from this prescription. The state perspective obtained from the College management personnel also supported this tight practice of the College, that of admitting only teachers it was instructed to admit. This College therefore strictly admit M+2 teachers only to its long courses.

With regard to course provision the College only offer courses which are officially recognised and approved by the Department of Education in ex-Lebowa. This is the case regarding both long and short courses offered in LITC. Training is therefore committed to the programmes it was mandated by the state to provide the community, and nothing else. Even in this area of course provision the College is achieving its goal as it services close to one thousand eight hundred teachers per annum in its short courses, and sixty-four teachers per annum in its long courses.

The course duration for both long and short courses demonstrated that the College is in a position to address teachers needs in many ways within a short time and/or a long time. This is supported by perspectives presented by both the College personnel and the community. It is from this context that this study concludes that the College is succeeding in its own terms in achieving its goal.

The Community, though seems not to be fully addressed by the College provision with regard to who should be admitted to the College. The community maintained that the College did not address the issue of under-qualification in its admissions and thus fails to address an issue which is crucial to the community. The community argues that teachers with qualifications below M+2 should be upgraded in order for them to become qualified. These are teachers which the community would like to see being upgraded because most of them have provided the community with long service and are still young while at the same time they have enough teaching experience relating to their subjects and schools.

The community argued that the College uses exclusive mechanisms of admissions, and therefore deprives many teachers opportunities to upgrade themselves through its courses. They maintained that even teachers who applied for the existing courses were not admitted because the College is only supposed to admit four teachers per annum. The community saw this exclusive nature of admissions failing the College to address community needs through its admissions in this regard. They argued, that many apply but few are admitted. The community, therefore, argued, that all teachers and not some, should be admitted by the College, so that all teachers who were in need of INSET training of one form or another to upgrade themselves in their areas of need should do so through the College.

The argument is further carried into the courses the College should be offering to address community needs. The community is not fully in support of the long courses that the College is presently offering and argued that School Library and Media Science be removed from the College as a long course because there are no libraries in the community so why train teachers in this course. They argued for the retention of Remedial Education as its services are visible in schools and in the community. They also suggested new courses which would benefit the community with regard to courses like, Communicative English, Management, Career Guidance and Counselling, Computer Studies, Agricultural Science, agriculture, sisal production, needlework and sewing, House Management and Cookery, arts, music, physical education, motor mechanics, and auto electrician.

These were courses that would address the community better because they are community focussed, and aimed at providing the community with life skills, leading towards community development and sustenance.

The College is, therefore, in this regard not fully succeeding in terms of the community, in achieving its goal.

6.5 RECOMMENDATIONS

The Department of Education and Culture (Northern Province) and LITC need to review

admission conditions presently existing at LITC, meaning that, in the first place there is a need to shift away from the exclusive admission conditions focussed on M+2 and M+3 teachers only and thus excluding the underqualified teachers who are teachers who need to benefit from INSET training. There is a need, therefore, for the introduction of inclusive admission conditions for the College to serve all teachers and to address community needs regarding teacher upgrading and development.

Secondly, there is for the community voice to be heard, and this can be achieved by establishing a representative College Council consisting of a broad representation of relevant stakeholders in the community. This council would look into matters and needs that affect the College both as a national institution as well as a community institution.

With regard to long courses offered, LITC should do away with the existing useless long courses and replace them with RDP "target subjects" which are, English, Mathematics, and Natural Science.

The College should also cater for the community initiated short courses in order to address local community needs, especially in skills related areas which will empower the community. In so doing the College will show that it is sensitive to community needs. Further the College should establish its own research unit which will time and again conduct needs analyses in the community to be in a position to offer new short courses aimed at addressing community needs, and to avoid providing courses that are no longer needed by the community.

The courses suggested by the community need to be negotiated between the College and the community before they can be introduced to establish the availability of manpower available at the College who can venture in offering those identified courses.

This will also be in line with the community need, that of training people in courses such as, Agriculture, Motor Mechanic, Auto Electrician, Sisal Production, Needlework and Sewing, and House Management and Cookery, so that they in turn, should become entrepreneurs who

will also create jobs in the community.

The duration of courses with regard to both short and long courses should be retained as they are presently, with the state paying for teachers who are trained in the new long courses which will be introduced at College. Regarding the community focused courses the duration should not exceed three months at their longest as these will be skills focused courses with students who need to be released to the job market as early as convenient.

REFERENCES

- Ashley, M.J. & Mehl M.C. (compilers) (1987). *INSET in South Africa : Issues and Directions*. Johannesburg. Teachers Opportunity Programmes.
- Cohen, L. & Manion, L. (1980). *Research Methods in Education*. London. Croom Helm.
- Davidoff, S. & Robinson, M. (1992). A Developmental Approach to Teacher Education: Implications for INSET. Cape Town. University of Western Cape. Paper presented at Kenton Conference. October 1992.
- Hartshorne, K. (1987) INSET for South Africa: Issues, Guidelines and Priorities. In *INSET in South Africa : Issues and Directions*. Johannesburg. Teachers Opportunity Programmes.
- Hartshorne, K. (1992). *Crisis and Challenge : Black Education 1910 - 1990*. Cape Town. Oxford University Press.
- Hofmeyr, J. & Buckland, P. (1992). Education Systems change in South Africa. In R&A Mc Gregor (eds). *Mc Gregor's Education Alternatives*. Cape Town. Juta & Co.
- Hofmeyr, J. & Jaff, R. (1992). Challenge of INSET in the 1990's. In McGregor R. & A. (eds). *Mc Gregor's Education Alternatives*. Cape Town. Juta & Co.
- Hofmeyr, J. *et al* (1994). Restructuring Teacher Supply, Utilisation and Development (TSUD). Report for IPRT Task Teams : Teacher Development and Support & Finance.
- Morant, R.W. (1981) *In-Service Education within the School*. London. George Allen and Unwin.

NEPI. (1992) *Teacher Education*. Teacher Education Research Group. Cape Town.
Oxford University Press/NECC.

Ngcongo, R. (1987) Teacher Participation and Programme Effectiveness. In Ashley, M.J. &
Mehl, M.C. (compilers). *INSET in South Africa : Issues and Directions*.
Johannesburg. Teachers Opportunity Programmes.

Official Records.

Circulars

Circular 2/2/2 of 12 October 1988

Circular 9/13/4/2 of 18 May 1993

Screening Programme

College Documents

Annual Report 1991

Annual Report 1992

Annual Report 1993

Interviews

Rector 17/09/95

Dulang - HOD - School Library and Media Science 25/09/95

Moleta - HOD- Remedial Education 30/09/95

Questionnaires

Community Leaders

Kgongwana 15/08/95

Lekoko 27/10/95

Mabitse 13/09/95

Maila 15/08/95

Mathibela 20/10/95

Principals

Mathoba 17/10/95

Phalala 30/08/95

Sebelele 17/09/95

Seretho 13/12/95

Tshikinya 03/12/95

Teachers

Kolopo 26/10/95

Legwai 05/11/95

Leseka 18/09/95

Mabetla 15/09/95

Moagi 27/11/95

Nyaola 20/11/95

Sehlaga 18/10/95

Seritla 20/10/95

Sethepa 11/11/95

APPENDICES

1. College Records

Circulars

Ref no: 2/2/2

Enquiries Maponya E.R

Tel. no: 01529.-2331

Telex No: 3-22497 SA

Department of Education
Private Bag X03
CHUENESPOORT
0745

12 October 1988

TO ALL INSPECTORS OF EDUCATION
RECTOR OF COLLEGES
PRINCIPALS OF SCHOOLS
LECTURERS AND TEACHERS

ONE YEAR SPECIALIZATION COURSE IN REMEDIAL EDUCATION OR LIBRARIANSHIP FOR 1989

1. The Department is inviting applications from suitably qualified teachers for a one-year specialization course in remedial education or librarianship. The course will be offered at the Lebowa In-Service Training Centre at Limburg. Two teachers from each circuit will be admitted for each course.
2. Teachers who successfully complete the course will be placed a category higher.
3. Teachers will on completion be placed at schools where they will be in charge of remedial education or library work.
4. The requirements for admission are as follows:-
 - 4.1 Possession of a Senior Certificate and a recognized professional teaching qualification.
 - 4.2 Applicants must not be occupying a promotion post.
 - 4.3 Applicants must not be in possession of another specialization certificate or diploma.
5. Successful applicants will do the course with retention of salary.
6. Tuition fee, boarding and lodging will be covered by the Department.
7. Transport costs to and from the Centre will be the responsibility of the applicant.
8. Application letters must be directed to the various circuit offices. The closing date for applications is 4 November 1988. All applications together with inspectors recommendations according to order of merit must reach head office on or before 11 November 1988.



SECRETARY FOR EDUCATION

/mmr



MMUŠO WA LEBOWA/LEBOWA-REGERINGSDIENS/GOVERNMENT SERVICE

No ya Tšhupetšo 9/13/4/2
Verw Nr /Ref. No.

DINYAKIŠISO M.J. Maake
NAVRAE/ENQUIRIES:

No ya Thelelomo 0156-37130
Tel Nr No

Telex Nr /No.

OFISI YA/KANTOOR VAN DIE/OFFICE OF THE
Department of Education
Private Bag X03
CHUNIESPOORT
0745

18-05-1993.

TO: ALL INSPECTORS OF EDUCATION
RECTORS OF COLLEGES OF EDUCATION
PRINCIPALS OF SCHOOLS
LECTURERS AND TEACHERS

ONE YEAR SPECIALIZATION COURSES IN REMEDIAL EDUCATION AND SCHOOL LIBRARY
AND MEDIA SCIENCE: 1994

1. The Department is inviting applications from suitably qualified teachers
for a One Year Specialization Course in Remedial Education or School
Library and Media Science.

1.1 The courses will be offered at the Lebowa In-Service Training Centre at
Limburg, 45 Km North West of Potgietersrus.

1.2 Two teachers from each Circuit will be admitted for each course.

2. The requirements for admission are as follows:-

2.1 Possession of a recognized senior and professional certificates.

2.2 Applicants must not be in possession of another specialization
certificates or diploma.

2.3 Applicants who are engaged in private studies will be given preference:

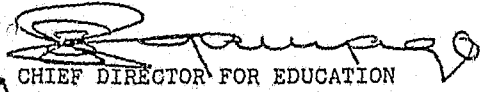
2.3.1 Applicants with more than five (5) degree courses to their credit will
not be considered for the interview.

2.3.2 Only applicants who do not have more than five (5) university degree
courses will be considered for the interviews.

2.4 Applicants must not be occupying a promotion post.

2.5 Applicants must not be from schools where persons holding these courses
are available.

- 2.6 Applicants should be within the age-limit of 50 years.
- 2.7 For Remedial Education course, ONLY applicants from Primary schools will be considered.
- 2.8 For School Library and Media Science course, applicants from BOTH Primary and Post Primary schools will be considered.
- 2.9 Applicants must submit certified copies of their academic certificates, professional certificates, birth certificates and marriage certificates with their application letters to their local Circuit offices.
- 2.10 Successful candidates will, on completion of the course be placed by the Department at schools where they will be in charge of Remedial Education or School Library and Media Science.
3. Financial assistance from the Department. -
 - 3.1 Successful applicants will do the course with retention of salary.
 - 3.2 Successful applicants will on completion of the course be placed a category higher.
 - 3.3 Tuition fee, boarding and lodging will be covered by the Department.
 - 3.4 Transport costs to and from the Lebowa In-Service Training Centre (LIMBURG) will be the responsibility of the applicants.
4. Prest selection process:
 - 4.1 The preliminary screening will be conducted at the respective circuit offices as scheduled below
 - 4.2 Attached please find a screening programme.
 - 4.3 Applicants are expected to report at their respective circuit offices before 08:00.
5. Closing date: 18 June 1993.


CHIEF DIRECTOR FOR EDUCATION

/sml

INTERVIEW SCHEDULE FOR REMEDIAL AND LIBRARIANSHIP SPECIALISATION

1. BIOGRAPHICAL DATA:

- | | |
|--------------------------|---------------------------|
| 1.1 Name: | 1.5 Sex: |
| 1.2 School: | 1.6 Marital Status: |
| 1.3 Date of Birth: | 1.7 Interview date: |
| 1.4 Ref. No.: | 1.8 Age in years: |

2. QUALIFICATIONS: Production of the following documents:-

- 2.1 Proof of academic qualification YES/NO
- 2.1.1 When did you pass your Matric Examination?
- 2.1.2 Did you do your matric full-time or Part-time?
- 2.2 Proof of professional qualification YES/NO
- 2.3 Any other qualification(certificate or diploma):
- 2.4 Engagement in part-time studies YES/NO

3. EXPERIENCE:

- 3.1 Teaching experience in years
- 3.2 Number of short courses attended in Librarianship/Remedial Education:

4. STATUS

- 4.1 Rank occupied:
- 4.2 Post-level: 1 2 3 4 5

5. CLASSIFICATION OF SCHOOL ATTACHED TO:

- | | |
|--------------------|----------------------------|
| 5.1 Pre-school | 5.4 Combined L & H Primary |
| 5.2 Lower Primary | 5.5 Junior Secondary |
| 5.3 Higher Primary | 5.6 Senior Secondary |

6. FACILITIES:

- 6.1 Availability of library room at school YES/NO
- 6.2 Availability of remedial room at school YES/NO

7. DEPARTMENTAL ASSISTANCE:

- 7.1 Attending the course with retention of salary:
- 7.2 Number of leave days to one's credit:
- 7.3 Category to be attained after completion of the course:

7.4 Possible consequences emanating from failure to complete the course:

.....

8. IMPLEMENTATION OF KNOWLEDGE

8.1 Give three reasons for taking the course you have applied for

8.1.1 Arrange your reasons in 8.1 above in order of importance.

8.2 Give three ways on how you would implement your knowledge after completion of the course.

8.3 Would you accept a transfer to any school of the Department's choice after completion of the course YES/NO

8.4 Would you be prepared to finance own teaching aids during and after completion of the course? YES/NO

8.5 Number of neighbouring schools(within easy reach) where knowledge acquired can be implemented:

9. ATTITUDE AND COMPETENCY:

9.1 What is your attitude towards children with learning problems?

9.2 What is your attitude towards implementing instructions you are not in favour of?

9.3 Give a short speech to the school committee on the importance of your work in remedial education/Librarianship.

9.4 Verduidelik kortliks hoe u die ouers van u leerlinge sou ooreed om geld bymekaar te versamel om 'n klaskamer te bou vir die uitvoer van u remedeërende/biblioteek aktiviteite.

9.5 If you were not a human being would you rather be a lion or lamb? Lion/Lamb

9.6 Would you rather work with truant or docile children. Truant/Docile

10. REMARKS BY PANEL:

.....

.....

.....

.....

2. Interviews

FOCUSED INTERVIEW WITH THE RECTOR OF LEBOWA IN-SERVICE TRAINING CENTRE.

(FOCUSED INTERVIEW IS A MEDIAN BETWEEN HIGHLY STRUCTURED AND NON - STRUCTURED INTERVIEW)

STRUCTURE/PATTER OF INTERVIEW.

This interview is divided into the following four sections.

SECTION A: PERSONAL AND PROFESSIONAL DATA

SECTION B: ADMISSIONS

SECTION C: COURSES OFFERED

SECTION D: GRADUATION STATISTICS (SUCCESS/FAILURE) RATES

Mr Phakgadi, I would like us to focus on two issues in this interview. The first, your academic and professional background and/or experience, the second on your perspectives about INSET training offered by this College, with specific focus on issues concerning, courses offered, who is admitted, and the success/failure rates of students in this institution

SECTION A: PERSONAL AND PROFESSIONAL DATA

Let us start by focusing our attention to your experiences at this institution. I learnt that you are the longest serving member of the staff in this College, as well as, the Rector of this institution, which implies that you have been exposed to various changes that has taken place in this College.

1. I learnt that this College was established in 1986, and that when you came to lecture at this College in 1986 you came in as a vice-Rector, which courses did you lecture then that is, in 1986 and between 1986 and 1994?

- 1.1 What type of courses (short or long term courses) did you lecture?

- 1.2 What was the College's view of INSET in 1987, and how did INSET courses serve the Community?

2. Let's look briefly into your past experience. How long and where did you teach before you came to Lebowa In-service Training Centre?

2.1 Which positions did you hold in these institution/s?

2.2 Which courses/subjects did you teach?

3. Turning to your qualifications, I believe you hold several degrees and diplomas what degree have you been awarded and from which institution?

2

4. What did you specialise in? (INSET)?
5. You teach courses, I believe in educational management and administration. What is your training in this field?
- 5.1 When did you obtain your qualifications in this course?
- 5.2 Where did you study for this course?
6. From this broad background one can correctly remark that you are an educationist with a vested interest in education. What are your overall special interest in education especially in this changing educational terrain?

6.1 What are your particular interests in Education?

6.2 What is your particular interest in INSET?

7. We know that the 'concept INSET' means different things to different people in different contexts. In your view what is the College's perspective about 'INSET' training is?

7.1 In what ways can we say INSET training offered by the College serves the Community needs?

SECTION B: ADMISSIONS

Let us focus our attention on who is admitted at the College and what your perspectives are concerning admissions, at the College. This is done as an attempt to establish patterns of teachers who are admitted/not admitted for INSET training and your perceptions on how admissions serve teachers, schools, and the Community needs.

8. What is the official policy on admissions?

8.1 Who according to this policy should be admitted?

8.2 Who is not admitted or is totally excluded by this policy on admissions?

8.3 How does this policy serve teachers' needs?

9. In practice which students are admitted/not admitted in courses offered by the College?

9.1 Would you give examples to illustrate students who were admitted?

9.2 Would you give examples to illustrate students who were not admitted?

10. Are there any deviations from the official criteria for admission in the practice exercised by the College?

11. In what ways can these criteria for admission be seen to be serving the following:-

11.1 Teachers?

11.2 Schools?

11.3 The Lebowa Community?

12. Would you say that there is transparency in drawing up these criteria? For example, who participates in drawing up these criteria? (The state alone? and the College? and/or the Community?)

13. Is it the policy of the College to admit a fixed number of successful applicants annually in long term courses?

13.1 What are the reasons behind this fixed number on admission?

14. What are the requirements for students to be admitted to Remedial Education?

15. What admission requirements should the applicants satisfy to be admitted in the School Library and Media Science course?

SECTION C: COURSES OFFERED BY COLLEGE

Let us shift focus to your perceptions about the INSET training offered by the College, with specific interest to courses offered by this institution. I learnt that Lebowa In-service Training Centre is a national institution which offers two streams of INSET courses, the short term and long term courses.

16. What is the significance of streaming courses in this way, that is as short term and long term courses?
17. Languages, Mathematics, Science, Commercial Subjects and Social Science, are offered on short term basis, why are these courses offered on short term basis?
- 17.1 Would you say that there are district differences between what is offered in these courses today (1994) and what was offered in these courses in 1987?
- 17.2 When were the changes effected, if any, and why?

18. Are there any short term courses which are offered by the College today (1994) which were not offered by the College in the past, say, in/around 1988?

18.1 Which are these courses, if any?

18.2 When were they introduced at the College?

18.3 Why were they introduced?

19. Are there any courses that were offered in the past that are discontinued today?

19.1 Which are those courses?

19.2 When were they discontinued?

g

9.1. Why were they discontinued ?

10. What are the advantages of offering these courses on short term basis ?

11. What is the purpose of offering these courses ?

12. To what extent, in your own view would you say that these courses address teachers, schools, as well as, Community needs ?

12.1. How do they address teachers needs ?

12.2. How do they address Community needs ?

- Turning our attention to long term courses offered by the College, there are only two courses offered under this stream, that is Remedial Education and School Library and Media Science .

.1 Why are these courses offered on a long term basis ?

.2 Why are they referred to as ' specialization courses ' ?

.3 When were these courses introduced in this College ?

4 Ever since they were introduced, can one say that there are distinct differences in their structure today as compared to when they were introduced ?

5 When were these changes effected, if any, and why were they effected ?

Were there any long term courses which were offered prior to the introduction of these courses ?

24.1 If any, which were these courses ?

24.2 When were they discontinued ?

25. When was Remedial Education as a specialisation course introduced

25.1 Why was it introduced? Reasons .

25.2 What was the purpose of introducing it ?

26. How does Remedial Education relate to subjects taught at school

26.1 How does it serve teachers needs ?

26.2 How does it serve school needs ?

26.3 How does it serve Community needs ?

27. When was School Library and Media Science introduced in this College ?

27.1 Why was it introduced ? Reasons .

27.2 What was the purpose of introducing it ?

28. How does School Library and Media Science relate to subjects taught at school ?

28.1 How does it serve teachers needs ?

28.2 How does it serve school needs ?

28.3 How does it serve Community needs ?

29. Why is priority given to Remedial Education and School Library and Media Science as long term courses instead of Mathematics, Science and English, which according to the literature on INSET, as well as, the RDP document on Education regard as 'target subjects' in education?
30. In what ways are courses offered by the College contributing towards the upgrading and professional development of teacher?

SECTION D : GRADUATION STATISTICS (SUCCESS / FAILURE RATES)

One other area which warrants some attention is that of the Students performance at the College . Our specific attention will be focused on your perceptions about the students performances over a number of years, showing how the products of the College through its upgrading programmes serve the Lebowa Community. This will be done through looking at the consistencies / inconsistencies in students graduation rates over a period of five years .

31. Let us first look into the number of graduates the College has produced between 1990 and 1994 . Is there any marked consistency / inconsistency in these teachers success / failure rates ?

- 31.1 How many graduates in long term courses has the College produced between 1990 and 1994 ?

REMEDIAL EDUCATION

SCHOOL LIBRARY AND MEDIA SCIENCE .

YEAR	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	GRAND TOTAL
1990							
1991							
1992							
1993							
1994							
GRAND TOTAL							

- 31.2 How many students in long term courses did not graduate between 1990 and 1994 ?

REMEDIAL EDUCATION

SCHOOL LIBRARY AND MEDIA SCIENCE .

YEAR	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	GRAND TOTAL
1990							
1991							
1992							
1993							
1994							
GRAND TOTAL							

32. Why do students fail their courses, in your view ?

33. How does the College through the production of INSET teachers serve the Community ?

34. How do you define the Community the College serves ?

35. How does the College through its courses serve Community needs ?

35.1 Do all the College INSET courses serve (to address) Community needs ?

35.2 What other courses should be offered by the College, to serve the Community needs ?

35.3 What need in the Community does the College meet through its admissions ?

35.4 Who else might be admitted by the College ?

35.5 How might courses be changed to serve the Community better ?

35.6 How might admission be changed to serve the Community better ?

FOCUSED INTERVIEW WITH HEADS OF DEPARTMENTS FOR LONG TERM OCOURSES,
(REMEDIAL EDUCATION & SCHOOL LIBRARY & MEDIA SCIENCE)
AT LEBOWA IN-SERVICE CENTRE) FOCUSED INTERVIEW IS A MEDIAM BETWEEN HIGHLY
STRUCTURED AND NON-STRUCTURED INTERVIEW.

THIS INTERVIEW IS MADE UP OF FOUR SECTIONS. VIZ.

SECTION A: PERSONAL AND PROFESSIONAL DATA
SECTION B: ADMISSIONS
SECTION C: COURSES OFFERED
SECTION D: SUCCESS/FAILURE RATE.

Sir / Madam, I learn you are a Head ofDepartment, at this institution, that is, Lebowa In - Service Training Centre . I would like us to focus on two main issues in this interview . The first, is about your academic and professional background or experience . The second, is your perceptions about course offered by the College, and your Department, the College 's admission criteria, as well as, Student ' s success / failure rate .

SECTION A : PERSONAL AND PROFESSIONAL DATA

Let us first start with your personal background, that is your academic and professional data, as well as your teaching / lecturing experience, by focusing on the following ;

1. PERSONAL DETAILS .

SURNAME :

NAME (INITIALS)

NB: PLACE AN X IN THE APPROPRIATE BOX .

SEX :

M	F
---	---

PRESENT AGE GROUP :

25-30	31 - 40	41 - 50	51 - 60	61 - 65
-------	---------	---------	---------	---------

2. PROFESSIONAL DETAILS .

NB : PLACE AN X IN THE APPROPRIATE BOX

PRESENT OCCUPATION :

LECTURER	SENIOR LECTURER	HEAD OF DEPT
----------	-----------------	--------------

INITIAL TEACHING QUALIFICATION :

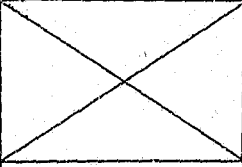
CERTIFICATE	DIPLOMA	DEGREE	HIGHER DIPLOMA
-------------	---------	--------	----------------

ADDITIONAL RECOGNISED QUALIFICATION :

CERTIFICATE	DIPLOMA	ADVANCED DIPLOMA
-------------	---------	------------------

NUMBER OF YEARS TEACHING EXPERIENCE :

NUMBER OF STUDENTS ROLL AT COLLEGE .

UP	to	50		201 - 300	
51	-	100		301 - 400	
101	-	200		401 - 500	

2.1. PROFESSIONAL BACKGROUND/EXPERIENCE

1. I realise that as early as 1991 you were already a Head of Department in this College, when did you become a Head of Department ?
2. When did you start lecturing at this College ?
3. Which post did you occupy when you first started lecturing at this College. ?
 - 3.1. Which course or course component did you lecture, then?
 - 3.2. As a Head of Department, which course component are you lecturing presently ?
4. Can we quickly look into your professional experience, that is, where and when did you start teaching ?
 - 4.1. What is the name of the last school you taught at ?
 - 4.2. Which position(s) did you hold at that school ?

4.3. Which subjects did you teach ?

5. You are a holder of several degrees, from which institution(s) did you obtain these qualifications ?

5.1. Were they obtained through full time study or through distance learning ?

6. In which institution did you obtain your degree ?

6.1. What were your major courses ?

6.2. In which institution did you obtain your senior degree ?

6.3. What was your area of specialisation ?

SECTION B : ADMISSIONS.

Shifting our focus to admission criteria used by the College, let us also focus on the admission criteria in your Department, that is , Who is admitted/not admitted for INSET training? What are your perceptions about how the Community is served by the College's admission policy.

7. What is the official policy on admission in your Department?

7.1 Who is admitted for INSET training in your Department?

7.2 Which teachers are not admitted for INSET training in your Department?

7.3 How does this policy serve teachers: Schools and the Community? Give examples.

8. What is the College's official policy on admissions?

9. In practise which students are admitted in your Department?

9.1 Why are they admitted ?

9.2 In practice which students are not admitted in your Department ?

9.3 Why are they not admitted ?

10. Are there any differences in your view, between the official criteria for admission and the practice exercised by the College ?

11. What are the official criteria for admission to the College ?

12. In what ways can these criteria for admission be seen to be serving teachers, schools and the Lebowa Community ?

13. Is it the policy of your Department to admit a fixed number of students annually?

13.1 What is the rationale for that?

14. What admission requirements, in your view, would best serve the College as well as the Community needs?

SECTION C : COURSES OFFERED .

Let us focus on your perceptions about INSET training offered by the College that is, specifically focusing on courses offered by the College in general, and with specific reference to, courses or course components offered in your Department .

15. One realises that there are two dominant streams in which courses offered by the College are patterned, that is, there are courses that are regarded as short term courses and those which are regarded as long term courses. What courses are offered by your Department ?

15.1 Do you offer these courses on short or long term basis ?

15.2 What are the pattern of courses offered in your Department ?

15.3 What is the duration of these courses ?

15.4 How do students built up credits towards the completion and certification in a course ?

16. What is the main focus of the course / s offered in your Department, that is, is their emphasis on methods or on content ?

17. How does your course serve schools ?

17.1 In what ways do these courses serve schools ? can you give example ?

17.2 How does your College serve the Community through the INSET training that it offers, especially when looking at courses offered by the College ?

17.3 In what ways are these courses contributing to the upgrading and professional development of teachers ?

17.4 Can you give examples on how courses offered in your Department contribute to the upgrading and professional development of teachers ?

18. What are your perceptions about the INSET training offered by the College through these courses ?

19. Looking at the broader structure of courses offered by the College, what is, in your view, the significance of streaming courses into short and long term basis ?

20. Why are the following courses ; Languages, mathematics, natural science, commercial subjects, social sciences, offered on short term basis ?

20.1 What is the purpose of offering these courses ?

20.2 What advantages are there, in offering these courses on a short term basis ?

20.3 In your view, are these courses addressing the teachers . schools, and Community needs ?

20.4 In what ways do they address teachers needs ?

20.5 In what ways do they address school needs ?

20.6 In what ways do they address Community needs ?

21. Coming to long term courses, one realises that these are only two courses offered under this stream, these are, Remedial Education and School Library and Media Science. Why are these courses offered on a long term basis ?

21.1 When were these courses introduced in this College ?

21.2 Were there any long term courses which were offered prior to the introduction of these courses ?

21.3 What was the purpose of introducing these courses ?

21.4 Where did the need for introducing these courses come from ?

21.5 In your view, are these long term courses addressing the teachers, Schools and Community needs ?

21.5.1 In what ways do they address teachers needs ?

21.5.2 In what ways do they address School needs ?

21.5.3 In what ways do they address Community needs ?

22. Why according to these streams is priority given to Remedial Education and School Library and Media Science as long term courses, instead of target subject's like mathematics, science and English, which according to the literature on INSET and the RDP document on Education emphasise that special attention and focus should be given to 'target subjects' ?

SECTION D : SUCCESS/FAILURE RATES (GRADUATION STATISTICS) .

Finally, I would like to find out from you, what your perspectives are, about students performances in your Department, that is, the success/failure rates of students in your Department from 1990 to 1994 .

13. How many graduates has your Department produced annually from 1990 to 1994 ?

REMEDIAL EDUCATION/SCHOOL LIBRARY & MEDIA SCIENCE DEPARTMENT .

SUCCESS RATES .

YEAR	MALE	FEMALE	TOTAL	
1990				
1991				
1992				
1993				
1994				
TOTAL				

14. How many students failed annually in your Department from 1990 to 1994 ?

REMEDIAL EDUCATION/SCHOOL LIBRARY & MEDIA SCIENCE DEPARTMENT .

FAILURE RATES.

YEAR	MALE	FEMALE	TOTAL	
1990				
1991				
1992				
1993				
1994				
TOTAL				

25. In your view, what are the reason for patterns of students success / failure rates in your Department ?
26. How do these teachers who graduated from your Department serve the Community ?
27. Who do you perceive to be the Community , the College serves ?
28. In general, does the College, through its courses serve the Community needs ?
- 28.1 How does the College address the Community needs through their courses ?
- 28.2 What other courses might be offered by the College on long term basis?
- 28.3 What other courses might be offered by the College on short term basis ?

28.4 What other courses might be offered by the College to serve its Community better ?

8.5 How does the College through its admissions serve Community needs ?

8.6 How does the College through its admissions fall short of serving Community needs ?

8.7 How might courses be changed to serve the Community better ?

8.8 How might access to the courses, that is, who is admitted, serve the Community better ?

THANK YOU, FOR YOUR CO- OPERATION AND PARTICIPATION .

3. Questionnaires

QUESTIONNAIRE TO BE COMPLETED BY TEACHERS FROM LEBOWA IN-SERVICE TRAINING
CENTRE WHO ATTENDED THE COLLEGE BETWEEN 1989 AND 1993.

THIS QUESTIONNAIRE IS MADE UP OF FOUR SECTIONS.

SECTION A: PERSONAL AND PROFESSIONAL DATA

SECTION B: ADMISSIONS

SECTION C: COURSE FOLLOWED

SECTION D: SIGNIFICANCE OF THE COURSE VIS-A-VIS COMMUNITY NEEDS

SECTION A: PERSONAL AND PROFESSIONAL DATA.

PLEASE COMPLETE THE FOLLOWING DETAILS IN FULL.

1. PERSONAL DETAILS

N.B.: PLACE AN X IN THE APPROPRIATE BOX.

1.1 SURNAME: 1.2 NAME (INITIALS):.....

1.3 SEX:

M	F
---	---

1.4 AGE GROUP:

22 - 25	26 - 30	31 - 40	41 - 50	51 - 60	61 - 65
---------	---------	---------	---------	---------	---------

2. PROFESSIONAL DETAILS.

N.B.: PLACE AN X IN THE APPROPRIATE BOX.

2.1 PRESENT OCCUPATION:

TEACHER	REMEDIAL TEACHER	SCHOOL LIBRARY TEACHER	HEAD OF DEPT.
---------	------------------	------------------------	---------------

2.2 INITIAL TEACHING QUALIFICATIONS:

CERTIFICATE	DIPLOMA	DEGREE
-------------	---------	--------

2.3 ADDITIONAL RECOGNISED QUALIFICATIONS:

CERTIFICATE	DIPLOMA	ADVANCED DIPLOMA	DEGREE
-------------	---------	------------------	--------

2.4 NUMBER OF YEARS TEACHING EXPERIENCE:

2.5 PRESENT TYPE OF SCHOOL:

LOWER PRIMARY	HIGHER PRIMARY	SECONDARY/HIGH SCHOOL
---------------	----------------	-----------------------

2.6 AGE GROUP OF PUPILS/STUDENTS TAUGHT:

5 - 6	7 - 10	11 - 13	14 - 16 YRS	17 - ABOVE
-------	--------	---------	-------------	------------

2.7 NUMBER OF PUPILS/STUDENTS ROLL AT SCHOOL

UP TO 100		X	401 - 600	
101 - 200			601 - 800	
201 - 300			801 - 1000	
301 - 400			1001 - 1500	

SECTION B : ADMISSIONS.

The College has its own policy and criteria for admissions, and it is against this background that I would like to know what your perspectives are about who is admitted / not admitted at the College as well as, who might be admitted / not admitted by the College .

3. Who is admitted by the College ?

3.1 Which requirements should the applicants meet in order to be admitted ?

3.2 How far, in your view, do these requirements serve teachers needs ?

3.3 How far do these requirements serve school needs ?

3.4 How far, in your perspective do these requirements serve Community needs ?

4. Who is not admitted by the College ?

5. Why are these teachers not admitted by the College ?

6. In your view, who is suppose to be admitted by the College ?

7. Who is responsible for drawing down the admission criteria for the College ?

7.1 Is these any Community involvement in the drawing up of the admissions criteria ?

8. What are the admission criteria used by the College in its admissions ?

8.1 In your view, are such admission criteria serving teachers needs ?

8.2 How do they serve teachers needs ?

8.3 Do such admission criteria serve school needs ?

8.4 How do they serve school needs ?

8.5 Are these admission criteria serving Community needs ?

8.6 How do they serve Community needs ?

9. Which admission criteria, in your view might best serve teachers needs ?

9.1 Which admission criteria might best serve school needs ?

9.2 Which admission criteria might best serve Community needs ?

10. What is the College's policy on admissions ?

10.1 Is the admission policy of the College serving teachers needs ? How.

10.2 Is this admission policy serving school needs ? Explain .

10.3 Is this admission policy of the College serving Community needs ? Elaborate.

11. How best, in your view, might this policy on admissions be drawn ?

11.1 How best, might this policy, in your view serve teachers needs ?

11.2 How best, in your perspective, might this policy serve schools needs?

11.3 How best, in your perspection, might this policy serve Community needs ?

SECTION C : COURSE (S) FOLLOWED / OFFERED .

12. NAME OF COURSE (S) :

12.1 YEAR ENROLLED :

12.2 DURATION OF THE COURSE :

12.3 AIM / PURPOSE OF THE COURSE :

12.4 SCOPE COVERED BY COURSE :

PRIMARY SCHOOL	SECONDARY SCHOOL
----------------	------------------

 (PUT AN X IN THE APPROPRIATE BOX)

12.5 NUMBER OF STUDENTS IN CLASS :

12.6 NUMBER OF FEMALE STUDENTS :..... MALE STUDENTSIN CLASS .

13. What was the central focus of your course ?

13.1 How far did the course improve your skills and techniques of teaching ?

13.2 Did the course contribute to your professional upliftment ? How ?

13.3 Did your course entail any practical activities ?

13.4 Which practical activities were covered by your course ?

13.5 To what extent was the course related to what you teach in class ? Explain .

14. Which other courses are offered by Lebowa In .Service Training Centre ?

14.1 In your view, what is the purpose of offering these courses to teachers ?

14.2 Which teachers needs, in your view, are served by long term courses offered by the College ?

14.3 Which school needs are served by these courses ?

14.4 Which Community needs are served by these courses ?

15. How, in your perception, are courses offered by the College serve teachers needs ? Give reasons .

15.1 How, in your view, are these courses serving school needs ? Explain .

15.2 How are these courses in your view, serve Community needs ? Give examples .

16. Which other courses, in your perspective, might be offered by the College ?

16.1 Which courses might be offered on short term basis ? List them .

16.2 Which courses, in your view, might be offered on long term basis to serve teachers, schools, and hence Community needs ? Give reasons .

17. In your view, how best might the course you followed serve teachers needs ? Explain.

18. How best, in your view, might courses offered by the College serve school needs ?
Give examples .

19. How best, in your perspective, might courses offered by the College serve
Community needs ?

20. How did course you followed help you to use the knowledge gained to serve
school needs ? Explain .

20.1 Focusing on your insight and the knowledge gained through the course you
followed, which specific needs of teachers is the course addressing ? Explain .

20.2 Which specific teachers' is the course not serving ?

20.3 Which specific need is the course addressing in your school?

20.4 Which specific need is the course not addressing in your school?

20.5 Which specific need in the Community is the course addressing?

20.6 Which specific need in the Community is the course not addressing?

21. How did the knowledge through this course help you in serving Community needs? Explain.

22. Give the chance, would you avail yourself to attend the course again, sometimes, on an advanced level? Why.

23. What additional issues would you pick up on, as far as, courses offered by the College are concerned. especially those issues related to teachers, schools and hence Community needs ?

SECTION D : GRADUATION STATISTICS .

The College appears to be sticking to a pattern of releasing a number of graduates to the Community, that is, the Lebowa Community, annually . Behind this track-record of graduates coming from this insitution, there is also an observation that the number of graduates released by the College to the Community need to be increased especially for long term courses .

24. In your course, how many students graduated at the end of the year ?

25. Would you say, in your view, that the number that graduated, to an extent, addressed ;

25.1 Teachers needs ?

25.2 Schools needs ?

25.3 Community needs ?

25.4 How does these graduates address these needs, that is, teachers, schools and hence the Community needs ?

26. Would you say, in your perspective, that teachers from this College address the Community needs ?

27. Is the College, through its INSET training producing adequate teachers to meet Community needs ? Explain .

28. How best can the College succeed in reaching the number of graduates that would, to an extent, address the Community needs ?

29. How far do graduates from this institution serve ,

29.1 School needs ? Give examples .

29.2 Community needs ? Explain .

30. How best might graduates from the College be utilised to serve school needs ?

31. How best might graduates from the College be utilised to serve Community needs ?

32. Are you in your capacity serving school needs ? How ?

33. Are you in your capacity as a graduate from Lebowa In . Service Training Centre serving Community need ? Explain .

THANK YOU FOR YOUR CO - OPERATION AND PARTICIPATION .

QUESTIONNAIRE TO BE COMPLETED BY PRINCIPALS OF SCHOOLS WHEREIN TEACHERS FROM
LEBOWA IN-SERVICE TRAINING CENTRE ARE TEACHING.

Sir/Madam

You are kindly requested to complete this questionnaire, in the presence of the researcher and hand it back to him. This questionnaire is used for educational purposes only. Your participation in completing this questionnaire is highly valued and appreciated as your responses and participation will contribute towards educational deliberations that are going on in this educational domain.

THANK YOU

QUESTIONNAIRE TO BE COMPLETED BY PRINCIPALS OF SCHOOLS WHERE INSETED TEACHERS
FROM LEBOWA IN-SERVICE TRAINING CENTRE ARE TEACHING.

THIS QUESTIONNAIRE IS DIVIDED INTO FOUR SECTIONS.

SECTION A: PERSONAL AND PROFESSIONAL DETAILS

SECTION B: ADMISSIONS

SECTION C: COURSES OFFERED

SECTION D: GRADUATES FROM THIS COLLEGE VERSUS COMMUNITY NEEDS.

N.B.: PROCEDURE FOR THE COMPLETION OF THIS QUESTIONNAIRE.

PLEASE READ EACH SECTION CAREFULLY AND COMPLETE EACH SECTION WITH-IN
IN ACCORDANCE WITH THE INSTRUCTIONS GIVEN. SECTION B, C, AND D ARE THE
LONGEST AND MOST IMPORTANT PARTS OF THIS QUESTIONNAIRE AND THEREFORE
NEED MORE DETAILED RESPONSES.

Sir / Madam, I learn you have teachers amongst your staff who attended a one year specialisation course at Lebowa In-Service Training Centre. I would like to get your perspectives about courses offered by the College, its admissions what teachers from this College offer in schools and how what they offer address Community needs. First lets start with your personal details and professional background / experience.

SECTION A : PERSONAL AND PROFESSIONAL DETAILS.

PLEASE FILL IN / COMPLETE THE FOLLOWING DETAILS IN FULL.

1. PERSONAL DETAILS.

1.1 SURNAME :

1.2 NAME (INITIALS) :

NB: PLACE AN X IN THE APPROPRIATE BOX)

1.3 SEX :

M	F
---	---

1.4 AGE GROUP :

26 - 30	31 - 40	41 - 50	51 - 60	61 - 65
---------	---------	---------	---------	---------

2. PROFESSIONAL DETAILS.

(NB : PLACE AN X IN THE APPROPRIATE BOX)

2.1 PRESENT OCCUPATION :

ACTING PRINCIPAL	PRINCIPAL PRIMARY SCHOOL
PRINCIPAL SECONDARY SCHOOL.	

2.2 INITIAL TEACHING QUALIFICATIONS :

CERTIFICATE	DIPLOMA	DEGREE
-------------	---------	--------

2.3 ADDITIONAL RECOGNISED QUALIFICATIONS :

CERTIFICATE	DIPLOMA	ADVANCED DIPLOMA
DEGREE		

2.4 HAVE YOU EVER ATTENDED ANY INSET COURSE ON LONG TERM BASIS

YES	NO
-----	----

2.5 IF YES, FILL IN THE NAME OF THE COURSE:

2.6 NUMBER OF YEARS TEACHING EXPERIENCE:

2.7 NUMBER OF YEARS IN THE PRESENT POST:

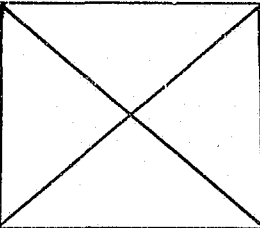
2.8 PRESENT TYPE OF SCHOOL:

LOWER PRIMARY	HIGHER PRIMARY	SECONDARY/HIGH SCHOOL
---------------	----------------	-----------------------

2.9 AGE GROUP OF PUPILS/STUDENTS TAUGHT:

7 - 10	11 - 13	14 - 16 YRS	17 - AND ABOVE
--------	---------	-------------	----------------

2.10. NUMBER OF PUPILS / STUDENTS ROLL AT SCHOOL

UP TO 100			401 - 600	
101 - 200			601 - 800	
201 - 300			801 - 1000	
301 - 400			1001 - 1500	

SECTION B : ADMISSIONS.

Turning to the admission of teachers at the College, what are your perspectives on who should be admitted / not admitted by the College. Possibly you are aware that the College has its own criteria for admissions and it is to such issues that we will focus at under this section.

3. What are your perspectives on who should be admitted / not admitted by the College ? Give reasons .

4. Presently, which teachers are admitted by the College ?

- 4.1 Why are they admitted ?

5. Which teachers are presently not admitted by the College ?

5.1 Why are they not admitted ?

6. How are these admission conditions serving teachers needs ?

6.1 How are they serving schools needs ?

6.2 How are they serving Community needs ?

7. In your view, which teachers might be admitted by the College ?

7.1 Why might these teachers be admitted ?

8. In your view, which teachers might not be admitted by the College ?

8.1 Why might these teachers not be admitted by the College ?

9. How will these admissions, in your perspective serve teachers needs ?

9.1 How will they serve the schools needs ?

9.2 How will they serve Community needs ?

SECTION C: COURSES OFFERED.

Lebowa In-Service Training Centre is offering INSET training to teachers through short and long term courses. I would like to get your perspectives about these courses, and how they serve teachers, schools and hence the community needs.

A: SHORT TERM COURSES.

10. The college offers languages, maths, science, Geography, History and Commercial subjects on short term basis.

10.1 How do short term courses, in your view, address teachers needs?

10.2 How do these courses address schools needs ?

10.3 How do these courses address Community needs ?

B: LONG TERM COURSES.

11. The College is offering Remedial Education and School Library and Media Science as long term courses.

11.1 How in your perspective, do these long term courses address teachers needs ?

11.2 How, in your view, are they addressing schools needs ?

11.3 How do they address Community needs ?

C. OTHER COURSES.

12. Which other courses, in your view, might the College offer on short term basis ? Why ?

13. How will these additional courses address teachers needs ?

13.1 How will they address schools needs ?

13.2 How will they address Community needs ?

14. Which other additional courses should be offered on long term basis ?

14.1 Why should they be offered on long term basis ?

14.2 How will these courses address teachers needs ?

14.3 How will they address schools needs ?

14.4 How will they address Community needs ?

15. English, Mathematics, Science are regarded as ' target subjects ' which INSET training should concentrate upon, in your view, what should be the duration of courses focused on these subjects in INSET training ?

15.1 Give reasons for your answer .

D : WHAT TEACHERS OFFER.

16. Which subjects at your school are offered by teachers who attended INSET training at Lebowa In-Service Training Centre ?

17. Are the subjects they offer, those that they were trained for in their INSET training ?

- 17.1 How do these subjects that the teachers are offering, related to courses that teachers trained for, at the College ?

17.2 Which changes in teaching, have you realised (is noticeable) in teachers, in the subjects they offered before and after they have undergone INSET training ?

17.3 What could have contributed to these visible changes in teachers performances ?

17.4 Are these INSETed teachers given the opportunity to practice what they were trained for, at your school ? Give reasons .

E : TEACHERS NEEDS .

18. From your experience and perspective, would you say that courses offered by the College address teachers needs ? Give reasons .

18.1 Which teachers needs are addressed through courses offered by the College . ?

18.2 How are these needs addressed through these courses ?

18.3 Which teachers needs are not addressed through these courses ? Why ?

F : SCHOOL NEEDS .

19. Do teachers from the College, address schools needs in the subjects they offer ?

19.1 Which schools needs are addressed by these teachers in your school ?

19.2 How do they address these school needs ?

19.3 Which school needs are not addressed by these teachers ?

19.4 Why are they not addressing these school needs ?

G : COMMUNITY NEEDS .

20. Do these teachers from the College address Community needs in the subjects they teach ?

20.1 Which Community needs are addressed by these teachers from the College ?

20.2 How do they address these Community needs ?

20.3 Which Community needs are not addressed by these teachers ?

20.4 Why are these INSETed teachers not addressing these Community needs ?

SECTION D : GRADUATES VIS-A -VIRSA COMMUNITY NEEDS .

21. Let's focus on your perspectives about the College's teachers supply vis - a vis Community needs. In your view, would you say the College's teachers supply address the following needs ;

21.1 Teachers needs ?

21.2 Which needs are addressed by this supply as far as teachers are concerned ?

21.3 How are these needs addressed, by this teachers supply or graduates from the College ?

24. Does this teachers supply from the College address schools needs ?

24.1 Which schools needs are addressed by this supply of teachers from the College ?

24.2 How are these needs addressed by graduates from the College ?

25. Do graduates from this College address Community needs ?

25.1 Which Community needs are addressed by graduates from the College ?

25.2 How are Community needs addressed by graduates from the College ?

26. What are the Community's perspectives on these teachers supply from the College ?

THANK YOU FOR YOUR CO - OPERATION AND PARTICIPATION.

QUESTIONNAIRE TO BE COMPLETED BY ^{COMMUNITY LEADERS} MEMBERS OF THE COMMUNITY

Sir / Madam

You are kindly requested to complete this questionnaire, which is used for an educational research purpose only. Your participation in completing this questionnaire is highly valued and appreciated, as your responses and participation will contribute towards educational debates that are going on in this educational domain.

THANK YOU

QUESTIONNAIRE TO BE COMPLETED BY MEMBERS OF THE COMMUNITY.

THIS QUESTIONNAIRE IS DIVIDED INTO FOUR SECTIONS.

SECTION A: PERSONAL DETAILS

SECTION B: ADMISSIONS

SECTION C: COURSES OFFERED

SECTION D: GRADUATES VERSUS COMMUNITY NEEDS

N.B.: PROCEDURE FOR THE COMPLETION OF THIS QUESTIONNAIRE.

PLEASE READ EACH SECTION CAREFULLY AND COMPLETE EACH SECTION IN ACCORDANCE WITH THE INSTRUCTIONS GIVEN. SECTION B, C, AND D ARE THE LONGEST AND MOST IMPORTANT PARTS OF THIS QUESTIONNAIRE AND THEREFORE NEED MORE DETAILED RESPONSES.

THIS QUESTIONNAIRE ATTEMPTS TO ESTABLISH, FIRST, YOUR PERSONAL DETAILS AND BACKGROUND (EXPERIENCE) IN COMMUNITY ACTIVITIES / ISSUES. SECONDLY, IT ATTEMPTS TO GET YOUR PERSPECTIVES ABOUT INSET TRAINING OFFERED BY LEBOWA IN - SERVICE TRAINING CENTRE (LIMBURG) WITH SPECIFIC INTEREST TO COURSES WHICH THE COLLEGE SHOULD BE OFFERING, WHO SHOULD BE ADMITTED FROM THIS COLLEGE IN THE COMMUNITY .

SECTION A: PERSONAL DETAILS.

PLEASE FILL IN THE FOLLOWING DETAILS IN FULL .

1. PERSONAL DETAILS.

- | | |
|------------------------|----------------------------|
| 1.1 SURNAME | 1.2 NAME (INITIALS)..... |
| 1.3 SEX : | 1.4 AGE GROUP |
| 1.5 OCCUPATION : | 1.6 QUALIFICATION |

2. EXPERIENCE / INTERESTS.

2.1. What are your broad interests in education ?

2.2. What are your specific interests in education ?

2.3. What are your Community engagements / involvements.

2.4 How long have you been staying in this Community ?

3. From your experience and involvement in Community activities, what would you regard as Community needs, as far as, In-Service training of teachers is concerned.

SECTION B : ADMISSIONS .

Admission or access to Lebowa In - Service Training Centre, is to a great extent, controlled through mechanisms based on both academic and professional qualifications, that is, mostly teachers with Standard 10 and Three years professional training (M+3) are admitted .

4. Are you aware of any admission criteria used by the College ^{except} those stipulated above ?
5. In your view, who should be admitted by the College ?
- 5.1 Why should those teachers be admitted ?
6. Which teachers , in your view, should not be admitted by the College ?
- 6.1 Why should those teachers not be admitted ?
7. How should these admission / exclusion be done by the College ?

8. Who should be involved in drawing up these criteria for admission ?
9. In your view, which teachers are most in need of INSET training ,in your Community ?
10. Why are these teachers, in your perspective, the most needy, of INSET training ?
11. What INSET training do they need to serve Community needs ?
12. Does the present College admission policy serve Community needs ? Explain .
13. Presently, the College admit 32 applicants per long term course, annually, would you say that this admission condition serve Community needs ? Explain .
- 13.1 Which admission numbers can best serve Community needs in your perspective ?

14. What, in your view, are the major needs to INSET training, for teachers, in your Community in general ?

14.1 How can these Community needs to best served by the College through its admissions ?

SECTION C: COURSES OFFERED

Lebowa In-Service Training Centre offers both short and long term courses in INSET training. Short term courses are made up to Languages, Science, Mathematics, Social Sciences and Commercial subjects, on the one hand, while on the other hand long term courses are made up of, Remedial Education and School Library and Media Science.

15. In your view, which courses might be offered on a short term basis ? Why ?

16. Which courses, in your perspective, might be offered on a long term basis ? Give reasons.

17. In your view, what courses are offered by the College to address needs in the Community ?
18. How far, would you say, Remedial Education, as a course serves Community needs ? Give reasons.
19. How far, would you say, School Library and Media Science as a course serve Community needs ? Give reasons for your views.
20. What courses, in your view, are needed by people in the Community, that is teachers in the Community ?
21. Which courses, in your view are needed by the Community itself to address its needs ?
22. What should be their duration ?
23. Why should they be offered as short / long term courses ? Specify and Give reasons .

SECTION D: GRADUATES (SUCCESS / FAILURE RATES)

Annually, schools and the community receive graduates from this College.
I would like to get your perceptions on how graduates from this College
serve Community needs.

24. Who graduates at this College ?

25. In what ways do graduates from this College serve Community needs ?

26. Which community needs are not served by graduates from this
College ?

27. Which Community needs are best served by graduates from this College ?

28. What are the Community's perspectives about graduates from this College ?

29. How best can the College through its INSET training serve Community ?

THANK YOU FOR YOUR CO - OPERATION AND PARTICIPATION .

Author Seale N R

Name of thesis Teachers Professional Upgrading And Development At Lebowa In Service Training Centre: Is The College Succeeding In Its Own Terms, As Well As In Terms Of The Community In Achieving Its Goal? Seale N R 1998

PUBLISHER:

University of the Witwatersrand, Johannesburg

©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.