UNIVERSITY OF JOHANNESBURG

CLASSROOM DUTIES IN SCHOOLS AS AN ASPECT OF EDUCATORS' COMMITMENT IN THE ZEERUST DISTRICT

by

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(i)
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Dedicated to my children
Kebalepile, Gabaiphiwe
and Reneilwe

(iii)
ABSTRACT

This investigation is part of a group project that was conducted by a research team of the Department of Educational Sciences of the Rand Afrikaans University. The focus of this study is classroom teaching duties and educator commitment.

Teaching is only successful if it leads to effective learning. In order to be successful in their teaching teachers need skills, knowledge and techniques that can be used simultaneously so that they can achieve predetermined aims and objectives.

There can be no doubt that teaching is a complex task, and in order to accomplish this demanding task successfully, teacher's need to focus on different aspects in the learning teaching situation, like classroom management, classroom discipline, preparation of their lessons and the others.

The research was based on assumption that for prospective and serving teachers to teach effectively and be committed to the teaching profession. In order to understand this problem in its total context, a study of the literature on classroom teaching duties and educator commitment was done.

In order to gather information concerning the research problem questionnaires were administered to teachers. The result obtained in this research indicated the following:

- Female educators are more committed when performing classroom duties than male educators.

- Educators post level does influence educator commitment to classroom duties.

- Educators with diploma are more and positively committed to perform their classroom duties than those with the higher qualification.

- The less experienced educators are more committed to classroom duties than the other groups.

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1.1 INTRODUCTION

The teacher's fundamental commitment is of an educational nature. Teachers normally accept many responsibilities, both inside and outside the classroom (Ngobeni, 1996:1). Kruger and Muller (1995:2) assert that teaching is professional commitment, and at the same time it demands reflection and insight.

In taking responsibility for their profession, teachers must be aware of the depth of the commitment they have made in choosing teaching as a career (Ngobeni, 1996:2). Traditionally, the central task of the teacher was to transmit specific knowledge and benefit to the pupils. With regard to the current and apparent responsibilities of the teacher, there are changes which society at large sees the teacher and his/her role (Cohen & Manion 1977:2).

One of the many duties of a teacher is to plan particular plans of action with a view to evaluate problems that exist in their work. Pitout et al (1993:23) indicates that the goal of education, as required by education department is to produce responsible future adults. This goal is always related to raising, improving and guiding towards what ought to be. The special task of the adult (teacher) is to accompany

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the not-yet-adult and to do so in such a way that he/she can perform his/her task responsibility.

1.2 MOTIVATION

Effective teaching depends on adequate preparation. Teachers, who are committed to their profession, should prepare their daily duties in advance. Mwamwenda (1995:505) asserts that in order for teachers to be active, they should ensure that they prepare well for their lessons. The researcher's aim is to determine whether teachers commitment in the Zeerust District is related to their classroom duties.

Mwamwenda further states that the better-prepared teachers are, the more confident they will be in presenting the lessons to the pupils and this will probably enhance effective learning.

Teacher competence has become a major concern in South Africa. This is partly caused by educational backlogs in the South African education. Ngwenya (1997:2) asserts that the most important of all backlogs currently, is the poor matric results in black schools. He further indicates that teachers are also faced with a challenge of becoming change agents, which can eleviate, these backlogs, which lead to poor performance in schools. Teacher competence and commitment are therefore being questioned.

It is deemed necessary to find out more about teacher commitment in

the Zeerust District. An audit report of this District clearly elucidates the current lack of teacher commitment (District Schools Audit Report, 2001). According to this report the areas that need attention are: Absenteeism, Punctuality, Classroom Management, Appraisal System, Compilation of school Policies and the Developmental Plans and School Facilities.

The researcher has noted that lack of teacher commitment can create a situation in which the teaching profession begins to lose its credibility. It therefore needs to be pointed out that classroom duties involve much more than only teaching or writing out lesson notes. Farrant (1968:223) in (Ngobeni, 1996:3) states clearly that "A well prepared lesson can be taught without any notes but a good lesson cannot be taught without preparation".

This study forms part of a broader research project concerning the commitment of teacher in the Zeerust District. It focuses on researching teacher's duties and educational issues. This research group concentrates on each of the following areas of teacher commitment:

- Classroom duties in schools and educator commitment in the Zeerust District.
  (Mekgwe K.J. 2003)

- District Office and educator commitment in the Zeerust District.
  (Matlhatsi M.M. 2003)

- Professional conduct in schools and educator commitment in the Zeerust District.   (Pule E.N. 2003)

1.3   THE PROBLEM STATEMENT

The problem of this research project can be summarized by means of the following questions:

- What is teacher commitment?
- What are the essential classroom duties committed teachers need to perform to ensure effective learning and teaching?
- To what extend has classroom duties have a bearing on the teacher's commitment?
- How committed are teachers in the Zeerust District with regard to their classroom duties?
- Is there any relationship between teacher commitment and certain independent biographical variables?

1.4   THE AIM OF THE STUDY

1.4.1 General Aim

The research group will attempt to investigate the extent to which teacher's commitment is related to their profession as it is represented when dealing with aspects such as classroom teaching duties, professional conduct in schools, district services for schools and teacher commitment.

1.4.2 Specific Aim

In order to achieve this general aim, the aim of this particular project is to investigate the extent teachers commitment is related to performing their classroom duties. Therefore the aim will be to:

- Identify the main categories of classroom duties in schools;
- To elicit teacher opinion on how their classroom duties influence their professional commitment in the Zeerust District; and
- To elicit teacher opinions regarding classroom duties in schools.

1.5   CLARIFICATION OF TERMS

These key terms that are being used throughout the study need to be clarified. For the purpose of clarity they shall have the following preliminary meanings. In Chapter 2 they will be studied in greater depth.

1.5.1 Commitment

Commitment is responsibility or promises to follow certain beliefs or certain courses of action, deeply felt loyal to particular aims, beliefs, organization, etc. (Longman Dictionary of Contemporary English, 1987).

Arcaro (1995:16) in (Tyali 1997:26) "Educators must be committed to

a quality culture of teaching and learning, educators must be willing to support the introduction of new ways of doing things into the education system".

1.5.2 Research Preliminary Definition

Commitment is obligation or engagement of a person to carry out his/her duties/tasks in a binding agreement. One is dedicated to act in a responsible way, join forces and engage in a collection action to improve education and contribute to social development.

1.5.3 Classroom Teaching Duties

Classroom teaching duties are all the tasks/duties that an educator is expected to carry out in his/her educational environment or classroom to engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to organize extra and co-curricular activities so as to ensure that the education of the learner is promoted in a proper manner. Cleaning material is utilized to keep the classroom free from germs, by a committed teacher where he/she encourages learners to clean their classroom daily. The teacher is responsible to allocate learners with duties to instill the sense of responsibility (Macdonald et al., 1998:56).

1.6 METHOD OF RESEARCH

The research will fall into two categories, namely a literature study

and empirical investigation. A literature study is going to elucidate the teaching profession in an attempt to show its connection to classroom teaching duties, teacher conduct and teacher commitment. An empirical study will be undertaken using a structured questionnaire in order to ascertain to what extent teachers in the Zeerust District have with respect to their classroom teaching duties and teacher commitment.

1.7   THE PLAN OF STUDY

Chapter one gave an orientation to problem to be studied as well as the aim of the research.

In Chapter two a selective literature review on the teaching profession will be presented.

Chapter three will be design of the empirical study. In this chapter, the sample, and the instrument to be used will be described.

In Chapter four the empirical findings will be presented, analyzed and discussed.

In Chapter five a brief summary of the project will be given. The implications, limitations and recommendation will be made and the study will be evaluated.

CLASSROOM TEACHING DUTIES AND EDUCATOR COMMITMENT

2. INTRODUCTION

Badenhorst (1995:39) asserts that every teacher realises the close relationship between successful progress of teaching and learning activities and orderly conditions in the classroom. It is therefore being concluded that a teacher has to perform types of activities in the classroom, namely teaching (instructional activities) as well as management activities. He further indicates that management activities are aimed at the establishment and maintenance of those conditions in the classroom that are necessary for effective teaching and learning to take place. Therefore classroom management is a means to the effective executive of the educational and teaching tasks of the teacher. Calitz (1987:80) state that the classroom management should, however, not only be seen as those activities possible. Managerial and instructional activities can often take place concurrently.

Padayachee (1996:23) asserts that traditionally definitions of the effective teacher have stressed the teacher's role in the teaching-learning situation in the classroom, in the classroom. He further indicates that the effective teacher recognizes that while instruction remains the primary tasks, a sound environment has to be created in order for optimal teaching and learning to take place. The study of many excellent teachers and their

behaviour in the classroom has revealed that effective teachers display a combination of personal and professional qualities in the classroom, including skills such as instructional, managerial and relationships. These skills are interactive and interdependently, for example the teacher should be competent and knowledgeable to instruct in a particular school subject. The teacher must be able to establish and maintain harmonious relationship with pupils and parents. But the teacher can only instruct and maintain harmonious relationships provided the classroom is managed in such a way that teaching learning can take place. All these skills are teacher controllable, that is, they can be developed by teachers in a way to improve their effectiveness.

Teacher competence has become a major comes in South Africa. This is partly caused by educational backlogs, in the South Africa education system. Ngwenya (1997:2) asserts that the most important of all backlogs, is the poor matric results in black schools. He further indicates that teachers are also faced with a challenge of becoming change-agents in those areas where change is necessary.

To be competent, teachers need:

- competences related to knowledge
- competences related to skills.

In South Africa context these competences are apparently lacking (Cotep, 1994:11) in (Tyali 1997:9-10).

With regard to competence related to knowledge teachers lack aspects such as:

- Ability to command a knowledge of subject or subjects forming the content of teaching while meet and go beyond the immediate demands of the school curriculum,
- Ability to command knowledge of the learning process, curriculum issues, child development in general and the needs of their pupils in particular.
- Ability to command knowledge of professionalism and the responsibilities attached to it and so forth (Cotep, 1994:13) in (Tyali 1997:10-11).

With regard the competence related to skills, teachers lack in aspects such as:
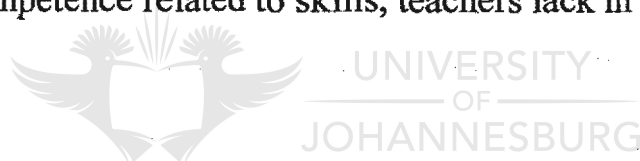
- Ability to identify suitable deasions for teaching the class as a whole, in groups, pairs or as individuals.
- Ability to create contexts in which there is a paradigm shift in emphasis from which teachers initiate and determine activities to one in which the learners are encouraged to reflect and make their own critical choices,
- Ability to encourage pupils to take initiatives and become responsible for their own learning,
- Ability to certiculate what they are teaching in clear language and in a stimulating manner, being sensible to fine nuances of meaning;

- Ability to understand the principles of assessment and the different kinds of assessment, which may be used, and so forth (Cotep, 1994:11) in (Tyali 1997:10-11).

2.1. COMPONENTS OF THE CLASSROOM

2.1.1. The teacher

Badenhorst (1997:41) states that the teachers can be seen as an important component of the teaching-learning situation. His / her teaching tasks can be seen as being very personal in that it is mainly carried out in isolation of a classroom and with a high degree of autonomy, and it is also very complex. He further states that the manner in which he/she teaches and manages the classroom situation, reflects his/her personal and professional view of teaching, which influences the manner in which he/she sums up situations and direct his/her decision making with regard to a variety of matters, inter-alia, the organization and management of the classroom.

Capel at al (1995:8) align themselves with this idea and they assort that teaching is a very personal activity and while certain teaching styles, strategic and methods might suit one teacher, they might not be appropriate for another. One teacher may have success in using one method while another teacher may use the very same method for the same work and yet have little success or no success at all.

Pitout at al (1992:5) describe the teacher as someone who has "knowledge of education, knows the education situation while parents at home educate their children spontaneously partly from experience, and partly intuitively". The teacher in the classroom is primarily concerned with moulding the intellect and cultivating the child's memory and reasoning powers. The teacher is aimed at equipping the child responsibility and proper adulthood in terms of town content, according to pitout et al (1995:6).

2.1.2 The pupils

Joyce and Weil (1992:391) contend that individual differences of learners are to be taken into consideration because they are the expression of the uniqueness of personalities. They assert that the teacher must know the children's needs, interests and differing abilities, and therefore provide for individual differences. This assertion is supported by Ngobeni (1996:18) who points out that the teacher must carefully take into account the nature and needs of the child. The following are some of the characteristics to be taken into account in the management of teaching learning situations:

- sex
- abilities
- socio-economic background
- motivation
- self image
- discipline etc.

Engelbrecht et al. (1984:26) state that although the uniqueness, singularity and individuality of each pupil should never be lost sight of, it is nevertheless possible to indicate a number of fundamental characteristics of being a child in the situation of instructive education. Each pupil needs security and safety, and be accepted with love in the teaching and learning situation. He /she may few to develop the sense of security which is essential if he/she is to become self-reliant and self sufficient. They further indicate that in the absence of this security, which is rooted in a loving relationship between the teacher and the pupil, the pupil will compensate by displaying a social conduct. Teacher should therefore take into account that pupil must be guided in a dignified and sympathetic way in order to fulfil his/her own unique safety security.

2.1.3. Lesson preparation

Borich (1988:55) define planning as "the process of decoding what and how the pupils should learn." According to Engelbrecht and Lubbe in (Ngobeni 1996:5) the exposition of the teacher's plan for the lesson is known as the lesson plan. This is the outlay of what he/she wants to achieve with the pupils in a given lesson period, how he/she wishes to do this how he/she plans to involve pupils and which teaching aids he/she proposes to use . Planning entails what the teacher intends to do during a specific period, and it forms a most important part of the teacher's daily task.

For Steyn, Badenhorst and Yule (1981:55) lesson planning is of great importance, for they say that in order for any task to be fulfilled successfully, some planning before hand is of almost necessity. A teacher should regard a lesson as a task to be fulfilled and should join accordingly.

2.1.4. Learning content

The learning content is the means by which the teacher attains teaching objective, including learning objectives. The nature of learning content differs, for example, English poetry and practical lesson in Home Economic will of course influence the management of learning teaching events (Badenhorst, 1997:41).

Engelbrecht and Lubbe (1976:7) describe learning content as "what the teacher intends to impart to pupils". This can be regarded as the means of means of teaching and educating the learner with a view to achieve the aims of the curriculum. Learning content signifies aspects of reality, which are selected and organised for the purpose of educative teaching.

2.1.5. Learning objective

Engelbrecht et al. (1984:87) stress that every lesson should have different objectives. The teacher must be clear as to his/her objectives and how it link the separate parts of the lesson. This is why the objectives should be stated clearly beforehand. The objectives determine the limits of the lesson, the choice of subject matter, the emphasis of certain points, the

methods and the pupils activities. Badenhorst (1997:41) also assert that learning objectives of each teaching-learning situation will determine the nature and course of certain aspects, such as the learning content the teaching method, the learning activities, lesson planning and preparation. This will also influence the manner in which the teacher manages classroom events. Duming and Steyn (1983:116) contend that the teacher must specify precisely what he/she wants his/her pupils to know or do by the end of the lesson.

The first fundamental characteristic of any teaching situation is the aim towards which the teacher directs his/her action (Steyn, 1985:160). Teaching is directed at achieving a certain aim. If aims are not taken into consideration, teaching is random and disorganized. Every lesson should have a definite aim that is clear and concise.

2.1.6. Teaching media

The proper choice of teaching aids is essential and needs careful planning and preparation. They must be used correctly. Indiscriminate, ineffectual use of teaching aids or media serves no purpose (Engelbrecht et al. 1984:90). If the teacher has to look for the teaching media (aids) during a lesson because it not close at hand, or if he/she does not use them correctly, the lesson loses its value and the pupils will be confused and will not master the subject matter correctly.

2.2. TEACHER COMMITMENT

According to (Kok:2002) commitment entails focus and dedication to a role and a task you have taken upon yourself. It implies the highest level of responsibility and accountability. He further asserts that in the case of teachers, the content of commitment is to act and behave consistently and reliable according to the duties and values, the community entrusts to and expects from the teachers and the schools.

Commitment in teaching assumes that it is not or eight to four job, as a teacher you go beyond the minimum, you go an extra mile, you do not put your own needs and own desires first because you are committed to give your very best to those entrusted to you, in the interest of their future of their country (Kok 2002:2).

Webster (1976:457) refers to commitment as an out of doing or performing something – an act of committing to the charge, keeping in trust. Commitment is the obligation in pledge to carry out some action or policy or to give support to some policy or person. Daft (1991:37) on the other hand refers to commitment as an act whereby worker share points of view with their employers and carry out instructions enthusiastically.

2.3. CLASSROOM MANAGEMENT

2.3.1. Planning as a classroom management task

Badenhorst (1997:47) indicates that planning entails firstly drawing up a

plan of action according to which the teacher can attain his management and classroom objectives. Secondly acting according to this plan, classroom planning is necessary as basic management function, because it:

- serves as the starting point for the management task,
- causes the teacher to think ahead,
- allows the teacher to clarify objectives, methods, means, time aspect and the others,
- promote effective functioning and
- directs actions

The following four basis a teacher's planning (Kruger, 1992:217).

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┌─────────────────────────────────────┐
│ Step 1 : formulating objectives      │
└─────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────────────────┐
│        "Step 2: Determining the present situation. │
│  This step includes gathering and analysis         │
│ information, concerning aspects such as:-          │
│              - the nature of the class group        │
│              - the lesson content                   │
│              - educational aids available           │
│              - classroom activities etc             │
└─────────────────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────┐
│ Step 3: Implementing the plan        │
└─────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────┐
│ Step 4: Evaluating all these aspects │
└─────────────────────────────────────┘
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2.3.2. Exercising control in the classroom

Badenhorst (1997:50) indicates that control as a management function is the activity by with the execution of plans or instructions are controlled and regulated, in order to ensure that the work plans is being followed. As a classroom manager the teacher has to exercise control during the following three states:

Prior control

Measures are taken before hand to ensure that the objectives will be achieved, some of these are:

- setting clear guidelines
- pinpoint goals
- having a clear task definition

Control during the performance of the work

The teacher monitors the behaviour of the pupils to determine whether they are being purposefully active, asking questions and observing.

Control after the work has been completed.

This is not always a desirable form of control, as it is difficult to make adjustment at this stage. It's however of value for the teacher to mark

homework's, class works, projects, evaluates examination, etc. The control process consists of four steps and can be illustrated as follows (Badenhorst, 1997:51).

Establish standard and method according to which the performance can be measured	Measure the performance	Adapt the performance to the standard

Yes

No

Do nothing further	Take corrective Measures
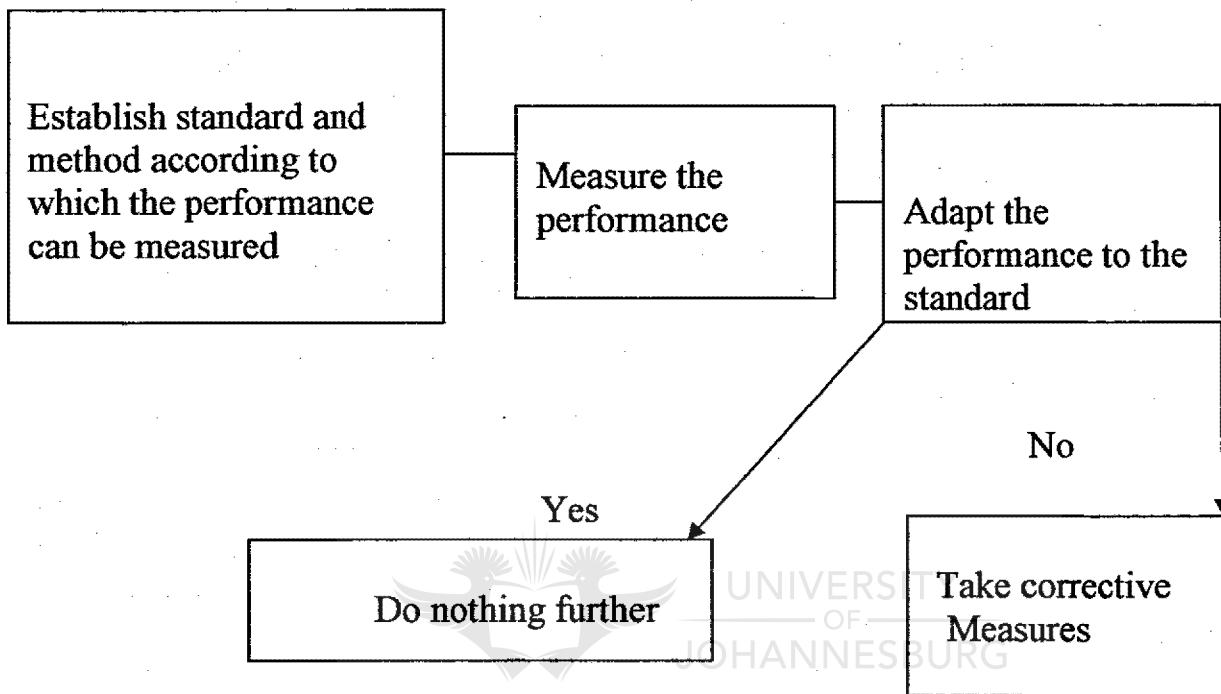
The following guidelines for effective control are given by Kruger and Van Schalkwyk (1993:53-54). Control should be meaningful, be available to the nature and needs of the activities to be controlled, facilitate the timeous identification of deviations, be flexible and lead to appropriate action, which must either correct or encourage.

2.3.3 Decision making as a classroom management task

Badenhorst (1997:52) asserts that decision –making may be defined as choosing the most suitable way of solving a problem or handling a

situation. Making the correct decision is of great importance for effective education and the achievement of educational objectives. He further indicates that decision-making entails a cycle of activities that include the following steps:

Step 1: Define or determine the problem /situation.
        Analyse and classify the problem by means of information gathered.

Step 2: Identify the various solutions or alternatives. Creativity in finding new solution is often required.

Step3: Evaluate the alternative

Step4: Choose the best alternative

Step5: Implement the decision : initiate the plan of action

Step6: Evaluate the decision: monitor and evaluate whether the problem has been solved.

2.3.4.. Other managerial skills

For the sake of effective classroom management the teacher may use a number of other managerial skills in conjunction with the instructional activities and the pupils learning activities. These may include the following according to (Badenhorst 1997:56).

- motivation

- delegation

- creating learning opportunities

- emphasizing positive behaviour

- problem solving

- keeping the pupils alert and

- proper lesson planning and presentation

Walters (1992:95) also points out that teachers must among other things:

- perform their tasks to the best of their ability.

- make learning as attractive as possible,

- inspire the learners and ·

- control all written work

It is imperative that teachers "live what they teach" so as to rub it off on the learners, who see them as their role models (Mashiane, 1997:11). According to Lamprecht (1990:36) "giving a child recognition for being what he is as well as for what he achieves is one of the strongest sources of motivation."

2.4. OUTCOMES –BASED EDUCATION

Outcomes-based education is a system that is learner-contred, based on the understanding that all learners can learn, no matter how small the step or how slowly they progress. Therefore unlike the old system, it is a single system of education that can accommodate all learners,

including those experiencing barriers to learning and those who are regarded as gifted. In order to achieve these teachers need to develop clear outcomes for each learning experience being critical outcomes and specific learning outcomes.

2.4.1 Teaching and learning strategies

The educator should choose teaching strategies and learning experience that will help learner to develop the knowledge, skills and attitude they need to show that they have achieved the outcomes. Outcomes are designed with two purposes.

- they emphasis the relationship between different subjects and
- also focus on the knowledge, skills and attitude values related to specific subjects.

This means that learners have opportunities for integrated learning for subject-specific learning. Integrated learning is learning through programmes and activities that help learners to see how ideas, people and things in the real world are connected and related. If learner can see the link between different areas of learning they will be able to take knowledge and skills developed in one field and apply to relate their learning to real-life situation (Educum, 1997:13-17).

2.4.1.1. Co-operative learning strategy

In this model the teacher assign heterogeneous groups to work on a single product or projects as a group, following specific guidelines provided by the teacher. The teacher's role consists of assigning learners to heterogeneous groups, arranging the classroom to facilitate peer interaction, providing the appropriate materials, explaining the task and the co-operative goal structure to the learners, observing the learner interaction, intervening as needed and evaluating the group products using a criterion-referenced evaluation system (North West Department of Education 1998: 117-119).

It further indicates that group members are trained to observe and monitor the social interaction within their own groups, and one member playing the role of "observation" provides feedback to the group to the extent to which they engage in various behaviours, including praising one another, asking questions, clarifying other's statement, giving direction to the group and so on.

2.4.1.2 Assessment in Outcomes Based Education

Continuous assessment (CASS) is a systemic, cumulative and guidance orientated procedure that will provide an overall picture of a learner's performance/progress at any given time during the school year (Educum, 1997:13). Outcomes Based Education (OBE) is a learner centred, result

mandated approach to education and training that builds on the nation that all learners need to, and can achieve their full potential, but this may not happen in the same way or within the same period (North West Department of Education 1998:29).

- at hand booklet
- recording chat
- re-assessment form
- intervention form etc.

Continuous assessment (CASS) is considered the best model to assess outcomes of learning throughout the system and enables improvement to be made in the learning developmentally, and feedback into teaching and learning and it should not be interpreted merely as the accumulation of series of traditional test result (Nort West Department of Education, 1998:29-30).

Continuous assessment (CASS) is considered the best model to assess outcomes of learning throughout the system and enables improvement to be made in the learning developmentally, and feedback into teaching and learning and it should not be interpreted merely as the accumulation of series of traditional, test result (North West department of Education, 1998:28-30).

It must be remembered that assessment is the process of gathering information

- by the teachers about the learner in their class,
- by the teachers about their teaching,
- by the learner about their progress.

To assess a learner's achievement, the teacher has to compare the learner's achievement with the nationally agreed outcomes and levels. For example, different activities can be utilised to assess the same outcomes. There are several ways as collecting evidence to make decision about levels (Educum, 1997:14).

2.4.2. Recording

Teachers will have to be more aware of the decisions they make as a normal part of routine practice. They will need to write down and record more activities in more details that they used to. Teachers who are well prepared for continuous assessment will do the following:

- draw a written plan for the year, unit or lesson and decide on a way to record the specific outcomes and levels focus on,
- record as many of the activities that each learner perform in the learning situation,
- describe a learner's work in terms of the levels she/he is achieving (Educum, 1997:15).

Teachers should be able to state clearly how they will decide whether or not learners have achieved each outcome. They should also be able to state which level of competence these outcomes should demonstrate.

2.4.3 Reporting

Reporting describes the learner's progress towards achieving the outcomes. It should also include plans for improving learner performance. Reporting will make sure parents; teachers and educational officials relatively receive detailed information about learner's achievement and the delivery of the curriculum. Reports should be seen as an important part of ongoing assessment (Educum, 1997:15).

2.5 STRATEGIES FOR ASSESSMENT IN OUTCOMES BASED EDUCATION

Assessment strategies within an outcomes based framework will have to focus on the teacher as primary assessor, with the support of other school – personnel, learners and parents. Teacher may use the following assessment strategies:

- self assessment
- peer assessment
- portfolio assessment
- diagnostic assessment etc.

2.5.1 Assessment principles

Effective assessment will be underpinned by the following principles:

- the purpose of assessment should always be explicit,

- the criterion – reference approach will be used,

- assessment is an on-going intergoal part of the learning process,

- it must be accurate, objective, valid, fair, manageable and time-efficient,

- assessment takes many forms, gathers information from several contexts, and uses a variety of methods according to what is being assessed and the need of the learners,

- the methods and techniques used must be appropriate to the knowledge, skills or attitude to be assessed as well as the age and developmental level of the learners,

- assessment results must be communicated clearly, accurately, timeously and meaningfully,

- progress should be linked to the achievement of the specific outcomes and should not be rigidly time bound,

- evidence of progress in achieving outcomes shall be used to identify areas where learners need support and remedial intervention (North West Department of Education 1998:49).

2.6 LEARNERS WITH SPECIAL NEEDS AND INCLUSIVE EDUCATION.

Teachers have to describe and identify learners with learning problems. There are two major indicators of learning difficulties:

- First learners appear capable, but experience extreme difficulties in some area of learning. There is a discrepancy between expected

and actual achievement, for example a young learner might be verbal and appear bright, but very slow to learn the alphabet, write her/his name and count to twenty.

- The second indicator is variation in performance, that is, there is a discrepancy among different areas of achievement, for example a fourth grade might perform well in Maths, but read and spell poorly. Lewis & Doornby (1995;66-87) in the North West Department of Education (1998:82-83).

Many South African children find it difficult to do well at school. However, not all the children who struggle at school have special educational needs. When educators talk about learners with special educational needs, they mean children who will cope with their school work unless they get extra help in the classroom. Some children for example take a long time to do their word and need remedial, special encouragement from the teacher to help them complete learning tasks. Children with special educational needs are often clever, but because they have difficulties with learning they struggle to do well at school, according to (Winkler et al. 1998:1).

2.5.1. Inclusive Education

The policy of inclusion Education is based on the belief that all learners irrespective of age, gender, race, religion or disability have the right to be included in a single education system, unlike the traditional system that

excluded many learners with special educational needs (Lsen), inclusion recognises and responds to the diverse needs of all learners. Those learners were excluded from the regular class and taught in a special group or where their special needs could be addressed.

Although this has some advantages in that the learner gets more individual attention and sometimes – special equipment, it can have a detrimental effect on their self-image, self-esteem and confidence (North West Department of Education 1998;11).

The North West Department of Education (1998;115) further asserts that effectively managing the classroom is critical for teachers with learners who have diverse needs, because of the potential disruptiveness of some of the learners and their impact on the learning of other learners. If further indicates that classroom rules and procedures are an important management tool for learners "rules" as well as the consequences of rules not followed, be developed with the input of learners.

The traditional response of schools and teachers to learners experiencing barriers to learning was to assume the barriers were a result of learner's limitations or difficulties. Barriers to learning were assumed to be within learners. Consequently, teachers tried to determine what was wrong with the learner in order to support the learner. Increasingly the limitation of this approach has come to be recognised.

2.6.2 Teacher-parent communication

Parent of children with learning difficulties are naturally concerned about their children's ability to cope. A committed teacher will need to make time and space for conference with such parents. Where parents have difficulty in getting to the school due to transport cost, make the effort yourself to reach them (Donald et al. 1997:268).

According to Donald et al. (1997:251) all parties concerned, should co-operate and work together. Where children experience individual difficulties it becomes even more important to co-operate and invite parents to be active partners in the whole process of learning. Finally the active involvement of parents may be an important way of meeting the challenge of individualization which is difficult, where teachers have to manage large classes. This is a practical issue in our own and most other developing societies.

2.7. CLASSROOM DISPLINE

What is classroom discipline? ·

Engelbrecht (1987:110) indicates that the word "discipline" is derived from Latin discere (to learn) and discipulus (follower, pupil, disciple). He further indicates that in the under educational sense, the word discipline has the meaning of a relationship between a teacher and a pupil in which the teacher imparts knowledge and learning, gives guidance and

influences a pupil, who learns from his/her own mistakes and accept and appropriates what has been taught to him.

According to Oosthuizen (1994:59) discipline is used to create order, it ensures fairness, it protects the learner, it contributes to the spirituals development of the learners, it is prospective, directed primarily at correction not retribution and it is a spiritually based principle.

Pedagogical discipline includes all activities and means by which the educator exercises his educational authority to lead a learner to the ultimate goal of education to be a responsible adult.

2.7.1. Establishing discipline in the classroom

A classroom climate based on mutual respect within which learners feel safe and affirmed will decrease the need for discipline action and develop learners ability to practice self discipline (department of Education North West Manual 2002:12).

By implementing a pro-active approach, educators can put things in place, which will safeguard the culture of learning and teaching in their classrooms. The following are some of the more important guidelines:

- preparing lessons
- increasing self discipline
- having extension work available
- ensuring that teaching and learning happen consistently

- ensuring that learners are stimulated

- establishing class rules with the learners making a space for trone or a conflict resolution corner

- affirming learners

- providing a rationale for all classroom activities

- building positive relationship with learners

(Department of education North West Manual 2002:12)

Engelbrecht et al.(1987:113) give practical guidelines to good discipline in the classroom. They are the following:

- maintain you dignity as teacher and a person

- exercise your authority with affection

- be consistent in the application of discipline

- reward learners for their achievement

- be well prepared for each lesson

- never make a threat you cannot carry out

- be punctual and orderly

- be enthusiastic and energetic and lastly

- acknowledge learner's performance

Slavin (1991) and Hemachek (1995) in (Nxumalo 1996:54) suggest some useful strategic for preventing displinary problem. These include:

- creating a democratic learning environment

achieved if they do their classroom activities, projects, homework's etc.
to develop their intellectual capacities.

2.8 CONCLUSION

Teachers have many responsibilities. It is often difficult to describe all the
responsibilities that teachers are faced with, nevertheless there are certain
basic professional responsibilities and duties that teachers are morally and
ethically bound by, according to Richard (1996:6) teachers are to develop
a firm and sound value system and not discriminate against various
religious beliefs but to extend a value system that would encompass all
learners. They are expected to develop relationships with the pupils'
parents to assists in the education of their children. For effective teaching
and learning to occur teachers should allow learners to deal with their
aggression, hurt humiliation etc. Teachers must prepare sound authentic
lessons that meet the objectives set by the curriculum and the process of
teaching to develop the intellectual capacities of all learners. To assist
learners who are experiencing difficulties with their learning by setting
aside time to give individual instruction and to refer learners to specialist
in the school or outside to deal with more specific learning and
behavioural problems.

According to ELRC Resolution N0.7 (1988:8) the core duties and
responsibilities of the teacher are to engage in class teaching which will
foster a purposeful progression in learning and which is consistent with
the learning areas and programmes of subjects and grades as determined.
He/she is expected to be a class teacher, to prepare lessons taking into

account orientation, regional courses, new approaches, techniques, evaluation aids ect, in their field. The teacher is further expected to take on a leadership role in respect of the subject, learning area or phase, if required. To plan, co-ordinate, control, administer, or evaluate and report on learner's academic progress and be prepared to use a variety of strategies to meet the outcomes of the curriculum, to establish a classroom environment which stimulates positives learning and actively engage learners in the learning process. The teacher is further on expected to control attendance register on daily basis. This will promote effective learning and teaching, if learners are motivated to attend school regularly.

RESEARCH DESIGN

3.1 INTRODUCTION

The literature study in chapter 2 formed the framework for the empirical study. The specific aim of this study was also highlighted in chapter 2. In this chapter the research design will be discussed and the instrument used to collect data will be described.

3.2 THE RESEARCH INSTRUMENT

3.2.1 Quantitative

Quantitative research presents statistical results represented in numbers (Macmillan & Schumacher, 1993:14). This study adopted a positive philosophy of knowing that design emphasized objectivity and the quantification of phenomena. As a result, the design maximises objectivity by using numbers, statistics, structure and researcher control (Macmillan & Schumacher, 1993:14 & 33) and provides opportunities to generalize.

3.2.2 Questionnaires

In order to cover a wider spectrum of the research problem stated in

paragraph 1.3, the researcher has made an attempt in this study to use questionnaires, because as Jacobs, Oosthuizen, Le Roux, Olivies and Mellet (1992) in (Ngobeni 1996:23) state questionnaires are regarded as relevant instruments for collecting data. It is a self-report instrument used for gathering information about variables of interest to an investigator. Again a questionnaire is used to obtain data of a factual nature, opinions and attitudes in a structural framework from respondents not contacted on a face to face basis.

The questionnaire designed to serve this study dealt with the following aspects:

● Lesson preparation

It was pointed out in paragraph 2.1.3 that the proper planning of the lesson is essential and needs careful planning and preparation of teaching aids/media, consultation of relevant material or resources, preparation of notes and worksheet, which will be given to pupils during the lesson, etc.

● Classroom discipline

Successful teaching and learning cannot take place in a chaotic situation. A committed teacher should use effective strategies to manage discipline in the

classroom. To create order in the classroom the teacher should establish
class rules with the learners making space for conflict resolution. (See
section 2.7.1).

- Planning teaching strategies to facilitate learning

A committed teacher is required to possess teaching skills that will help the
learner to develop the knowledge, skills and attitude they need to show that
they have achieved. The teacher may employ co-operative learning
strategies; the teacher assigns heterogeneous groups to work on a single
product as a group. (See section 2.4.1).

- Continuous assessment of learners

It was pointed out (in section 2.4.1.2.) that teachers who are committed are
expected to assess the learner's achievement on a continuous basis.
Committed teachers are required to use assessment tools appropriately to
assess the learner's achievement and encourage lifelong learning skills.

- Recording and reporting of learners performance

A committed teacher should record as many of the activities that the learners
are engaged in. Such a teacher should be in the position to state clearly how
he/she decided whether the learners have achieved each outcome, and state

which level of competence these outcomes should demonstrate. (See section 2.4.2). Then the teacher should report to parents, teachers and educational officials about the learner's achievements and the delivery of the curriculum. (See section 2.4.3.).

- Classroom management

A committed teacher should draw up a plan of action to which he/she can attain his/her management task. This plan of action will be a steering guide that will promote effective functioning. (See section 2.3.1). This was also pointed out (in section 2.3.3) that the teacher should possess decision-making skills in order to direct and lead classroom tasks.

- Teacher – parent conference/evening

Presently parents are encouraged to participate/play a great role in the education of their children. Especially learners with special needs, whose parents should be supplied or be furnished with relevant information concerning their children. (See section 2.6.2).

- Giving individual attention to learners

Teachers are faced with a challenging task of including learners with special needs in the main stream. As a committed teacher you are expected to give

the learners individual attention and to use special equipment to support or assist the learner. (See section 2.6.1).

- Controlling classwork daily

Control is one of the classroom management functions, by which the teacher executes instructions and control followed. Committed teachers must control all classroom activities that are given to learners, like marking of homeworks, projects, and classworks, etc. (See section 2.3.2).

- Controlling attendance of learners

Teachers have responsibilities to attend their classrooms daily, like controlling attendance register. By so doing they will be encouraging learners to attend school regularly and identify learners who play truant and follow up can be made to detect the problem. (See section 2.8).

- Classroom maintenance (e.g. Cleaning/decoration)

It was pointed out (in section 1.5.3) that committed teaches must teach learners in a healthy classroom environment free from germs that can cause different diseases. At the same time learners are equipped with a life long skill of the importance of cleanliness.

- Remedial work with the learner

It was pointed out (in section 2.6) that learners need to be assisted by their teachers especially those who have difficulties in learning. Not all children who struggle at school have special education needs; they only need extra help in the classroom. It is vital for committed teachers to assist, give remedial work and special encouragement to help them to complete or to do their learning tasks successfully.

- Acknowledgement of learner performance

It was pointed out (in section 2.7.1) on how the teacher should establish discipline in the classroom. Committed teachers are expected to implement a pro-active approach that would place things in a good state to safe – guard the culture of learning and teaching in the classroom. There are important practical guidelines that should be followed.

3.2.3 Biographical details

To make a detailed and comparative analysis of teacher responsibilities concerning classroom duties, information about the following concerning respondents was requested: gender (item 1), age (item 2) teaching experience (item 3) post level (item 4) qualification (item 5) mother tongue

(item 6) religious affiliation (item 7) educators union (item 8) grades/subjects taught (item 10).

It was considered that these variables could have bearing on how the respondents could react to questions and how they could explain classroom duties and teacher commitment.

3.2.4 Format of questions

The research team decided to use a closed or structured format of questions. This format is advantageous as it limits the number of answers that can be given, is less time consuming and is relatively objective (Jacobs et al, 1992:102).

Each question was formulated and weighed to determine whether the response would help to provide the best answers to the research problem. This research team has chosen to use a 6-point scale, 1 (one) indicated a very negative view regarding a particular classroom responsibility, while 6 indicated a very positive one.

3.3 SCALING TECHNIQUES

It was stated in paragraph 3.2.4 that a six-point scale was used. This scaling technique was chosen for the following advantages:

- Each question can be evaluated according to its own merit by the respondents.

- It allows the respondent the opportunity to give refined shades of opinion nuances.

- The questions were formulated in the same format and the same anchor points were in the response to each question to simplify analyses.

3.4 EMPIRICAL INVESTIGATION

3.4.1 Respondents

- Teachers

In order to gain insight into the current situation of classroom teaching duties, it is important to base such information on the views of those concerned. Teachers from secondary schools were requested to complete the questionnaires on teacher's classroom duties in schools as an aspect of educator commitment in the Zeerust District. Their co-operation was voluntary.

- Universum

In this project the universum was chosen to be all teachers of secondary schools in the Zeerust District. The Zeerust District was selected because it

was within reach of the members of the research team and therefore economically feasible and their level of commitment was in question as it is indicated in chapter 1, paragraph 1.2 under motivation.

Data collection procedure

In this study no sampling was used. All teachers at secondary schools in the Zeerust District were used.

The names of secondary schools were supplied by the Department of Education in the North West. The list contained 30 secondary schools in the Zeerust District. Each school in the list provided was used.

- Distribution of the questionnaires

Principals of all secondary schools in the Zeerust District were approached and their co-operation requested on the first week of February (03-07 February 2003). Members of the research team handed in the questionnaires to principals for distribution amongst the teachers of their schools on the same date. Teachers were requested not to fill in their names to ensure their anonymity. Completed questionnaires were collected on the second week from the schools by the same members of the research team who took them to schools. In general most of the principals were co-operative even though

some of the questionnaires did not return. In total 577 questionnaires were distributed and 444 returned.

3.5 FEEDBACK AND ADMINISTRATION

On receiving the returned questionnaires they were controlled to determine whether they were useful. If biographical data was not furnished completely, such a questionnaire was declared useless and invalid and as such it was ignored. Thereafter the responses were computerized by the statistical Consultation Services of RAU. The data sheets were checked for an, errors/mistakes before any analysis was performed.

3.6 SUMMARY

In this chapter the research instrument was discussed and the layout of the empirical investigation was also given. In the next chapter the empirical finding will be presented/tabled, analysed, described and a detailed comparative analysis of data collected from the responses to the questionnaires administered to teachers will be made. The hypotheses will be formulated.

CHAPTER 4

THE ANALYSIS AND INTERPRETATION OF THE EMPIRICAL DATA

4.1 INTRODUCTION

In this chapter the data obtained from the questionnaires will be analysed. In chapter 2 it was indicated that a six-point scale would be used. Due to the statistical analysis it was discovered that most of respondents indicated their responses from 3-6. Therefore the six-point scale was abandoned and instead a four-point scale was generated by the computer. The responses from 1-3 on the six-point scale were replaced by 1. 4 was replaced by 2 and it meant marginally positive. 5 was replaced by 3 and 6 was replaced by 4, and it meant very positive.

1	2	3	4	5	6
Negative 1			Marginally Positive	3 Positive	4 Very Positive

Due to the limits imposed on the length of a mini dissertation a detailed discussion of the various statistical techniques is impossible. Hence the discussions will be limited following an exposition of the validity and reliability of the research instrument. Descriptive analysis of the questions relating specifically to classroom duties, appropriate research

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hypotheses and the interpretation of the statistical data will involve comparisons of one of the independent variables containing two or more groups.

4.2. RELIABILITY AND VALIDITY

4.2.1. Reliability

A method of data collection is reliable when individuals, having the same ability, knowledge or skills achieve the same score/results whenever the method is used and whoever is being assessed. A reliable measure provides consistent unambiguous information and reduces chance and random conditions.

Classroom duties consisted of 14 items, yielding a Cronbach-Alpha reliability co-efficient of .885. This reliability co-efficient is acceptable and the instrument may therefore be regarded as a reliable one for the purpose of this study.

4.2.2 Validity

Two kinds of validity are at stake in this study: content validity and construct validity.

4.2.2.1 Content Validity

To ensure content validity the questions were designed within the

framework of the relevant theory using the eight constructs described by Van der Merwe and Grobler. All the members research group reviewed the questionnaire to judge the relevancy of each item with reference to the theory, problem statement and aims of the study.

4.2.2.2. Construct validity

The instrument used in this research was tested for construct validity by means of successive first and second order factor analyses performed on the 14 items. A principal Axis factor analyses (PFA1) with orthogonal (varimax) rotation was used to extract them.

Four factors explaining 70,4% of the variance extracted by way of kaizer criterion (Eigen values > 1) were obtained.

The four factors obtained from the first order factor analysis were now used as inputs for the second order procedure. This consisted of a Principal component analyses (PCA2) with varimax rotation and orthogonal axis followed by a principal factor analysis (PFA2) with direct doblimin (oblique) rotation. Only one factor emerged and it was " teacher classroom duties". The instrument therefore was acceptable as a valid one for the purpose of this study.

4.3. DESCRIPTIVE ANALYSIS

BIOGRAPHICAL DATA OF THE RESPODENTS

A total of 577 questionnaires were sent to secondary schools in Zeerust District. 444 questionnaires were returned and checked for usability, 381 were suitable for further data analyses. From these questionnaires the following statistics were obtained: 45,9% of the questionnaires were completed by males while 53,3% were completed by females. It was established that 12,8% of the respondents had between 0-5 years teaching experience while 44,5% had between 6-10 years teaching experience and 39,4% of the respondents had between 11-39 years teaching experience.

Concerning teaching a specialized subject it was found that 70,6% taught a special subject while 28,1% did not teach a specialized subject. It was also established that 33,9% respondents mostly taught grade 12 learners, 23,9% grade 11 learners, 22,6% grade 10 learners while 18,1% taught both grade 7,8 and 9 learners.

The analysis had shown that 77,6% of the respondents considered Tswana as their mother tongue, while 20,9% considered another language as their mother tongue.

Furthermore, it was established that 47,5% of the respondents'
qualification included grade 12 and a diploma. 50,0% of the respondents
possessed a degree/post degree.

With regard to educator's unions it was found that 87,9% belong to an
educator's union and 10% of the respondents did not belong to a union.
90,2% of the respondents were members of a Christian Church. 5%
belong to Islam religion, 3% were Hindus, and 5,5% were African
tradition believers while 2,3% belonged to another religion.

TABLE 4.1 : RANK ORDER OF ITEMS ACCORDING TO THE MEANS WITH REFERENCE TO CLASSROOM DUTIES.

ITEM	DISCRIPTION	MEAN	STANDARD DEVIATION	RANK ORDER
30	Controlling attendance of learners	3.10	0.887	1
24	Recording and reporting of learner performance	3.04	0.917	2
23	Continuous assessment of learners	3.02	0.887	3
19	Lesson preparation	2.89	0.882	4
28	Daily control of work done in class	2.85	0.902	5
26	Classroom management	2.84	0.888	6
20	Classroom discipline	2.75	0.890	7
22	Planning teaching strategies to facilitate learning	2.75	0.884	8
18	Work attitude of colleques	2.72	0.882	9
27	Classroom Maintenance	2.61	0.979	10
29	Acknowledgement of learner performance	2.56	0.845	11
21	Remedial work with learners	2.51	0.952	12
31	Giving attention to learners	2.41	1.030	13
25	Teacher parent conference/evening	2.16	1.018	14

Table 4.1. One can notice that the item 30 dealing with controlling of attendance of learners has been rated the highest. The mean score of 3.10 indicated that respondents view teachers as very committed in this area as one of their classroom duties. The item dealing with teacher parent conference/evening has been rated the lowest with the mean score of 2.16. This indicated that teachers are least committed to involve parents in their children's education, whereas parents can assist them in controlling attendance of learners by encouraging their children to attend school regularly.

From Table 4.1 it is evident that teachers are strongly committed (as shown by item 24) rank ordered the second with the mean score of 3.04, dealing with recording and reporting of learner performance. While giving attention to learners (item 31.) rank ordered the thirteenth with the mean score of 2.41, received somewhat less attention. Large class sizes may be a factor which contributes to teachers not showing commitment to give learners attention.

Continuous assessment of learners (item23) rank ordered the third with the mean score 3.02 indicated that teachers are well committed in assessing learners continuously as OBE stresses and demands. This is trying to indicate that teachers are implementing the policy of Outcomes Based Education, while they are less committed to remediate learners with learning difficulties. Lack of relevant resources and overcrowded classrooms may be a contributing factor for teacher to show lack of

commitment in remedial work with learners. Time could also be a constraint.

According to the researchers' opinion classroom management rank ordered sixth, with the mean score 2.84, classroom discipline rank ordered seventh with the mean score 2.75 and lesson preparation rank ordered nineteenth with the mean score 2.89 could have been rated the highest. I regard the above mentioned as core-responsibilities that determine learner assessment which is rated the highest. Therefore there is a strange relationship between their ratings, which indicate that educators are less committed.

4.4. HYPOTHESES

Hypotheses were formulated with respect to some of the independent groups. No comparisons were drawn according to religious affiliation, membership of a union, language, specialised subject as the overwhelming majority of respondents belonged to the same one.

4.4.1. Comparison of two independent groups

As only one factor is involved in classroom duties, tests at the multivariate level are unnecessary, hence Hotelling's T^2 is dispensable. Student's t- Tests are thus sufficient to point out any statistically significant difference between the various groups.

TABLE 4. 2: GENERAL HYPOTHESES: WHEN TWO GROUPS WITH REFERENCE TO UNIVIRIATE DIFFERENCES TESTED BY MEANS OF STUDENTS t - TEST.

Dimension	Variable	Symbol	Description	Test
Univariate Analysis	• Gender • Post level • Highest educational qualification	Hot	The average items scores when two group are compared **do not differ statistically significantly** with reference to the effect of classroom duties on teacher commitment	Students t-test
		Hat 1	The average item **scores of first group are statistically significantly higher than the second group** with reference to the effect of classroom duties on teacher commitment	
		Hat 2	The average item **score of first group are statistically significantly lower than the second group** with reference to the effect of classroom duties on teacher commitment	

TABLE 4.3 THE EFFECT OF GENDER, POST LEVEL AND QUALIFICATION WITH REFERENCE TO CLASSROOM DUTIES AND EDUCATOR COMMITMENT

Variables	Group	N.	Mean	Standard Deviation	Sig P = value
GENDER	M	170	2.66	0.614	0.009**
	F	197	2.83	0.575	
POST LEVEL	Higher Post	114	2.59	0.601	0.001**
	Educator Post	252	2.82	0.585	
Qualification	Diploma	178	2.86	0.023	0.000**
	Degree	185	2.64	0.553	

** Significant at 0.01 level

* Significant at 0.05 level.

Table 4.3 indicates that there is a statically significant difference (p= 0.009) between the mean scores of male (2.66) and females (2.83) with reference to classroom duties and educator commitment on 1% level of significance.

The Hat₂ can thus be supported and HO and Hat₁, rejected in the case of gender. This indicates that female educators are more committed when performing their classroom duties than male educators. This may possibly

be because female educators plan, control, evaluate and report on learners academic progress to a larger extent than male educators.

According to table 4.3 there is a statistically significant difference (p= 0.001) between the mean scores of educators with higher post (2.59) and the mean scores of educator post (2.82) with reference to classroom duties and educator commitment on 1% level of significance.

The Hat2 can thus be supported and HO and Hat1 rejected in the case of post level. This could possibly mean that teachers on higher posts are least committed because they are faced with more responsibilities: classroom duties and school management.

Table 4.3 indicates that there is a statically significant difference (p=0.000) between the mean scores of teacher qualification: diploma (2.86) and degree (2.64) with reference to classroom duties and educator commitment on 1% level of significance.

HO and Hat2 are rejected in favour of Hat1.This indicates that educators with diploma qualification are possibly more committed than educators with degree qualification because, they may be furthering their studies to equip themselves with new relevant skills and strategies.

TABLE 4.4: COMPOSITE HYPOTHESIS WITH TEACHING EXPERIENCE AND GRADES MOSTLY TAUGHT AS THE INDEPENDENT VARIABLES

Dimension	Variable	Symbol	Description	Test
Univariate Analysis	Teaching experience	HoA	The average item scores of the groups do not differ statistically significantly with reference to the effect of classroom duties on teacher commitment.	ANOVA
	Grade mostly Taught	HaA	The average item scores of the groups differ statistically significant with reference to the effect of classroom duties on teacher commitment.	
		HoS	There are no statistically significant difference between average scales score of three teaching experience groups when compared pair-wise in respect of classroom duties on teacher commitment	SCHEFFè
Univariate		HaS	There are statistically significant differences between the average scale scores of three or more groups when compared pair-wise.	
		HaS1	In the pair-wise comparison groups, the average scale score of the first group is greater than the average scale scores of the second group.	
		HaS2	In the pair-wise comparison group, the average scales score of the first group is smaller than the average scale score of the second group.	

TABLE 4.5 (a): THE EFFECT OF TEACHING EXPERIENCE ON TEACHER COMMITMENT TO CLASSROOM DUTIES

VARIABLE	GROUP	MEAN	P-VALUE (ANOVA)	SCHEFFè		
				A vs B	A vs C	B vs C
Teaching	0-5 yrs	2.95	**			
Experience	6-10 yrs	2.78	0.006	*	*	*
	11-39 yrs	2.64				

** = SIGNIFICANT AT THE 0.01 LEVEL

* = SIGNIFICANT AT THE 0.05 LEVEL

From Table 4.5(a) we find a statistically significant difference between the different groups of teaching experience (P=0.006). HoA is thus rejected in favour of HaA.

It follows that HoS is also rejected and HaS, supported at the 0.01 level of significance.

Regarding the pair-wise comparison of teaching experience group HoS is rejected in favour of HaS₁ at the 0.01 level of significant for:

A>B, A>C and B>C

Respondents who had less teaching experience are more and positively committed to classroom duties than the other groups. This may possibly

that they are still new in the teaching fraternity and therefore are motivated to learn by seeking assistance from teachers with more experience.

Respondents who had more teaching experience indicated a lower commitment to classroom duties than the other groups. This might be because of their negativity towards the OBE approach, of which they were not conversant with, and not given enough training.

TABLE 4.5 (b): THE EFFECT OF GRADES MOSTLY TAUGHT WITH REFERENCE TO CLASSROOM DUTIES AND EDUCATOR COMMITMMENT.

VARIABLE	GROUP	MEAN	P. VALUE (ANOVA)	SCHEFFè		
				A vs B	A vs C	B vs C
Grades Mostly Taught	7-8	2.68				
	10	2.75	0.716			
	11	2.79				
	12	2.76				

FINDINGS: from Table 4.5(b) we find no statistically significant difference between the grades which are mostly taught, (p= 0.716). HoA is thus supported and HaA rejected. Teaching in different grades has no bearing on teachers' commitment to their classroom studies.

4.5 CONCLUSION

In this chapter the empirical data was presented, tabled, analysed and interpreted. In chapter five a summary of the findings will be given. A critical evaluation of the research as well as recommendations will be made.

SUMMARY, FINDINGS, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In chapter four the data obtained from the questionnaires which were completed by educators were analyzed. In this chapter the research data will be summarized and implications of the findings will be analyzed and discussed. Recommendations will be made on the basis of the findings and the study, as a whole will be evaluated.

5.2 SUMMARY

In chapter one the aim of this research, which was to investigate classroom teaching and educator commitment in the Zeerust District was outlined. This investigation was conducted by means of an empirical study based on a literature research and a questionnaire, which was designed for the purpose of the investigation.

The literature research in chapter two concluded that classroom-teaching duties was essential for academic progress. Questions were formulated to ascertain to what extend is educator committed to their classroom duties.

In chapter three the rationale and research design was discussed.

5.3 SUMMARY OF FINDINGS

The purpose of this study was to determine the extend to which educators
are committed to their classroom duties. An analysis of the results of the
research reveals the following:

5.3.1 Gender

Analysis of the empirical data indicated that there is a difference between
gender and educator commitment with regard to classroom duties. Female
educators are more committed to their classroom duties than male educators.

5.3.2 Post level

It is evident from the data that educators post level does influence educator
commitment to classroom duties. The fact principals, deputy principals and
Heads of Department are involved in both managerial and administrative
responsibilities of the school leads to a situation where they are less
committed into classroom duties.

5.3.3 Qualification

From the data collected one can deduce that there is a difference between
educators with higher qualification (degree) and lowest qualification

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(diploma). This indicates that educators with diploma are more and positively committed to perform their classroom duties than those with the highest qualification.

5.3.4 Teaching experience

Evidence from the data collected indicated that teaching experience play an important with regard to educator commitment and classroom duties. The high mean indicates that the less experienced educators are more committed to classroom than the other groups.

5.3.5 Grades mostly taught

The data indicated that the grades mostly taught does not have an influence regarding classroom duties and educator committed. All educators irrespective of grades they mostly teach indicated that they have had positive effect on classroom duties and teacher commitment.

5.4 LIMITATIONS

After completion of the empirical research some shortcomings were identified:

• Distance, time and financial constraints have put restriction on the sample. The selection of respondents involved in the sample was confined to

Secondary School in Zeerust District in the North West Province.

• Due to the limit imposed on the length of a mini-dissertation a detailed discussion of the various statistical techniques was impossible.

• Some schools did not co-operate because they were engaged in different school activities, that was taking place at that time, for example athletics and music. Therefore many educators did not return the questionnaires.

• Quantitative research is broad and general and therefore requires more time, in-depth analysis of statistical analysis than qualitative research.

5.5 RECOMMENDATION AND POSSIBLE FUTURE RESEARCH

• This short study has succeeded in achieving its aims as stipulated by paragraph 1.4 and at the same time answered the research question posed in paragraph 1.3. However in the light of the literature survey presented in chapter 2, the following are recommendation for possible future research:

- Giving attention to learners, remedial work with the learners and teacher – parent conference/evening have been rated the lowest by respondents they should receive immediate attention.

- Teachers should bear in mind that learners are regarded as unique individuals, they need to be assisted in order to overcome the learning

difficulties they experience. In order to achieve this, the parents of their learners should be fully involved during interventions, and they should employ variety of learning – teaching strategies.

- This study has but highlighted a few aspects concerning classroom teaching duties and educator commitment. It is therefore recommended that similar research be conducted to investigate in-depth study of classroom duties and educators commitment.

- Teacher training institutions should strive to equip student teachers with appropriate knowledge and relevant skills that will enable them to change and accept transformation and implement new development in education, for example Outcomes Based Education. It is therefore recommended that teacher- training programs should be designed in such a manner that they include these aspects.

• The present study was confined to respondents in the secondary schools in the Zeerust District only. It would be interesting to find out whether educators in primary Schools would have responded in the same way or not.

5.6 CONCLUSION

An important conclusion is that in chapter one it was maintained those educators in the Zeerust District was not well committed. The empirical

study however proves that this assumption may not be true, as the means of the items indicated. There are many item means that show a lack of commitment.

The opinion of educators is that they put quite some effort into classroom duties and teacher commitment. This is evident from the scaling of their responses as indicated on tables 4.1- 4.4.

In the light of the above it remains a constant and continual challenge for educators to make extra efforts to understand what commitment is, and they should therefore increase their efforts in performing their classroom duties in such a way that they maintain their objectives. It is the wish of this research that this study will make an additional contribution to the effectiveness of teaching in schools.

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ZEERUST DISTRICT SCHOOLS AUDIT REPORT: 2001

APPENDIX

RAND AFRIKAANS UNIVERSITY

DEPARTMENT OF EDUCATIONAL SCIENCES

ENGLISH

Dear colleague,

We are currently engaged in researching teacher commitment in the Zeerust District. Our interest arose from the District Schools Audit Report 2001 that was done at the district and the resulting findings of this report. This research is also motivated by our own commitment as practitioners to bettering the profession and RAU's commitment to the teaching profession.

The research will be carried out with the utmost regard for the anonymity of the participants and will adhere to ethical standards set by the research committee of the Faculty of Education of the Rand Afrikaans University. The aim of this research is to contribute to Education and to enhance the teacher pre-service and in-service training done at our institution. We would appreciate your participation in this investigation. Your cooperation is voluntary and will be greatly appreciated. The questionnaire should take approximately 15 minutes of your time.

Please keep the following in mind before you complete the questionnaire:

Do not write your name on the questionnaire - you remain anonymous.
There are no correct or incorrect answers to opinion related questions - we require only your honest opinion.
Please answer ALL the questions.
If you would like to change an answer, do so by clearly crossing out the incorrect one.
Please return this questionnaire on completion to the person from whom it was received.
PS: This questionnaire will be returned to the Rand Afrikaans University directly for statistical analyses. Thereafter questionnaires will be destroyed. No other person will have access to this questionnaire at any time. The outcome of the research will be published in a scientific journal.

Thank you once again for your friendly assistance.

Research assistants: Researchers: Department of Educational Sciences

J. Mekgwe   Prof. J.C. Kok
N. Pule   Dr. M.P. van der Merwe
M. Matlhatsi   Dr. R.C. Grobler
                                              September 2002

Copyright of this questionnaire resides with the researchers.

Please turn the page / Blaai asseblief om

RANDSE AFRIKAANSE UNIVERSITEIT

DEPARTEMENT OPVOEDINGSWETENSKAPPE

FRIKAANS

eagte kollega,

ns is tans besig om onderwysertoewyding in die Zeerust Distrik na te vors. Die navorsing is aangevuur deur die istrict Schools Audit Report 2001' waarby die distrik betrek is en die voorvloeiende resultate daarvan. Uiteraard word e navorsing vanuit ons eie toewyding as opvoeders en die RAU se verbintenis tot die onderwysprofessie gemotiveer.

ie navorsing sal met die hoogste agting vir die anonimiteit van die deelnemers uitgevoer word en sal ook aan die iese standaarde van die navorsingskomitee van die Fakulteit Opvoedkunde en Verpleegkunde voldoen. Die doel met e navorsing is om 'n bydrae tot die Opvoedkunde te lewer en om ons voordiens- en indiensopleiding van nderwysers te verbeter. Dit sal op prys gestel word as u sou deelneem aan hierdie ondersoek. U samewerking is ywillig en sal waardeer word. Die vraelys sal sowat 15 minute van u tyd in beslag neem.

t asseblief op die volgende voordat u die vrae beantwoord:

U bly anoniem. Moet dus nie 'n naam op die vraelys skryf nie.
Daar is geen regte of verkeerde antwoorde nie ten opsigte van opinie-verwante vrae nie – ons benodig net u eerlike oordeel.
Reageer asseblief op <u>ALLE</u> vrae. As u u reaksie wil verander, trek 'n duidelike streep deur die verkeerde reaksie.
Besorg asseblief die vraelys na voltooiing terug aan die persoon van wie u dit ontvang het.
NB! Hierdie vraelys kom direk na RAU om die gegewens op rekenaar te plaas en sal daarna vernietig word.
Niemand anders sal hierin insae kry nie. Die uitkoms van die ontleding van die data sal in 'n wetenskaplike tydskrif gepubliseer word.

gmaals baie dankie vir u vriendelike samewerking.

vorsingsassistente:

U. Mekgwe
N. Pule
M. Matlhatsi

Navorsers: Departement Opvoedingswetenskappe

Prof. J.C. Kok
Dr. M.P. van der Merwe
Dr. R.C. Grobler
September 2002

piereg van die vraelys berus by die navorsers.

ase turn the page / Blaai asseblief om

Card number / *Kaartnommer*

(1-4)

(5)

ly complete the following personal particulars (circle the relevant number) / *Verstrek asseblief die volgende onderhede in verband met uself (omkring die toepaslike nommer)*

Gender / *Geslag:*

Male / Manlik	1
Female / Vroulik	2

(6)

Your age in complete years / *U ouderdom in voltooide jare?*

(7)

Teaching experience in complete years / *Onderwyservaring in voltooide jare?*

(8)

Your current post level / U huidige posvlak?

Principal / Skoolhoof	1
Deputy-principal / Adjunk-hoof	2
HOD / DSO	3
Educator / Onderwyser	4

(9)

Your highest educational qualification / U hoogste opvoedkundige kwalifikasie?

Grade 12 / Grade 12	1
Teaching Diploma / Onderwysdiploma	2
Degree / Graad	3
Post-graduate degree / Na-Graadse kwalifikasie	4

(10)

Your **MOTHER TONGUE/VERNACULAR** (circle only one) / *U MOEDERTAAL (omkring slegs een)?*

Afrikaans	1
English / *Engels*	2
Zulu	3
Northern Sotho / *Noord-Sotho*	4
Tswana	5
Other African Language / Ander Afrika taal	6
Gujarati	7
Hindi	8
Tamil	9
Other / *Ander*	10

(11)

Your religious conviction / *U godsdiensoortuiging?*

Christian / *Christelik*	1
Islam	2
Hindu / *Hindoe*	3
Jewish / *Joods*	4
African Traditional / *Afrika Tradisioneel*	5
Other/Ander	6

(12)

Do you belong to an educators' union? / Behoort u aan 'n onderwyservakbond?

Yes / Ja	1
No / Nee	2	(13)

How often do you teach the subject you specialized in? / Hoe gereeld bied u die vak waarin u gespesialiseer het, aan?

Always / Altyd	1
Most of the time / Meestal	2
Some of the time / Soms	3
Rarely / Selde	4
Never / Nooit	5	(14)

0.   Are you mostly teaching ... (Choose ONE) / Onderrig u meestal ... (Kies EEN)

Grade 7 leamers? / Graad 7 leerders?	1
Grade 8 leamers? / Graad 8 leerders?	2
Grade 9 leamers? / Graad 9 leerders?	3
Grade 10 learners? / Graad 10 leerders?	4
Grade 11 learners? / Graad 11 leerders?	5
Grade 12 learners? / Graad 12 leerders?	6	(15)

NUMBER OF ASPECTS RELATING TO EDUCATOR COMMITMENT ARE PROPOSED IN THE QUESTIONNAIRE. OU ARE REQUESTED TO INDICATE HOW THESE ASPECTS MAY AFFECT YOUR COMMITMENT AS A ROFESSIONAL EDUCATOR?

When answering the questions, indicate your answer by circling the number of your choice on the scale. provided, where "1" indicates a 'very negative affect', and "6" indicates a 'very positive affect' on your commitment as a professional educator.

N AANTAL ASPEKTE WAT VERBAND HOU MET ONDERWYSERTOEWYDING WORD IN DIE VRAELYS 'OORGEHOU. U WORD VERSOEK OM 'N AANDUIDING TE GEE VAN HOE HIERDIE ASPEKTE U TOEWYDING S PROFESSIONELE OPVOEDER MAG AFFEKTEER?

Wanneer u die vraelys invul, dui u keuse ten opsigte van 'n vraag aan deur die nommer van u keuse op die skaal te omkring, waar "1" 'n 'baie negatiewe effek' aandui en "6" 'n 'baie positiewe effek' aandui.

lease turn the page / Blaai asseblief om

HOW WOULD YOU DESCRIBE THE AFFECT EACH OF THE FOLLOWING HAS ON YOUR COMMITMENT AS A PROFESSIONAL EDUCATOR?

HOE SOU U DIE EFFEK VAN ELK VAN DIE VOLGENDE OP U TOEWYDING AS PROFESSIONELE OPVOEDER BESKRYF?

PROFESSIONAL CONDUCT / *PROFESSIONELE OPTREDE*	Very negative / Baie negatief	Negatively / Negatief	Marginally negative / Gering negatief	Marginally positive / Gering positief	Positive / Positief	Very positive / Baie positief	
1. How learners behave on the school grounds *Hoe leerders optree op die skoolgronde*	1	2	3	4	5	6	(16)
2. The management style of the principal *Die bestuurstyl van die hoof*	1	2	3	4	5	6	(17)
3. The way colleagues behave towards learners *Kollegas se optrede teenoor leerders*	1	2	3	4	5	6	(18)
4. Communication from management to staff members *Kommunikasie vanaf bestuur aan personeellede*	1	2	3	4	5	6	(19)
5. Inter-collegial relationships *Inter-kollegiale verhoudings*	1	2	3	4	5	6	(20)
6. Working in teams with other teachers *Saamwerk in spanverband met ander onderwysers*	1	2	3	4	5	6	(21)
7. Teacher appraisal by the principal *Assessering van onderwysers deur die hoof*	1	2	3	4	5	6	(22)
8. Delegation of responsibilities (eg. Financial control given to you in certain situations) *Delegering van verantwoordelikhede(bv. Finansiële beheer aan u toegeken in sekere situasies)*	1	2	3	4	5	6	(23)
9. Financial management of the school *Die finansiële bestuur van die skool*	1	2	3	4	5	6	(24)
10. Time concern shown by colleagues *Agting vir tyd deur u kollegas*	1	2	3	4	5	6	(25)
11. School safety procedures *Veiligheidprosedures by die skool*	1	2	3	4	5	6	(26)
12. Acknowledgements of performance *Erkenning van prestasie*	1	2	3	4	5	6	(27)
13. Dispute procedures in terms of grievances *Prosedures ten opsigte van dispute wat onstaan*	1	2	3	4	5	6	(28)
14. Rewards and incentives for teachers in the school *Belonings en insentiewe vir onderwysers in die skool*	1	2	3	4	5	6	(29)
15. Educator union activities *Aktiwiteite van Onderwyserunies*	1	2	3	4	5	6	(30)
16. Collaboration with parents *Meewerking en samewerking met ouers*	1	2	3	4	5	6	(31)
17. Work allocation *Werkverdeling*	1	2	3	4	5	6	(32)

HOW WOULD YOU DESCRIBE THE AFFECT EACH OF THE FOLLOWING HAS ON YOUR COMMITMENT AS A PROFESSIONAL EDUCATOR?

HOE SOU U DIE EFFEK VAN ELK VAN DIE VOLGENDE OP U TOEWYDING AS PROFESSIONELE OPVOEDER BESKRYF?

	CLASSROOM DUTIES / *KLASKAMERPLIGTE*	Very negative / Baie negatief	Negatively / Negatief	Marginally negative / Gering negatief	Marginally positive / Gering positief	Positive / Positief	Very positive / Baie positief	
18.	Work attitude of colleagues *Die werkhouding van kollegas*	1	2	3	4	5	6	(33)
19.	Lesson preparation *Lesvoorbereiding*	1	2	3	4	5	6	(34)
20.	Classroom discipline *Klaskamerdissipline*	1	2	3	4	5	6	(35)
21.	Remedial work with the learners *Remediërende werk met leerders*	1	2	3	4	5	6	(36)
22	Planning teaching strategies to facilitate learning *Beplanning van onderrigstrategieë wat leer fasiliteer*	1	2	3	4	5	6	(37)
23.	Continuous assessment of learners *Deurlopende assessering van leerders*	1	2	3	4	5	6	(38)
24.	Recording and reporting of learner performance *Aanteken en rapportering van leerderprestasie*	1	2	3	4	5	6	(39)
25.	Teacher-parent conferences/evenings *Onderwyser-ouer-gesprekke/aande*	1	2	3	4	5	6	(40)
26.	Classroom management *Klaskamerbestuur*	1	2	3	4	5	6	(41)
27.	Classroom maintenance (e.g. Cleaning, decorating) *Klaskameronderhoud (bv. Skoonmaak, versiering)*	1	2	3	4	5	6	(42)
28.	Daily control of work done in class *Daaglikse kontrole van klaswerk*	1	2	3	4	5	6	(43)
29.	Acknowledgement of learner performances *Erkenning van leerderprestasies*	1	2	3	4	5	6	(44)
30	Controlling attendance of learners *Om die bywoning van leerders te kontroleer*	1	2	3	4	5	6	(45)
31.	Giving individual attention to learners *Om individuele aandag aan leerders te gee*	1	2	3	4	5	6	(46)

HOW WOULD YOU DESCRIBE THE AFFECT EACH OF THE FOLLOWING HAS ON YOUR COMMITMENT AS A PROFESSIONAL EDUCATOR?

HOE SOU U DIE EFFEK VAN ELK VAN DIE VOLGENDE OP U TOEWYDING AS PROFESSIONELE OPVOEDER BESKRYF?

	DISTRICT OFFICE/-SERVICES // *DISTRIKSKANTOOR/-DIENSTE*	Very negative / Baie negatief	Negatively / Negatief	Marginally negative / Gering negatief	Marginally positive / Gering positief	Positive / Positief	Very positive / Baie positief	
32.	Workshops/seminars organised by district for professional support *Werksessies/seminare deur distrik georganiseer vir professionele ondersteuning*	1	2	3	4	5	6	(47)
33.	Monitoring of the implementation of developmental appraisal systems in the school *Monitering van die implementering van ontwikkelingsassessering-sisteme in die skool*	1	2	3	4	5	6	(48)
34.	Ensuring that the approved curriculum is implemented *Versekering dat die goedgekeurde kurrikulum geïmplementeer word*	1	2	3	4	5	6	(49)
35.	Ensuring that training is given to all institutions and educators (eg. OBE training) *Versekering dat opleiding aan alle institusies en opvoeders verskaf word (bv. UGO-opleiding)*	1	2	3	4	5	6	(50)
36.	Liaison with auxiliary teaching service (eg. Life Orientation) *Skakeling met onderrig-ondersteuningsdienste (bv. Lewensoriëntering)*	1	2	3	4	5	6	(51)
37.	Monitoring registration for external examinations *Monitering van die registrasie vir eksterne eksamens*	1	2	3	4	5	6	(52)
38.	Moderating examination papers and year marks at schools *Moderering van eksamenvraestelle en jaarpunte by skole*	1	2	3	4	5	6	(53)
39.	Controlling the appointment and training of invigilators for examinations *Beheer die aanstelling en opleiding van toesighouers vir eksamens*	1	2	3	4	5	6	(54)
40.	Supplying learner support material and stationary *Verskaffing van leeronderteuningsmateriale en –skryfbehoeftes*	1	2	3	4	5	6	(55)
41.	Communicating with schools through subject advisory services *Kommunikeer met skole deur middel van die vakadviesdienste*	1	2	3	4	5	6	(56)
42.	Determining teacher/learner ratio by surveys *Bepaling van onderwyser/leerder ratio's deur opnames*	1	2	3	4	5	6	(57)
43.	Maintaining all departmental assets in the school *Onderhouding van alle departementele bates in die skool*	1	2	3	4	5	6	(58)
44.	Submitting requisitions for furniture and equipment *Indiening van rekwisisies vir ameublement en toerusting*	1	2	3	4	5	6	(59)
45.	Training school management in financial management (eg. Budget estimates, income & expenditure control) *Opleiding van die skoolbestuur in finansiële bestuur (bv. Begrotings opstel, inkomste-en uitgawestate)*	1	2	3	4	5	6	(60)

Thank you for your co-operation / *Dankie vir u samewerking!*