

**TEACHERS' EXPERIENCE OF EDUCATION IN PUBLIC
SECONDARY SCHOOLS IN SWAZILAND**

BY

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DEDICATION

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SIFINYETO SALOKUCUKETFWE

Botishela benta umsebenti lomcoka ekwenteni luhlelo, nekusentjentsweni kwemfundvo etikolweni letiphakeme tesive eveni laseSwatini. Babhekene nekutsi bente luhlelo lwemfundvo etikolweni letiphakeme lube nguloluhlangabeta tindzingo, luphindze lufeze emaphupho ebafundzi nesive semaSwati sonkhe.

Botishela eSwatini babonakala shengatsi abayi nganhlanye ngalasebendlule kuko, lebakwentile, lebakubonile nalabakuvile nje macondzana neluhlelo lwemfundvo etikolweni letiphakeme eSwatini. Loku kubonakele ngetindlela letehlukene. Kubenekunganeliseki ngendlela lababhekeke kutsi bagucule indlela labasebenta ngayo kuletikolwa. Bavakalise kungaphatseki kahle ngekungasebentisani nelitiko lemfundvo eveni. Ngakulokunye batfole kutsi lisetulu kakhulu linani lebafundzi kunabotishela, loku babone kutsi kubangelwa kutsi luhlelo lwemfundvo lugcile kakhulu ekwandziseni lwati netfutuko. Ngetulu kwaloko babuye bavakalise kutsi loluhlelo lwemfundvo etikolweni letiphakeme eSwatini lugcile kakhulu etifundvweni tengcondvo, lokukhinyabenta linyeti lebafundzi. Ngaletizatfu, umcwaningi waba nenshisekelo yekwenta luphenyo ngalasebandlule kuko botishela betikolwa letiphakeme eveni laseswatini.

Umcwaningi wenta luphenyo loluhlahla indlela, loluchazako, lolukhuluma ngetintfo letiphatselene nesihloko lokuphenywa ngaso nalokutsintsa buchwephesha balesihloko kute kutfole ngaloko lesebendlule kuko botishela betikolwa letiphakeme eSwatini.

Kute kutfolakale emaciniso, nekutsi vele lendzaba isimanjani umcwaningi wenta lucwaningo nebantfu lebotishela labafundzele kufundzisa libanga leliphakeme, labangema Swati lakhuluma futsi acondze lulwimi lweSingisi. Kute ente luphenyo, umcwaningi wacela invumo kubaphatsi tikolweni kukhulumisana nabotishela lokwakhloswe kuvisisa ngalesihloko. Kulabakhulunyiswa ngumcwaningi botishela labasiphohlango labatfolakala kutsi bayalungela kukhuluma ngalesihloko. Kwentiwa konkhe lokusemandleni kutsi kube khona kwetsembana emkhatsini wabotishela nemcwaningi.

Ngendlela ya Tesch yekusebentisa lwati lolutfole kubantfu, umcwaningi wafola luvo lwabotishela lokungilona asebentela etukwalo ekuhlolisiseni lesihloko. Lonelwati lolubanti kutelucwaningo naye watsintfwa ekuhloleni nekucwaningeni loluvo lwabotishela bese lutfolakele.

Imiphumela iyinkhomba yekutsi ngalese bendlule kuko botishela kuyabonakala kutsi luhlelo lwemfundvo lugidza ndzawonye, aluchubekeli embili, futsi abakhoni kulusebentisa bafundzi emva kwekufundza eikolweni. Kudzingeka bakhutsateli nekuhlanganyela kwebatali, kubonakale futsi kutsi lulwimi lweSingisi luniketwe buncoka, intfo ledzinga igugculwe.

Tindlela letingasentjetiswa ekusiteni botishela kutsi bafundzise ngendlela lehambhelana nemfundvo leshintjile tiniketiwe. Botishela badzinga kuhlonyiswa ngetindlela tekuhlela babuye bakhone kusebentisa tindlela tesimanjemanje tekwenta imisebenti yabo.

CHAPTER 1

TEACHERS' EXPERIENCE OF EDUCATION IN PUBLIC SECONDARY SCHOOLS

1.1 ORIENTATION AND RATIONALE

Swaziland has a total land area of 17364 square kilometres (Vilakati 1986:134). It is divided into four administrative regions, namely, Hhohho in the north, Manzini in the central west, Shiselweni in the south and Lubombo in the east. The 1986 census put the total resident population at just over 618 000 people, which indicates an average population growth rate of around 3,2% per annum for the intercensal period of 1986 (7th National Development Plan 1996-1999:31).

Like the population, the schools are also evenly distributed throughout the four administrative regions. According to the National Education Review Commission Report (1985:9), there are 470 primary schools and are evenly distributed among the regions. There are also 89 secondary schools, out of which 40 are senior classes, form IV and form V. These are also evenly distributed among the four regions.

Swaziland, like most countries, spends a large share of its budget on education (Swaziland Today 1997:4). Indicators are that in the 1997/98 financial year, the Ministry of Education got 25% of the total budget (Budget speech 1997/98). It should be noted that there is no free education. In fact the government policy has been that it finances students at tertiary level. It is therefore said that the

scholarship has increased the total recurrent budget by 17% (Swaziland Today 1997:4).

Lulseged (1984:3) asserts that the education system of Swaziland has witnessed remarkable expansion and relative development in the last 17 years. This is due to the fact that the system placed more emphasis on making schooling accessible to as many children as possible especially those in age group 6-13 (7th National Development Plan 1996-1999 : 87). This has been the trend since the regaining of national independence in 1968. The Ministry of Education has achieved gratifying levels of education development by 1984 (7th National Development Plan 1996-99: 147).

Such achievements could not have been possible without the involvement of teachers in the implementation of the education system. Fullan (1993:9) maintains that teachers' capacity to deal with change, learn it, and help students learn from it, is critical for the future development of society. Teachers are surely part of the plan to ensure that educational goals of any education system are achieved. This, they do through the teaching and learning process, also through being actively involved in curriculum development (Pate et al 1997:7). Teachers' experience of education seem to be very crucial for educational changes. They provide curriculum designers with a better understanding of the pupils. These may include, their social needs, emotional needs, motivational needs, and physical needs. Such amount of knowledge about the pupils provide paradigm shifts towards education in general. There is a move to look at the education system in terms of what is being learned and by whom (Pate et al 1997:2). These experiences enable the curriculum designer to consider the whole child, not just the cognitive needs. As such, the education provided will be responsive to the interests and needs of students as well as maintaining academically challenging standards. These experiences will also enhance teachers instructional methods. It will enable

teachers to try new and innovative ideas, in the light of an all embracing education system. Not only that teachers will improve the instructional methods, they will also be motivated to teach what they identify with. This will reduce the tendency whereby teachers feel demotivated, reluctant and impulsive about their instructional methods.

It seems teachers' experiences are critical especially in the implementation stage of an educational system. This helps in ensuring that there will be less or no resistance in carrying out those policy decisions. Policy makers are therefore assured that teachers would duly implement whatever policy of the education system when their experiences are known and considered.

Teachers seem to have their own experiences of any education system. With this, one may assume that the teaching and learning process, and the whole educational goal may be affected.

1.2 SIGNIFICANCE OF THE STUDY



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This research is important in that it is the first of its kind to be conducted in Swaziland. The objective is to provide an insight of teachers' experiences of education in public secondary schools in Swaziland. Also, it will provide an input to the Swaziland Government's aim of improving education in the country.

1.3 STATEMENT OF THE PROBLEM

For the past 10 years, government's focus has been on the efficiency of the education system. The

National Education Review Commission Report(1985:19), found, among other things that the record results of the Cambridge School Certificate, have for a long time, not been satisfactory, because the present system of education in Swaziland does not cater for the different abilities and inclinations of the learners. Thus serious considerations of the present system have been undertaken by the Ministry of Education. It has been indicated that the Ministry of Education, this year, has set aside R33 000 000 (Thirty Three Million Rands) for pre-vocational education (The Times of Swaziland,17March 1998:9). This is to enrich the curriculum to cater for different talents and limitations that are found in children.

Despite all these laudable efforts, there seems to be an oversight of the experiences of those expected to implement such innovations. It is no wonder therefore that teachers have been viewed as too conservative by many. There has been tension between the teachers and the Ministry of Education regarding the present education system. Such lack of harmony between the two has surely affected the standard of education in the country.

These teachers are those in the senior secondary school, that is form 4 and 5. One may point out that, this does not suggest that those teachers in the primary and secondary school have different views than those in the senior levels. However, the research will focus on the former teachers' experiences of the education.

The researcher being a parent, senior school teacher, and a scholar has observed that teachers have different experiences of education in public secondary schools. These have been highlighted in varied ways. There has been dissatisfaction with the way they are expected to implement changes

within the education system. They have complained about lack of proper consultation on the part of the Ministry of Education. Recently teachers embarked on a march to petition the Ministry of Education for its failure to consult them on the introduction of continuous assessment in schools. Such tendencies have led to teachers rejecting anything initiated by the ministry.

In other instances, teachers have felt that the teacher-pupil ratio is too high, as in most cases it is one-to-fifty (1-50). Such has been due to the system's over emphasis on expansion and development in education. Such numbers have made it difficult for teachers to effectively and efficiently execute their duties to the fullest. What this has led to, is a demotivated and frustrated teacher. These are the teachers who have felt that their contribution in education is so insignificant and they have remained in the profession for bread and butter purposes. This has had negative repercussions on the overall educational goals. One may, therefore, assume that the high rate of failures, especially in form 5, are partly because of this whole scenario. In the 1995 academic year, there were 46.4% of failures (7th National Development Plan 1996/99: 31).

The education system's overemphasis on academic skills has led to some teachers reorganising their school curriculum. In these situations the subject combinations as per the Cambridge Ordinary Level requirements tended to disregard pupils' capabilities. Such has led to pupils attempting subject they are not capable in. This has tended to have a negative reflection on the teachers' abilities. To ameliorate the situation, teachers had to stream pupils according to their abilities and have given them subjects which they can handle, though in some cases this limited their career choices. In a way such arrangements have only emphasised the cognitive skills, which is not the aim of education.

The above experiences therefore, indicate the varied perceptions Swazi teachers' have about education in public secondary schools. It is in this area of teaching that the researcher developed the interest to undertake such a study to explore teachers' experiences of education in public secondary schools in Swaziland. The researcher therefore asks the following questions:

- * what are the teachers' experiences of education in public secondary schools in Swaziland ?
- * What are the measures or guidelines that can be set up to assist the teachers to cope with a changing education system ?

1.4 THE PURPOSE OF THE RESEARCH

The overall purpose of this study is two fold. To explore and describe teachers' experiences of education in public secondary schools in Swaziland. To describe measures or guidelines to assist teachers to cope with a changing education system.



1.5 PARADIGMATIC PERSPECTIVE

This includes, metatheoretical, theoretical and methodological assumptions.

1.5.1 METATHEORETICAL ASSUMPTIONS

Moore (1986:25) asserts that the aim of education is to produce something of value, a desirable type of individual. Thus the researcher believes that the aim of education is to encourage pupils innate abilities to the fullest, hence have an educated person. This means the education system

should be child centred as much as possible. Teachers should therefore work toward making education responsive to pupils' needs.

1.5.1.2 ASSUMPTION ABOUT HUMAN NATURE

I believe that children are malleable, thus whatever happen to them by way of experience, it has a lasting effect on their behaviour. This suggests a need to provide them with a desirable educational experience, which will consider the whole child: the emotional needs, social needs, motivational needs, spiritual needs, physical needs, values and meaning of life.

1.5.2 THEORETICAL ASSUMPTIONS

The educational theory itself consists of a number of theories of varying scopes and complexities, ranging from simple theories about teaching to large scale theories allied to or associated with social political or religious positions (Higgs 1995: 11).

Theoretical assumptions in this study consist of theoretical statements and definitions.



1.5.2.1 THEORETICAL STATEMENTS

Teachers' experiences of education in public secondary schools in Swaziland should be used in an effort to develop guidelines for teachers to cope with a changing education system.

1.5.2.2 DEFINITIONS

These will be basically the concepts to be used in this study.

*** EXPERIENCES**

This shall be the teachers' feelings, perceptions, opinions and beliefs about education in public secondary schools in Swaziland. Teachers being directly involved with education at school level, have their own opinions, perceptions and beliefs about the present education in the country.

*** TEACHER**

It is a trained person whose task is to educate learners who are school going, in primary, secondary and senior secondary level.

*** PUPIL**

In this research the term refers to a person who is still school going.

*** TEACHING ENVIRONMENT**

This suggests the physical, social and emotional conditions where the teaching and learning process may take place. This is where the teachers are able to experience education as they are involved in the teaching and learning process.

*** EDUCATION SYSTEM**

This refers to the organised systematic way of training and teaching school going pupils to become enlightened members of society. Such may include what the pupils are expected to acquire from the training and teaching process.

1.5.3 METHODOLOGICAL ASSUMPTIONS

In this study I view scientific research along the functional approach or view. This is because the

data gathered from the phenomenological interviews, with the teachers who experience education in public secondary schools in Swaziland, will describe guidelines to assist teachers to cope with a changing education system

1.6 RESEARCH DESIGN

The following decisions were made with regard to this study design, it is qualitative, explorative, descriptive and contextual.

1.6.1 RESEARCH METHOD

The research will be conducted in two phases. The first phase will be phenomenological interviews conducted with teachers who experience education in public secondary schools in Swaziland. Creswell (1994:12) asserts that human experiences are examined through the detailed description of the people being examined. With the data obtained from the first phase, the second phase will be conducted. This will be the description of the guidelines to assist teachers to cope with a changing education system.



1.6.2 MEASURES TO ENSURE TRUSTWORTHINESS

The researcher will ensure that measures of trustworthiness will be observed in this study. Guba in Lincoln and Guba (1985:20) and Krefting (1991:214) maintain that trustworthiness has to be employed. To ensure such, the measure of trustworthiness must be applied using the research strategy. The approach include four criteria, truth value using the strategy of credibility, applicability using the strategy of transferability, consistency using the strategy of dependability, and neutrality using the strategy of confirmability. Strategies to ensure trustworthiness will be fully discussed in chapter 2.

1.6.2.1 ETHICAL MEASURES

The researcher undertakes that ethical measures will be considered throughout this research. In fact, this has been the guiding principle from the beginning of the study.

1.7 PLAN OF ACTION

The following is the layout of the organisation of the chapters of this study.

Chapter one: Overview and rationale.

Chapter two: Research design and method.

Chapter three: The results of phase one: teachers' experience of education in public secondary schools in Swaziland.
The results of phase two: guidelines to assist teachers who experience education in public secondary schools to cope with a changing education system.

Chapter Four: Conclusions, limitations and recommendations.

1.8 SUMMARY

The overview, the problem statement, the paradigmatic perspective, the research design and method has been stated. The research design and method will be discussed in detail in chapter 2.

CHAPTER 2

RESEARCH DESIGN AND METHOD

2.1 INTRODUCTON

This chapter will give a description of the research rationale, purpose, research design and method.

2.2 RESEARCH RATIONALE

This study seeks to focus on teachers' experiences of education in public secondary schools in Swaziland and to describe guidelines to assist teachers' to cope with a changing education system.

2.3 PURPOSE OF THE RESEARCH



The purpose of this research is two fold:

To explore and describe teachers' experiences of education in public secondary school in Swaziland,

To describe guidelines to assist teachers to cope with a changing education system.

2.4 RESEARCH DESIGN

The research design will be qualitative, exploratory, descriptive and contextual. Berg (1995:24) and Kerlinger (1986:177) view a research design as a plan and structure of investigation which will

enable the researcher to obtain answers to the research questions. However, Mouton (1996:107-8) describes it as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

2.4.1 QUALITATIVE

This study is concerned with understanding how teachers experience education in public secondary schools in Swaziland. So the qualitative design is an approach that focus on human experiences. Mays and Pope (1996:4) assert that it is an approach that tries to understand social phenomena in a natural setting. Morse and Field (1995:14), Creswell (1994:1) and Burns and Grove (1995:393) say that it is an effective method of investigating experiences. However, Burns and Grove (1995:393) point out that human experiences are complex. This approach then will view the teachers' experiences in a holistic manner. Teachers in this study will describe their experiences through qualitative interviews.

2.4.2 EXPLORATIVE

This research will be exploratory in an attempt to understand the experiences of the teachers. The nature of qualitative research is oriented towards exploratory discovery (Morse and Field 1995: 126). The objective is to let important dimensions emerge from the patterns found in the phenomena under study, without presupposing what these dimensions are (Wilson 1985:269). Thus enabling the researcher to gain new insights and comprehension (Mouton 1996:103). The qualitative exploratory approach will enable the researcher to share in the understanding and perceptions of others and to explore how people structure and give answers to their daily lives (Berg 1995:7). In this study therefore, the researcher will be able to hear from the teachers how they experience education in public secondary schools in Swaziland.

2.4.3 DESCRIPTIVE

The teachers will describe their experiences of education in public secondary schools. This is to enable them to present an accurate description of what is being studied. The intention is to try and reconstruct reality from the experiential world of the teachers, so to understand them better. It will be descriptive in that teachers will describe how they “cope with their daily lives” (Morse and Field 1986:9). Also, descriptive studies provide the description of the phenomena in detail. Thus this study seeks to provide an accurate portrayal of how teachers experience education in public secondary schools in Swaziland. The researcher will be aware of the idea that to describe accurately would vary with context (Mouton 1996: 102). Further, as the teachers describe their experience, the researcher will be cognisant of inter-personal situations which provide data towards the understanding of the phenomena being studied.

2.4.4 CONTEXTUAL

This study is contextual in nature. Contextual research studies phenomena, because of their intrinsic and immediate contextual significance (Mouton 1996:133). This is to enable the reconstruction of the subjectively meaningful worlds of the teachers. Burns and Grove (1995:395) say subjectivity is essential for the understanding of a human experience. The researcher will employ this strategy to enable teachers to produce an extensive description of their experiences in their specific context. This research will be carried on Swazi high school teachers. Strauss and Corbin (1990: 101) put it that contextual studies focus on the specific set of properties that pertain to a phenomenon. So the focus in this study will be on teachers' experiences of education in public secondary schools in Swaziland.

The contextual design will enable the researcher to explore the underlying assumptions and attitudes of teachers towards education in public secondary schools in Swaziland. The context in which the phenomenon occurs is considered to be a part of the phenomenon itself (Field and Morse 1985:11). Further, the researcher will be sensitive to the time in which the research is conducted, and also to the cultural and political factors which may influence the confidence and

participants perception of the researcher.

2.5 RESEARCH METHOD

The research will take place in two phases:

The first phase will explore the teachers' experiences of education in public secondary schools in Swaziland. The second phase will describe guidelines to assist teachers to cope with a changing education system.

2.6 ETHICAL MEASURES

Ethical measures will be considered throughout in this study. Morse and Field (1996: 136) assert that researchers should consider ethical issues that might be relevant to their studies. In this study, the following aspects will be covered;

RESEARCHER'S COMPETENCY

The researcher has studied research methodology. Further, this study is supervised by professionals in qualitative research.

RELATIONSHIP WITH PARTICIPANTS

The researcher will ensure that there is a co-operative relationship with the respondents throughout the study. Wilson (1985:30) says participants should be informed about the research purpose. The researcher will explain to the teachers the purpose of this study, this is to allow them the opportunity to decide whether they want to participate or not. They should further be made aware of potential risks which they might be subjected to (Shi 1997:13; Berg 1995: 209). The researcher will seek permission from the teachers to audio tape the interviews. This is to ensure that accurate data is obtained (Morse and Field 1996:46). Such permission will enable the teachers to share their

experiences of education in public secondary schools without fear or reservations. The researcher will also ensure that confidentiality is maintained throughout the study. Thus research records that might indicate the subjects' identities will be removed (Berg 1995 : 213). Also the researcher will request that participants should feel free to contact him in case they wish to clarify any information.

The researcher will ensure that the results are available to teachers should they wish to see them.

INFORMED CONSENT

Berg (1995:209) describes it as the participation in an exercise of your choice, free from any elements of fraud, duress, of similar unfair inducement or manipulation. To ensure such, Burns and Grove (1995:378-379) highlight the following steps;

* INTRODUCTION OF THE RESEARCH SUBJECTS

The researcher will explain to the teachers who might be respondents, the purpose of the study and request them to participate. After such explanation the teachers will then decide whether to participate or not.

* STATEMENT OF THE RESEARCH PURPOSE

The researcher will inform the respondents of both the long and short term benefits of the study, to both themselves and the researcher.

* SELECTION OF SUBJECTS

The teachers will be informed that they were selected because they meet the researcher's criteria of the study.

* EXPLANATION OF PROCEDURES

The respondents will be informed that they will be interviewed and audio-taped. They will be given particulars of the researcher should they wish to ask for some clarifications or withdraw from the study.

* DESCRIPTION OF RISKS AND DISCOMFORT

The nature of the study is such that there are very minimal risks or discomfort, thus it will be communicated to the respondents. The researcher will make respondents aware that the interviews may consume their time, that is about an hour or less. This is to make them to be prepared what to expect from participating in this study. The researcher will explain that the teachers will not be exposed to any foreseen risks and discomfort as highlighted in step number two.



* DISCLOSURE OF ALTERNATIVES

The researcher will explain to the respondents an alternative method of collecting their views on their experiences of the education system. Such as the use of questionnaires. The explanation should enable the teachers to appreciate the chosen method as ideal to collect their views on the subject.

* ASSURANCE OF ANONYMITY AND CONFIDENTIALITY

The respondents will be assured that their raw data and identities will be kept confidential.

* OFFER TO ANSWER QUESTIONS

The researcher will ensure that answers are given satisfactorily where respondents have questions concerning the study.

* OPTION TO WITHDRAW

Respondents will be informed of their rights to withdraw or remain in the study should they wish to.

* CONSENT TO INCOMPLETE DISCLOSURE

The respondents will be made aware that there is no information concerning the study that is being withheld deliberately.

2.6.1 TRUSTWORTHINESS



This will be maintained throughout the study. It will be ensured through Guba's (Lincoln and Guba 1985:290) model of trustworthiness. This model addresses four aspects of trustworthiness which should be applied when using a research strategy. Morse and Field (1996:118) summarise them as; truth value ensured by the strategy of credibility, applicability ensured by the strategy of transferability, consistency ensured by the strategy of dependability and neutrality ensured by the strategy of confirmability.

2.6.1.1 TRUTH VALUE ENSURED BY THE STRATEGY OF CREDIBILITY

This will be obtained from the findings of the research as authentic experiences of the teachers of the education system, Krefting (1990:215), as lived and perceived by informants. This will be

achieved through the credibility strategy, whereby the researcher will have to report multiple realities as clearly as possible. The credibility strategy involves the following criteria;

* PROLONGED ENGAGEMENT

The researcher will spend reasonable time with the teachers in an attempt to establish a positive rapport. The researcher will be speaking the respondents' language, and also ensure that the respondents feel at ease to verbalise their experiences. This is essential in increasing the teachers' trust in the researcher. Such will enable the respondents to reveal even hidden or uncomfortable facts about their experiences of the education system.

* REFLEXIVITY

Burns and Grove (1995:385) postulate that this is a process whereby the researcher explores personal feelings and integrates this understanding into the study. Since the researcher will be part of the research and can not be separated from it (Krefting 1991:218), to minimise his feelings and experiences influencing the study, reflexivity will be promoted. This will be achieved through the use of a tape recorder and interview notes.

* MEMBER CHECKING

Using the respondents' personal particulars, the researcher will conduct follow up interviews, for verification or clarification concerning their experiences of the education system. Krefting (1990:219) says this is to check with another informant before a subsequent interview with the first. This will be done when the researcher attempts to interpret the collected data.

*** PEER EXAMINATION**

The researcher will rely on the external coder and the research supervisors in ensuring peer examination.

*** AUTHORITY OF THE RESEARCHER**

The researcher is a qualified high school teacher, has six years of teaching experience and has undergone training in research methodology.

2.6.1.2 APPLICABILITY ENSURED BY THE STRATEGY OF TRANSFERABILITY

This is used to determine whether the findings can be applied in other contexts , settings or with other groups (Morse and Field 1995:220). Potential appliers of the findings will have to rely on available data from this study, to ensure transferability. The following are some of the strategies that will be employed to ensure transferability;

*** NOMINATE SAMPLE**

The sample method to be used in this research is purposive sample.

* DENSE DESCRIPTION

The dense background information about the respondents and research context has already been given. According to Krefting (1990:220) this will enable others to assess how transferable the findings are to another setting.

2.5.1.3 CONSISTENCY ENSURED BY THE STRATEGY OF DEPENDABILITY

Morse and Field (1995:118) see it as whether the findings would be consistent if the inquiry were replicated with the same subjects or in a similar context. This then focuses on both the research design and method which has already been discussed. Other strategies involve the following;

* AUDITABLE

This is the situation whereby another researcher can clearly follow the decision trail used by the original investigator in the study (Krefting 1990:221). In this study the researcher will keep the relevant data to promote audit trail.

* CODE- RECODE-PROCEDURE

The researcher and coder will discuss the collected data to reach consensus about the teachers' experiences of education in public secondary schools.

2.6.1.4 NEUTRALITY ENSURED BY THE STRATEGY OF CONFIRMABILITY

It refers to the freedom from researcher bias in research procedure and results. To ensure that the data reflects the teachers' experiences of the education system, the researcher will ensure confirmability through;

Prolonged engagement, reflexivity and confirmability audit.

2.7 PHASE I

TEACHERS' EXPERIENCES OF EDUCATION IN PUBLIC SECONDARY SCHOOLS IN SWAZILAND.

To accomplish this phase of the research, the following procedures will be conducted, such as sampling, data collection, data sampling and literature control.



2.7.1 SAMPLING

Sampling involves selecting a group of people with which to conduct research (Burns and Grove 1993:235). Purposive sampling will be used for this research.

2.7.1.1 POPULATION

A population is a set of elements that share a common set of characteristics (Depoy and Gitlin 1994: 166). However, Mouton (1996:135) says defining a population is a two- set process, first there is the target population and also the accessible population. In this study the target population is the Swazi teachers who experience the education system. The accessible population in this study will be the portion of the target population, that is part of those Swazi high school teachers experiencing the education system. The accessible population is the portion of the target population to which the researcher has reasonable access (Burns and Grove 1995:224, Thomas 1990:34 and Depoy and Gitlin 1994:16).

2.7.1.2 SAMPLING METHOD

The researcher will purposely select the teachers as respondents in this study. Purposive or judgmental sampling enables the researcher to select respondents who are especially knowledgeable about the question at issue (Thomas 1990:43, Miles and Hubberman 1994:27, Burns and Grove 1995:243 and Streubert and Carpenter 1995:43).

*** SAMPLING CRITERIA**

This involves the characteristics essential for inclusion in the target population (Burns and Grove 1995:226, Depoy and Gitlin 1994: 173). The characteristics of the teachers in this study will be as

follows;

They will be qualified high school Swazi teachers, speak and understand both Siswati and English and have six years or more of teaching experience.

*** SAMPLE SIZE**

In a qualitative study, the sample size is determined by repetition of data obtained from the interviews with the teachers. This is referred to as data saturation (Rubin and Rubin 1995: 24). In this study, the teachers will be interviewed until they are seen to add little to what the researcher has already learned from them, then sampling will stop, thus determine the sample size.

2.7.2 ROLE OF THE RESEARCHER

Cresswell (1994:147) points out that qualitative research is interpretative research. In trying to minimise the researcher's bias, values, and judgements, the researcher will utilise peer examiners. This will enable the researcher to report the teachers' experiences of education in public secondary schools as accurate as possible.

Also the researcher will ensure that ethical measures are maintained throughout the research as discussed in 2.6. The researcher will further maintain empathy, sensitivity, humour and sincerity (Rubin and Rubin 1995;120). This will enable the respondents to be open towards the researcher, thus describe their experiences of education in public secondary schools in Swaziland.

2.8 DATA GATHERING

The researcher will conduct phenomenological interviews with the teachers, to find out their experiences of education in public secondary schools in Swaziland. Phenomenological research focuses on describing experiences as they are lived (Depoy and Gitlin 1994:138, Burns and Grove 1995:415, Streubert and Carpenter 1995:35). This will enable teachers to present essential truths, about their experiences of education in public secondary schools in Swaziland. This research therefore, seeks to present the experiences as provided by the teachers.

Interviews give an authentic insight into people's experiences (Miles and Hubberman 1994:91, Burnard and Morrison 1990:77, Rubin and Rubin 1995:3). Interviews are used in this research because interviews seek to describe and understand the meaning of central themes in the life world of the interviewee and its main task is to understand meaning of what is said (Kvale 1996:175). Interviews encourage people to describe their worlds in their own terms (Rubin and Rubin 1995:3). The teachers will be using their own mother language to describe their experiences of education in public secondary schools in Swaziland as accurately and detailed as possible. The researcher will gain depth, detail and richness from the teachers' description of their experiences of education in public secondary schools in Swaziland. To facilitate such the researcher will use semi-structured interviews (Rubin and Rubin 1995:5\6).

The semi-structured, open-ended interviews, will enable the teachers to provide more specific data and allow the researcher, to ask clarifying questions to facilitate the understanding of teachers' experiences. It gives the interviewee a chance to change his or her description of meaning about

theme as the interview continues (Kvale 1996:175).

To elicit more information from the teachers the researcher will encourage them to continue talking and elaborate with little interruption. The interview can go on without termination as both parties talk about a theme of interest to both (Kvale 1991:176). Burnard and Morrison (1990:77) and Field and Morse (1985;65) argue that the respondent has much more control over how the interview proceeds. The teachers will be given the opportunity to describe their experiences of education in public secondary schools in Swaziland without posing too many questions. The researcher will only focus upon, guide towards certain themes but not to guide the interviewee towards certain opinions about the themes (Kvale 1996:176). The researcher will use probes (Thomas 1990:117), to ensure that respondents are in control of the interview (Burns and Groves 1995:279, Rubin and Rubin 1995:12, Depoy and Gitlin 1994:190). The researcher has to ensure that the research is still focused on and around the phenomenon under discussion.

To gain deeper understanding of the interviews the researcher will use intuition. Burns and Grove (1995:13) and Streubert and Carpenter (1995:32) assert that intuition is an eidetic comprehension, insight, or understanding of what is meant in the description of the phenomenon under study. Through the different interviews with the teachers the researcher will discover that common understanding of teachers' experiences of education in public secondary schools in Swaziland. Streubert and Carpenter (1995:32) postulate that intuition requires the researcher to become totally immersed in the phenomenon under investigation.

The following will be the central question in the interviews;

“Tell me how you experience education in public secondary schools in Swaziland?”

During the interviews the researcher will tape record and write some field notes. For verification or clarification on written or recorded data, the researcher will use follow-up interviews with the teachers.

The researcher will listen carefully to hear the meanings, interpretations and understandings (Rubin and Rubin 1995:7), when teachers describe their experiences through symbols and metaphors. Kvale (1996:175) says the interviewer tries to register and interpret what is said as well as how it is said. In so doing the researcher will come to understand that teachers' experiences are not intrinsically more true than another. Also the researcher will not be completely neutral, distant or emotionally uninvolved (Rubin and Rubin 1995:12). Therefore, the researcher will have to be sensitive to his own bias, emotions and interests as he continues to conduct and transcribe the interviews. At the end of the study the researcher will have to provide a balanced report on the multiple experiences of the teachers.

A pilot study will be conducted with one of the individuals meeting the sampling criteria. The pilot study should refine the methodology (Shi 1997:153, Burnard and Morrison 1990:70, Burns and Grove 1995:35). It will assist the researcher in identifying deficiencies with his data collection method, and also provide the sort of data that the method will collect. Thus enable the researcher to choose a more suitable data collection method for understanding teachers' experiences of education in public secondary schools in Swaziland.

2.9 DATA ANALYSIS

Data analysis in qualitative research is inseparable from data collection (Cresswell 1994:153, Streubert and Carpenter 1995:45, Field and Morse 1985:96, Rubin and Rubin 1995:226). As the researcher collects data from the teachers, there will be consistent review of the teachers' experiences of education in public secondary schools in Swaziland, the researcher will discover additional questions which need clarification. In this process both data collection and analysis will take place.

At this stage of the research, the researcher will type verbatim transcriptions of the whole interviews. Streubert and Carpenter (1995:456) say the researcher has to dwell with or become immersed in data. Thus the researcher needs to read and re-read the verbatim transcriptions and play and re-play the audio-taped interviews to get the themes, concepts and ideas of the teachers' experiences of education in public secondary schools in Swaziland.

To assist the researcher with the analysis of the data will be an experienced qualitative researcher and coder, who will analyse the data separately from the researcher. They will then meet to have a consensus discussion on the analysed data. The researcher and independent coder will utilise the open-coding method of data analysis.

When employing the open-coding method, the researcher will attempt to break down, examine, compare, conceptualise and categorise the data (Depoy and Gitlin 1994:271, Field and Morse 1985:97, Streubert and Carpenter 1995:156). This process enables the researcher to recognise the

similarities and differences among the themes, concepts and ideas.

In the light of varied ways of open-coding, the researcher shall employ Tesch's (1990) method in Cresswell (1994:155). The method involves the following steps;

- * Getting a sense of the whole. Reading through all the transcripts carefully. Jotting down some ideas as they come in mind.
- * Pick the most interesting, shortest document and go through it, asking yourself what it entails whilst underlying the meaning. Thoughts are to be written in the margin.
- * Having completed all the documents, make a list of all the topics. Put similar topics together and arrange them into major topics, unique topics and left-overs.
- * Take a list, go back to the data, abbreviate topics as codes and write the codes next to appropriate segment of the text. This will enable you to realise new categories and codes.
- * Find the most descriptive wording for the topic and turn them into categories. Group topics that relate to each other together. You may draw lines between categories to show relationships.
- * Make a final decision on the abbreviation of each category and put them in codes alphabetically.
- * Data material belonging to each category should be assembled and put in one place for preliminary analysis.
- * Existing data should be recorded.

With the assistance of the coder and an experienced qualitative researcher, the analysed themes, concepts and ideas will be discussed. The effort will be to try and reach consensus on the similarities and differences among the themes, ideas and concepts. At the end, the results will be transcribed into English and recorded.

2.10 LITERATURE CONTROL

The findings of the study will be placed in the context of what is already known about this study (Streubert and Carpenter 1995:21), thus providing a basis for comparing and contrasting findings (Cresswell 1994:23).

2.7 PHASE II

DESCRIPTION OF THE GUIDELINES TO ASSIST TEACHERS IN COPING WITH A CHANGING EDUCATION SYSTEM.

To accomplish this phase of the research, the following procedure will be conducted; data collection, data analysis and literature control.



2.7.1 DATA COLLECTION

Data collection from this study will be used to provide the basis to describe guidelines to assist teachers in maintaining a positive out-look of the education system.

2.7.2 DATA ANALYSIS

The guidelines mentioned in 2.7.1 will be analysed in the context of the literature review as discussed under 3.1, also they will be discussed with the teachers experiencing the education system.

2.8 CONCLUSIONS, LIMITATION AND RECOMMENDATIONS

Conclusions, limitations and recommendations on the study will be made based on the study's findings. Also recommendations will be made for teachers, curriculum designers and teachers' organisation.

2.9 SUMMARY



In this chapter, the research design and method has been described.

CHAPTER 3

RESULTS AND DISCUSSION OF RESULTS

3.1 INTRODUCTION

The previous chapter discussed the methodology followed in this study. In this chapter, results will be presented and discussed according to the themes, concepts and ideas of the Swazi teachers' experiences of the education system.

3.2 DESCRIPTION OF THE SAMPLE

The sample in this study comprises of eight Swazi high school teachers. This sample size was determined by data saturation. These teachers were from three different high schools, in Mbabane and Ezulwini. The average teaching experience of these teachers was between nine and seventeen years. They also taught different subjects. Four of them were females, with the remaining four being males.

They spoke Siswati during the interviews, with English in some cases.

3.3 RESULTS

The teachers' experiences of the education system were categorised into themes. These themes showed patterns of interrelation.

3.4 DISCUSSION OF FINDINGS

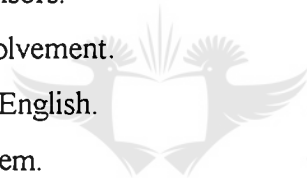
The discussion of the results will be based on the identified themes of the teacher's experiences of the education system. Literature will be cited where practical. It should be noted that in literature control, the researcher could not find literature that specifically focused on the topic of study. This concern was also raised in chapter one.

3.4.1 OVERVIEW OF THE FINDINGS

The teachers were of the opinion that the education system should be changed. As table 3.1 below indicates, they pointed out some of the aspects of the education system that need urgent attention. This will be discussed in detail in the forth coming paragraphs.

Table 3.1 **TEACHERS' EXPERIENCES OF EDUCATION IN PUBLIC SECONDARY SCHOOLS IN SWAZILAND**

- | |
|---|
| <ol style="list-style-type: none">1. It is static and too theoretical.2. Lack of efficient supervisors.3. Absence of parental involvement.4. Too much emphasis on English.5. Need to change the system. |
|---|



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3.4.1.1 IT IS STATIC AND TOO THEORETICAL

Teachers were of the opinion that the present education system has outlived its usefulness. They pointed out to a number of issues which highlight this perception. They said the present education system has not been reviewed for a very long period of time. As such the general perception was that the system of education has brought more failures, unemployment and disappointments to many young people and the country at large.

One teacher remarked that: *Nyalo is close to twelve..... about ten years ago ngicedzile, letintfo lengitfundzisako nyalo are the very same things lebengitfundzako. So, kuloko nawubukako labantfwana bafundza intfo yinye. So nawubukako, le system yetfu I static, we are not moving with the times....* (It is about ten years ever since I completed my high school, however, I'm teaching the very same things I learnt. So that alone indicates that these children learn one and the same thing. This goes to show that this system is static, we are not moving with times, thus offer what is relevant to these children...).

Their viewpoint is that an education system should attempt to address the needs and aspirations of the people. According to the teachers, the education system should be reflective of the recent developments. It has to incorporate the latest subjects.

One teacher said: *Ngalokichubeka kwetikhatsi kufanele kutsi ngabe I progress siyayibona, but ukhandza kutsi tintfo tiya reverser.* (In the light of the latest developments around, really we should be seen to be progressing, but it is quite the opposite here).

On the other hand another teacher said: *Nangitsi I static you see, I education is the way of life ye bantfu, it must be dynamic* (When I say it is static, I mean, education is the way of life of the people, so it must be dynamic...)

In substantiating the teachers' opinions, Brennan et al (1993: 144) maintain that an education system should be transformative, thus there should be no mismatch between what higher education produces and what the labour market requires at a given time.

The teachers' perception is that the education should attempt to address the needs and expectations of the people. This means the system should be reflective of the present times, thus incorporate the latest subjects that will meet the pupils' new challenges. The feeling is that there is too much emphasis on the academic aspects of the pupils' potential, hence limiting most of them.

Fullan (1991:14) and Brennan et al (1993: 130) in agreement with the teachers' viewpoints, point

out that an education system has to educate students in various academic or cognitive skills and knowledge, and to also develop the individual and social skills and knowledge necessary to function occupationally and socio-politically in society.

The teachers maintained that the education system is limiting in terms of careers, thus it favours the academic careers. This concern is illustrated by the following teachers' comments;

One teacher said: *Nawuphuma lapha the only thing longaba ngiyo ngutishela.* (You can only aspire to be a teacher as soon as you complete school in the present education system).

Another teacher said: *ngisho kutsi le curriculum itself is.... falls under static, there are computers, new technology is not incorporated in the right time, the system is rigid...* (What I mean is that even the curriculum it is static, it goes to show how rigid the system is, in fact new technology has not be included).

To them the education system should be able to integrate the latest technology, such as the introduction of the computers. This they felt will not only enable the pupils to fit in the modern world but show that the system is indeed dynamic.

The feeling among the teachers is that the education system should provide the pupils with survival skills. To them it is not enough to provide the pupils with just knowledge. They were of the opinion of an education system that will address the unemployment problem in the country. An education system that can provide means of living even to those who will not be fortunate enough to complete their schooling.

One teacher said: *Le education imcala phansi im provider with I theory kute ema.. ema.. technical subjects lakhona, nalesikhonyana labazama kusifaka e primary nakhona is very shallow lentfo lefundwako kokutsi bangakhona yini kutisita ngako.. uye e secondary is too theoretical , ufike e high school....*(This education starts as early as the primary level providing the child with theory, there are no technical subjects. It is only recent that they are attempting to introduce practical

subjects.... At primary level what they are offering is too shallow, so much that there is little the child can benefit out of this, and is the same story both in secondary and high school).

One teacher said: *Ngitakubekisela nje ngebantfu base Mozambique ukhandza kutsi labantfu laba bafundzisiwe, kulungisa liwashi, bafundzisiwe kulungisa I radio, bafundzisiwe kwakha, bayatati letintfo as these skills bangalapha as such, seba displace a lot of Swazis. ngibo laba.. laba.. involved ku economy laba employed but nawu buka their level of education ukhandza kutsi ingaphansi kunaleyetfu...*(To make an example, people from neighbouring Mozambique, you find that they are so skilled, they fix watches, radios and they can perform a variety of other tasks. As such they have displaced a lot of fellow Swazis, they are involved in the economy. They are employed but when you consider their level of education, it is far below ours...).

Teachers were also concerned with the high rate of failures and those who have passed, but can not be admitted into tertiary institutions. They felt the present education system promotes human waste. They were for the viewpoint that such a high rate of failures and dropouts are an indication that the education system needs to be urgently reviewed.

One teacher said: *kute kahle lama practical subjects in most of the schools, so labantfwana they are confined nje kuba ma book worms nalongakhoni vele is bound to be labelled a failure...*(In the absence of the practical subjects in the schools, pupils are compelled to do well academically despite their different inclinations. Those, however, who cannot perform well under such conditions are labelled as failures).

Another teacher said: *labantfwana labo are completely lost, wehluleka ku crama nomake kudadisha kahle, you can not prove yourself, automatically I system iya ku flusha.* (Those pupils are completely lost, once you fail to memorise or to study well, then you are said to have failed to prove your capability, the system automatically rejects you as a failure).

One teacher said: *The curriculum as I may put it promotes going to the university, how many of these go to the university?, you find that out of five hundred or whatever, you find that only twenty or fifty, what will happen to the four hundred and whatever.....it shows that the education has not*

met ema needs a lomuntfu. (To show that the curriculum is too academic, you find that out of five hundred pupils, only about twenty or fifty can be admitted into the university with the rest roaming the streets. This is a clear indication that the education system does not meet the needs of the pupils).

In support of the teachers' opinions Costa and Liebman (1997: 46-7) postulate that teaching students how to read the bible was once a sufficient mission for schools. Modern educators are realising, however, that new goals for the next century are becoming increasingly necessary as survival skills for our children's future, for the perpetuation of our democratic institutions, and even for our planetary existence.

Fullan (1991: 14) and English and Hill (1994: 18) substantiate the teachers' perceptions in that we should provide students with what they could carry beyond the classroom.

The foregoing discussion indicates why the teachers maintained that the education system is static and theoretical. This was partly attributed to the lack of supervisors who would otherwise see to it that the education system addresses the needs of the pupils and society at large.

3.4.1.2 LACK OF SUPERVISORS



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Teachers voiced the opinion that supervisors do not do their job. They pointed out that inspectors hardly visit them in their various schools. Most of the teachers observed that the inspectors are more of a financial drain. Such inefficiency on the part of the inspectors is viewed by the teachers as partly the reason for such a static education system. The following are some of the teachers' perceptions of the inspectors:

One teacher said: *Mine ngamcosha ngoba ngibona kutsi lomuntfu ufika nay nge third term, emva kweminyaka lengu.. say eight years, watini?* (I just chased him away, this was after he has never been to my school for a period of, say, about eight years, really what can he offer).

Another teacher said: *Asiwadzingi, in-fact they are the waste of resources.* (Really we do not need

them, they are just an unnecessary expense).

Dean (1992:57) in line with the teachers' opinions says inspectors should secure or improve the functioning of an institution in order to produce a better quality of education and experiences. In fact inspectors need to know enough about that institution's history to be able to recognise its progress or lack of progress as well as the extent it has now reached. This suggests that inspectors have to be in constant contact with the institution as opposed to the observation by most Swazi high school teachers.

The teachers voiced the opinion that inspectors hardly come to their schools. Further, teachers felt that the inspectors if they happen to come by, they conduct themselves unprofessionally. Teachers also voiced the same concern with the headteachers that they lacked administrative skills, hence they conduct themselves unprofessionally.

One teacher said: *Inspectors, even when they come they look for your faults instead of your strength...even though they come once in a decade ...ngiko njemine I assessment yabo I would not take it as important as that of the head master.* (The inspectors though they hardly come, they would look for one's faults, instead of assisting where possible. In fact I would not take their assessment more seriously than that of the head teacher).

Dean (1992:58) substantiates the teachers' perceptions, in that the relationship which inspectors form with teachers in the course of an inspection does much to determine whether they gain from the experience or not. Thus, inspectors going into any institution need to be sensitive to its needs and to what is happening at that particular time.

Teachers also pointed out the manner in which the headteacher administered the schools. The perception is that they are not doing enough to improve the education system. This teachers attributed to the way teachers are trained from the different institutions.

One teacher said: *Kunga fundziseki kahle, bati kutsi umunfu nangimphetse ngiyamnyatsela.* (I

would really think that they lack proper training, this is evident from the way they are so autocratic).

Another teacher said: *Yi common problem ngoba nasidibene nalabanye botishela bakhala nga the same problem.* (Honestly this seems to be a common complaint by teachers whenever we are together).

Dean (1992:58) and Morgan et al (1984: 14) support the teachers that, teachers should be treated as professional peers who have important experiences to offer. Times have changed, autocracy has given way to democracy and to a proper sense of value and the rights of the individual. Teachers maintained that these officials, both the inspectors and headteachers lacked proper training. A modern headteacher needs previous experience in administration or at least a training course in administration (Morgan et al, 1984:18).

Teachers' perceptions about both the head teachers and inspectors were that they lacked sufficient training. They felt such positions demand one to be both level headed and knowledgeable.

One teacher said: *Lapha kutsatfwa any teacher abekwe abe ngu headmaster, kuyangikhalisa lapha mine. As far as ngibona I feel kutsi the heads, bo heads they should be thoroughly prepared for ema administrative duties.* (Here, an ordinary teacher is appointed into such a position, I am not too pleased with this arrangement. Personally, I feel headteachers should be thoroughly prepared for such administrative duties).

Another teacher said: *Ukhandza kutsi loyo uncono kunalo uyabona, aye sewusebentisa likhono lake nje, kute I training lekhona lelapha, they do need I training.* (What you find is that there is no uniformity in the way they run the schools, basically they rely on individual aptitude, really they need training).

Teachers were for the opinion that such lack of training by these officials is further compounded by the way they are appointed. Teachers are for the viewpoint that the present education system encourages favouritism when it comes to such high positions. This kind of practice according to the

teachers has not only affected the quality of education, but has led to most of the teachers feeling demoralised. Thus it has exacerbated the problem, hence the system will remain unresponsive to the needs of the pupils.

Teachers observed that: *Kutsiwa mina wena Dlamini bukela I Nkhosi lapha. Kungabukwa kutsi lomuntfu uyakhona yini.* (You are just appointed by favour, simply because you are a Dlamini, then you can serve the king, regardless of your qualification).

One teacher said: *Siyakhomba ngekutsi nangi yena simfanele lesikhundla.* (Appointments are not on merit, it depends on who is to be appointed).

Another teacher said: *Angitsi lesystem yalakhala isebenta ngalokutsi you cannot just ngente some thing mine, you have to be bulawad.* (It is an open secret that the system here works on the basis of ones connections, once you please the right people then you will be appointed or “bulawad” (Siswati word which means to be given a position by favour).

Also another teacher said: *Ngingakhetsika ngekutsi ngingumuka bani loyo losebenta umsebeni lotsite vele siyamanti usebenta lapha lona, lona lonalekhwazana... Lo qualified uyanyatselekela siphelane...* (You could be appointed simply because you are a wife to a well known husband, in the process the one qualified for the job will remain frustrated for good).

Morgan et al (1984:14) in agreement with what the teachers say, appointing an official into a position has to be after careful consideration of the candidate's performance and potential to perform the job. Thus there is need to know how the candidate will perform in future. Skills that a candidate might not yet have, there is a need to know how the candidate might acquire them in future (Morgan et al 1984:14).

Teachers were concerned about the flouting of the principles of personal selection. They called for a more transparent and accountable manner of appointing of headteachers and inspectors. Their major concern was that such dubious appointments directly affect the education system. As such

they felt the system will remain static since appropriate people with expertise are ignored in favour of certain individuals. Teachers further observed that the situation is worsened by the absence of parental involvement in the education system.

3.4.1.3 ABSENCE OF PARENTAL INVOLVEMENT

Some teachers felt that parents could play a major role in improving the education system in general and also in assisting their children appreciate their education more. To them, most parents seem not to be concerned by what their children are doing at school. The teachers were of the opinion that there is need to educate the parents to understand what is happening in the schools, especially the low income and illiterate ones.

One teacher said: *Labatali ngatsi abanendzaba kutsi kwentekani, ngisho ngoba abeti ngisho kulandza ema reports ebantfwana abo.* (It seems these parents are less concerned with what is happening in the schools, you realise this when they fail to come and collect their children's reports).

Another teacher said: *Lapho ubabona khona kuma school committees, nakhona ba concerned ngema finances.* (The only time where you will see them active, is in the school committees, even then, they are only concerned with the administration of the school finances).

Literature to substantiate the teachers viewpoints point out that the child's experiences and learning before school and outside school, primarily in home is crucial to success inside school (Mayberry et al 1995:6 and Carrasquillo and London 1993:103). Parental involvement has been only common with middle and upper income parents, thus there is need to have explicit means of participation of low income, less advantaged parents who have been traditionally unable to use these same modes of participation (Carrasquillo and London 1993:10, Sikes 1997:30 and Bastiani 1993:103). Successful schools are said to provide that two way communication, thus parents can encourage their children and provide them with practical help. Carrasquillo and London (1993:103) say

parental involvement should be seen from the stand point of its positive possibilities, such as it can contribute to the empowerment of parents themselves as well as motivate them to participate eventually in larger societal interests and activities.

Some teachers were of the opinion that there is need to educate these parents into understanding what really happens in schools, especially the low income and illiterate ones.

One teacher said: *Laba labafundzile sebabonile kutsi le education is too academic... angati kube bebatsintfwa bonkhe labatali bati kutsi kwentekani la etikohweni.* (Those literate parents have realised that this education is too academic, I just wonder how can we make all these parents know what really happens in the schools).

Another teacher said: *Still ngiku parental involvement, I feel ema parents they need to be trained, banikwe in-service training le organizwe yi ministry of education.* (Still on parental involvement, I feel parents need to be educated, this should be organised by the ministry of education).

Literature in support of the teachers' opinions point out that, parents are of prime importance in the educational development of the young child, then our education system must recognise this (Mayberry et al 1995:138). We should begin with a sense of promoting a culture of concern. Thus educating parents is of paramount importance in this regard (Carrasquillo and London 1993:105).

Teachers were of the viewpoint that parents' attitudes can only change after they are aware what they are expected to do in the education system. This, they felt, calls for total change of attitude by the teachers and other such professionals, thus see parents as partners in education. This will mean that parents are actively involved in the education of their children.

Sikes (1997:51) in support of the teachers says, instead of making parents involvement in the school function marginal, it is prudent that parents be encouraged to become educational decision makers in the shared governance of the school. There is a need for parents to feel that they are needed, and that teachers and other school people value their in-put and other people are willing to listen to and work with them without being threatened and manipulated (Sikes 1997:52 and Mayberry et al 1995:137).

Some teachers are of the viewpoint that such lack of parental involvement has deprived the curriculum planners of valuable contributions toward the improvement of the education system. These teachers were of the opinion that parents would have an impact in changing the education system which is presently placing too much emphasis on the passing of English language. As such, parents seem not to know how they can assist their children who are struggling because of this English language which is a requirement by the system.

Smith(1988:54-5) in agreement with the teachers says research has shown that involvement of parents with their children as active teachers and learners may be one of the key ingredients of success in effecting children's achievement and intelligence over the long term or changing parents attitudes about education and their own role with their children in the short term.

3.4.1.4 TOO MUCH EMPHASIS ON ENGLISH

Most of the teachers were of the viewpoint that the present system of education has failed most pupils. This is said to be critical in all the external examinations, form 3 and form 5. They pointed out that most of these pupils who fail English language usually do well in the other subjects. Further, they observed that the entrance requirements in tertiary institutions should be revised to accommodate the rest of the pupils.

One teacher said: *Sitavucala e primary because loku lokwenteka la e primary kuyasi affecta natsi lapha e high school. Eh.. Utawukhandza lokokutsi labantfwana kusukela ka grade 1 kusentjentiswa I English as I medium of instruction. That is why sekuze nema parents alahlekelwa timali kuzanywa... because lama parents asazama kutsi labantfwana batsi bafane befike lapha ka grade 1 ba cope up nale Singisi lesifunekako.* (We shall start at primary level, because what happens there has a direct effect on what we do at high school. You find that as early as grade 1 pupils are taught in English, as such parents are losing a lot of money in these ever growing pre-schools. They are trying to help their children cope with the English language that is required of them).

Another teacher said: *Now what happens is this, utfola kutsi labantfwana abati abakhoni ababi...ababi... kuti involva kahle, their education abakhoni kuti actualisa to their full potential because the kind of language which they are using is foreign to them.* (Now what happens is this, the pupils are not able to.. they cannot fully participate in their learning. They cannot fully actualise themselves to their full potential because the kind of language they are using is foreign to them).

Teachers were of the perception that these pupils fail to be actively involved in their learning because of the English. Teachers maintained that these pupils should be taught in their indigenous language during the early primary years so as to be in a position develop the skill to master the second language.

Literature in line with the teachers' point of view say, there are a number of advantages of learning through the indigenous language. It allows students to gain important content knowledge that in turn will make the English they will encounter more understandable (Christian 1994: 2, Van Rooyen 1990:1, Johnson 1995:56 and Durkin 1995:145).

The teachers highlighted that despite the pupil's efforts in trying to actualise what they are taught in the foreign language, they are faced with the problem of doing well in all the other subjects. Thus, teachers were of the viewpoint that this is an unnecessary pressure on the pupils. They were of the opinion that pupils should not be made to fail when they have not passed English Language. Teachers indicated that we should take into consideration that these pupils are not using their indigenous Language.

One teacher said: *I think seyi over liva I usefulness if ever beyikhona.* (I really think this emphasis on English has outlived its usefulness, that is if it was ever of any purpose).

Another teacher said: *A student should not be said to have failed naka faile I English when actually he has passed everything else.* (A student should not be said to have failed when really that student has passed all the other subjects except for the English language).

Van Rooyen (1990:1) in agreement with the teachers says not all children are equally prepared for the transition from the indigenous language to English. The problem is further compounded by the fact that the indigenous language may not have concepts equivalent to those being taught (Van

Rooyen 1990:1; Piper 1993:89). Piper (1993:89) and Johnson (1995:65) in support of the teachers say, it seems easier to learn informal language at home since it is context bound, sequential, and intuitive, whilst school language is largely decontextualised, formal, abstract, logical and expository. This means teachers need to make some modifications to meet the needs of individual children as it is evident that most of their parents are monolingual and illiterate.

Teachers were of the opinion that only those pupils who are going to major in English or such related fields should be required to pass or credit English Language. They pointed out that even the tertiary institutions should review the entrance requirements to accommodate the majority who pass well all the other subjects only to fail English.

Teachers observed that: *So, if utawuvimbela bantfwana ngale I English which is a subject they are not even going to major in nabenta labo Bsc.babo, then sewucripplisha I future yabo.* (Should we then continue demanding that these children must pass English language which is a subject they are not even going to major in, surely we will be guilty of crippling many children's future).

One teacher said : *The credit in English must be reserved for umuntfu lofuna kuyo major in that particular area.*(The English should only be a requirement to those who would like to major in such fields that demand it).

Another teacher said: *I bottle neck lebakhona kuba nguleSingisi t yes siyababulala t yes ngekubuka kwami kungatsi kungaba ne change kubona kwami, nala e university kushintjwe.* (The bottle neck is English with most pupils sir, it destroys them in my own view, we need to change this, even the university needs to revise the entrance requirements).

It would seem therefore that the teachers are for an immediate change of the education system. They felt that as the present system is static, theoretical, lacks supervisors and parental involvement, there is a need to change it.

3.4.1.5 NEED TO CHANGE THE EDUCATION SYSTEM

Teachers seem to be of the opinion that there is an urgent need to change the education system. As already indicated in the foregoing paragraphs, teachers could not point out any thing good about the system. They felt the present education system does not address fully the needs and aspirations of the society. Further, they came to the conclusion that the education system will remain static for as long as the political system remains unchanged. They maintained that the two are interrelated. Teachers pointed out that even the appointment of education officials are politically driven as it is an attempt to maintain the status quo.

One teacher said: *Mine ngingatsi ayisisiti ngalutfo, vele kudzingeka ishintjwe.* (Personally I can say this education does not help us in any way, really we need to change it).

Another teacher said : *Lemfundvo yenta kutsi umntfwama akwati kufundza emagama etitolo lapha ngaphandle, ayisisiti kumele siyishintje.* (This kind of education is good for nothing, the only thing the child will learn at the end is to read names of shops around, is of no use we ought to change it).

One other teacher said: *Like it is in South Africa nje I Bantu education there was no way lebeyingashintjwa ngayo kwadzingeka kutsi lama progressive groups abe involved.....*(Like in South Africa, Bantu Education changed as a result of the pressure exerted by the progressive groups).

Teachers were of the perception that this change would be difficult under the present situation, hence they are not consulted in most cases when the ministry of education effects some changes. This leads to tension between the two, hence there is need for both parties to be in constant consultation about the future of the education in the country. Also, there is that problem of lack of awareness by those officials in high positions on what is taking place in the classroom situation. The only way to correct this situation according to the teachers would be through involving them in the planning of the education.

One teacher said: *Botishela lapha aba consulthwa, buka nayi issue ye continuous assessment le*

dvumelwe ya imposwa kubo tishela. (Teachers here are not consulted, look at the issue of continuous assessment that has been imposed by the ministry of education on the teachers).

Another teacher said: *Ngisho nayi curriculum yentiva ngumuntfu longekho lapha e classini, teachers are not involved ekwakheni le curriculum.* (Even the curriculum is being made up by people with no knowledge of what happens in the classroom situation).

Teachers saw themselves as people who can offer a lot of help when it comes to setting up a new education system. They pointed out that they can bring about change as long as they can work together, that is, towards the upliftment of the standard of education in the country. This, teachers said, they can do through mobilising other stakeholders.

3.5 FIELD NOTES

Field notes will be discussed relating to appointments, interviews and transcription of tapes.

APPOINTMENTS

Teachers in most cases would forget that they had made such appointments. Their complaint was time, which they said was limited due to their school work. Some would then arrange a place where we could carry out the interviews.

* INTERVIEWS

Teachers in most cases were willing to share their experiences of the education system. They were however only concerned about the tape recorder, but as the interview progressed they were relaxed and told their experiences. They would also share some jokes during the interviews, which pointed out that they were talking about a subject of interest to them.

* TRANSCRIPTION OF TAPES

The only problem was the noise as most of the interviews were done outside the staff-rooms and classrooms.

3.6 CONCLUSION

The researcher observed that teachers are not happy with the present system of education. Teachers felt they are not consulted on how they can make the system more responsive to society's needs and aspirations. Further, they saw the political system as having a direct influence on the education system, thus to address the latter means the former has to change first. They were however willing to work towards a better education system.



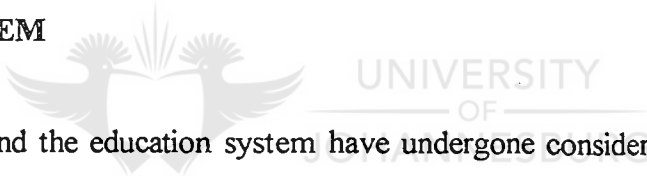
CHAPTER 4

GUIDELINES, PRACTICAL PROBLEMS ENCOUNTERED, CONCLUSIONS AND LIMITATIONS

4.1 INTRODUCTION

In chapter 3, the results of the research were discussed and compared with literature. In this chapter, guidelines for assisting teachers to cope with a changing education system are presented. Practical problems encountered during the research are described. Also, conclusions and recommendations will be presented.

4.2 GUIDELINES FOR ASSISTING TEACHERS COPE WITH A CHANGING EDUCATION SYSTEM



The teaching profession and the education system have undergone considerable changes for the betterment of all. As change is an ongoing process, the teachers are expected to adapt to these education changes faster than any one person in the education system.

Teachers play a major role in the teaching and learning situation and most importantly in the structuring of the education system. Teachers are aware of the pupils' needs and difficulties. Also, they are part of the larger society and are aware of society's needs and concerns. It is therefore important for teachers to have guidelines to assist them cope with a changing education system. This will enable them to have their methodology and content suitable to a changing education system. Thus they will be able to deliver a relevant content to the pupils.

GUIDELINES WILL BE RELATED IN A TABULATED FORM FOR EASY REFERENCE

4.3 DESCRIPTION OF GUIDELINES

Table 4.1 will be used to describe teachers' guidelines for coping with a changing education system.



TABLE 4.1 GUIDELINES FOR TEACHERS REGARDING A STATIC AND THEORITICAL EDUCATION SYSTEM

CATEGORY OF EXPERIENCES	TEACHERS' GUIDELINES
1. Its static and theoretical	<p>1.1 Take a lead in initiation of changes.</p> <ul style="list-style-type: none"> * Diversify the curriculum, provide practical, vocational and scientific subjects thus respond to the pupils' needs and abilities. * Involve all the stakeholders, parents, business community, pupils and all the other experts in different fields. * Provide pupils with career guidelines to enable them to select relevant subjects. * Cater for the wide range of pupils abilities. * Review the curriculum constantly to identify areas that need urgent attention * Emphasise on the provision of skills as against knowledge * Review the assessment procedures which will create losers and winners.

TABLE 4.2 GUIDELINES FOR TEACHERS REGARDING LACK OF SUPERVISORS IN THE EDUCATION SYSTEM

CATEGORY OF EXPERIENCES	GUIDELINES FOR TEACHERS
2. Lack of efficient supervisors	<p>2.1 Arrange meetings with the inspectors to discuss your expectations, and contributions towards making their role efficient and effective.</p> <ul style="list-style-type: none"> * Have constant contacts with the supervisors. * Establish a bottom-top type of communication for the improvement of the education system. * Discuss with the supervisors ways and means to keep the education system responsive to the needs and aspirations of the society. * Maintain a good working relation with the headteachers. * Be well prepared for any professional appointment. * Be always professional at work.

4.3 GUIDELINES FOR TEACHERS REGARDING ABSENCE OF PARENTAL INVOLVEMENT IN THE EDUCATION SYSTEM

CATEGORY OF EXPERIENCES	GUIDELINES FOR TEACHERS
3. Absence of parental involvement	<p>3.1 Organise home visits to discuss and hear parents' problems about their participation in the school activities</p> <ul style="list-style-type: none"> * Have constant contact with parents. * Invite the parents into the school, make them aware of what the school offers and how their children perform * Work together towards improving the pupils performance and reduce dropout rate * The school should provide services to the community, such as making the school halls available for use and provide evening classes * Involve parents in the school decision making structures * Instil the culture of partnership with parents * Encourage a positive attitude for support of greater proportions of educational budget * Make the schools community centres or community schools

TABLE 4.5 GUIDELINES FOR TEACHERS REGARDING TOO MUCH EMPHASIS ON ENGLISH LANGUAGE BY THE EDUCATION SYSTEM

CATEGORY OF EXPERIENCES	GUIDELINES FOR TEACHERS
5. Too much emphasis on English Language	5.1 Provide a good base for English language <ul style="list-style-type: none"> * Improve on the methodology and assessment of teaching English Language * Put emphasis on the subjects required to be passed in accordance with the pupils' careers * Propose to change or remove English as a passing or failing subject * Encourage parents to assist their children practice English at home * Offer extra lessons to those pupils who have difficulty with English language



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TABLE 4.6 GUIDELINES FOR TEACHERS REGARDING CHANGING THE EDUCATION SYSTEM

CATEGORY OF EXPERIENCES	GUIDELINES FOR TEACHERS
6. Need to change the Education System	<p>6.1 Should take the lead in initiating education changes</p> <ul style="list-style-type: none"> * Identify society's needs and expectations of all schools * Develop a school vision or philosophy which will reflect the direction on which education will take * Set realistic school goals and objectives which will be guided by the educational philosophy * There is a need to review the curriculum now and again, say after every two years * Work closely with the tertiary institutions, to identify areas of urgent attention * Display professionalism to encourage the development of planning skills, and work with other agencies outside the school

The guidelines were discussed with Swazi public secondary school teachers who experience education and were found to be relevant and practical.

4.4 CONCLUSION

The purpose of the research was two-fold. To explore and describe Swazi teachers' experiences of education in public secondary schools, and to describe guidelines for teachers to cope with a changing education system.

A qualitative, exploratory, descriptive and contextual research was conducted. A phenomenological in-depth interviews were undertaken with teachers who experience the education system.

The teachers who were participants in the study, all responded to the following central question:

“ Tell me, how do experience education in public secondary schools ?”

From the findings of the phenomenological interviews, five themes emerged; static and too theoretical education system, lack of efficient supervisors, absence of parental involvement, too much emphasis on English and need to change the education system. The findings of the phenomenological interviews, were analysed and compared with available literature.

Based on the findings of the study, guidelines were developed for teachers to cope with a changing education system.

In conclusion therefore, the research question has been answered, thus the objective of the study has been achieved.

4.5 PRACTICAL PROBLEMS/LIMITATIONS ENCOUNTERED

The researcher realised that the teachers had a problem with the central question as it was phrased in English. The difficulty arose from the fact that it was not easy to translate the central question into Siswati without losing the whole meaning of the question. As such, the researcher had to try to give some explanations of what the question sort to achieve. This first made the teachers to be unsure of what to say, but later during the interview they were, confident of what they were saying.

Since the interviews were conducted in Siswati, the researcher found that translating them into English led to loss of the original meaning and distortion of the teachers' experiences of education in public secondary schools. Attempts however, were made to provide the exact words of the teachers' experiences of education in public secondary schools and explanations of their meaning were given in English.

There was also the problem of insufficient literature to support most of the teachers opinions about the education system. This was probably because there was no specific literature on the topic. Further, this topic has not been researched in Swaziland.

The interviews were undertaken in the different schools. The only problem was to find a quiet place. Thus in some cases we ended up having the interviews in the schools yard, this resulted in the tapes picking up a lot of background noise.

4.6 RECOMMENDATIONS

These recommendations are based on the results of the research.

4.6.1 Teachers' education

Based on the results of the study, the training of secondary school teachers should be more comprehensive. Enable them to approach education problems more holistically and realistically. Teachers should be able to identify and contribute towards the improvement of education in public secondary schools in Swaziland.

4.6.2 Secondary school teachers' practice

Teachers play an important role in the teaching and learning situation. It is of vital need therefore, that, teachers understand and adapt to a changing education system. Teachers should make their experiences of education in public secondary school known and use such to provide an all acceptable education system. They need to keep abreast with the latest teaching and learning methods and available knowledge in education.

4.6.3 Teaching research

Further research can be undertaken on the identified themes by teachers who experience education in public secondary schools in Swaziland, as well as on the learners and society attitude towards the present education system, and the impact of teachers' experiences on the quality of education.

4.7 SUMMARY

The research focused on teachers' experiences of education in public secondary schools in Swaziland. The present education system was seen by the teachers as not relevant and irresponsible to the pupils and society's needs and aspirations. The teachers were of the opinion that we have to change the present education system in public secondary schools.

Teachers felt they can contribute towards the provision of an education' system that will be accommodative and pupil oriented.

The researcher hopes that the guidelines and recommendations provided will be utilised to empower teachers, inspectors, parents and other experts who work with the pupils and in education in general.



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