

**IN-SERVICE EDUCATION AND TRAINING (INSET) OF ADULT
BASIC EDUCATION AND TRAINING (ABET) EDUCATORS IN
ATTERIDGEVILLE**

by

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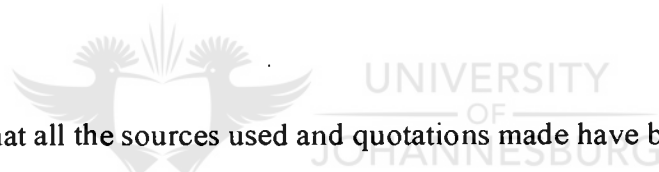
DEDICATION

**I DEDICATE THIS PIECE OF WORK TO MY LATE FATHER, THOMAS AND
MY TWO BROTHERS, GIDEON AND RONNY.**



I declare that:

INSET OF ABET EDUCATORS IN ATTERIDGEVILLE



Is my own work, that all the sources used and quotations made have been indicated and acknowledged by means of complete references.

.....

C.R MABEBA

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SUMMARY

Traditionally and historically educators have been recognised as agents of education change, and INSET is now recognised as the best way to help educators to effect these changes. The study deals with problems regarding the provision of INSET. The purpose is to identify such problems and probably coming up with ways of solving such problems.

Against this background, the questions that were addressed were formulated as follows:

- What are the difficulties faced at different levels in organising INSET programmes for ABET educators in Atteridgeville?
- What specific measures can be taken during the organisation of the INSET programmes to get the maximum benefit from them?
- Which ways can promote effective INSET of ABET educators in Atteridgeville?

The qualitative research method, where interviews were conducted, was used to explore the problem. The interviews were conducted at two ABET Centres in Atteridgeville. A sample of two educators and the principal from each Centre was interviewed. The interview guide was used (addendum C and addendum D). This was a less formal type of interview in which I freely modified the sequence of questions, altering the words and clarified the interviewees where clarity was needed. This helped me to get more information from the participants. The interviews were recorded. After the interviews, data were transcribed, coded and analysed. At the end of the research the findings helped me make the necessary recommendations regarding the proper implementation of INSET for ABET educators in Atteridgeville.

OPSOMMING

Tradisioneel en histories geniet opvoeders erkenning dat hulle agente van opvoedkundige veranderings is. INSET (In-Service Education and Training)-programme wat spesifiek vir opvoedkundige doeleindes ontwikkel is, word gesien as die beste manier om opvoeders te help om hierdie veranderings te implementeer.

Hierdie studie handel oor probleme wat te doene het met die voorsiening van INSET. Die doelwit is om sulke probleme te identifiseer en hopelik met maniere na vore te kom om die probleme op te los.

Teen hierdie agtergrond is die vrae soos volg geformuleer:

- Watter vraagstukke word in verskillende vakke gevind in die organisering van INSET-programme vir ABET (Adult Basic Education and Training)-opvoeders in Atteridgeville?
- Watter spesifieke stappe kan geneem word in die organisering van INSET-programme om maksimum voordeel te kry?
- Op watter wyse kan die effektiewe INSET van ABET-opvoeders in Atteridgeville bevorder word?

Die kwalitatiewe ondersoekmetode is gebruik deur onderhoude te voer om die probleem te bestudeer. Die onderhoude is in twee ABET-sentrums in Atteridgeville gevoer.

'n Keuse van twee opvoeders en die skoolhoof van elke sentrum is gemaak. 'n Onderhoudgids is gebruik (Addendum C en D). Hierdie tipe onderhoud was informeel deurdat ek vryelik die opeenvolging van die vrae gemodifiseer het, woorde verander het en verdere verduidelikings aan die respondente gegee het. Dit het gehelp om meer inligting uit die deelnemers te kry. Die onderhoude is op band opgeneem. Na die onderhoude is die data getranskribeer, gekodifiseer en geanaliseer. Aan die einde van die navorsing het die bevindings gehelp om die nodige aanbevelings te maak vir die behoorlike implementering van INSET vir ABET-opvoeders in Atteridgeville.

LIST OF ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training.
BA	Bachelor of Arts.
DET	Department of Education and Training.
GDE	Gauteng Department of Education.
INSET	In-Service Education and Training.
JSTC	Junior Primary Teachers Diploma.
PTC	Primary Teachers Certificate.
OBE	Out-come Based Education.
SPTD	Senior Primary Teachers Diploma.
STD	Secondary Teachers Diploma.
STD 10	Standard 10



SECTION ONE

RESEARCH DESIGN AND METHODOLOGY

1.1 INTRODUCTION

The most important elements in the educational situation are the educators of the learners. It is they who shape the future of man. The quality of an educator, therefore, is a matter of the deepest social concern. This clearly indicates that the training of teachers, who should be of good quality, is a very important task.

To equip teachers to perform their duties efficiently, they are to be provided with quality training programmes. Hence, the role pre-service education plays to the prospective teacher cannot be underestimated. On top of how the prospective teacher was prepared for their professional duties, the need for in-service education will remain. Pre-service education, as described by Kruger and Muller (1988:9), is academic, career-oriented and professional. It deals with the academic and professional work that the person has done before employment as a teacher (Chilane, 1968:12). In-service education on the other hand, comes as a logical sequence to the continuous teacher preparation programme, which has to be provided for all teachers throughout their careers. It aims at enabling teachers to monitor and shape their professional development (Henderson, 1978: 39).

Because knowledge is expanding all the time and theory and practice of teaching change all the time, the educators' content of knowledge and their professional skills and techniques need to be ever improved. Improvement can only occur if teachers are geared to cope with the

conception of new theory, the initiation of experimental research, the development of new teaching materials and the improvement of

instructional methodologies. All these will be useless if their benefits are not incorporated in the classroom procedures.

1.2 FORMULATION OF A CLAIM

The purpose of INSET is to equip teachers with knowledge and skills and to make them aware of the current state of affairs concerning their work as ABET educators. They need to be exposed to new curriculum content, instructional techniques and assessment procedures. As expounded by Harris (1989:1), in-service education, like any other kind of education, helps people to grow, learn, improve, enjoy, think and do. According to Main (1985:94), it builds up a supportive learning group of colleagues who can give different perspectives to each other and help each other.

My claim is based on the fact that nothing is provided to ABET educators in Atteridgeville in terms of giving them professional assistance as far as their careers are concerned. No in-service programmes are arranged for them. The only INSET programmes that are catered for, are for educators who work in normal stream schools.

I taught at one of Atteridgeville's Adult Centres from 1992-96. I was employed on a contract basis, which was renewed every year. During that period, new developments regarding adult education cropped up and, because of lack of INSET programmes, the information concerning those developments was never given to us. We only used our experience as educators of pre-adult learners to teach adult learners. The majority of adult educators in Atteridgeville are not trained to teach adult learners, that is why Houle, in Jarvis and Alan (1991:3) highlighted the fact that in-service education for adult educators is needed, because

the majority of them are either volunteers or part-time workers, with only a few being qualified educators.

1.3 STATEMENT OF THE PROBLEM

This study attempts to find out some of the organisational patterns and the working procedures of INSET of ABET educators in Atteridgeville. Although in-service training courses for educators in Atteridgeville are conducted, the provision for this training is only meant for educators of pre-adult learners and not for ABET educators. The reason for this has not as yet been identified.

The study aims specifically at finding answers to the following questions:

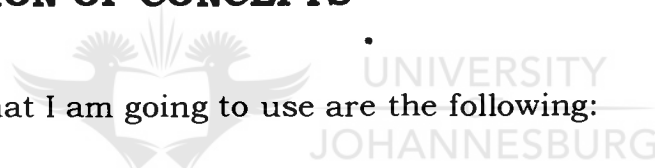
- What are the aims and objectives of the in-service education programmes in adult education?
- What is the curriculum for in-service programmes?
- What specific measures are generally taken during the organisation of in-service programmes to get the maximum benefit from them?
- What are the difficulties faced at different levels in organising the in-service education programmes for ABET educators in Atteridgeville?
- What are the facilities available for organising in-service education programmes?
- How are the programmes evaluated?
- Which ways can promote effective INSET of ABET educators in Atteridgeville?

1.4 THE AIM OF THE STUDY

The aim of this research is to present opinions of Atteridgeville ABET educators' views concerning problems related to INSET provision, and probably recommend ways of addressing the said problem. This inquiry stems from the fact that INSET is only provided for educators of pre-adult learners. The outcome of this research will probably identify some key factors and influences that will contribute to the emergence of INSET provision for ABET educators at the said area. At the end I will also suggest ways of promoting the effectiveness of INSET provision and also suggest ways that can be used to benefit INSET of ABET educators.

1.5 DEFINITION OF CONCEPTS

The concepts that I am going to use are the following:



1.5.1 IN-SERVICE EDUCATION

The term in-service education, as generally preferred to in-service training, can be described as all activities by which serving teachers and other categories of educationists may extend and develop their personal and professional competence, and general understanding of the role which they are expected to play in their changing societies.

1.5.2 IN-SERVICE EDUCATION AND TRAINING (INSET)

Different educationists give various definitions of INSET. There are as many definitions as there are INSET programmes. The definition of INSET depends to a large extent on the emphasis that is placed on it in terms of its plan or design. One commonly accepted definition of INSET is that it embraces all those experiences that a teacher may undergo for

the purpose of increasing his professional and personal competency. INSET includes the means by which the teacher's personal needs and aspirations may be met, as well as those of the system in which he serves. INSET also includes such aspects as updating teacher skills and knowledge without a change in a role, the focus on pedagogical needs and programmes available throughout the careers of teachers.

In most developing countries like South Africa, the main concern is still the retraining and up-grading of the serving of under-qualified and the unqualified teachers.

Henderson, in Bagwandeem and Louw (1993:19) suggests this definition: "INSET may, in the most general sense, be taken to include everything that happens to the teacher from the day he takes up his first appointment to the day he retires, which contributes directly or indirectly to the way in which he executes his professional duties". He further maintains that in-service training stems from the teachers' self-motivation to improve their effectiveness and to increase their capacity to develop maximum potentialities of the children they teach.

Dunkley (1984) gives a narrower definition of INSET as "all those planned activities teachers undertake to improve their instructional effectiveness, personal and professional knowledge and skills to equip for the new or changed roles". This definition calls for the planning of INSET activities so that change or innovation can be brought about. Van den Berg (1983:2) argues against this definition when he says "the fundamental rationale for INSET is not related to teacher quality but to its role as a major strategy in an attempt to maintain and improve the quality of schooling".

Adams (1975:37) defines INSET as the development of the individual from the whole range of events and activities by which serving teachers can extend their personal, academic or practical education, their

professional competence and their understanding of education principles and methods.

From the above definitions, it seems difficult to give a single definition of INSET that would satisfy all needs and include all aspects. What is of importance is that all definitions must clearly relate to improving competence, knowledge and professional skills of teachers, not underestimating other factors such as the teacher's individual and personal needs and aspirations, as these may be strong motivating factors for participation in INSET courses.

The significance of all the definitions of INSET is that every country develops strategies of INSET to embrace the particular needs of the teachers. They all attempt to formulate a comprehensive programme of professional development, but as Henderson (1978:21) highlights, almost every country has grasped the significance of INSET, but they have failed to formulate a coherent in-service training policy.

Dr G.A Allana, Chancellor of the Open University in Islamabad in Pakistan, describes INSET in Pakistan as follows:

“A person joining the education service as a teacher means he's entering the world of continued self -education. A good teacher keeps improving his knowledge of the subject he teaches - and of course he learns how best he can to teach and utilise the instructional facilities available to him.”

1.5.3 ADULT EDUCATOR

A diversity of terms is used in adult education to refer to those persons who are officially responsible for helping adults learn. Terms such as adult educator, tutor, learning consultant, facilitator, trainer and teacher are used. Gravett (1982:5) expounds that although there are a

variety of terms in adult education to refer to adult educators, one of these terms is usually dominant in a specific context. In this research essay, the concepts adult educator and teacher will be used interchangeably.

Smith (1982:38) defines adult educators as those people who seek to help adults to learn and provide them with education opportunities. In an information booklet for UNISA (1999), adult educators are described as people who contribute to the reconstruction and development by addressing the massive educational needs of adults wherever they are located.

1.6 METHOD OF INVESTIGATION

Initially, a study of relevant literature will be undertaken in order to include the necessary information related to in-service education, with special reference to adult educators. This will serve as the theoretical framework of the research.

Empirical research will be conducted by using qualitative research methods. The methods included here will be individual and group interviews, as well as incorporating my previous experience as an ABET educator. Interviews will be conducted at two ABET Centres, Gaegolelwe Adult Centre and Holy Trinity Adult Centre. Each centre will consist of a sample of two teachers and the principal.

The interviews will aim at gathering information on aspects such as INSET policy, needs assessment, curriculum of INSET, and evaluation. The interviews will be recorded. The recorded data will be coded and analysed with the aim of discussing and making recommendations regarding the findings.

1.7 OVERVIEW OF THE REMAINING SECTIONS

SECTION TWO: is a literature study, which involves an explanation and analysis of essence that has a bearing on INSET in adult education.

SECTION THREE: describes the procedure and design of the empirical study, where interviews will be conducted to a sample described under method of investigation. This section also includes the coding of the recorded data.

SECTION FOUR: will present the discussion of findings by giving the summary of findings, general and specific recommendations derived from the findings and the empirical study.

1.8 SUMMARY

In this section the background and the orientation to the problem are highlighted. The statement of the problem, aim of the study, methods used to collect data and the delimitation of the study are given. In the next section a study of relevant literature on INSET will be dealt with.

SECTION TWO

THE THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Section one focused on the research design and methodology, where brief reflections on the problem, aim of the study and method of investigation were outlined. Section two will focus on the literature review on INSET of teachers. It is in this section where the purpose of INSET, problems related to INSET, INSET needs and evaluation on INSET are outlined.

2.2 THE PURPOSE OF INSET

The purpose of in-service training is to improve the performance of teachers. Improving teachers' performance can only occur if teachers can change. This change presupposes change in teacher education. Song (1990:193) maintains that the purpose of in-service teacher education is to promote the continuous growth of teachers.

Fundamentally, in-service education programs are important because they help in bridging the gap between pre-service and in-service education. INSET helps teachers to develop their professional competence and stimulate professional growth. It also enables teachers to cope with the rapid changes that occur in the teaching field. New methods, approaches and techniques are being implemented, and as a result, teachers should be trained to implement them. For INSET programs to function effectively, the aims and objectives have to be explicit.

2.3 AIMS AND OBJECTIVES OF INSET

The procedure used in formulating the objectives is as important as their actual formulation. It is also important to classify aims and objectives as general and specific, long term and short term and also classify them in relation to different levels. This will make the choice and the use of suitable methods for organising the programme simple in a simplistic way. Formulation of aims and objectives also provide a basis for the evaluation of the programme and also prevent the programmes from becoming haphazard and disorganised.

The procedure used in formulating the objectives is very important. For the programmes to be effective, the objectives must be evolved with the help of those who have to work them out.

As stated by Handing and Sayer (1975) in Main (1985:18), the aims and objectives of staff development are to:

- Help teachers to meet, not only the needs of their learners, but also their own needs, and those of the institution;
- Encourage the recognition and development of operational skills in communication, organisation and interaction;
- Maximise extrinsic support for the teaching function and to restructure institutional value systems; and
- Increase intrinsic motivation towards the teaching role.

According to Hofmeyr (1991:66), a properly planned INSET programme should differentiate whether in-service training is supposed to improve the teachers' personal, financial and promotional aspects, or the teachers' academic level and professional skills, or the welfare of the school.

The aim of INSET, as explained by Bolam and Porter in Bagwandeem and Louw (1993:42) is to enable the teacher to monitor and shape his professional development. They also emphasise that INSET enables teachers to:

- Develop their professional competence, confidence and relevant knowledge;
- Evaluate their own work and attitudes in conjunction with their professional colleagues in other parts of the education service;
- Develop criteria which would help them to assess their own teaching roles in relation to a changed society for which the schools must equip their pupils; and
- Advance their careers.

In a research conducted by Chilana (1968:27) for teachers in the Philippines, the respondents were asked to list objectives that they would consider being important to be achieved through INSET. Some of the suggested objectives were as follows:

- To develop among administrators and teachers the right attitudes to work, dedication to service and the desire to develop one's self to the fullest, both professionally and as an individual person;
- To promote international understanding and good-will;
- To broaden the liberal education background of teachers and supervisory staff; and
- To sharpen skills and deepen insights in recognising, analysing and attacking instructional, administrative and supervisory problems and difficulties.

From the above information, it is clear that the same problems are identified as those that are experienced by ABET educators in Atteridgeville.

2.4 IN-SERVICE EDUCATION OF SOUTH AFRICAN EDUCATORS DURING THE PERIOD: 1985-1999

INSET for African educators was previously centralised, where teachers throughout South Africa attended INSET provided by the College for Continued Training at Soshanguve, near Pretoria. This institution offered one-week refresher courses in a modular, competency based approach. Teachers were involved in a series of courses in their specialist subjects. The theoretical part of the course was completed by means of assignments that the educators had to complete before going back to their respective schools.

Schools were usually disrupted due to the withdrawal of educators from the classrooms and this had a negative effect on the learners. The Department of Education and Training (DET) met all expenses incurred by the participation in these courses. This included transport, accommodation and subsistence for teachers. The cost was considered too exorbitant and consequently the courses were decentralised.

Presently the different subject advisors apply a school-based INSET approach. Educators participate in some programmes during school hours and it is expected of them to attend other programmes such as those offered at the teachers' centres in their own time. The numerous teachers' centres and their satellites under the control of the DET made an important contribution to improving the professional skills of local teachers (DET, 1990: 82).

2.5 INSET IN OTHER COUNTRIES

Although there are different definitions of INSET, each country defines it in terms of its needs. As a result the INSET needs of one country differ from those of another countries. Masoner (1983:124) cautions that it is dangerous for one country to duplicate exactly any programme from that of the other country, regardless of its demonstrated success. A world perspective on INSET is necessary, even though it will be readily accepted that different countries have different societies and therefore different education systems. •

2.6 PROBLEMS RELATED TO INSET OF ABET EDUCATORS IN ATTERIDGEVILLE

INSET programmes are not catered for ABET educators in Atteridgeville. The majority of them are educators who have just completed from their colleges. They are only employed on a part-time basis, with little or no experience of adult education. I was also an ABET educator for four years (1993-97) at Holy Trinity Adult Centre. No INSET was ever conducted during that period. From the information I received from my colleague friends who are also ABET educators in one of ABET Centres, no INSET programmes are ever conducted.

Lack of facilities and funds pose a very serious problem. There are three ABET centers in Atteridgeville that are under the Gauteng Department of Education (GDE). All of them are hosted in day schools. They all operate in a form of so-called `night schools`. Another problem is that the ABET Directorate have other commitments that disturb the smooth running of ABET in Atteridgeville.

Bagwandeem and Louw (1993; 60) expounded the following problems related to INSET:

- Lack of pre-service/ in-service continuum,
- Lack of shared decision making,
- Lack of research and practice;
- Lack of co-ordination and planning;
- Lack of implementation;
- Financial constraints; and
- Lack of properly trained in-service tutors and facilitators.

In his book, Cottrell (1956) gives the following reasons for the failure of in-service programmes:

- Inadequate supervision of the programmes;
- Poor training facilities provided;
- Inadequate understanding of gains to be made by the participants;
- Lack of co-ordination between in-service and pre-service training;
- Lack of co-ordination of methods used; and
- Lack of incentives.

When conducting a research on INSET, Chilana (1968:18) identified the following problems when organising INSET:

- Lack of money;
- Insufficiency of adequately trained personnel;
- Shortage of teachers in the primary schools, which makes it extremely difficult for them to leave the school;
- Difficulty of travel;
- Lack of needed material facilities; and
- Lack of enthusiasm among teachers (1968;18).

2.7 NEEDS ASSESSMENT

INSET has to do with the acquisition of formal qualifications recognised for salary and promotional purposes, while at the same time addressing aspects inadequately dealt with in pre-service training. INSET programmes, therefore, that are essentially concerned with professional upgrading and the acquisition of formal qualifications, must also satisfy criteria that are applicable to all INSETS. Van den Berg, in Ashley and Mehl (1987:7) says that each INSET programme should be so designed that it meets the following criteria:

- It must promote the personal growth of the teacher as an individual human being: human potential must be maximised;
- It must promote professional growth of teachers: it must promote their competence, confidence and relevant knowledge and must enable them to evaluate their own work in collaboration with their immediate and/ or colleagues in professional co-operation. Professional potential must be maximised;
- It must promote school growth: one consequence of INSET must be that schools become more effective, more humane and more relevant institutions. School growth must be maximised; and
- It must promote societal growth: one consequence of INSET must be that via its impact on schools it should contribute to the positive change and development of society.

Eraut (1972:33) listed the following six categories of needs:

- Subject matter - knowledge of the latest developments in subjects;

- Subject methodology - knowledge of the latest developments in specific teaching methods;
- Curriculum organisation - curricular problems associated with changes from traditional subject based curriculum;
- Curriculum development - problems associated with the development of new courses, examination syllabi and examination modes;
- Resource provision and allocation - resource problems associated with the development of courses, and effective utilisation of school based resources such as television and libraries; and
- Management and organisation - problems associated with the management of existing courses and projected innovations within schools.

When needs are identified, they make it easy to devise a strategy for planning (curriculum) and implementing INSET programmes, evaluating the programmes and also making follow-ups to check the progress.

2.8 CURRICULUM OF IN-SERVICE EDUCATION

The curriculum for any programme is one of the foremost factors to be considered. It addresses the question 'what' to be given to the teachers or 'what' are the needs of the teachers. After the 'what' question has been identified, the 'how', 'where' and the 'when' questions will be considered. The subject matter to be offered during in-service education courses occupies a very important place. It is very important for the institutions offering INSET to see whether the curriculum they are planning really meets the needs of the teachers and the schools.

Siedow et al (1985) maintain that the process of planning in-service training consists of the following steps:

- Identifying the needs,
- Prioritising the needs identified,
- Devising a strategy for the implementation,
- Carrying out the programme,
- Evaluation of the programme and;
- Follow- up.

The first three steps are used in the planning of INSET whereas the last three are used for organising INSET for educators.

2.8.1 IDENTIFYING THE NEEDS

It is important to carry out needs assessment among the teachers rather than leaving it to the planners to decide what they think the teachers need, and then provide INSET courses for them. An example of such assessment was done by Keast (1984:4) when he carried out a survey among five hundred teachers in England in an attempt to assess their needs. From the findings he formulated four separate definitions of INSET, according to the needs expressed by the teachers. The four categories of INSET offered by Keast are:

- School-based in-service that aims at helping the teacher to improve the quality of education in their schools,
- Job-related in-service that aims at helping teachers to be more effective in their own posts and to derive job satisfaction,
- Career-oriented in-service that aims at preparing teachers for promotion, and
- Qualification-oriented in-service that aims at providing teachers with further qualifications.

Needs assessment of participants should form the basis of the in-service programme (Siedow et al, 1985:4). Firstly, a co-ordinator or co-

ordinating committee should be established. The establishment should also include activities designed to identify the needs of the participants, their learners and administrators. Co-ordinators should ensure that INSET is designed in such a manner that it meets the needs of the participants. Proper facilities, financial resources, well-qualified staff are required to plan, co-ordinate and conduct in-service training courses.

2.8.2 FORMULATION OF THE OBJECTIVES

Objectives must, in the words of Harris (1980:50) 'be relevant, feasible and explicitly defined'. Bessent (1967) in Harris (1989:50) has proposed a 'commandment' in this regard:

"Thou shalt not commit in-service programmes unrelated to the genuine needs of staff participants."

His other 'commandments' include:

*Thou shalt not fail to be explicit about what is to be learned,
Thou shalt not specify trivial objectives,
Thou shalt not promise outcomes that are not realisable, and
Thou shalt not confuse learning outcomes with activities.*

Siedow et al (1985:164) also maintain that objectives formulated must stand a reasonable chance of being achieved. Well-formulated objectives will facilitate the evaluation of the programme.

2.8.3 PLANNING THE CONTENT

The content should be planned in such a manner that it becomes relevant and effective in classrooms of teachers being served; easily learned by teachers; easily blended into regular teaching practices; and

likely to show desirable result quickly in the classroom (Siedow, 1985; 164). The needs of the teachers and those of the school direct the content to be planned.

2.8.4 CARRYING OUT THE PROGRAMME

This includes the selection of the methods to be used and the staff involved in manning the programmes. The staff member responsible for manning the programmes should not only possess the required academic and supervisory experience but should also 'have an understanding of the different roles of his job and know the modern techniques of working with adult groups' (Chilana: 1968: 37). Above all he should also have a keen desire to 'grow by keeping abreast of the latest developments in his field. The methods he uses must be in such a manner that they increase participants' confidence in using the gained knowledge from the programmes.

2.8.5 EVALUATING THE PROGRAMME

Evaluation of INSET programmes is intended to improve in-service education operations. However, such improvements can be accomplished in a variety of ways. Improvements need to be sustained by providing reinforcing evidence.

Evaluation of INSET programmes is a very delicate issue because the outcomes to be measured are in terms of behavioural changes, which are difficult to assess. Evaluation of the programme is also an important step in assessing whether the objectives set are being met. It is also a step to assess whether or not the purpose of the programme has been established. It is also intended, as explained by Harris (1980:300), to detect defects in a programme or session, and also to clearly determine operational strengths in order to assume maintenance of programmes. He further maintains that evaluating in-

service education involves systematically implementing a set of sequenced processes, as follows:

- Selecting, defining, and specifying evaluative criteria. What specific measurable events do we anticipate as evidence of success?
- Selecting, designing or adapting instruments and procedures for measuring events related to the evaluative criteria.
- Gathering (recording) data, using appropriate instruments and procedures.
- Analysing data in ways that reduce and array them in relation to evaluative criteria.
- Interpreting results (finding) by comparing and contrasting findings with each other, by classes, and against criteria.
- Valuing findings by relating them to values and expectations of the individuals or institutions being served.
- Deciding on one or more actions that should logically follow.
- Acting on the decisions so as to improve and maintain the best of the operation.

Evaluation, as expounded by Siedow (1985:165), serves to monitor and document both teachers' and students' growth in knowledge and skills and thus providing important motivation for in-service participants. Burgess et al (1993:9) maintain that evaluation of INSET serve as a range of purposes, all of which have their application in the school context; which can be summarised as follows:

- Provide a description of what actually happened,
- Improve current and future INSET provision
- Assess outcomes,
- Learn i.e. to regard evaluation as an integral part of the learning and development process itself,

- Enable individuals to develop the capacity to critique their own practice, and share their critical reflection with others,
- Answer social audit/ accountability requirements.

Evaluation is chiefly concerned with making judgements, which certainly include assessing the performance of teachers on programmes and courses. Morant (1981:81) stresses the fact that judgement of the INSET programme does not only rest on the teacher performance but also on many other issues, some of which can be claimed to be more important than performance of courses. He further maintains that judgement may be called for to check, amongst others:

- The suitability of agreed policies and procedures,
- The quality of leadership in planning and implementing the programme,
- The appropriateness of the stated aims and objectives,
- The effectiveness of planning decisions,
- The number of teachers taking part in a programme,
- The quality of teaching on courses, and
- The variety and availability of physical resources.

The responsibility of evaluation rests with all the categories of people from teachers to supervisors of INSET.

2.8.6 FOLLOW-UP ACTIVITIES

Follow-up activities are critical aspects of INSET although they are not undertaken regularly and seriously. They provide assistance and assurance to the participants that the objectives set will definitely be met. Tomlinson (1988:18) emphasises the importance of follow-up courses by saying that it is important to make follow-up in order to clear up the confusion and frustration the teachers might have suffered in order to apply all that they had learned. Follow-up assistance, as

said by Siedow et al (1985:165), ensures that workshops, even long after they have ended, have continuing impact. It is, therefore necessary for the INSET officials to keep constant touch with the educators.

2.8 CONCLUSION

This section clearly indicated what the literature on in-service education and training of educators says in general. From this literature, it seems that INSET only concentrates on educators teaching pre-adult learners, disregarding ABET educators. As a result there is a dire need for the implementation of this type of an INSET, that will of-course be user-friendly.

The successful implementation of this INSET calls for the co-operation of all those who are involved, starting from the teachers right up to the ABET directorate. Having presented the literature on INSET of educators, it is appropriate to present the methodology used in finding out the current state of affairs regarding INSET from a sample of ABET educators and their principals in Atteridgeville.

SECTION THREE

THE FIELD ENQUIRY

3.1 INTRODUCTION

This section focuses on the empirical research procedures used to gather data in order to find answers of the study. The data are then presented and analysed. A description of the techniques used in this study is given below.

3.1.1 LITERATURE STUDY

A study of different sources in the literature was not only useful in understanding the development of the in-service education and training of ABET educators in Atteridgeville, but it also provided the required information on several topics of this study. Information gathered from INSET articles contained in the teachers' library in Pretoria also revealed useful information, especially the past and present state of affairs regarding INSET of black teachers in South Africa. This study provided the necessary background for questions used when conducting interviews.

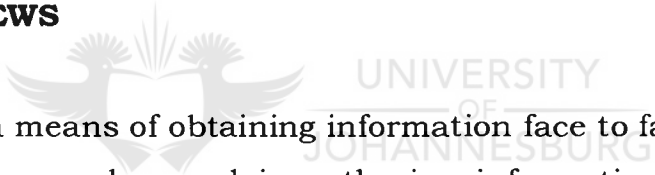
3.1.2 PREVIOUS EXPERIENCE

My previous experience as an ABET educator also served a purpose in outlining the problems related to INSET of ABET educators in Atteridgeville.

3.1.3 THE QUALITATIVE RESEARCH METHOD

Qualitative research is any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification (Strauss & Corbin, 1990). It is concerned with understanding the social phenomenon from the participants' perspective, their lives, behaviour, beliefs, thought and perceptions. A qualitative researcher collects data by interacting with the participants. A qualitative researcher may use a case study design, meaning that data analysis focuses on one phenomenon which the researcher selects to understand in depth regardless of the number of sites, participants, or documents for a study. Interview is one of the methods used in qualitative research.

3.1.4 INTERVIEWS



Interviews are a means of obtaining information face to face (Karlinger, 1973:481). They can be used in gathering information, as they are used in this study to gather the necessary information from a sample of ABET educators in Atteridgeville. The interviews proved very useful and were mainly used to gather the data, which called for opinion and judgement as to the extent of the success of the INSET programmes. It also exposed the major hurdles that hinder the successful running of the INSET programmes. The interviewees included four teachers and two principals from two ABET Centres, two teachers and the principal from each Centre.

One-to-one and group interviews were conducted on the 15th and the 16th of September 1999 at two Adult Centres in Atteridgeville. Before each interview was conducted, I clearly explained its purpose in order to make the interviewee feel at ease. All interviews were recorded for the purpose of coding and analysing the collected data.

Some interviewees did not accept the recording of the interview, but after I explained to them the purpose of recording the data, they ultimately agreed. The interviews were mainly conducted in English but there were times we unconsciously switched to an African language. The African language data were translated to English.

3.2 ORGANISING THE DATA

After the completion of interviews the data were transcribed. The next step was to code the collected data. Coding represents the operations by which data were broken down, conceptualised, and put back together in new ways (Strauss & Corbin, 1990:57). I coded the words and phrases related to my research question. I looked for statements and phrases that contained the same idea regarding the questions asked and grouped them together.

After coding the data, I grouped coded concepts according to specific properties. I identified particular concepts that pertained to the same phenomena.

The following figure indicates categories for each group of meanings to describe the sample's responses.

FIGURE 3.1: RANGE OF RESPONSES

FIGURE 3.1.1 PLANNING OF INSET

CODES	CATEGORIES	NO. OF PARTICIPANTS
OEQ	Once every quarter.	4
OWPC	Once a week per course.	3

EC	Experienced co-ordinators.	2
EFUN	Evaluation and follow-up needed.	4
CABETC	Co-ordination between ABET Centres and ABET co-ordinators.	2

3.1.2 EXPERIENCE OF INSET

CODES	CATEGORIES	NO. OF PARTICIPANTS
NAC	Never attended any course.	4
GDECSS	GDE only concentrates on main stream schools.	4
NP	No provision of INSET for ABET educators.	4

3.1.3 PROVISION OF INSET

Although no provision at the present moment, educators gave the following reasons for its provision:

-improves qualifications.	2
-personal and professional growth.	3
-helping hand.	4
-professional competency.	4

3.1.4 INSET NEEDS

CL	Community learning.	1
MT	Method of teaching.	4
TEAE	Transformation of the entire adult education.	1
LS	Life skills.	6
NAT	New approaches of teaching.	3

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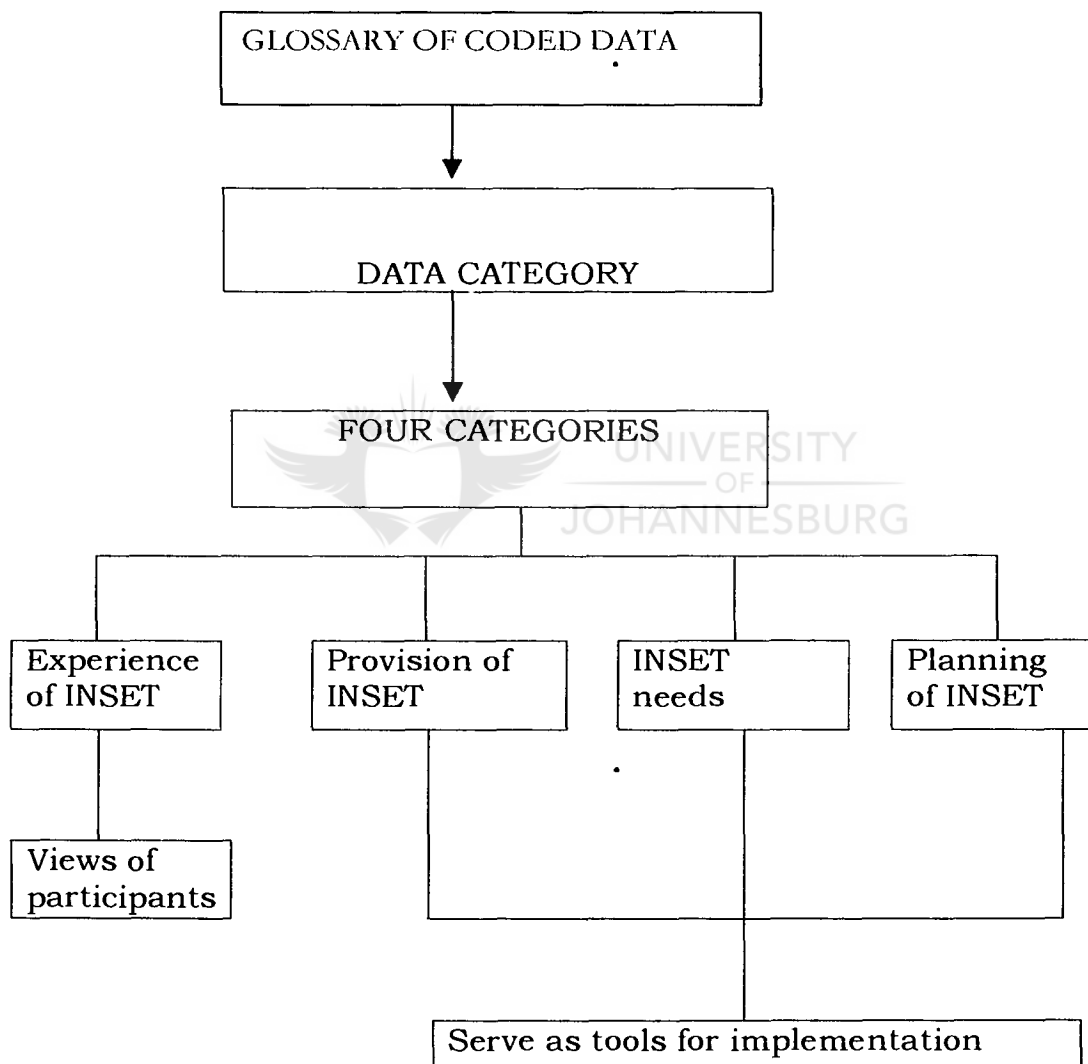
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These categories have to be grouped according to their similarities in order to build up a pattern. The following figure is a conceptual framework for the data pattern.

FIGURE 3.2 CONCEPTUAL FRAMEWORK



The following figure shows the fictitious names of the interviewees together with their qualifications:

FIGURE 3.3: INTERVIEWEES' FICTITIOUS NAMES AND QUALIFICATIONS

INTERVIEWEES	QUALIFICATIONS
PRINCIPAL A	Std 10, PTC and BA
TEACHER 1	Std 10, and STD
TEACHER 2	Std 10, and JSTC
PRINCIPAL B	Std 10, STD and BA
TEACHER 3	Std 10, and SPTD
TEACHER 4	Std 10, and JPTD

(PTC- Primary Teachers' Certificate, BA- Bachelor of Arts, STD- Secondary Teachers Diploma, JSTC- Junior Secondary Teachers' Certificate, SPTD- Senior Primary Teachers' Diploma, JPTD- Junior Primary Teachers' Diploma).

3.3 PRESENTATION AND ANALYSIS OF DATA

3.3.1 DATA OBTAINED THROUGH INTERVIEW WITH THE PRINCIPALS

The questions asked during the interview are contained in Addendum C.

The responses to the questions were as follows:

1. One principal has std 10, PTC and BA and the other one has STD and BA degree.
2. One of them is employed on part-time basis and the other one is permanently employed.
3. Principal A has 14 staff members and principal B has 20 staff members.
4. All educators in their respective Centres are employed on part-time basis even though they do not occupy permanent posts in other institutions.
5. Principal A – my staff members are all qualified educators but they are inexperienced in teaching adult learners. Principal B – all teachers are not trained to teach adult learners. They only gain experience by the day. It is an in-house type of experience.
6. Both of them agreed that it is difficult to cope. What keeps them going is the fact that ABET programmes are academic and as a result they use the knowledge they have gained during their pre-service training.
7. Both said they have the school's INSET policy. One of them said he has a number of them.
8. They all said that there are no INSET activities organised for their educators. Principal B said that it was only after the introduction of OBE that the GDE has organised OBE courses. Facilitators, who in turn are going to transfer the information to the educators, are the only ones who attend these courses. These types of courses for educators will be implemented as from next year (2000).
9. Principal A – the emphasis should be on the entire curriculum. It has to be in such a manner that it caters for the needs of the learners. It must be life skills oriented. Principal B – called for the retraining of ABET educators in a form of courses in order to enable them to cope with the demands of adult education. He also called for the transformation of the entire adult education sector- he said that

Adult Centres should be made community learning centres that promote life-long learning.

10. Both felt that there are no advantages because there is no INSET provision for their staff members.
11. Principal A – educators are employed on part-time basis and as a result, as soon as the teacher gets permanent employment somewhere, the teacher resigns. This creates a problem because as soon as the new teacher is employed he'll have to start from the beginning with INSET training. The only solution to this problem is to employ educators permanently. Principal B – 'lack of funds hampers the smooth running of adult education. The only funds that are being catered for are the payments of educators'.

3.3.2 DATA OBTAINED THROUGH INTERVIEWS WITH A SAMPLE OF FOUR ABET EDUCATORS

The questions asked during the interview are contained in Addendum D. The responses to the questions are as follows:

3.3.2.1 PERSONAL DETAILS

1. The response to this question is contained in figure 3.1. This figure indicates that the majority of the sample are qualified to teach at main stream (pre-adult) learners. No ABET specialisation.

2. The following figure indicates the interviewees' teaching experience.

FIGURE 3.4: TEACHING EXPERIENCE IN YEARS

YEARS	NUMBER	%
0-5	3	75
6-10	-	-
11-15	-	-
16-20	-	-
21+	1	25
TOTAL	4	100

The above table indicates that 75% of the sample has a teaching experience of between 0-5 years. This means that the majority of ABET educators in Atteridgeville are youthful. This is brought by the fact that the GDE is currently employing unemployed educators. It can therefore be deduced that most ABET educators are inexperienced and as a result they need guidance in the form of INSET programmes.

3. Only 25% of the sample has taught at other schools. These are the educators whose posts could not be filled by unemployed educators.
4. Secondary school.

3.3.2.2 YOUR EXPERIENCE OF INSET

5. All of them feel that pre-service education is not enough for them to cope with the demands of their work. They need guidance more so that they were not trained to teach adult learners.

6. All of them (100%) mentioned that they were never involved in in-service programmes ever since they joined their respective institutions.
7. No INSET provision available for them.
8. -----
9. No programmes, no follow-up.
10. There are no in-service programmes arranged for them.
11. They all feel that follow-up activities will be of great importance because they will enable them to keep in contact with their facilitators. They will also allow them to ask for clarity where they encounter problems. They also felt that follow-up will also clear the confusion they might have come across when applying what they have learnt through INSET activities.

3.3.2.3 PLANNING OF INSET

12. The following table indicates the educators' preference of the duration of the course.

TABLE 3.5: DURATION SUGGESTED BY EDUCATORS

DURATION	NUMBER	%
ONE DAY	-	-
TWO DAYS	-	-
TWO WEEKS	1	25
ONE WEEK	3	75
TOTAL	4	100

75% of the educators prefer one-week courses and only 25% of the educators prefer courses to be conducted for two weeks. It is apparent, from the above information, that teachers prefer a longer course than one or two day courses.

13. The following figure indicates the frequency of INSET programmes.

FIGURE 3.6: FREQUENCY OF COURSES

FREQUENCY	NUMBER	%
ONCE/ YEAR	-	-
ONCE/ QUARTER	2	50
EVERY MONTH	2	50
TWICE/ YEAR	-	-
TOTAL	4	100

50% of the educators felt that INSET courses should be conducted once a quarter whereas 50% of them preferred to meet once a month.

14. More than 95% of the educators prefer to attend INSET anywhere nearer home. They indicated that teachers' centres are ideal places to hold INSET courses.
16. Most teachers prefer INSET to be conducted by subject advisors. One teacher indicated that any one who is experienced and more knowledgeable could conduct INSET, he does not care whether he comes from the GDE or NGO, what is important is the knowledge he is going to share with them.
17. All (100%) of them prefer workshops as a method of conducting INSET.

3.3.2.4 ASSESSING ACADEMIC AND PROFESSIONAL PROGRESS OF EDUCATORS

18. Only two (50%) of the educators are currently upgrading themselves.
19. One educator has currently registered for HED and the other one for a BA degree.
20. The courses they have registered for are relevant to academic streams and not ABET streams. They are not life-skills oriented.

From the above patterns and percentages I deduced two dominant themes, namely, the need for knowledge through INSET and the planning of INSET programmes.

Figure 3.7: VIEWS OF EDUCATORS AND THE PRINCIPALS REGARDING INSET PROVISION AND ITS PLANNING

VIEWS	INSET PROVISION	PLANNING OF INSET
Views from the educator	I don't remember attending any course.	Courses should be conducted at any place within Pretoria.
	-My experience is only based on education I found at the college.	We should meet once every quarter.
	-Provision of INSET is only catered for at ordinary schools.	A week's course per quarter will do well.
	-There are lots of changes like introduction of OBE.	
Views from the	-It has to function to	There is a need for the

principals	empower my staff.	transformation of the entire adult education.
	-No teaching experience, instead they use an in-house type of an experience.	-INSET should address factors such as teaching methods and the subject content.
	-Courses or workshops for ABET educators, principals and even INSET co-ordinators are needed.	
	-They need training to gain experience in their work.	

3.4 CONCLUSION

This section provided descriptive data collected from a sample of four teachers and two principals, with a purpose of presenting the views of both educators and principals regarding the inadequacy of in-service training of ABET educators. The data collected were coded, analysed and interpreted. The next section will entail the discussion of findings and the recommendations made based on the findings.

SECTION FOUR

DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This research essay focused on the problems regarding inadequate provision of INSET of ABET educators in Atteridgeville. The reasons for this inadequacy were identified in section three and possible ways of promoting effective INSET programmes were suggested by the participants.

A literature study was also undertaken and this identified established basic principles to be considered in the organisation and planning of INSET programmes for ABET educators. The past and present situation regarding INSET of Black educators was also highlighted. My past experience as an ABET educator also served a purpose when identifying problems regarding the provision of INSET of ABET educators. Interviews were conducted from two ABET Centres with a sample of two teachers and the principal from each Centre.

The results of the research were carefully analysed. In this section the results will be discussed, with the aim of explaining the implication of this study, and also making recommendations and concluding remarks based on the findings of the inquiry.

4.2 SUMMARY OF FINDINGS

The following findings were identified from the interviews:

- In-service training is mainly focused on normal stream schools and nothing is done about INSET for ABET educators. It is only this year

(1999) that the GDE has organised meetings for the implementation of OBE courses, which will start next year. Only two educators from each Centre are allowed to attend such meetings and they should give their colleagues feedback regarding the meetings.

- 95% of the sample are those educators who are currently unemployed. All educators who occupy permanent posts are no longer allowed to teach at ABET Centres. The present ABET educators are only qualified to teach at main stream schools but not adult learners. They only use the experience they gain every day to teach adults. Because of this shortage of educators qualified in the field of ABET, principals encounter problems in getting educators to teach subjects such as carpentry and dressmaking. The majority of teachers are qualified in subjects that are academic. One of the principals interviewed indicated that, because of shortage of qualified educators, he was forced to employ two educators who are actually unqualified but instead have diplomas in their respective fields. The first one has a dressmaking diploma and the second one has a typing diploma.
- Principals complained about the conditions used in employing educators. Educators are employed on part-time basis and as soon as they get permanent employment somewhere they resign and a new teacher has to be employed to fill the gap. They also complained about the curriculum of ABET. The curriculum is academic rather than concentrating on life skills that will be of relevance to the needs of ABET learners.
- 50% of the sample of teachers interviewed is currently upgrading themselves in courses that are not relevant to their current employment.

- ABET directorate is currently at National level and not available at provincial level.
- ABET officials are only at district level. They have other commitments other than those of ABET.

4.3 RECOMMENDATIONS

4.3.1 SPECIFIC RECOMMENDATIONS

The recommendations below are specific in that they are based on the findings of the research. The recommendations regarding the effective and adequate in-service training of ABET educators in Atteridgeville are as follows:

4.3.1.1 INSET POLICY

A coherent INSET policy for ABET needs to be formulated that clearly indicates the objectives of INSET and also gives direction regarding adult education. An INSET committee consisting of relevant stakeholders (educators, principals, ABET facilitators, NGO'S) needs to be formed. This committee will play a role in bridging the gap that already exists between ABET centres and their directorate, and thus enable the smooth running of INSET programmes.

4.3.2 PLANNING AND ORGANISATION

When planning and organising INSET, factors such as needs assessment, the duration of the course, the length of the courses, availability of facilities, where and who should conduct courses should be taken into consideration.

- In-service education for ABET educators should be given on part time or full time basis in the form of credit courses as well as non credit courses. Credit courses will help in increasing the number of qualified ABET educators.
- The regional level needs to be strengthened to provide adequate leadership. The major responsibility for in-service training, which is currently at National level, should also be given to Provincial level and even the Local level.
- The INSET objectives need to be revised in such a manner that at each level the expectations are clear in order to enhance a smooth running of in-service programmes.
- There is a need to encourage a variety in the programmes not forgetting that the programmes offered should at all times meet the needs of teachers.
- Programmes need not be the same every year but instead, individual needs of the educators should be identified every year and the plan of action drawn should be based on such needs.
- A variety of methods of in-service education needs to be employed. ABET officials need to be given training in the proper choice and use of such methods.
- Evaluation of the programmes needs to be done regularly and should be a permanent component of the programme management because it is through evaluation of the programmes that the progress or even hurdles that hinder progress can be identified.
- All programmes should be followed by follow-up activities by ABET officials in order to give additional assistance to the educators. It



also gives the educators a chance to give to the officials a feedback on how successful or difficult it is to implement what they have learnt.

- The conditions of employment should change. Teachers should be employed on full-time and not on part-time basis.

4.3.2 GENERAL RECOMMENDATIONS

- In-service provision should aim at increasing the competence of the educator. Educators should have a sound knowledge of the intellectual ideas to be taught, and have the ability to respond spontaneously to teaching opportunities that come their way.
- INSET activities should be in sequence so that the educators can be in the position to build a whole out of the units given to them.
- In-service programmes should become permanent part of the educators' professional life.
- The efficiency of a training program should be judged by a comparison of the educator's ability at the beginning and at the end of the program. His ability to apply what he has learnt through INSET programmes should be based, as much as possible, on measured learner's achievement and verified by his performance competence.
- In-service programmes should be compulsory. An educator should be able to conclude a training unit when specified performance ability is achieved.

- Although in-service programmes should be made compulsory, educators should be motivated in some way to participate in the in-service programme.
- Finally, in-service programmes should increase the educator's sense of job satisfaction and nurture the unusual abilities that exist among educators.

4.4 CONCLUSION

The aim of this research, as indicated in section one, was to present the opinions of ABET educators in Atteridgeville regarding problems related to the provision of INSET, and come up with ways of solving them. The opinions from the educators were collected in the form of interviews. The received information was coded, analysed and interpreted, and recommendations were made based on the findings.

The findings call for a transformation of the entire adult education with regard to its running. Educators, principals, and ABET personnel need to be developed from time to time in order to show their professional expertise and also to cope with the ever increasing demands of their work. Finally, the success of this research will be measured in terms of the improvement in the quality and effectiveness of in-service provision and not the number of recommendations made in the above paragraphs.

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437 Maunde str
Atteridgeville
0008
2 September 1999

Gaegolelwe Adult Centre
P.O Box 92
Saulsville
0125

Dear Sir

APPLICATION: PERMISSION TO CONDUCT RESEARCH BASED ON
INSET OF ABET EDUCATOR

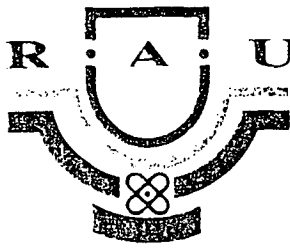
I hereby apply to conduct interviews based on the above said research. The sample to be interviewed will consist of two educators and the principal.

I am currently completing M.Ed. at RAU. My research essay is INSET of ABET EDUCATORS In ATTERIDGEVILLE.

Yours faithfully
C.R Mabeba



RANDSE AFRIKAANSE UNIVERSITEIT
 Posbus 524 Auckland Park 2006
 Republiek van Suid-Afrika
 Tel: (011) 489 2911
 + 27 - 11 - 489 2911



RAND AFRIKAANS UNIVERSITY
 PO Box 524 Auckland Park 2006
 Republic of South Africa
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TO WHOM IT MAY CONCERN

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS/OFFICES OF THE EDUCATION DEPARTMENT

I declare that:

- The applicant/student mentioned here-under is enrolled at the RAND AFRIKAANS UNIVERSITY, the institution to which the undersigned is attached for the degree M ED-Teacher Education;
- The questionnaires/structured interviews/tests meet the criteria of:
 - * educational accountability
 - * proper research design
 - * sensitivity towards participants
 - * correct content and terminology
 - * acceptable grammar
 - * absence of non-essential/superfluous items

Please be so kind as to accommodate our student in the M ED-Teacher Education Programme to conduct research in your school/institution/offices:

Name:..... C. R. MABEBA

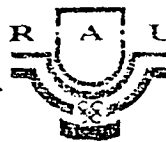
Student number:..... 9808583

Research topic:..... INSET OF ABET EDUCATORS

..... IN ATTERIDGEVILLE

Thanking you in anticipation

Yours faithfully



DEPT. KURRIKULUMSTUDIES
 RANDSE AFRIKAANSE UNIVERSITEIT
 POSBUS 524
 AUCKLAND PARK 2006
 SUID AFRIKA
 TEL: (011) 489-2666
 FAX: (011) 489-2048

Dr MC van Loggerenberg
 Faculty of Education
 RAND AFRIKAANS UNIVERSITY
 30 September 1999

ADDENDUM C

INTERVIEW WITH ABET PRINCIPALS

1. What are your academic and professional qualifications?
2. Are you employed on part – time or full – time basis?
3. How many staff members do you have?
4. Are they employed on full – time or part – time basis?
5. Are they trained to teach adult learners or do they have ABET qualifications?
6. If no, how do they cope with their work as ABET educators?
7. Does your school have INSET policy?
8. Are there any INSET programmes provided for your staff members?
9. Which INSET needs do you feel need to be addressed for your staff members?
10. What are the strengths and weaknesses of the current INSET provision?
11. What are your recommendations regarding INSET in Adult Education?

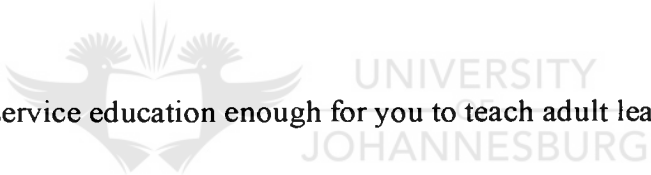
ADDENDUM D

INTERVIEW WITH A SAMPLE OF ABET EDUCATORS

1.1 PERSONAL DETAILS

1. What are your highest academic and professional qualifications?
2. When have you started teaching at this institution?
3. Have you taught at other schools?
4. If your answer is yes, at which schools have you rendered your services?

1.2 YOUR EXPERIENCE OF INSET

- 
5. Is your pre-service education enough for you to teach adult learners?
 6. Have you ever been involved in in-service activities ever since you started working as an ABET educator?
 7. If your answer is yes, in which form were the programmes conducted?
(E.g. workshops, seminars)
 8. Were the programmes relevant to your professional needs?
 9. Was there any follow-up after you have participated in the INSET programmes?
 10. Is this follow-up necessary?
 11. If yes, why is it necessary?

1.3 PLANNING OF INSET

12. How long do you prefer INSET courses to last?
13. How often do you prefer the courses to be conducted?
14. Where do you prefer the courses to be conducted?
15. Who should conduct the courses?
16. In which form should the courses be conducted?

ASSESSING ACADEMIC AND PROFESSIONAL QUALIFICATIONS

17. Are you upgrading yourself at the moment?
18. If yes, mention the institution you have registered with?
19. Are the courses that you are doing relevant to your present employment?



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