

# M U S T E R

Multi-Site Teacher Education Research Project

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**Discussion Paper**

**33**

Further Diploma in Education  
(Educational Management) by  
Distance Education at the  
University of Pretoria, South  
Africa

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**Centre for International Education**  
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## **Multi-Site Teacher Education Research Project (MUSTER)**

MUSTER is a collaborative research project co-ordinated from the Centre for International Education at the University of Sussex Institute of Education. It has been developed in partnership with:

- The Institute of Education, University of Cape Coast, Ghana.
- The Institute of Education, The National University of Lesotho.
- The Centre for Educational Research and Training, University of Malawi.
- The Faculty of Education, University of Durban-Westville, South Africa.
- The School of Education, The University of the West Indies, St. Augustine's Campus, Trinidad.

Financial support has been provided for three years by the British Department for International Development (DFID).

MUSTER is focused on generating new understandings of teacher education before, during and after the point of initial qualification as a teacher. Its concerns include exploring how new teachers are identified and selected for training programmes, how they acquire the skills they need to teach effectively, and how they experience training and induction into the teaching profession. The research includes analytical concerns with the structure and organisation of teacher education, the form and substance of teacher education curriculum, the identity, roles and cultural experience of trainee teachers, and the costs and probable benefits of different types of initial teacher training.

MUSTER is designed to provide opportunities to build research and evaluation capacity in teacher education in developing countries through active engagement with the research process from design, through data collection, to analysis and joint publication. Principal researchers lead teams in each country and are supported by three Sussex faculty and three graduate researchers.

This series of discussion papers has been created to provide an early opportunity to share output from sub-studies generated within MUSTER for comment and constructive criticism. Each paper takes a theme within or across countries and offers a view of work in progress.

### ***MUSTER South Africa***

Revised versions of the South African papers in this series can be found in the book **Changing Patterns of Teacher Education in South Africa – Policy Practice and Prospects**, edited by **K.M.Lewin, M.Samuel and Y. Sayed**, (Heinemann Press 2003). The book explores policy and practice in Teacher Education in South Africa and their implications for the future, representing one of few empirically grounded, policy orientated studies of teacher education in South Africa. The research presented covers critical topics of interest to those who prepare teachers and study teaching: the evolving histories of teacher education policy, shifting teacher identities, teacher supply and demand, contrasting models of teacher education delivery, college mergers and rationalisation, and the impact of HIV/AIDS on teachers and on teacher provisioning.

## LIST OF CONTENTS

<b>List of Tables</b>	<b>iv</b>
<b>List of Acronyms</b>	<b>v</b>
<b>Abstract</b>	<b>1</b>
<b>1 Introduction and Context</b>	<b>2</b>
<b>2 Overview of programme</b>	<b>4</b>
2.1 Course rationale	4
2.2 The history and structure of the course	4
2.3 Entrance requirements	5
2.4 Aims and Objectives	5
<b>3 Research Methods</b>	<b>7</b>
3.1 Population and sample	7
3.2 Analysis of curriculum documents	7
3.3 Interviews and focus groups	7
3.4 Questionnaires	8
<b>4 Background of the Learners</b>	<b>11</b>
4.1 The respondents	11
4.2 Course level and age	11
4.3 Current post and experience	12
4.4 Gender, language and racial classification	14
4.5 Location of the respondents' schools	15
4.6 Socio-economic situation	16
<b>5 The Curriculum</b>	<b>17</b>
5.1 Organisation	17
5.2 The Content and the Learners	18
<b>6 Students' Views on Aspects of the Course</b>	<b>22</b>
6.1 The teaching in the different subjects	22
6.2 Students' perceptions of how the course improves management in schools	23
6.3 Quality of teaching	27
6.4 Assessment and Examinations	29

6.5	The influence of the FDE on the students' future plans	34
6.6	Interview findings	37
<b>7</b>	<b>Key themes emerging from the research data</b>	<b>39</b>
7.1	Quality assurance	39
7.2	Shifting notions of professional competence	40
<b>8</b>	<b>Concluding remarks</b>	<b>41</b>
	<b>References</b>	<b>44</b>
	<b>Appendix 1: List of courses that comprise the programme</b>	<b>45</b>
	<b>Appendix 2: Content of selected course topics</b>	<b>45</b>

## LIST OF TABLES

<b>Table 1: Respondents</b>	<b>11</b>
<b>Table 2: The percentage of students using the examination centres</b>	<b>11</b>
<b>Table 3: Course level of the respondents</b>	<b>11</b>
<b>Table 4: Age of the respondents</b>	<b>12</b>
<b>Table 5: Current post of the respondents</b>	<b>12</b>
<b>Table 6: Experience of working in education at any level</b>	<b>13</b>
<b>Table 7: Experience in my current post</b>	<b>13</b>
<b>Table 8: Highest professional qualification</b>	<b>14</b>
<b>Table 9: Gender of the respondents</b>	<b>14</b>
<b>Table 10: Gender according to post levels</b>	<b>14</b>
<b>Table 11: Language of the respondents</b>	<b>15</b>
<b>Table 12: Location of the schools</b>	<b>15</b>
<b>Table 13: Socio-economic situation of the respondents</b>	<b>16</b>
<b>Table 14: Teaching methods and preparation in Education Management 401 (OWB 401)</b>	<b>22</b>
<b>Table 15: Perceptions of the usefulness of subject content related to the improvement of school and classroom management</b>	<b>23</b>
<b>Table 16: Factors in the course that may improve management in schools and classrooms (ranked in order of importance)</b>	<b>24</b>
<b>Table 17: Comparisons between Hammanskraal and distance education group: Factors in the course that may improve management in schools and classrooms</b>	<b>26</b>
<b>Table 18: Quality of teaching per subject</b>	<b>27</b>
<b>Table 19: Students' perception of the lecturers as regards effective teaching</b>	<b>28</b>

<b>Table 20: Student views on the assessment process</b>	<b>31</b>
<b>Table 21: Problems related to examinations</b>	<b>32</b>
<b>Table 22: Future plans because of the FDE</b>	<b>34</b>
<b>Table 23: The motivation for studying the FDE course and the influence of the FDE on students' life</b>	<b>35</b>
<b>Table 24: Negative aspects of the FDE</b>	<b>36</b>

## **LIST OF ACRONYMS**

BAGET	Bachelor of General Education and Training
CHE	Council for Higher Education
EDL	Education Distance Learning
ESOL	English for Speakers of Other Languages
FDE	Further Diploma in Education
FDEM	Further Diploma in Education Management
HEQC	Higher Education Quality Committee
MUSTER	Multi-site Teacher Education Research
NPC	National Private Colleges
SAQA	South African Qualifications Authority
UP	University of Pretoria

## **ABSTRACT**

Firstly, the purpose of this report is to describe and discuss the Further Diploma in Education (hereafter FDE) in Education Management, as developed by the Department of Education Management and Policy Studies of the University of Pretoria (hereafter UP). The University issues these diplomas while National Private College (now called Education Distance Learning) manages the administration such as the reproduction of developed materials, dispatch and redistribution. The university is also responsible for the content and learning material development, as well as the assessment and grading procedures.

Secondly, this report investigates teacher educators' responses to the FDE and how this might relate to their educational practices, particularly within diverse, complex and often challenging contexts. This was done by conducting both interviews and focus group discussions, using questionnaires, and analysing the content of curriculum documents. In one focus group interview we spoke to teachers currently involved in the FDE course, i.e. second year students. In the other focus group we interviewed teachers who have completed the FDE, at least one year or more ago.

Lastly, we present an analytical description of the FDE from the perspectives of teachers, both from a quantitative and qualitative stance, which is linked to the analysis of the curriculum documents. In essence, this will show the strengths and weaknesses of the programme and will deal with probable implications for teacher education policy.

# 1 INTRODUCTION AND CONTEXT

This report forms part of the South African dimension of the Multi-site Teacher Education Research (MUSTER) project,<sup>1</sup> which focuses on the models, methods, and practices of training teachers. Quality assurance forms the focus of this investigation, due to the many questions and doubts relating to the quality of distance education courses, particularly Education Management. Such doubts were recently expressed by Saleem Badat, chief executive officer of the Council on Higher Education (Vergnani 2000:46-47):

...if you suddenly enrol 30000 students, how do you quality assure your courses? [...] Good distance education is not necessarily cheap in terms of developing curricula and materials. It's not a matter of taking existing lecture material and turning it into a correspondence course [...] Do we need 25000 people in Education Management in the country? Is this really a priority?

Of the 30,000 students enrolled for all the FDE courses presented by the University of Pretoria, the majority are enrolled in the FDE Education Management: 25,207 in 1999, and 24,161 in January 2001 (Bureau for Institutional Research and Planning, 2001). These numbers raise important questions for the Pretoria University and for EDL which lie at the heart of this analysis. For whom is the course intended and are the needs of the people really met? The course has been very successful in terms of capturing a large niche market of mostly rural teachers. It is targeted at teachers who are currently in managerial positions. However, our research indicates that many ordinary teachers enrol for Education Management, reasoning that they might be promoted if they obtain this qualification. Nevertheless, as Saleem Badat critically comments:

If the quality of distance education was poor then we are back to the problem of the disadvantaged students getting short-changed.

To avoid this problem he suggested that residential universities should hire more employees for curriculum development as well as for tutorials with distance students and that correspondence should be supplemented with multimedia materials and face-to-face sessions (p.46). Welch and van Voore (1999) also noted that the learners officially targeted for the course might not always be the ones taking the course:

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<sup>1</sup> The MUSTER (Multi-Site Teacher Education Research) Project is a research project funded by DFID. It is based on collaboration between educational research institutes in Ghana, Lesotho, Malawi, South Africa, Trinidad and Tobago and the University of Sussex Institute of Education. There were four main strands to the research: the costs of teacher education, the college context, curriculum issues, and the process of becoming a teacher.

The initial registration requirements for the course were not determined by the SAQA requirements and therefore it was not a restriction for students to enrol even if they were only at a post level one (teacher). The course equips the students with general management skills and competencies which can be used in the classroom to improve classroom management, hence it will not only be teachers in promotional posts that will benefit from the course.

Teachers who register for this programme come from all over the country - Umtata, Boksburg, Bloemfontein, Cape Town, Venda, Kwa Zulu-Natal. However, most of the students appear to come from the Northern Province, Transkei and the Northern Cape i.e. the former homelands.

The following quotation gives some insight into the people who are taking the Pretoria distance course:

Most of the students are black teachers trying to upgrade their qualifications, in pursuit of promotions and raises. Many such teachers are poorly trained because they were forced to attend inferior, segregated schools and colleges, the only facilities open to black people during the apartheid era. Many are seeking to earn a further diploma in education, a credential that supplements a teaching diploma earned after three years of instruction. (Vergnani, 2000: p.46)

Nobody anticipated the immense increase in student enrolments as Prof. Louis Calitz from the Department of Education Management at the University of Pretoria (interview 18/8/00) explains:

When the course was set up in the early 1990s they anticipated about 300 students, but got 700. The enrolment increases every year and has continued to grow exponentially and it exceeded all expectations. Word of mouth is regarded as a key marketing tool by the course lecturers.

Thus, the key questions that guided this investigation attempted to explore some of these issues in greater depth and were as follows:

- *Does the course deal with issues of management in disadvantaged school contexts and acknowledge the highly differentiated experiences of many teachers under apartheid?*
- *Does the course target the particular needs of ESOL speakers, studying at a distance in rural areas without easy access to the kind of resources available in urban areas?*
- *How does the FDE deal with practical issues and theoretical requirements when addressing the quality of the courses?*

## 2 OVERVIEW OF PROGRAMME

### 2.1 Course rationale

The Further Diploma in Education Management (FDE) was developed because a need was identified in the education system. Teachers, and especially teachers at a management level in schools like heads of departments, deputy principals and principals, had school subject training but they did not have any management training. The result was a lack of skills and knowledge to improve the educational environment where they were teaching. The changing legislation also had a major influence on their working conditions and therefore there was a need to equip the teachers with knowledge about the relevant education laws.

### 2.2 The history and structure of the course

1994 saw the FDE inauguration, as a distance education programme, which was run as a partnership between Success College and the University of Pretoria. The Success College changed to Lyceum (National Private Colleges), and to date has again undergone a name change to Education Distance Learning<sup>2</sup>. In practice, this partnership was based on academic and managerial grounds. Academic responsibility and accountability rest with the university in the sense that academic staff are responsible for the course material development and assessment. In turn, the College is responsible for the reproduction of these materials, their dispatch, and other administrative support deemed necessary.

The programme has two legs as it were: one is the pure distance educational leg, which is available to students across the country. These students have the opportunity to visit “study centres” once per year, where tutoring sessions are offered by the university. The other leg of this programme is presented at Hammanskraal, which is a type of satellite campus of the University of Pretoria. Whilst the course material is the same, students attend lectures and tutoring session at this venue, for one week, twice per year.

The focus of this FDE is on practising teachers who are in possession of either a recognised diploma in education or a bachelor’s degree. The duration of the course is between 18 and 24 months, but students have 4 years to complete their study. The vision of the FDE is to contribute to the development and capacity building of teachers, from managerial, practical and theoretical perspectives.

As stated earlier, the FDE started in 1994 at the Hammanskraal campus of the University of Pretoria. At the end of 1994 the first students wrote the examination for the first year course. The mode of delivery can be called a mixed mode of delivery because there is

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<sup>2</sup> To avoid confusion, the non-university partner will be referred to in this paper as ‘the College’ or the ‘franchise partner’.

lengthy contact with lecturers during block lecturing sessions but the students are also on their own for the majority of the year. This Diploma was extended as a paper-based distance education mode with contact sessions during the July school holidays during 1994, with the first examination in 1995. For the purpose of this report the Hammanskraal group will be called the contact group while the students who did not attend the block sessions at Hammanskraal will be called the distance education group.

### **2.3 Entrance requirements**

The programme is aimed at practising teachers who have either a recognised diploma in education (M+3), or a bachelor's degree and diploma in education, or an integrated degree in education BA (Ed). After the diploma students can be admitted for a B.Ed degree if they already have a first degree. If not, they need to complete Education 2 and Education 3 before entering the B.Ed. A further entry requirement is three years' teaching experience (Welch and van Voore, 1999:7).

On registration, students receive lecture notes in booklet form with self-study assignments; a list of compulsory prescribed textbooks; and practical material such as study letters, contact lectures and handling of assignments.

### **2.4 Aims and Objectives**

The vision of the Department of Education Management at the University of Pretoria is:

To make a contribution to the development of Education Management capacity within the context of change and the democratisation of education in South Africa. The department will also strive to become a centre of excellence by means of providing quality education, research and community service within Education Policy, Education Management and Law of Education (Cited in Welch and van Voore, 1999:9).

This can be connected to two other key stated objectives: securing a grounding in management practices; and optimising and promoting a secure working environment.

The aims of the course are expressed as follows in the *Student Guide* (1999:7):

The aim of this Diploma is to improve the teacher's management skills. The management style of every education manager is reflected in the way he/she handles the teaching/learning process. We believe that this course will help prepare the education manager in his/her management task and assist in developing a democratic management style. This means that open communication channels between the manager, teacher and pupils will be

established. He/she builds a group culture in the school and regards conflict situations as education opportunities.

## **3 RESEARCH METHODS**

### **3.1 Population and sample**

Considering the size of the population we intended to use a representative sample. However, all the students (first and second year) at Hammanskraal were included in order to get a full perspective from them and to collect enough data in order to facilitate some comparison with the distance education group.

For the distance education group the sample was selected as follows. Three provinces were selected to be representative of the whole country. In each province one examination centre was selected in collaboration with National Private Colleges, the body then responsible for the examination venues. The three centres were specifically selected because there were many students registered to write examinations at these centres and this would ensure enough respondents for the comparison between the contact group and the distance group as well as possible comparisons between the different groups of distance education. The three provinces and the examination centres were as follows:

- Gauteng - Pretoria. This represents an urban area with a big city area as centre.
- Eastern Cape – Butterworth. This represents rural areas but the centre is a fairly big rural town.
- Kwa Zulu Natal – Nkandla. This represents a rural area and the centre is a smaller rural town.

### **3.2 Analysis of curriculum documents**

The content of the curriculum was analysed in the first instance in terms of factual information about the courses, including a consideration of the aims and objectives, and the organisation of the course handbooks. In light of the information about the students taking the course revealed in this study, some further issues relating to the content of the curriculum and its users are also discussed later in the paper.

### **3.3 Interviews and focus groups**

Structured interviews and focus groups were conducted with teacher students, as well as with university staff and administrators, in addition to the questionnaires that were sent to teachers. Two focus group interviews were conducted with students who were currently (“current”) in this programme, as well as with those who have completed (“completed”) the course a year or two ago. The Hammanskraal students were interviewed because they were readily available for the duration in which they attended the lectures. The other group was selected from students who were currently continuing their studies in

Education Management on an honours level. The two different focus groups were specifically selected in order to establish if the course did have an influence on their education and on the personal life of the students. The time constraint was the most important reason why the specific groups of students were used for the focus groups. The fact that the students were selected from a small number in the total population may have influenced their views, which may not be representative of the population of this research project. We structured the questions in the following format. The first set of questions related to the content, the second set related to self-development issues and lastly we asked about future issues. The subtle differences between “current” and “completed” interview questions related to developmental and promotional issues.

### **3.4 Questionnaires**

In addition to the interviews, we also sent out questionnaires to a variety of learning centres. We distributed them to these centres to ensure a high percentage of returns. We had to implement some rigid strategies for this process, particularly within a context where questionnaires often disappear or are simply not responded to. The analysis of the questionnaires was used to add some depth to the interview data, highlighting similarities as well as some contradictions.

In developing the questionnaire we used as a starting point a questionnaire that was administered by Sussex University and the University of Western Cape for the evaluation of a pre-graduation qualification. The questionnaire was adapted to the needs of our particular inquiry.

The purpose of the questionnaire was to determine the perception of the students in the FDE Education Management course about:

- The effectiveness of the course
- The influence of the course on their professional development
- Problems related to the course
- Reasons why the students enrolled for the course

The distribution and implementation of the questionnaires proved to be complex at times. We therefore wish to describe this process in some detail. The Hammanskraal group completed the questionnaire during the week that they attended the lectures. The questionnaires were handed out after some explanation of the reason and importance of the research project. The respondents completed the questionnaires in their own time after the lectures. The researcher collected the questionnaires from the respondents. Several attempts were necessary to collect the majority of the questionnaires. The advantage of this method was that a high percentage of questionnaires were received and the researcher was available to answer questions from the respondents if they were unsure about certain questions. There were only a few questions from the respondents. The disadvantage of this method was that the respondents could discuss the questions and that might have an influence on the results.

The questionnaires for the distance education students proved more complex. There was limited time available to collect the data. The option to post the questionnaires was quickly ruled out as a possibility due to the low level of return and the time constraints. It would have also been difficult to select the sample from the address list of National Private Colleges. Another problem with posting the questionnaires was that National Private Colleges had already experienced problems with the postal addresses of the students in the past and this could have had a negative effect on the number of questionnaires that were returned.

Finally, it was decided to send the questionnaires to the selected examination centres so that the students were able to complete the questionnaires while they were at the examination centre. An advantage of this process was that it ensured a high response rate. We experienced some problems in this process:

- The students came to the centres to write examination and not to complete questionnaires.
- There could be students who objected to completing the questionnaire before the examination session officially started because it might interfere with their focus on the examination.
- If one student failed and complained that the questionnaire distracted his/her concentration, it could cause problems for the academic staff as well as for the researcher.
- Another issue we had to deal with was the timing of handing out these questionnaires: before or after the examinations. If you hand it out with the examination question paper students may get confused and start to complete the questionnaire first and then they will not have enough time to complete the question paper.
- If the questionnaire was given to students after they handed in the examination paper they might not be motivated to complete the questionnaire because normally students are used to going home immediately after they completed the examination. This is especially true for students who depend on public transport.
- Students did not have prior warning that they would have to complete a questionnaire and that it could take them about twenty minutes to complete it. This might irritate the students which might have a negative effect on their objective responses to the questions in the questionnaire.
- It was decided to inform the students about the questionnaire before they started the examination and indicate the importance of the questionnaire and the research project. The students were asked to spend extra minutes completing the questionnaire because the results of the research project could improve the standard of the course. The invigilators handed out the questionnaires thirty minutes after the students started with the examination paper. Now the students did have the questionnaire with them and they could complete the questionnaire after they completed the examination paper.
- The researcher contacted the invigilators personally to emphasise the importance of the procedures and the research project. The researcher also attended one of the

sessions to assess the process. At this venue all the students completed the questionnaire without any problems.

## 4 BACKGROUND OF THE LEARNERS

### 4.1. The respondents

The total number of respondents was 457. As Table 1 shows, a third of the respondents came from Hammanskraal and two-thirds were classified as Distance Education students.

For every question there were respondents who did not answer the questions and therefore all the tables will only indicate percentages.

**Table 1: Respondents**

Group	%
Hammanskraal	33.57
Distance education	66.43

**Table 2: The percentage of students using the examination centres**

Centres	%
Hammanskraal	32.07
Butterworth	34.75
Nkandla	20.49
Pretoria	12.69

According to the initial planning there were supposed to be the same number of respondents at every centre. The numbers of students who actually attended the examination sessions were less than the number who enrolled for the examination. Therefore there were not the planned number of about 150 respondents at every centre. However the number of respondents was still adequate to make the required interpretations.

### 4.2 Course level and age

**Table 3: Course level of the respondents**

Course Level	%
First year	68.28
Second year	31.72

The majority of the respondents are currently in their first year of study.

**Table 4: Age of the respondents**

Age range	%
20-24	1.05
25-29	13.24
30-34	27.87
35-39	20.91
40-44	16.72
45-49	15.68
50-54	3.14
55+	1.35

The majority of the respondents (48.78%) are between 30 – 39 years of age, while there is a substantial number of respondents (32.4%) who are between 40 – 49 years. This indicates that a significant number of teachers have many years of experience. This may influence their ability to study, because of the many years of absence of study. Usually the first year of study is more difficult, until they are disciplined again to study after hours.

### 4.3 Current post and experience

**Table 5: Current post of the respondents**

Post held	%
Teacher	81.80
Head of department	7.87
Deputy principal	3.82
Principal	5.84
Other:	0.67

We expected teachers to be in the majority, simply because they do the teaching and they are the majority in numbers in any school. Although the courses were not developed with the specific aim of training teachers in management posts, the 17.% of the respondents in management posts is much lower than might be expected. However, it can be assumed that there must be a higher percentage of the management group because they did not have any official management training before accepting the promotional post. Teachers do not receive any substantial financial remuneration after they have completed the diploma. That said, it is therefore a positive tendency that so many teachers will have a management qualification because it may assist them to be better managers, which may have a positive influence on the teaching environment. The fact that so many of the cohort are teachers without management experience suggests a need to restructure the curriculum with that in mind, a point we return to in the analysis section.

During our discussions, the students at the Hammanskraal campus provided possible reasons why there are not more teachers from the management group, i.e. head of departments and headteachers. The management group feels that they are already in a

management post and therefore they do not need management training. More importantly, the managers, especially the principals, do not want to be in the same course with the teachers because if the teachers do better than the principals in the examination, the principals will feel threatened and embarrassed in such a situation. Although this is not a valid reason it creates problems because the managers do not participate in the management training that they actually need.

Another problem with teachers with management qualifications relates to principals who feel threatened in the school and do not want to accept the assistance of the better-qualified teachers. This creates tension between teachers and principals; teachers feel that their efforts are not recognised and therefore become demotivated.

**Table 6: Experience of working in education at any level**

Years	%
1-5	19.28
6-10	34.33
11-15	16.27
16-20	15.36
21-25	8.74
26-30	4.21
31-35	1.21
35+	0.60

The majority of the respondents (53.61%) have a maximum of 10 years experience in education. This correlates with the information from the previous table namely that the majority of the respondents are teachers, and that may be why the majority of the respondents are still relatively inexperienced. This is a positive indication because these teachers will already have a management qualification when they are promoted in the future to a management post. This might improve effective management of schools.

**Table 7: Experience in my current post**

Years	%
1-5	28.75
6-10	38.34
11-15	16.62
16-20	9.90
21-25	3.51
26-30	2.24
31-34	0.64

The majority of respondents (67.09%) have ten years or less experience in their current posts. This implies that many of the people in management posts do not have much experience in their posts. This factor combined with little or no management training may make it difficult for the management groups in schools to manage schools effectively.

**Table 8: Highest professional qualification**

Qualification	%
A two-year teacher diploma	24.39
A three-year teacher diploma	32.79
A four-year teacher diploma	23.85
A post-graduate teaching diploma	17.89
Technical Diploma	1.08

The teachers who say they only have a two-year teacher diploma, probably have an additional qualification, else they will not be able to enrol for this course. The majority of the respondents have at least three or four years of training, which is acceptable, especially for the primary and junior secondary phases.

#### **4.4 Gender, language and racial classification**

**Table 9: Gender of the respondents**

Gender	%
Female	77.20
Male	22.80

The majority of the students are women, which reflects the normal trend in schools, that there are more women than men teaching.

**Table 10: Gender according to post levels**

Post held	Female %	Male %
Teacher	79.44	20.56
Head of department	67.65	32.35
Deputy principal	52.94	47.06
Principal	69.23	30.77

The data in Table 10 indicates a direct comparison between the number of women and men at the different post levels. Although the respondents in the sample are not representative of the whole population of teachers in the country, the results are interesting. In contradiction to some beliefs, it does not seem that women are severely under-represented at the management levels in schools. While almost 80% of the sample were women, nearly 70% of the principals were also women, as were two-thirds of the heads of department. By contrast, there were relatively more men holding deputy principalships.

Although all the respondents in the sample were Africans, there are a few students of the other race groups in the course. They are by far the minority, especially the Afrikaans-speaking, white students. The reason may be that the course is marketed in the rural

areas at schools that were previously only targeted for African learners. It is here where the biggest need is for teachers to up grade their qualification.

**Table 11: Language of the respondents**

Language	%
English	3.96
Afrikaans	0
Xhosa	34.96
Zulu	24.01
Tswana	22.14
Sotho	9.32
Tsonga	4.90
Swazi	0.23
Ndebele	0.47

As Table 11 shows, the majority of the respondents are Zulu, Tswana and Xhosa speaking because of the geographical area for the sample. This language distribution is not representative of the population. According to this sample there are no Afrikaans speaking students but there is a very small number in the course

#### 4.5 Location of the respondents' schools

**Table 12: Location of the schools**

Location	%
Urban e.g. Pietersburg	3.04
Township e.g. Mamelodi or Sheshego	13.32
Rural e.g. not in a town or in a township	83.64

The representation of the schools fits the normal distribution of schools in South Africa, namely the majority of schools are in the rural areas. These are normally not well equipped with resources and do not have sufficient funds available to improve the learning environment in schools.

Although the centres where the students completed the questionnaires are not in big centres like Cape Town or Durban, in Pretoria, which is a big city, only 57 students were present at that centre. The current mode of delivery of the Further Diploma in Education Management is therefore important because the students enrolled for this course do not live near big cities where the tertiary training institutions are situated. They will therefore not be able to attend full-time courses presented at these training institutions and thus it is important to create alternative opportunities. Distance education, which includes interactive support, is an ideal opportunity for these students. The students studying at the Hammanskraal campus may also be identified as distance education learners, because they only attend lectures for a short period of time and for the rest of the time they are on their own with the normal support of the lecturers.

#### 4.6 Socio-economic situation

**Table 13: Socio-economic situation of the respondents**

Accessible facilities	Frequency (out of 457)	%
A computer in your house	19	4.15
A computer near your house, e.g. a community centre	28	6.12
A computer with internet facilities	7	1.52
The library of the University of Pretoria	31	6.78
Any library with academic books and journals	61	13.34
Electricity in your house	255	55.79
Electricity in your school	182	33.26
A telephone	248	54.26

Table 13 shows that most students do not have access to libraries and computers, especially with Internet facilities. Libraries and computers are supposed to be important resources of information for students, but in this case it has many limitations. Due to the inadequate and low-standard transport and postal system, access to these resources is mostly impossible. This has serious implications for the mode of delivery of the course. The lack of transport, electricity and the related electronic equipment like televisions, computers and internet will make it even more difficult for the students to access additional information beyond what they currently receive as part of the course content.

The lack of electricity also has a negative influence on the access to information and communication that may influence the ability of the students to improve their study environment. In sum one can describe this environment as one of deprived studying circumstances for the students.

## 5 THE CURRICULUM

### 5.1 Organisation

There are three subjects in the course, divided into five modules, namely:

- *Education Management* OWB 401 (first year) and OWB 402 (second year)
- *Organisational Management* OBT 401 and OBT 402
- *Law of Education* OWR 401

For the contact sessions at Hammanskraal, one lecturer from the department of Education Management is responsible for each subject. Every lecturer is responsible for the contact session as well as the administration of the subject and the examination in the subject. The same lecturers who are responsible for a subject at Hammanskraal are also responsible for the same subject for the distance education group. In this mode of delivery, the lecturer is responsible for setting and marking the assignments and the examination papers. Furthermore, every lecturer has a team to assist with the marking of the assignments and the examination papers. During the July school holidays, the lecturers with assistant lecturers visited sixteen venues in the country for two-day contact sessions at every venue. The assisting lecturers are normally the same people who assist with the marking of the assignments and examination papers. The venues are determined by the College.

According to the College staff, an attempt is made to contact each student 3 or 4 times each year informally, but structured meetings take place twice a year at the contact and problem solving sessions. In other cases the information is sent by post. Students can also phone in and visit the College. The main structures provided for student support in the programme are therefore: the contact session (2 days in the July holidays - 6 hours per subject); the problem solving session (before the contact session); telephone support (the channel of communication is the College); tutorial letters and examination guidance letters.

When asked about the “integration” of the courses, the administrators admitted that it was “implicit” and informal rather than “deliberate” (Welch and van Voore, 1999:12). Students are required to complete one assignment for each of the five subject courses in order to qualify for exam entrance. This was the initial arrangement with the students when the course started but the compulsory assignment was later changed to an optional assignment because it was not required any more for examination exemption. There is one two-hour examination covering all five subject courses. In addition, at the end of each module, students are provided with “self-study” questions and assignments as a means of assessing whether they have achieved the stated learning outcomes, although these are not normally submitted for assessment

Students are given extension work in terms of suggested “Recommended reading” in addition to “Prescribed reading”. Students need to purchase certain textbooks in addition

to the handbooks. Furthermore, the College experimented with interactive TV as an alternative to contact sessions with lecturers, but found that the available centres could not cope with the large numbers of students who wanted to attend these sessions (up to 500), and that it was too expensive to run the sessions in more than one sitting. They also found that students like to actually see the lecturer in the flesh. The two-day contact session, provided once a year, is seen in terms of academic support

## 5.2 The Content and the Learners

The theories of learning are discussed here because it will be important that the students use effective study methods to prepare them for the examination. The underlying theory of learning, as expressed in the *Students Guide* (p.19) is that learners should understand things by organising their notes in the following way:

Core theme → Main ideas → Main facts → Essential concepts → Appropriate words

Students are given a number of strategies to help them develop their self-study skills, such as “indexing”, “self-criticism” and “time management”, and they are given notes to guide their writing, but as assignments are not compulsory and opportunities for feedback are limited, it could be said that already disadvantaged students are further disadvantaged through a lack of mediation and support from lecturers. This can be seen if one examines some examples from the assignments. When issues like “innovation” are discussed in the first module there is a lack of concrete examples (which a lecturer teaching the class might give) so when learners are asked questions like “Take a change you wish to implement through the Eight Step Innovative Change Model” the type of change could be misinterpreted or misunderstood. On page 19 learners are asked to explain “organisational management” after having the two words explained separately. This task arguably involves synthesising linguistic explanations rather than memory or understanding and favours those who speak English as a first language. Later in module 3 they are invited to “evaluate” the “bureaucratic model”, though the criteria they are to use are not made explicit. In the same module they are asked to explain certain concepts, such as: policy-making, professional control, zone of acceptance, professional pride, professional action, consultation, and sharing in policy-making, even though some of these terms and their meanings were not made explicitly clear in the previous chapter. This is also likely to favour those with better language skills and more cultural capital. There are plenty of other examples.

Perhaps questions need to be asked about how the materials can work for distance and ESOL learners in a way that synthesises and mediates abstract theories, personal theories, personal experiences and concrete examples. At present there is too much reliance on the abilities of the learner to sink or swim.

Although most of the respondents indicated they were happy with the content of the curriculum and its appropriacy to their working lives, a number of issues relating to curriculum design are worthy of further consideration, particularly in relation to the

distance students who have less opportunity for the curriculum to be mediated by lecturers. In the *Student Guide* (1999:8) which seems to be the only additional information given to distance students, the advantages of distance education are noted as being: convenience (studying at home at one's own pace); practical contents (enriching one's professional knowledge through the practical contents of the management subjects); open registration; affordability (as compared to formal modes of education); and university quality (the different courses are developed by various departments in the Faculty of Education at the University of Pretoria). However, distance students do clearly feel they have some needs that are not being met by the course and it is not clear that their experience of education is being placed at the centre of the studies they are embarking on. The issues discussed below are firstly, the references drawn on for the curriculum documents; secondly, the approach taken to the issue of multi-cultural education; thirdly, the relationship between theory and practice; and fourthly, the issue of language use.

A survey of the references in the handbooks reveals that references are predominantly from the US, Canada and the UK, with a minority from SA. No references could be found from other African or developing countries or Asia. The only exception to this is the fourth handbook, *Law of Education*, which is oriented around issues in education in the South African context in relation to South African law. Thus, the South African context and issues of transformation are much more foregrounded in this handbook while they are less obvious in the other handbooks. This perhaps suggests that transformation is viewed as a legalistic change, rather than a change which challenges established modes of thinking in relation to organisation and management, largely informed by Western writers. Furthermore there is apparently no reference to African theories of organisation, such as Ubuntu, or post-modern theories, which might encourage challenges to established ways of thinking. When learners are presented with theories of motivation, Maslow is presented as unproblematic and universal, when the work of writers like Hofstede has called into question the appropriacy of universal theories of motivation. In a diverse society like SA this could be a more effective starting point for engaging with the realities of learners' lives.

British, American and South African (white) culture is presented as the norm throughout the handbooks. The cartoons and illustrations throughout (with a few exceptions e.g. black pupils in the US) are of white people and white culture.<sup>3</sup> African South African experience gets its highest profile in the handbook on the law and education. Normal school environments in assignments are therefore presented as being well-resourced (ex-model C) as in the example (pages 208-209) with an aquarium, sofas, bean bags, and computers. There is another example on page 182 where a (presumably Model C) school is held up as an example in advertising a post. In each of the handbooks there were only a few examples of African school contexts.

Similarly, in the discussion about punishment in Organisational Management, caning is not discussed or problematised, though it is likely to be an issue in many of the teachers'

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<sup>3</sup> (See, for example, *Organisational Management 401*: e.g. p.23, p.114, p.127, p.151, p.168, p.170, p.171, p.172, p.207, p.211, p.213, p.218, p.244, p.254, p.260, p.262, p.263, p.265, p.266).

schools, though perhaps not in the historically white schools. In some of the other handbooks it is discussed and condoned in certain circumstances. It is noted that Section 11(2) of Act 200 of 1993 is thought to prohibit corporal punishment, but if its use is acceptable to a community then it is thought to be acceptable. The example of Zimbabwe is given as a country where an attempt to ban corporal punishment was reversed and it is noted that corporal punishment should not be seen as child abuse. Thus, it is engaged with as a legal matter rather than a classroom management issue.

Compared to the other handbooks, there is considerable attention given in *Law of Education* to the realities of different school contexts in South Africa and to issues such as HIV/AIDS, corporal punishment, and crime, which may be more prevalent in historically disadvantaged schools. However, this focus on real school contexts is framed by the law and when other issues, such as management-styles and organisational approaches are considered in the other handbooks, there is little attempt to problematise the “styles” and “approaches” themselves (particularly in historically disadvantaged contexts), but rather, a rational approach is taken whereby problems and experiences of teachers are assumed to be solvable by the rational application of largely Euro-centric models.

For example, in *Organisational Management 401*, module 8 (Classroom management for multi-cultural education) is framed in terms of universally appropriate approaches to classroom management, which can be applied to South African classrooms. The title is a misnomer as there is almost no reference to actual South African school contexts and the complexity of “multi-culturalism” in South Africa (or the fact that many African teachers in rural areas would teach only African pupils). Furthermore, all the cartoons in this module represent white people or white children. This module does not seem to have been adapted in any way to take account of the needs and experiences of distance education students in South Africa.

Another revealing instance of underlying assumptions in the curriculum can be found in *Organisational Management 401*, in the module on managing parental involvement (p.259). There is the heading “Ethnic minority families”, which makes particular assumptions about schools in SA. This is clearly highly inappropriate for the majority of distance learners as the term has relevance for specific school contexts. Many case studies draw from UK and US examples and this can lead to potential confusion. For example, a case study in *Organisational Management* (p.30) notes an influx of “foreign” (ESOL) pupils in what seems to be an English school and one has to wonder why a relevant South African example was not given.

In general, space is given (in assignments) for learners to provide their own examples and write about their own experiences, but the links between the largely theoretical content of much of the handbooks and teachers’ own experience is sketchy. *Organisational Management 402* has more of a practical focus than *Organisational Management 401* and *Education Management 402*, particularly in the later modules on Information Management, Financial Management, Budgeting, School Finances, and Facilities and Asset Management. The gap throughout the handbooks seems to be in terms of

mediating theoretical and conceptual approaches to the issues of education management with teachers' own experiences. For residential students, with plenty of interaction and shared cultural capital with lecturers, that would put them at a considerable advantage in comparison to distance students, working in rural parts of South Africa.

In terms of language, despite the lack of a glossary, the presentation in the handbooks is reasonably accessible and jargon-free, though there are some difficult words, phrases and forms of expression (given that many of the learners may not be fluent in English) (e.g. "behavioural implementation", "management-style continuum", and in this example:

This definition [of an organisation] explores the relationships and bond between components of the organisation, and embraces the concept of professional solidarity by suggesting that there is a unit of will and interest – a commonality – that pervades the willingness and central obedience to the task issued by the leadership (*Organisational Management* 402, p.5)

The presentation in all the handbooks is not the same and not all give the same amount of space to learners to complete their assignments.

## 6 STUDENTS' VIEWS ON ASPECTS OF THE COURSE

The first section focuses on students' perceptions of the organisation of the courses. This is to evaluate the format of the contact sessions and the preparation of the lecturers. The codes next to the name of the subject, e.g. 401, refer to a first year course while 402 will be a second year course.

### 6.1 The teaching in the different subjects

In the first question the respondents were asked to evaluate every subject by ticking the provided statements accordingly. Only one example for a subject will be included to indicate the factors related to the question. Since most responses were quite similar, we have decided only include one set of examples.

**Table 14: Teaching methods and preparation in Education Management 401 (OWB 401)**

	Never %	Sometimes %	Often %	Very often %
Lectures with Lecturers dictating notes	40.99	23.87	20.72	14.41
Lectures with large groups (more than 50)	24.30	14.02	26.64	35.05
Small Group Teaching (less than 15)	64.61	16.29	12.92	6.18
Group activities	28.57	25.93	24.87	20.63
Come prepared to the lecture or group sessions	14.09	15.91	25.45	44.53

For all the subjects the lecturers used the lecturing method and dictating notes for most of the time. This is mostly done in groups larger than 50 students per lecturer. Small group activities are not used very frequently. The majority of the students agree that the lecturers are well prepared for the lectures. This is an important indicator because the students did experience in the past that lecturers at some teacher training institutions were not well prepared for the class. There is also a situation in African schools where teachers still tend to come unprepared to the class although this is a trend that is diminishing at the majority of the schools. With such a positive example set by the lecturers, it might be hoped that they would influence their students.

Lack of group work can be ascribed to the fact that the facilities at Hammanskraal are insufficient for such purposes. In addition, lecturers experience lack of support from tutors, for example, who could facilitate the group work. Furthermore, lack of time certainly perpetuates this situation. That is why it is often argued that lecturers can achieve more in bigger groups than working in small groups. The students want information about the examination and the lecturers try to provide an overview of the

most important work for the examination. To achieve this goal the lecturing method is arguably more appropriate than small group work.

However, the second year students at the Hammanskraal campus are doing more group work activities than the first year students. The second year students are more used to the methods, to working on their own and are more aware of taking responsibility for their own studies.

## 6.2 Students' perceptions of how the course improves management in schools

In this section we focus on how the course attempts to improve the management knowledge, skills, and competencies of the students.

**Table 15: Perceptions of the usefulness of subject content related to the improvement of school and classroom management**

		Very useful %	Quite Useful %	Some use %	Not Useful %
Education Management OWB 401 and 402	Tot	78.93	16.67	3.14	1.26
	Ham	84.33	12.69	1.45	1.45
	Dist	74.42	19.77	4.65	1.16
Organisation Management OBT 401 and 402	Tot	76.27	21.69	1.36	0.68
	Ham	86.15	13.08	0.77	0.00
	Dist	68.15	29.30	1.27	1.27
Law of Education OWR 401 and 402	Tot	78.16	16.72	3.75	1.37
	Ham	87.20	10.40	2.40	0.00
	Dist	70.44	22.01	5.03	2.52

The information in Table 15 indicates the respective perceptions of two groups and does not serve as a direct comparison between them. The majority of the respondents agree that all the subjects are very useful to improve their ability to be better managers in the classroom as well as in the school. These positive responses are the same as the responses in the discussion groups, where the respondents indicated that they are even able to use the new skills and knowledge in areas outside the school like in community activities or even in their family situation.

The Hammanskraal group is a little more positive about the usefulness of the subject in improving their ability to be better managers. This may be because the students at Hammanskraal have more contact with the lecturers and therefore there is more opportunity to do more practical work in groups and they have more interaction with their colleagues. Also they learn more practical skills during the contact sessions.

It is clear that the vast majority of students consider the areas of the course relating to classroom management very useful, which reflects well on the curriculum designers. However, there remain questions about the content of the study material, specifically that it is lacking an African focus and being too westernised in its approach, which are discussed further in the analysis section.

While residential students on the university campus are lectured in Afrikaans and English, distance students are taught only in English. Offering distance education in English broadens the potential audience for the course, to include black Africans and non Afrikaans-speaking white South Africans (Vergnani, 2000: p.46). The medium for the FDE is English and Afrikaans. English is used predominantly because of the composition of the student population but the study material, assignments and examination papers are all available in both languages.

**Table 16: Factors in the course that may improve management in schools and classrooms (ranked in order of importance)**

	Very important %	Important %	Not very important %	Not important %
1. More contact teaching	70.86	24.50	3.31	1.32
2. More help preparing for final examinations	69.09	24.00	5.45	4.45
3. More time to prepare for examinations	68.01	23.16	6.25	2.57
4. Making the language of the study guide more accessible by using simpler English	62.27	23.44	9.98	4.40
5. More examples and practical exercises during the lectures	60.54	31.80	5.75	1.92
6. More examples and practical exercises in the study guide	58.24	34.48	6.51	0.77
7. Better references in the study guide to resources	56.93	31.46	9.74	7.878
8. More group work activity	54.41	36.76	6.62	2.21
9. More content during the lectures	49.62	40.84	6.87	2.67
10. More time to study on my own	49.19	34.55	11.79	4.47
11. More student-friendly study guides	48.80	32.00	14.00	5.20
12. More notes from Lecturers	44.74	34.59	13.91	6.77
13. Smaller teaching groups	44.31	34.96	13.01	7.72
14. Translated the study guides in my mother tongue	12.45	10.12	14.79	62.65

The factors that can improve the management in schools and classrooms as listed in Table 16 are organised in priority order according to the first column (very important). The first four factors are all related to the improvement of the examination results and not to improve the management skills and knowledge for improved management in schools and classrooms. Although the question was not about improving examination results, the

students indicated it as the most important factor. It may indicate also that the students are thinking more about the examination than about improving their management skills and knowledge to improve the practical situation in schools as questioned.

Factors that may improve the management situation in schools, like more practical examples in the study guide and during lectures are fifth and sixth in the priority order. Factors like group work (eighth) and smaller group teaching (thirteenth) can really improve the practical skills and knowledge of teachers but the respondents place it low in priority order. This is a further indication that the respondents are more concerned about their examination results.

The most important issue for both groups is directly related to the examination, although they highlight different items in the list in Table 16. The distance group needs more assistance with the preparation for the examination. This relates to the need for more tutors and assistance as indicated earlier. Both the groups need contact with the lecturers, which is understandable because they are both part of distance education where the contact is less than for full time students.

The issue where the two groups differ significantly relates to their need of more notes from the lecturers. This factor figures eighth for the distance group and thirteenth for Hammanskraal.

The only other two factors where they differ with three places on the priority list are:

- More examples and practical exercises in the study guide. This is fifth for the distance group and eighth for Hammanskraal.
- More time to study on my own. This factor is ninth for Hammanskraal and twelfth for the distance group.

In a direct comparison between the Hammanskraal and distance education group, these are the only factors where the Hammanskraal and distance education group differ with a high percentage margin if the first column “very important” is taken as the criteria (Table 17). At the rest of the factors the differences vary between 15% to 3%. The smaller differences cannot be considered to be educationally significant.

**Table 17: Comparisons between Hammanskraal and distance education group: Factors in the course that may improve management in schools and classrooms**

	Very important - %			Difference %
	Total	Ham	Dist	
1. More contact teaching	70.86	42.16	57.84	15.68
2. More help preparing for final examinations	69.09	43.24	56.76	13.52
3. More time to prepare for examinations	68.01	48.02	51.98	3.96
4. Making the language of the study guide more accessible by using simpler English	62.27	45.78	54.22	8.44
5. More examples and practical exercises during the lectures	60.54	49.68	50.32	0.64
6. More examples and practical exercises in the study guide	58.24	44.97	55.03	10.06
7. Better references in the study guide to resources	56.93	45.95	54.05	8.10
8. More group work activity	54.41	48.28	51.72	3.44
9. More content during the lectures	49.62	44.09	55.91	11.82
10. More time to study on my own	49.19	47.90	52.10	4.20
11. More student friendly study guides	48.80	45.00	55.00	10.00
12. More notes from Lecturers	44.74	32.17	67.83	35.66
13. Smaller teaching groups	44.31	48.08	51.92	3.84
14. Translated the study guides in my mother tongue	12.45	29.63	70.37	40.74

Table 17 shows that the Distance Education group are more likely to rate all the factors as important. However, there were some striking differences: the distance group needs more contact and assistance with the preparation for the examination, more notes from lecturers, and they feel it would be very important to translate the study guides into their mother tongue.

Although the two factors where the two groups differ the most, are last and third from last in the priority order it is important to take notice of the difference between the opinions of the two groups. It can be expected that the student in the distance education mode will need more detailed notes because they have less contact during lectures where the lecturers can explain the content in detail. The notes can be linked to the examination focus of the students because the students are more interested in examination questions and information during the contact sessions than in information that can enhance their management skills and knowledge. The academic staff must ensure that the study guides and handbooks are sufficient for the distance education students to enable them to prepare for the examination but also to gain enough knowledge and skills to improve their management activities in class and school.

The translation of the study guides into the mother tongue may be more important for the distance education students because they are not using English as frequently as the students at Hammanskraal, because in Hammanskraal the lectures are through the medium of English. The translation may be an important step to develop other African

languages as academic languages. A possible problem may be that it will have cost implications and then the course may become even more expensive for the students.

### 6.3 Quality of teaching

In this section, the perception of the respondents about the quality of the teaching in specific subjects is under the spotlight. This is linked with factors that describe the effectiveness of the lecturers. Here, it is especially important to take the factor into consideration that there are different lecturers responsible for the subjects for the distance education group.

**Table 18: Quality of teaching per subject**

		Excellent %	Good %	Average %	Poor %
Education Management <b>OWB 401</b>	Tot	48.39	42.29	6.45	2.87
	Ham	59.52	34.92	3.97	1.59
	Dist	38.36	49.32	8.22	4.11
Education Management <b>OWB 402</b>	Tot	38.46	45.60	12.09	3.85
	Ham	42.86	48.21	7.14	1.79
	Dist	35.83	45.83	13.33	5.00
Organisation Management <b>OBT 401</b>	Tot	41.64	42.75	11.90	3.72
	Ham	54.33	33.86	6.30	5.51
	Dist	31.11	49.63	17.04	2.22
Organisational Management <b>OBT 402</b>	Tot	30.99	49.71	16.96	2.34
	Ham	36.17	48.94	12.77	2.13
	Dist	29.41	49.58	18.49	2.52
Law of Education <b>OWR 401</b>	Tot	46.79	31.70	18.49	3.02
	Ham	57.60	30.40	11.20	0.80
	Dist	37.31	32.84	24.63	5.22

Table 18 shows that the majority of the students are satisfied with the quality of teaching in all the subjects. It correlates with the information in Table 14 where the respondents indicated that the lecturers come well prepared to the class. However, the distance education group is less satisfied with the quality of teaching. They have far less contact teaching than the Hammanskraal group and they have different lecturers than the Hammanskraal group. The high volume and the speed of the lectures may be important factors that make the distance education group less satisfied with the teaching. Although all the supporting lecturers are selected through a careful process, it may be that they are

a determining factor in the teaching process that is making the distance group less satisfied.

**Table 19: Students' perception of the lecturers as regards effective teaching**

		Strongly agree %	Agree %	Disagree %	Strongly disagree %
1 Motivate the students to participate and prepare	Tot	55.08	39.45	3.91	1.56
	Ham	68.18	31.06	0.76	0.00
	Dist	41.67	48.33	6.67	3.33
2 Know the subject content well	Tot	52.51	44.40	1.93	1.16
	Ham	63.43	35.82	0.00	0.75
	Dist	42.02	52.10	4.20	1.68
3 Often link theory to practice in schools	Tot	49.59	44.21	5.37	0.38
	Ham	61.65	36.90	0.75	1.50
	Dist	34.95	53.40	11.65	0.00
4 Respond positively to student's requests	Tot	48.41	42.86	4.76	3.97
	Ham	61.36	36.36	1.52	0.76
	Dist	34.78	50.43	6.96	7.83
5 Always mark and return students work promptly	Tot	46.46	38.98	9.84	4.72
	Ham	61.65	34.59	1.50	2.26
	Dist	28.70	44.35	19.13	7.83
6 Assess student work fairly	Tot	41.10	51.27	5.93	1.69
	Ham	48.84	48.84	2.33	0.00
	Dist	33.01	54.37	9.71	2.91
7 Teach theory and practical work	Tot	39.02	48.37	10.57	2.03
	Ham	44.27	50.38	4.58	0.76
	Dist	33.64	46.36	16.36	3.64
8 Encourage small group work activity	Tot	36.80	52.38	9.09	1.73
	Ham	43.20	46.40	8.80	1.60
	Dist	29.70	58.42	9.90	1.98
9 Present lectures that are easy to understand	Tot	36.33	53.06	9.39	1.22
	Ham	38.93	54.96	5.34	0.76
	Dist	34.55	50.00	13.64	1.82

Table 19 suggests that the respondents are positive about the contribution of the lecturers. If the “strongly agree and agree” responses are taken as the criterion, nearly 90% of the respondents are very positive about the lecturers. The first four factors can be linked to the subject knowledge and personal attitude of the lecturers. This is a very positive sign because motivated staff who are well qualified may help the students to achieve the best results and achieve the aims of the course. The lecturers have a positive attitude towards the students and are willing to help them. The last five factors according to the priority list in this table refers to methodology in the class and the students are less positive about these characteristics of the lecturers. The lecturers may pay more attention to the previously mentioned factors so as to improve the teaching quality of the course.

The distance education group is again less positive about the teaching effectiveness of the lecturers. The first two factors may be the most important and although the distance education group is less satisfied than the Hammanskraal group most “strongly agree” and “agree” with these factors. A problem for the distance education group is that theory and practice are less effectively linked. This is because there is not enough time during the short contact sessions. In the study manuals are many examples of practical situations but it is really in the contact sessions with the lecturers and with colleagues (fellow students) that it is possible to link the theory and practice effectively. We will refer to this later in the document discussion.

The process of marking of assignments is the biggest problem for the distance education group. A combination of administrative problems and time and personnel problems may result in these negative feelings.

The presentation of lectures appears to be the least satisfactory aspect on this list. Factors that need attention here may be language as a communication medium, the time that is available for the lectures and also the level and examples that the lecturers use.

#### **6.4 Assessment and Examinations**

Here the focus was on the effectiveness of the assessment process, namely the assignments and the final examinations. This is the official assessment process for the students. At Hammanskraal the students do one assignment, which is part of their year mark, and which also gives them access to the examination.

The policy about assignments for the distance education group has changed a few times over the years. Initially the assignment was compulsory and the student had to pass it at least with 50% to get exemption for the examination. The policy changed and the students were not obliged to hand in an assignment because the 50% pass in the assignment is not compulsory anymore. Some students however still opt to submit an assignment, which is indeed also marked and assessed by the lecturer. Students are currently strongly advised and encouraged to submit these assignment in order to monitor their learning and to benefit from the comments.

Furthermore, the assignment is part of the preparation for the examination and self-assessment of the student. The assignments are structured in such a manner to assist students to work through the study material. This forms part of the preparation for the examination. There are many self-assessment exercises and practical case studies in the study material, which will assist students to acquire the necessary skills and knowledge if they work systematically through the study material. The marking of assignments includes remarks and feedback and/or correct answers. The lecturers will discuss typical problems at the contact sessions with the group of students. In one interview (NPC) it was confirmed that assignments were dropped as mandatory but the university was considering changing this practice.

For the *Organisational Management 402* course the criteria for the assessment of assignments are made explicit to students. The criteria listed are: logical reasoning; formulation of contents; topic cohesiveness/realising aims and objectives; overall impression of assignment; and the ability to relate content to practice by supplying examples from the education environment. Students are also informed that the purpose of this assignment is to inculcate skills of analysing, interpretation and application of knowledge with a view to develop independent, reflective managers. Therefore assignments are formulated in such a way that students must first study and understand the relevant chapters in the manual before they can do the assignments (Assignments 1997/98).

In the *Law of Education* module the assignments differ from those in the other courses in that the questions primarily require short answers in which students clarify concepts.

**Table 20: Student views on the assessment process**

		<b>Strongly agree %</b>	<b>Agree %</b>	<b>Disagree %</b>	<b>Strongly disagree %</b>
1 No assignments	Total	11.69	12.12	29.00	47.19
	Ham	4.81	3.85	29.81	61.54
	Dist	17.07	17.89	29.27	40.74
2 <b>One compulsory assignments only as entrance requirement</b> for examination but the mark does not count for the examination	Total	16.20	22.89	25.35	35.56
	Ham	6.40	18.40	28.80	46.60
	Dist	22.15	26.85	22.82	28.19
3 One compulsory assignments as <b>entrance requirement</b> for examination and the mark counts <b>as part of the year mark</b> for the examination	Total	53.27	27.78	9.80	9.15
	Ham	56.15	27.69	9.23	6.92
	Dist	51.19	27.98	10.12	10.71
4 More than one assignment per subject to provide more assessment opportunities to determine <b>your own understanding</b> of the subject	Total	33.56	37.97	16.61	11.86
	Ham	29.23	43.85	15.38	11.54
	Dist	38.22	33.12	16.56	12.10
5 <b>More than one assignment</b> per subject to provide more assessment opportunities <b>as part of your year mark</b>	Total	41.13	29.43	17.73	11.70
	Ham	39.53	31.01	19.38	10.08
	Dist	41.38	28.97	15.86	13.97

Both groups are opposing the idea of no assignments, while the Hammanskraal group opposes the idea that the mark for the assignment must not be part of the year mark. For the rest of the factors the two groups agree that there must be at least one assignment and that the marks of the assignment must be part of the year mark for the examination.

It is not acceptable to have no assignments as some of the distance education group suggests at number one in this table. Both groups are more positive about more than one assignment and think it does not matter if it is part of the year mark or not. 82.24% of the respondents agree that their final marks reflect their effort for the course.

**Table 21: Problems related to examinations**

		<b>Strongly agree %</b>	<b>Agree %</b>	<b>Disagree %</b>	<b>Strongly disagree%</b>
1 Lack of time to study the subject	Total	36.10	38.63	18.41	6.86
	Ham	29.37	38.10	23.02	9.52
	Dist	41.96	38.46	14.69	4.90
2 Study materials arrive late	Total	34.05	20.79	24.01	21.15
	Ham	18.25	14.29	37.30	30.16
	Dist	45.52	26.21	13.79	14.48
3 Not enough contact with lecturers	Total	33.09	34.20	20.82	11.90
	Ham	7.44	37.19	37.19	18.18
	Dist	52.90	32.61	7.97	6.52
4 Large teaching groups	Total	33.08	25.77	28.85	12.31
	Ham	26.61	18.55	37.10	17.74
	Dist	38.28	32.03	21.88	7.81
5 Student does not have enough support from tutors or lecturers	Total	29.92	24.62	28.41	17.05
	Ham	12.50	10.00	50.00	27.50
	Dist	42.22	38.52	11.11	8.15
6 Do not start in time to study	Total	28.57	40.08	21.83	9.52
	Ham	21.31	38.52	28.69	11.48
	Dist	35.77	40.65	15.45	8.13
7 Lack of study facilities	Total	25.31	26.94	31.43	16.33
	Ham	11.11	19.66	45.30	23.93
	Dist	38.33	33.33	19.17	9.17
8 Have to study on my own without peer support or assistance	Total	23.42	33.46	28.62	14.50
	Ham	8.13	25.20	44.72	21.95
	Dist	34.07	41.48	16.30	8.15
9 Language level of the study material	Total	21.69	26.51	39.36	12.45
	Ham	12.71	16.95	53.39	16.95
	Dist	29.27	34.96	28.46	7.32
10 Low student motivation	Total	18.49	32.35	33.61	15.55
	Ham	15.97	27.73	38.66	17.65

	Dist	21.24	36.28	28.32	14.16
11 Low academic entrance level of students	Total	11.44	20.34	47.03	21.19
	Ham	8.33	11.67	55.83	24.17
	Dist	15.45	28.18	39.09	17.27

Examinations take place in May and October, and are the main form of assessment, one for each course. There is a four-year time limit on taking exams. The number of students receiving diplomas after completion of the course increased from 741 in 1996 to 4,024 in 1999.

The factors in Table 21 were sorted in priority order according to the figures for the totals in the “strongly agree” column. The rows for Hammanskraal and the distance education group are separate sets of figures for the specific groups and are not a direct comparison between the two groups.

The first eight items of this particular question relate to issues over which students have no influence. Such issues pertain to external influences. The students indicate that external factors could play an important role in improving their examination results. The internal factors in the students are placed in the last three positions with the implication that they are relatively less important in improving the examination results of the students.

The distance education group has higher percentages of agreement than the Hammanskraal group for all the factors. The implication is that they feel more strongly than the Hammanskraal group that these factors have a negative influence on their examination results. Furthermore, the distance education group experiences the four most important factors that have a negative influence on their examination as follows:

- Not enough contact with the lecturers (52.90%)
- Study materials arrive late (45.52%)
- Does not have enough support from tutors or lecturers (42.22%)
- Lack of time to study (41.96%)

We can deduce from the analysis that lecturers and the administrative support service must provide better service and support especially for the distance education students. This support, especially the academic support, will increase the costs of the course. The complexity of keeping a balance between cost-effective education and the quality of such tuition becomes increasingly problematic.

## 6.5 The influence of the FDE on the students' future plans

How can the FDE influence the career plans of the students? The aim is to determine if the students have the vision that the FDE will assist them to obtain a better job or to improve their opportunities for further studies.

**Table 22: Future plans because of the FDE**

	<b>Frequency Max: 457</b>	<b>%</b>
1 I want to study for another qualification at the University of Pretoria	205	44.85
2 I will be promoted because I did study further	131	28.66
3 I want to study for another management qualification	109	23.85
4 I want to work for the Department of Education for example at a district or regional or the central office	95	20.78
5 I want to study for another qualification like a subject related course	88	19.25
6 I will still be teaching in my same post	63	13.78
7 I want to move to another better and well resourced school	62	13.56
8 I want to study for another qualification at any other institution	49	10.72
9 If I can find another job I will leave teaching	47	10.28
10 I want to move to a school in an urban area even if it is at the same post level	17	3.71

According to the information in Table 22, it is very important for the respondents to study further. The reason for the drive for further studies may be the possibility of promotion (the second reason) or to get another job like in the department or district office (fourth reason). In Table 23 (below) concerning the influence of the course on the life of the student, the promotion factor is seventh out of fourteen with the implication that it is not the most important factor why the students enrolled for the course. The respondents prefer to study further in a management-related course rather than for a subject-related qualification. Most of the respondents think that they would rather remain in the same post than moving to another school. It is a positive indication that the respondents do not want to leave the education profession and they do not plan to move to a school in an urban area. It is noteworthy that the respondents place the transfer to an urban school as their last priority. The last reason is very important because the majority of the respondents are in schools in rural areas where the majority of schools are not well-equipped. There is also generally a shortage of teachers in rural areas, so it is encouraging that the teachers do not want to leave the area where they work just for better equipped schools or schools in urban areas.

The following paragraphs provide information about how the FDE has influenced the life of the students in the work or otherwise. They also look at some negative aspects of the FDE.

**Table 23: The motivation for studying the FDE course and the influence of the FDE on students' life**

	Strongly agree %	Agree %	Disagree %	Strongly disagree %
1 I think it will improve my professional development	63.29	36.36	0.35	0.00
2 I think it will improve my classroom management	61.15	36.33	1.08	1.44
3 I think it will assist me to be a better manager in the school e.g. as chair in a committee	60.23	35.23	2.65	1.89
4 I think it will result to improve the culture of teaching and learning (COLT)	56.98	38.87	3.40	0.75
5 I think it will improve my personal development	56.62	40.81	2.21	0.37
6 I think it will have more advantages for me to study a management course than to improve my subject knowledge	43.86	37.89	12.98	5.26
7 I think it will improve my chance to get promotion in the school	37.12	51.89	6.06	4.92
8 Tutors and lecturers are available to assist me if I have a problem	30.00	33.46	17.31	19.23
9 I receive administrative information for example about the examination in time	25.40	45.97	22.58	6.05
10 I think it will improve my chance to get work in the department of education, e. g. in area or regional offices	25.27	43.41	13.18	8.14
11 My friends or colleagues motivated me to do it	23.41	38.10	23.81	14.68
12 The course marketers motivated me to do it	20.24	33.33	28.97	17.46
13 It was the only available opportunity to improve my qualifications	19.20	24.80	34.80	21.20
14 I think it is easy to pass the subjects	7.66	22.55	39.15	30.64

The factors were arranged in priority order according to the percentages in the “strongly agree” column. The statements in this table were trying to determine what motivated the respondents to enrol for the course and what benefits do they think will they get when they enrol for the course.

The first five reasons indicated that the respondents choose the Further Diploma in Education Management because they want to improve their own development but also their management abilities in the classroom, which may have a positive influence on the improvement of the culture of learning and teaching. The teachers did not enrol for this course because they think they will get easier promotion or to get work in the department

of education, which is perceived to be better work or easier work than as a teacher in a school. This correlates with the information in the Table 22 where further studies (development) is more important than the goal of promotion.

Neither the influence of friends nor the marketing abilities of National Private Colleges were the most important motivating factors why the respondents enrolled for the course. It is a positive indication for the standard of the course and popularity of the course that reasons such as “it was the only available course and it is easy to pass the course” were placed last on the priority list for the respondents when they decided to choose to enrol for a course.

**Table 24: Negative aspects of the FDE**

		Strongly agree %	Agree %	Disagree %	Strongly disagree %
The marketers of the course (Lyceum) are only interested in making money and not in providing good service to students	Total	22.19	10.93	35.43	31.46
	Ham	4.07	5.69	42.28	47.97
	Dist	33.93	14.88	30.36	20.83
The course will not benefit students because there are not enough promotional posts	Total	13.36	16.61	41.16	28.88
	Ham	4.84	10.48	45.97	38.71
	Dist	20.95	20.95	36.49	21.62
It is taking too long to complete the course	Total	13.14	11.68	48.54	26.64
	Ham	4.92	9.02	47.54	38.52
	Dist	19.18	14.38	48.63	17.81
Too many students fail and do not complete the course	Total	16.07	17.86	41.79	24.29
	Ham	2.48	7.44	52.07	38.02
	Dist	26.80	25.49	33.33	14.38

In this table the different perspectives of the Hammanskraal and distance education groups are reflected. The information is not a comparison between the perceptions of the two groups.

The statements in Table 24 focused on the negative perspectives about the Further Diploma in Education Management. The majority of the Hammanskraal respondents indicated that they disagree or even strongly disagree with all four statements.

The distance education group indicates with a small majority that too many students fail the examinations and do not complete the course. This can be expected because the pass rate for the distance education group is normally lower than for groups that have more contact with lecturers. This group appears to have a generally more negative perception.

## 6.6 Interview findings

The questions that we asked related firstly to the matter of content of the courses, with particular emphasis on strengths and weaknesses. More specifically, we asked whether students gained any valuable skills and what they thought they had learnt so far in this course. Secondly, we raised questions regarding self-development issues, where students reflected specifically on teaching strategies and attitudinal changes they experienced due to their FDE learning. In addition, we asked those who had completed the course whether they had been promoted since their completion of this course. Finally, we questioned students whether they would recommend this course to fellow staff, and if they intended to continue their education with the University of Pretoria.

The first theme we discuss relates to the *curriculum content and skills*, which were seen as relevant and helpful in their education practice. The cases illustrated in the curriculum review need some revision in order to meet the contextual particularities of the South African environment. While this course is of a managerial nature, some students did express some need for more teaching-related content, such as the new curriculum, Curriculum 2005.

Students also expressed their satisfaction with the skills they developed. In fact they found these to be most valuable. Skills such as communication skills, time management, strategic planning, financial school management, co-operative skills, and negotiation skills were highlighted as most useful. With the complexities and countless challenges in their school environment, students found the problem-solving skills and agenda planning most beneficial. On a more personal level, interpersonal skills improved, which facilitates collaborative decision-making processes. Needless to add that many students used their managerial skills outside their schools, in church and at home. Teamwork also improved. Students' conception as to who should have these skills changed dramatically. In the past their thinking was that only headteachers were called upon to have managerial skills, whilst now they realise that all teachers should be granted the opportunity to acquire these skills. They also expressed their concerns of how staff were promoted to headteacher without the necessary skills to manage and lead a school. One student expressed this eloquently: "*That is why the FDE could be the yardstick*" for education in South Africa.

Another shared his view: "*The department should make FDE compulsory for all teachers.*" Although these may be the wishes of some, the unfortunate dilemma appears in schools where some students have expressed their reluctance to share their new learning, particularly when they are not headteachers. It would appear that headteachers would feel threatened by teacher-students in their school who are studying FDE. In addition to skills development, students mentioned how they could follow the example of the professional conduct of lecturers, with regard to how they treated the students as adults as well their punctuality: "*Lecturers are role models.*"

The second theme we discuss covers *attitudinal and personal change issues*. Most students said that indeed they have changed, both as a person and as a teacher. Some said they are far more positive, accept differences more easily, face challenges, accommodate mistakes and problems, and lastly can deal better with such problems. Not only have some students changed, but they noticed that their colleagues' attitudes towards them have also changed. One student explained how in her personal life she became more positive, accepting and less stressed. Another recognised that since she enrolled for the FDE, he enjoyed the teaching more. One student appropriately summed it up: "*To learn means you are more open to change.*"

Concerning a change in teaching strategies, some students talked about how they are able to plan better for their lessons. Building relationships with their pupils also improved. Communicating and listening to pupils benefited a great deal. Some students also realised that they are not the custodians of knowledge and that they can involve pupils to participate in the classroom. As such this student can now deal with the process if a pupil questions him in class. In the past that would threaten him. Now pupils may differ from him.

The third theme entails *issues of the future and promotion*. Due to this acquired qualification some students indeed were promoted, some to head of department, while others became headteachers. One student was granted an interview for a promotion post. Surprisingly, one student explained how he used his FDE background in his interview. He was able to deal with many difficult issues such as educational law and conflict management. Most students expressed their hope that the FDE course would be introduced at undergraduate level in order to improve the level and quality of teaching. Most students saw fit to recommend this course to fellow staff and friends.

## 7 KEY THEMES EMERGING FROM THE RESEARCH DATA

### 7.1 Quality assurance

Research into the FDEM programme raises questions about the process of quality assurance and the quality of teaching and learning. Interviews conducted by one of the authors in August 2000 with both the franchise partner and UP staff indicate an absence of adequate and robust quality assurance mechanisms, which is manifest in a number of ways.

A key condition for successful learner engagement in the programme is the quality of the assignments that students complete and the feedback they receive. The interviews with the franchise partner and UP staff suggest that this has not happened and that, in fact, the franchise partner has indicated that students should not submit assignments for feedback, although the respondents noted that they were bringing back this requirement. In other words, students could proceed to the examination stage for each module without completing any learning exercise/assignments for feedback. The main reason cited for this was the cost and amount of work required to provide feedback to students for each assignment/exercise.

It was also evident in the interviews that students were not in regular contact with UP lecturers for the course (such contact would not be feasible given the number of students enrolled<sup>4</sup>) and had to rely on routing their queries through the private franchise partner. This is consistent with the findings of Welch and Van Voore (1999) who noted that, in general, there was a tendency to discourage learners from contacting university staff for academic and administrative queries. While restricting administrative queries to the franchise partner is reasonable, it is less acceptable that students cannot interact with those responsible for providing the text and academic rigour in a context where the franchise partner lacks the capacity to assist students academically. Furthermore, during the interview it became apparent that it was only very recently (i.e. in August 1999) that the franchise partner had established what is referred to as a “call centre” to handle student queries.<sup>5</sup>

The key quality assurance mechanisms identified in the interviews were:

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<sup>4</sup> The total number of UP full-time staff involved in the programme is seven, which on a crude count would give a lecturer: learner ratio of about 1:3000 (assuming 25,000 students)

<sup>5</sup> During the interviews with one of the representatives from the NPC, it emerged that he was previously Director of Studies and that he had only recently been appointed to a new post as quality assurance director, in response to the criticism from various quarters, such as the CHE, of quality assurance mechanisms and procedures in the college. In other words, at the franchise partner level, a rigorous process of quality assurance was not in place prior to the interview.

- Co-marking of assignments at UP. Markers include teachers, staff at UP and other universities. Lecturers at UP pointed out during the interviews that all assistant markers were provided with support and training.
- Lecturers at UP were responsible for moderating the marking by the other markers.
- External examiners moderated examination papers and scripts

While these indicate that there is a system of quality assurance in place, there remains the issue of whether this is done rigorously enough, given the number of students involved. The issue of quality is thus a key concern in judging the success of the programme and its efficacy in terms of its objectives.

## **7.2 Shifting notions of professional competence**

The earlier discussion has indicated that one of the issues relating to the FDEM is that teacher education priorities in South Africa have not yet been clearly determined.

From an educational management perspective, the FDEM provides a useful approach to developing skills and competencies associated with the devolution of educational control and authority. However, the case study of the programme reveals that those enrolled see it as a route to further qualification (Table 22). This is linked to the desire for promotion, which reflects the fact that, in the school system under apartheid, the acquisition of higher and additional qualifications was a route to enhance career progression.

This shows how teachers in post-apartheid South Africa still construct notions of professional competence as the acquisition of higher and additional qualifications, which is understandable given the number of teachers not yet professionally qualified in South Africa, currently standing at about 80,000 (Parker, 2002). However, the new policy framework assumes that, beyond a basic qualification, there is no direct association between teaching quality and higher or additional qualifications, and the new framework no longer provides incremental increases for qualifications. While this is a reasonable argument, it ignores the reality that teacher salaries are racially distorted. White teachers still earn more because, under apartheid, they were rewarded for additional and higher qualifications, which the majority of black teachers did not and still do not have.

It is worrying that enrolments in education programmes like FDEM are still perceived by many as an access route to higher and additional degrees, which, for many, will provide a route out of the teaching profession. The one unintended consequence of not rewarding teachers with incremental salary increases is that teachers now use further study in education as an exit route to other career opportunities. While it is beyond the remit of higher education institutions to deal with this problem, it does suggest that a crucial element in the emerging policy framework should be appropriate and relevant professional development opportunities for teachers so that they remain within the school sector.

## 8 CONCLUDING REMARKS

In concluding the report six key themes are explored, reflecting on the difficulties of translating teacher education policy into practice.

First, the development of the teacher education policy framework has centred on establishing a regulatory governance framework. As such, much energy and effort has been expended on developing the relevant and appropriate statutory structures and committees such as the South African Qualifications Authority (SAQA) and the Council for Higher Education (CHE). This is an important first step in creating a regulatory framework within which priorities can be determined and quality assurance achieved. Part of this process, as Parker (2002) notes, involved consideration about the role and locations of the colleges of education.

The status of the colleges of education has had a chequered policy history since most reports, as Parker notes, avoided making clear and decisive choices, with the main decision only being made by “policy default” in 1999/2000. What has emerged from this process is the effective phasing out of colleges of education due to their incorporation into the university sector and, consequently, universities becoming the main providers of both initial primary and secondary teacher education. As noted above, this reflects a direct reversal of about 90 years of apartheid teacher education policy. This shift has been motivated not only on grounds of comparative cost between universities and colleges of education, but also signals a belief that what is required in teacher education in South Africa is a strong focus on “subject/learning area content knowledge” and a research culture which universities rather than colleges are seen to provide. It can also be construed as an attempt to inject into the university sector a longer-term commitment to teacher provision, rather than the conventional one-year diploma. Samuel’s analysis of UDW (Samuel and Pillay 2002) reflects on the process of a higher education institution responding to this policy shift by developing its BAGET (Bachelor of General Education and Training) course, which is a four-year integrated teacher education programme.

Second, the focus on a regulatory governance framework has not directly considered what the key priorities and needs are. These are now beginning to emerge, but reactions to the FDEM programme at UP can only be considered in relation to needs. As such, institutional responses have predated and been quicker to pick up on key issues than emerging policy, which has been reactive and in a default mode.

Third, the curriculum of teacher education has received very limited attention in the post-apartheid educational policy framework. The discussion has been largely at the macro level, focusing on issues such as expectations of an ideal educator or the types of programmes that should be recognised. Where curriculum issues have been addressed, these have been in response to the curriculum changes in schooling. As such, the specific

content and pedagogies of initial and continuing teacher education have not been sufficiently discussed and problematised (see Stuart & Tatto, 2000).

Fourth, the key critique of the emerging policy framework has centred on the extent to which it provides a viable and sound change management strategy. Using Johnson and Scholes' (1993) notion of strategic management, it can be argued that the policy framework in South Africa has privileged strategic analysis and, more recently, strategy choice, and consequently not foregrounded questions of strategy implementation. At the same time, what is absent in debates about the emerging teacher education policy framework is a robust critique of the underlying conceptual and philosophical frameworks. The relevance of a constructivist and outcomes-based epistemology needs, as Christie and Jansen (1999) note, to be subject to rigorous scrutiny.

Fifth, the analysis of the FDEM programme raises questions about the process of quality assurance and accreditation in South African higher education. The recognition of the FDEM programme preceded the establishment of quality assurance and accreditation structures and processes. Yet there is an important question about the extent to which structures such as SAQA and HEQC (Higher Education Quality Committee) are able to accredit effectively all programmes, given their capacity and other constraints. A moratorium in enrolment on all distance education programmes, such as the FDEM, provides a short-term response to a longer-term dilemma about whether the established quality assurance statutory structures are able effectively, efficiently, and speedily, to determine the quality of programmes.

Finally, the analysis suggests that another key policy concern is the growth of the private education sector. Emerging analyses (Sayed and Jansen, 2001) note that this sector is rapidly growing in South Africa and that there is a need for additional research. The growth of this sector raises important questions about the system of governance and quality assurance in higher education more generally. As indicated earlier, the increased enrolment in teacher education programmes in South Africa has largely been in programmes offered by public universities in partnership with private sector education companies. Approximately 37% of teacher education students at the beginning of 2000 were enrolled in programmes offered in public-private distance education partnerships, with about 100 private providers involved in teacher education (Parker, 2002). These include UP with NPC, University of Port Elizabeth with Azaliah and University of Natal at Durban with the South African College of Teacher Education. An issue highlighted in this paper is the extent to which this growth reflects national priorities and needs in teacher education. While there are serious questions about whether, for example, South Africa needs about 25,000 "managers", there is no clear policy framework which indicates what the needs actually are. This is a crucial policy planning issue, partly addressed by the publication of the new higher education plan, though that plan still tends to ignore the specificity of teacher education.

More importantly, the increased enrolment in "distance education" programmes in public-private partnerships raises doubts about quality. There is a pressing need for more rigorous efforts at monitoring the quality of such programmes. This is tied to the rolling

out of the new quality framework, for which the HEQC of the CHE is responsible. The paper highlights the need for a systematic and clear governance framework for regulating the operation of private education providers. In the interregnum following the elections of 1994, it is clear that many private sector education providers have emerged, capitalising on the policy gap in legislation.

This report has provided an analysis of teacher education provision in post-apartheid South Africa with a specific focus on the FDEM, which is a partnership programme between a public provider and a private education concern. It is evident that both parties have benefited from such an arrangement, though the moratorium on enrolment raises doubt about the future of the programme. In charting the response of the UP to the changing teacher education policy framework, this paper has highlighted how institutions have strategically responded to change in a context of transition. It has also drawn attention to the disjuncture between policy intention and outcome. Part of the reason for this, the paper suggests, is the focus on “governance” and “regulation” issues, which has not sufficiently considered how policies should be implemented and steered at the provider level. (Sayed & Jansen, 2001).

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## APPENDICES

### Appendix 1: List of courses that comprise the programme

- Education Management 1 & 2
- Organisation Management 1 & 2
- Law of Education 1 & 2

### Appendix 2: Content of selected course topics

#### *Organisational Management 1 & 2*

- Introduction to Organisational Management
- Characteristics of the School as an Organisation
- School Policy, Classroom Policy, Rules and Regulations
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