

SYSTEMIC OBSTACLES THAT HAMPER THE MASTERY OF TECHNICAL AND VOCATIONAL SKILLS IN SOUTH AFRICAN PUBLIC SCHOOLS

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Abstract – The study was conducted in order to measure the perception of teachers about the quality of teaching provided to learners enrolled in Tshwane North District public schools in Gauteng Province, South Africa. Ordered logit analysis and service quality analysis were used for identifying influential predictors of positive perception. The study found that the perception held by teachers about the quality of teaching was influenced significantly by a clear understanding of job description, the availability of helpful teaching materials and resources, and punctuality at work. The results showed that long-serving teachers had more empathy to learners in comparison with short-serving teachers. The results also showed that teachers with high level of education were found to be more responsive to the needs of learners in comparison with teachers with low level of education.

Keywords: Tshwane North District, Public schools, Quality, Ordered logit regression

Introduction

The objective of study was to assess and evaluate the perception held by educators working in Tshwane North District public schools in Gauteng Province, South Africa. Halverson, Kelley and Shaw (2014) have pointed out that the quality of school level education is dependent upon leadership qualities such as respect for accountability, objectivity, fairness and transparency. John (2017) and Lewallen, Hunt, Potts-Datema, Zaza and Giles (2015) have argued that the needs of learners must be prioritised in all strategic and operational plans of action adopted by public schools. McCarley, Peters and Decman (2016) have pointed out the need for ensuring transformational leadership as a means for safeguarding the right of learners to quality education.

The study is helpful for assessing and evaluating socioeconomic factors that undermine the quality of teaching and learning in Tshwane North District public schools. Public schools in Tshwane North District experience shortage of appropriately skilled teachers and resources needed for enhancing the quality of teaching learners (South African National Department of Basic Education, 2018). The report shows that public schools need assistance in terms of maintaining the physical infrastructure of schools and classrooms, the availability of adequate supplies of educational materials such as library books, laboratory equipment, computers, printers, copy machines, and ensuring safety and security on school campuses. Public schools in Tshwane North District need to address issues of low morale among teachers as well as lack of discipline among learners. They also need to improve low pass rates in mathematics and science subjects. There is a need to promote good leadership in Tshwane North District public schools. The paper aims to make a contribution to the relevant literature by highlighting the plight of public schools in Tshwane North District.

Background to study

Bold, Filmer, Martin, Molina, Stacy, Rockmore, Svensson and Wane (2017) have shown that failure of public schools in Sub-Saharan African countries to place emphasis on the mastery of numeracy skills is a differential factor that undermines the potential of school-leaving graduates to pursue careers in industry and business. The study conducted by Worku (2019) has shown that lack of vocational, artisan and entrepreneurial skills at school level undermines the ability of school leaving pupils to start entrepreneurial activities or find employment opportunities. The school level curriculum does not equip learners with skills that are necessary for embarking on viable vocational, industrial and entrepreneurial activities. Studies conducted by Badat (2016), Le Grange (2016), Cloete (2016), Heleta (2016) and Wilson-Strydom and Okklin (2016) have identified key causes of failure in the South African public education system based on research conducted since April 1994. One of the key obstacles to quality education has been lack of leadership, accountability and good governance (Badat, 2016). Le Grange (2016) has identified lack of teaching materials, skilled teachers and budget as a key obstacle. Cloete (2016) and Heleta (2016) have identified the lack of relevance of school level educational curriculum to the practical needs of industry as a

key obstacle. Andrews and Boyne (2010) have recommended the use of a performance appraisal model for ensuring the quality of school level education. Badat and Sayed (2014) have shown the benefits of workplace discipline, respect for the rule of law, and commitment for the needs of underprepared learners in public schools. The authors have recommended special mentorship programmes for academically weak learners. They have also recommended incentives to top-performing educators, administrators, principals and learners.

Based on results obtained from a study in which top-performing public schools were assessed, Gurr (2015) has shown that it is not possible to ensure academic quality and excellence without ensuring good leadership. Fowles, Butler, Cowen, Streams and Toma (2014) have argued that fulfilling the basic operational needs of teachers is a key requirement for ensuring quality education in under-resourced public schools. Bryk (2015) has shown that school principals and inspectors must maintain an intimate working relationship with fellow educators with a view to provide career related assistance and mentoring to educators. Studies conducted by Bozalek and Boughey (2012) and Caputo and Rastelli (2014) have shown the benefits of establishing links between schools and captains of industry based on local and global best practice.

Rationale of study

There is a need to improve pass rates in Tshwane North District public schools by way of enhancing the overall quality of teaching and learning in Tshwane North District public schools. Public schools operating in the District experience require improved infrastructure, educational materials, library books, laboratory equipment, computers, printers, copy machines, and safety and security on campuses. The study is helpful for improving morale among teachers as well as pass rates in mathematics and science subjects.

Objectives of study

The overall objective of study was to assess and evaluate the perception held by educators about the quality of teaching and learning in Tshwane North District public schools. Identifying influential predictors of service quality in Tshwane North District public schools is helpful for drawing up appropriate plans of action for improving the quality of teaching provided to learners in Tshwane North District public schools. The aim of study was to fill the gap in the literature by conducting empirical research by collecting data from Tshwane North District public schools. The specific aims of research were the following:

- To identify factors that affect the quality of teaching and learning in Tshwane North District public schools; and
- To develop a framework that could be used for the leadership style used in Tshwane North District public schools;

Literature review

Representatives of students in public schools need to focus on the mastery of mathematics and science skills in classrooms and laboratories. This should be done by way of encouraging and supporting teachers to conduct extra tutorial sessions for slow-learning pupils. Tangible rewards should be provided to teachers and student representatives who facilitate and participate in mentorship and tutorial sessions for needy learners (Bernstein, 2014).

School level discipline is essential for ensuring academic quality. The interest of teachers is ensured by trade unions, whereas the interest of learners is dependent upon school principals and administrators. Modisaotsile (2012) has pointed out that the quality of education in public schools has deteriorated due to inability to enforce minimum performance standards among teachers. Msila (2016) has argued that mentors are desperately needed for enabling learners in South African public schools. Both authors have argued that the basic rights of learners must not be ignored due to pressure from workers' unions. Mestry (2014) has highlighted the need for ensuring an equitable distribution of resources that are needed for quality education in under-resourced public schools. Nkomo (2015) has argued that the curriculum used for teaching learners in public schools, colleges and universities needs to be relevant to the practical needs of society. Pacheco, Van der Westhuizen, Ghobadia, Webber and O'Regan (2016) have argued that school curricula must be suitable for equipping school leavers with practical vocational and entrepreneurial skills that are needed for employment upon graduation.

Nabatchi, Sancino and Sicilia (2017) have shown that there is a significant association between quality school level education and the ability to provide adequate public service delivery. Newcomer, Hatry and Wholey (2015) have argued that the performance of teachers and administrators working in public schools must be assessed and evaluated based on pass rates and employability in business, government and industry.

Maddock and Maroun (2018), Schmidt (2017), Klamen, Williams, Roberts and Cianciolo (2016), Lombard and Grosser (2008) and Allais (2007) have shown that the implementation of Outcomes Based Education (OBE) in South African public schools has resulted in high failure rates in the key disciplines of mathematics and science. The authors have pointed out that poor numeracy skills, inability to read and write, and failure to articulate scientific and logical ideas can be attributed to shortcomings in OBE (Spaull, 2013). Outcomes Based Education (OBE) allows assessments of competencies based on groups rather than individual learners. It also uses a flexible and often longer duration of time for teaching basic concepts and skills to learners. However, it must be noted that the mastery of concepts and vocational, artisan and technical skills is assessed by employers individually, and not based on groups. As such, emphasis must be placed on individual mastery of concepts and skills as a means of equipping learners to be employable by business, government and industry. Schools operate on fixed time tables that do not provide for extended sessions of classroom based instructions.

Radnor and Osborne (2013) and Sicilia, Guarini, Sancino, Andreani and Ruffini (2016) have shown that it is essential to monitor and evaluate the performance of teachers working in public schools on a regular basis in order to provide work-related support, guidance, mentoring, coaching, career-related incentives and relief to teachers and learners. Vangrieken, Meredith, Packer and Kyndt (2017) and Wei, Wagner, Christiano, Shattuck and Yu (2014) have emphasised the need to closely monitor and evaluate the needs of learners who require extra lessons, tutoring and counselling.

Webster (2015), Wenner and Campbell (2017) and Venter, Levy, Bandeman and Dworzanwski (2017) have argued that it is essential to create an enabling working environment in order to be able to protect the basic rights of teachers and learners in public schools. The task of creating an enabling working environment is closely associated with good corporate governance and respect for the basic principles of good leadership (Top, Adkere & Tarkan, 2015; Truong, Hallinger & Sanga, 2017; Turabik & Baskan, 2015; Touchton & Wampler, 2014). The authors have recommended career-related incentives and awards to teachers and learners who demonstrate outstanding achievements. The benefits of working with local communities have been outlined by Trepanier, Forest, Fernet and Austin (2015) and Skarlicky, Kay, Aquino and Fushtey (2017).

The turnover rate of teachers working in Tshwane North District public schools is high in comparison with other regions of Tshwane. Public schools in the district lag behind private schools in terms of offering attractive salaries and working conditions and career-related incentives to outstanding teachers, learners and administrators. This fact indicates that Tshwane North District public schools have failed in retaining talented teachers although the retention of talented public school teachers is a key priority of the South African National Department of Basic Education (2018). Yang, Klotz, He and Reynolds (2017) have shown that the promotion of good citizenship behaviour in public schools is quite helpful in keeping up the morale of hardworking public school teachers. Zhang (2017) has shown that public servants working in service delivery institutions can be motivated by creating an enabling working environment in which good leadership and good corporate governance are visibly promoted.

Methods of data analyses

An exploratory and descriptive research design (Hair, Black, Babin & Anderson, 2010) was used for conducting the survey in Tshwane North District public schools. A hundred and forty seven public school teachers were included in the survey. Quantitative methods of data analyses were used in the study. The outcome variable of study (Y) was defined as shown below:

Y: Perception held about the quality of education by educator

$$Y = \begin{cases} 1 & \text{if perception is positive} \\ 2 & \text{if perception is negative} \end{cases}$$

The dependent variable of study (Y) is a measure of the perception held by educators about the quality of teaching and learning provided in Tshwane North District public schools. The perception of teachers about the quality of education provided to learners was measured by using a composite index defined by Skarlicky, Kay, Aquino and Fushtey (2017). Content validity was ensured by conducting a pilot study before the actual study was conducted. Reliability was ensured by conducting the Cronbach Alpha test (Ritchie, Lewis, Nichols & Ormston, 2013). All Cronbach Alpha coefficients were larger than 0.75 in magnitude, thereby confirming that tools used for measurement were suitable for the study. Frequency tables, two-by-two crosstab associations, service quality analysis (Parasuraman, 2002) and ordered logit analysis (Hosmer and Lemeshow, 2013) were used for performing data analyses.

Results of data analyses

The socioeconomic profiles of teachers in the survey are provided in Table 1 below. The table shows that about 59% of teachers had a positive perception about the quality of education provided to learners in Tshwane North District public schools.

Table 1: Profile of teachers (n=147)

Variable of study	Frequency (Percentage)
Perception held by educators on the quality of teaching	Positive: 87 (59.18%) Negative: 60 (40.82%)
Gender of respondent	Male: 88 (59.86%) Female: 59 (40.14%)
Age category of respondent	20 years or less: 17 (11.56%) 21 to 30 years: 18 (12.24%) 41 to 50 years: 44 (29.93%) 51 years or more: 8 (5.44%)
Highest level of education of respondents	Grade 12 or less: 1 (0.68%) Post-matric certificate: 9 (6.12%) Diploma: 43 (29.25%) Bachelor’s degree: 69 (46.94%) Honours degree: 14 (9.52%) Master’s degree: 10 (6.80%) Doctoral degree or above: 1 (0.68%)
Duration of service as educator in years	5 years or less: 75 (51.02%) 6 to 10 years: 34 (23.13%) 11 to 15 years: 18 (12.24%) 16 to 20 years: 10 (6.80%) 21 years or more: 10 (6.80%)

Table 2 provides figures for the extent to which educators take pride in the teacher’s profession. About 91% of educators take pride in the teacher’s profession. About 92% of educators feel appreciated enough as an educator. About 91% of educators feel adored as an educator. About 88% of educators feel that they are provided with enough resources at the workplace so that they can do a good job. About 90% of educators do not feel stressed out in the course of their duties at schools. About 90% of educators uphold their values and guiding principles at all times. About 53% of respondents felt that they were being led by competent leaders at the workplace.

Table 2: Taking pride in the teacher’s profession (n=147)

Variable of study	Frequency (Percentage)
Taking pride in the teacher’s profession	Yes: 134 (91.16%) No: 13 (8.84%)
Feeling appreciated for work done as an educator	Yes: 135 (91.84%) No: 12 (8.16%)
Feeling adored for work done as an educator	Yes: 134 (91.16%) No: 13 (8.84%)
Enough resources are provided to educators at the workplace so that they can do a good job in their classrooms	Yes: 130 (88.44%) No: 17 (11.56%)
Educators are not stressed out in the course of their duties at school	Yes: 128 (89.80%) No: 15 (10.20%)
Educators uphold values and guiding principles at all times	Yes: 128 (89.80%) No: 15 (10.20%)
Educators are led by competent leaders at the workplace	Yes: 77 (52.38%) No: 70 (47.62%)

Table 3 shows frequency counts and percentages for the extent to which educators viewed their leaders at the workplace as objective leaders. About 73% of educators viewed their line function managers as objective leaders. About 44% of educators viewed their line function managers as considerate leaders. About 56% of educators viewed their fellow colleagues as good team players. About 91% of educators viewed their line function managers as honest leaders with personal integrity. About 92% of educators viewed their line function managers as courageous leaders who take appropriate disciplinary action against underperforming subordinates. About 88% of educators viewed their line function managers as leaders who take decisions in the best interest of learners with no fear or favour at all times. About 52% of educators look for guidance from their line function managers at all times.

Table 3: Objective leadership at the workplace (n=147)

Variable of study	Frequency (Percentage)
Recognition of line function managers as objective leaders	Yes: 107 (72.79%) No: 40 (27.12%)
Recognition of line function managers as considerate leaders	Yes: 64 (43.54%) No: 83 (56.46%)
Recognition of educators as good team players	Yes: 83 (56.46%) No: 64 (43.54%)
Recognition of line function managers as honest leaders with personal integrity	Yes: 134 (91.16%) No: 13 (8.84%)
Recognition of line function managers as courageous leaders who take appropriate disciplinary action against underperforming subordinates	Yes: 135 (91.84%) No: 12 (8.16%)
Making decisions in the best interest of learners with no fear or favour at all times	Yes: 130 (88.44%) No: 17 (11.56%)
Looking for guidance from line function manager at all times	Yes: 77 (52.38%) No: 70 (47.62%)

Table 4 shows frequency counts and percentages for the extent to which educators are prepared to work on suggestions from line function managers. About 70% of educators were willing to work on suggestions from line function managers. About 43% of educators were willing to work on suggestions from fellow colleagues and

subordinates. About 54% of line function managers were willing to promote awareness before taking disciplinary action. About 92% of educators were willing to protect whistle-blowers at all times. About 90% of educators confided in their line function managers because they trusted them. About 90% of educators showed empathy to their fellow colleagues and subordinates. About 53% of educators were given support from their fellow team members and other Departments.

Table 4: Willingness to work on suggestions from line function managers (n=147)

Variable of study	Frequency (Percentage)
Willingness of educators to work on suggestions from line function managers	Yes: 103 (70.07%) No: 44 (29.93%)
Willingness of educators to work on suggestions from fellow colleagues and subordinates	Yes: 63 (42.86%) No: 84 (57.14%)
Promoting awareness before taking disciplinary action	Yes: 79 (53.74%) No: 68 (46.26%)
Protecting whistle-blowers at all times	Yes: 134 (91.16%) No: 13 (8.84%)
Subordinates confiding in their line function managers	Yes: 132 (89.80%) No: 15 (10.20%)
Showing empathy to fellow colleagues and subordinates	Yes: 132 (89.80%) No: 15 (10.20%)
Getting support and teamwork from other Departments	Yes: 77 (52.38%) No: 70 (47.62%)

Table 5 provides figures for the extent to which line function managers are willing to speak with their subordinates about work related issues. About 73% of line function managers were willing to speak with their subordinates about work related issues. About 66% of line function managers were willing to enforce relevant regulations and guidelines with no fear or favour at all times. About 69% of line function managers were willing to take the time to speak personally with their subordinates about their operational needs and requirements. About 48% of line function managers were willing to take the time to speak personally with their subordinates about their career path growth.

About 76% of line function managers were willing to take the time to speak personally with their subordinates about their training needs. About 85% of line function managers were willing to encourage and support their subordinates to improve their teaching skills. About 55% of line function managers were willing to encourage educators to help needy learners by going the extra mile at all times.

Table 5: Speaking with subordinates about work related issues (n=147)

Variable of study	Frequency (Percentage)
Line function managers willing to speak with their subordinates about work related issues	Yes: 107 (72.79%) No: 40 (27.21%)
Line function managers willing to enforce relevant regulations and guidelines with no fear or favour at all times	Yes: 97 (65.99%) No: 50 (34.01%)
Line function managers taking time to speak personally with their subordinates about their operational needs and requirements	Yes: 101 (68.71%) No: 46 (31.29%)
Line function managers taking time to speak personally with their subordinates about their career path growth	Yes: 70 (47.62%) No: 77 (52.38%)

Line function managers taking time to speak personally with their subordinates about their training needs	Yes: 111 (75.51%) No: 36 (24.49%)
Line function managers encouraging and supporting their subordinates to improve their teaching skills	Yes: 125 (85.03%) No: 22 (14.97%)
Line function managers encouraging educators to help out needy learners by going the extra mile at all times	Yes: 81 (55.10%) No: 66 (44.90%)

Ordered logit analysis (Hosmer & Lemeshow, 2013) was used for identifying influential predictors of the quality of teaching. Table 6 shows a list of 3 factors that significantly affect the quality of teaching in Tshwane North District public schools. These 3 variables are a clear understanding of job description, the availability of helpful teaching materials and resources, and punctuality at work, in a decreasing order of strength.

Table 6: Odds ratios estimated from ordered logit analysis (n=147)

Factors associated with positive perception	Odds Ratio	P-value	95% C. I.
A clear understanding of job description	3.39	0.000	(2.49, 5.96)
Availability of helpful teaching materials and resources	3.18	0.000	(2.41, 5.92)
Punctuality at work	2.76	0.001	(2.16, 4.88)

The odds ratio of the variable “A clear understanding of job description” is equal to 3.39. This indicates that teachers with a clear understanding of their job description are 3.39 times more likely to have a positive perception about the quality of education provided to learners in Tshwane North District public schools in comparison with teachers who do not have a clear understanding of their job description. The odds ratio of the variable “Availability of helpful teaching materials and resources” is equal to 3.18. This indicates that teachers who are provided with helpful teaching materials and resources are 3.18 times more likely to have a positive perception about the quality of education provided to learners in Tshwane North District public schools in comparison with teachers who are not provided with helpful teaching materials and resources. The odds ratio of the variable “Punctuality at work” is equal to 2.76. This indicates that teachers who are punctual at work are 2.76 times more likely to have a positive perception about the quality of education provided to learners in Tshwane North District public schools in comparison with teachers who are not punctual at work.

Service quality analysis (Parasuraman, 2002) was performed by calculating gap scores estimated from the paired samples t-test. From each respondent of study, two sets of readings were obtained for expected and perceived values of service quality dimensions. Table 7 shows that all coefficients estimated from the Cronbach Alpha statistic have magnitudes of 0.75 or above. This indicates that all measurement tools used in the study for the assessment of perceptions were reliable and internally consistent.

Table 7: Estimated Cronbach Alpha coefficients for expected and perceived values

Dimension	Number of items	Coefficients for expected values	Coefficients for perceived values
Reliability	4	0.8124	0.8116
Assurance	5	0.7929	0.7914
Tangibles	4	0.7828	0.7789
Empathy	5	0.7732	0.7694
Responsiveness	4	0.7645	0.7583

A gap score is a measure of discrepancy between perceived and expected values. In service quality assessment (Parasuraman, 2002), 5 dimensions and 22 items are used for calculating the average gap score. In symbols, the average gap score is expressed as shown below:

$$\text{Average gap score} = \frac{\sum_{i=1}^{22} (\bar{P}_i - \bar{E}_i)}{22}$$

Where P and E denote perceived and expected values respectively.

Table 8: Average gap scores (n=147)

Service quality dimension	Item	Average expected value (E)	Average perceived value (P)	GAP SCORE (P – E)	P-value
Reliability	1	1.38	1.49	-0.11	<0.0000
	2	1.30	1.50	-0.20	<0.0000
	3	1.29	1.42	-0.13	<0.0000
	4	1.28	1.41	-0.13	<0.0000
Total		5.26	5.83	-0.57	
Average gap score [Total of (P – E) / 4]				0.14	
Assurance	1	1.23	1.33	-0.10	<0.0000
	2	1.20	1.34	-0.14	<0.0000
	3	1.19	1.32	-0.13	<0.0000
	4	1.23	1.31	-0.08	<0.0000
	5	1.20	1.39	-0.19	<0.0000
Total		6.05	6.70	-0.64	
Average gap score [Total of (P – E) / 5]				-0.13	
Tangibles	1	1.24	1.41	-0.17	<0.0000
	2	1.27	1.36	-0.09	<0.0000
	3	1.28	1.31	-0.03	<0.0000
	4	1.28	1.39	-0.11	<0.0000
Total		5.08	5.46	-0.38	
Average gap score [Total of (P – E) / 4]				0.10	
Empathy	1	1.28	1.42	-0.14	<0.0000
	2	1.22	1.35	-0.13	<0.0000
	3	1.19	1.43	-0.24	<0.0000
	4	1.22	1.42	-0.20	<0.0000
	5	1.19	1.36	-0.17	<0.0000
Total		6.11	6.99	-0.88	
Average gap score [Total of (P – E) / 5]				-0.18	
Responsiveness	1	1.28	1.48	-0.20	<0.0000
	2	1.26	1.36	-0.10	<0.0000

	3	1.25	1.44	-0.19	<0.0000
	4	1.29	1.55	-0.26	<0.0000
Total		5.09	5.83	-0.75	
Average gap score [Total of (P – E) / 4]				-0.19	

Table 9 compares two categories of teachers (short and long-serving teachers) with regards to the 5 dimensions of service quality. The table shows that short and long-serving teachers differ significantly with regards to empathy at the 5% level of significance. Long-serving teachers have more empathy in comparison with short-serving teachers.

Table 9: Comparison of dimensions with regards to duration of service

Dimension	Mean score for teachers with services of 5 years or less	Mean score for teachers with services of more than 5 years	P-value
Reliability	0.23	0.21	0.4610
Assurance	0.16	0.29	0.0082
Tangibles	0.10	0.09	0.8542
Empathy	0.23	0.21	0.6780
Responsiveness	0.20	0.22	0.5511

Table 10 compares 4 categories of level of education with regards to the 5 dimensions of service quality analysis. Significance is assessed based on P-values obtained from analysis of variance tests.

Table 10: Comparison of dimensions with regards to highest level of education

Dimension	Mean score for respondents with certificates or less	Mean score for respondents with Diplomas	Mean score for respondents with Bachelor's degrees	Mean score for respondents with Honours degrees or above	P-value
Reliability	0.11	0.12	0.28	0.21	0.0517
Assurance	0.11	0.18	0.28	0.26	0.0565
Tangibles	0.01	0.08	0.16	0.12	0.0516
Empathy	0.15	0.23	0.24	0.25	0.4434
Responsiveness	0.09	0.31	0.21	0.13	0.0013

Teachers with high level of education were found to be more responsive to the needs of learners in comparison with teachers with low level of education. It can be seen from the gap scores of responsiveness differed significantly by level of education of teachers at the 5% level of significance. The difference with regards to responsiveness gap scores is attributed to sharp differences between teachers with certificates or less, and teachers with Honour's degrees, based on a P-value of 0.0013 < 0.05 obtained from Bonferroni's test (Hair, Black, Babin & Anderson, 2010).

Discussion of results

The study has shown that 59% of teachers had a positive perception about the quality of education provided to learners enrolled in Tshwane North District public schools. The study has found that the perception held by teachers about the quality of teaching and learning was influenced significantly by a clear understanding of job description, the availability of helpful teaching materials and resources, and punctuality at work. The results showed that long-serving teachers had more empathy to learners in comparison with short-serving teachers. The results also

showed that teachers with high level of education were found to be more responsive to the needs of learners in comparison with teachers with low level of education.

Theoretical framework of study

In light of findings obtained from the study, a 3-component framework is proposed for assisting teachers, learners and administrators working in Tshwane North District public schools. The framework is in agreement with work done by Lewallen, Hunt, Potts-Datema, Zaza and Giles (2015) in which the authors have recommended assessment, support, incentives and monitoring and evaluation as a means of ensuring satisfactory service delivery in public schools.

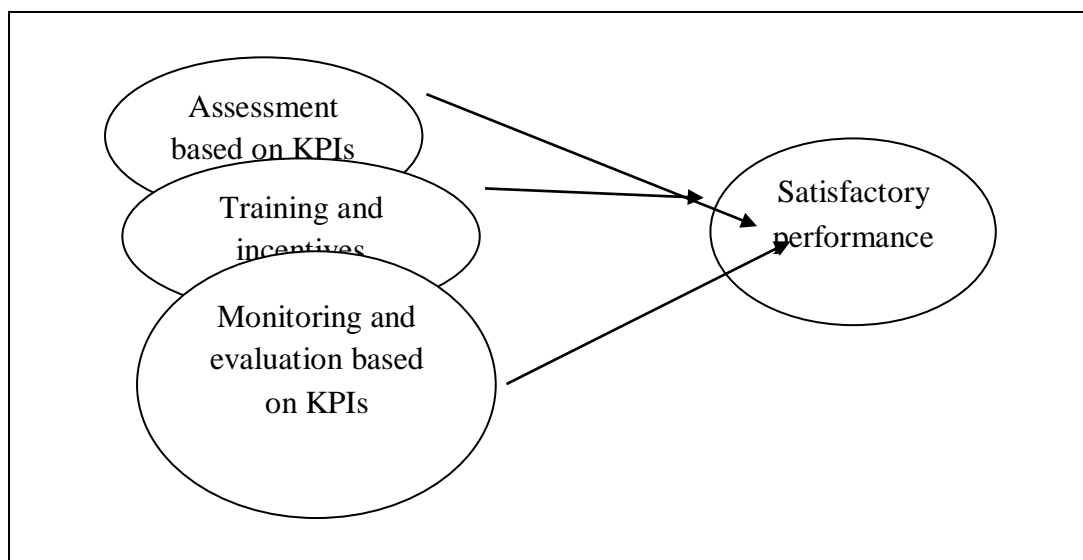


Figure 1: Framework for improving teaching quality in public schools

Source: Adapted from Lewallen, Hunt, Potts-Datema, Zaza and Giles (2015)

Two key qualities of a devoted public school teacher are punctuality at work and neatness. Other desirable qualities are the ability to update lessons on a regular basis, willingness to provide extra assistance to underprepared learners, and complete dedication to each individual learner. John (2017) has shown that it is vital for public servants to appreciate constructive comments and suggestions from members of the community and stakeholders. The author has highlighted the need for respecting the rule of law, exemplary leadership, honesty and personal integrity. Mestry (2014) has placed emphasis on professionalism, ability to mark assignments from learners promptly, and ability to give feedback to each learner. Msila (2016) has placed emphasis on mentorship, discipline at the workplace, respect for basic human rights and the general school environment.

Conclusion

Although 59% of teachers had a positive perception about the quality of education provided to learners enrolled in Tshwane North District public schools, results obtained from the study have shown that it is essential to provide teachers with clearly stated job descriptions as key performance indicators. It is necessary for administrators and principals working in Tshwane North District public schools to secure teaching materials and resources in good time. It is essential to motivate all teachers to be punctual at work at all times. In light of findings obtained from the study, senior teachers should be encouraged and supported to mentor and guide young teachers in areas that are vital for learners. Teachers must be encouraged and supported to improve their academic qualifications in order to be of greater value and relevance to their schools and learners.

Recommendations

Based on findings obtained from the study, the following recommendations are made to the leaderships of public schools operating in Tshwane North Districts:

- The performance of educators working in Tshwane North District public schools must be monitored and evaluated objectively on a regular basis;
- Key Performance Indicators (KPIs) must be used for assessing and evaluating the performance of all educators and their principals and line function managers;
- Training opportunities must be provided to educators, principals and line function managers working in public schools in Tshwane North District;
- There should be strict adherence to good governance principles by all educators, principals and line function managers working in public schools in Tshwane North District; A comprehensive monitoring and evaluation programme must be used for monitoring employee performance on a monthly or quarterly basis;
- Inventory of books, desks, chairs and laboratory equipment must be taken on a regular basis;
- All educators working in Tshwane North District public schools must be required to comply with codes of good conduct that are applicable to public school educators;
- Infrastructural requirements such as building maintenance should be addressed promptly by all educators and line function managers; and
- All performance appraisal procedures must be objective, transparent and accountable.

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