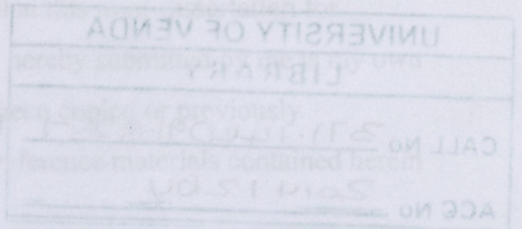




**THE IMPACT OF SKILLS DEVELOPMENT ON THE IMPROVEMENT OF PRODUCTIVITY
OF EDUCATORS IN VHUMBEDZI CIRCUIT**



BY

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**A MINI-DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF**

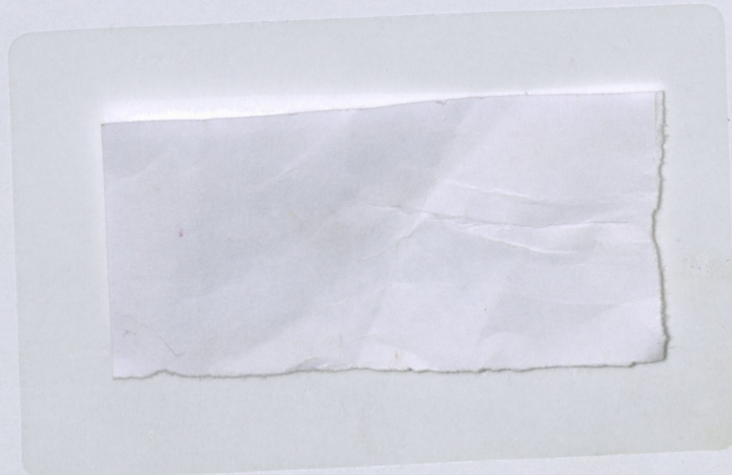
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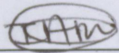
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SEPTEMBER 2014



I, **MULAUDZI IRENE AZWIANGWI**, hereby declare that this mini-dissertation for Master of Public Management at the University of Venda, hereby submitted by me is my own original work in design and execution. This work has not been copied or previously submitted for a degree at this or any other institution. All reference materials contained herein have been duly acknowledged.

Signed  Date 11/06/2014

Student number: 11560961

I wish to express my sincere gratitude to the Lord Almighty, who strengthened and protected me during my years of study and also to appreciate the following people who were instrumental and supportive in adding me in all aspects of this study:

My promoter, Prof M.P Khwashaba for his valuable guidance, patience, encouragement and constructive criticism during the course of this study.

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I must thank Tondani, my typist who helped in organizing and typing my research project.

This work is dedicated to my mother, Popie Esther Mphaga, for her inspiration and encouragement. My husband Ngwako Tshilande, thank you for your support throughout my study.

The purpose of the study was to investigate the impact of skills development on the educators of Vhembe District of Vhembedzi Circuit. The study was also aimed at identifying challenges facing department of education in developing the educators' existing skills, determining the cause of the lack of skills and amongst others determine the strategies to improve educators' competency.

The study was important because the findings of the study will help to improve the standard of educators training.

The study used both qualitative and quantitative techniques for data collection and analysis. Interviews scheduled and survey questionnaire were used in order to collect data.

The study has discovered that negative attitude in educators, inadequate training of educators, lack of funds for skills training and rapid curriculum changes play a role in educators' lack of productivity.

The study has made the following recommendation that more funds should be made available for training of educators and those educators who have completed their studies should be remunerated in order to encourage them to further their studies. The study also recommends that educators should be thoroughly trained in the new curriculum, instead of given microwave workshops which are not effective.

Lack of skills development in the education department has always been the factor hindering productivity and the ability to cope with every time curriculum changes and development.

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INTRODUCTION AND BACKGROUND OF THE STUDY

1.1. INTRODUCTION

Education reform has been a priority in South Africa since the establishment of the government of national unity in 1994 and has played a key role in redressing the injustice of apartheid. Impressive progress has been made in education legislation, policy development, curriculum reform and the implementation of new ways of delivering education, but many challenges remain in many areas such as student outcomes.

Nxesi (2009:5) said education and skills development are the basis of the success of any country. This is also clear in its slogan “at the cutting edge of skills development.” To make people employable, department of education don’t only educate and train them, it also have to provide opportunities to improve on their skills. All training providers, public, private sectors were responsible for delivering quality-assured programmes leading to improved quality of skills, productivity, and employment in the Education and Training Development sector.

Skilled workers shortages in department of education are experienced during most phases of educational cycle in Vhembe District and this is an indication that the existing skills base is insufficient to support education growth. Skills development may help to achieve co-operative objectives, improve learners satisfaction and adherence to corporate policies. Skills are the appropriate solution in cases where the performance gap is due to lack of skills to perform the tasks in workplace. In Being a Teacher 001 part two a comparison between the educator’s role today and the role in the colonial and apartheid eras does suggest that in recent years, the educator’s role has been subject to an accelerating pace of political and social change.

1.2. BACKGROUND OF THE STUDY

Skills development is the only way of improving productivity and increases the levels of investment in education and training. This has been supported by Rodriguez and Bellanca (2007:24-25) that it is professional development that provides teachers with the shopping list for gathering the tools they need from the shelves. What teachers need are the up-to-date features or materials that will ensure they get the selection of the best practices.

There are millions of people throughout South Africa who need to learn new skills. Some are already employed but need to improve the skills that they have and also learn new ones. So it is clear that skills development along with training and education are vital elements for the people in South Africa and for the economy. Recognizing the dire need to improve skills development in 1998, the South African parliament ratified the Skills Development Act which defines a new Sector Training and Education Authority (SETA) system. In essence, the plan was to develop a series of sector skills plans within a clearly defined framework of the National Skills Development Strategy.

Investment in education contributes to economic growth and development through improvement of the human factor in the organization which is essential to the sharpening of performance and the attainment of efficiency (Azania, 2000:35).

1.3. PROBLEM STATEMENT

In terms of National Policy for the Recognition and Evaluation of Qualification for Employment in Education Act 27 of 1996 based on the norms and standards for educators, people were trained to obtain qualifications for recognition as qualified educators. Some of the qualifications are: certificates; degrees; and diplomas in both further and higher education training. This includes Adult Basic Education and Training, ACE, Junior Secondary Teachers Certificate, National Diploma in Education, Primary Teachers Certificate, Secondary Education Certificate and Secondary Diploma.

There are several changes in the department of education which were not part of the training given to educators. For instance, in the period of 18 years; South Africa has changed curriculum four times. Outcomes Based Education was introduced which was later replaced by Revised National Curriculum Statement, then national curriculum statement which is being substituted by Curriculum and Assessment Policy Statement. Much need to be done in order to better educator's skills that will assist in nurturing the potential of learners. For example, educators need skills to deal with the challenges brought by inclusive education which include, among others, dealing with children with disability.

The progress has been made in the provision of quality education, but much need to be done to narrow the gaps available in skills development. Doors need to be opened for further training as a way of trying to curb the imbalances in the content and the administration of work of learners as a whole. The study will therefore assess the impact of skills development on productivity of educators at Vhumbedzi Circuit.

1.4. AIM OF THE STUDY

The aim of the study is to assess the impact of skills development on the improvement of productivity of educators in Vhumbedzi Circuit.

1.5. SPECIFIC OBJECTIVES OF THE STUDY

- To identify challenges facing department of education in developing educators' skills in order to step up productivity.
- To determine causes of educators' lack of skills which is needed to deal with changes in curriculum
- To investigate whether shortage of subject trained educators in schools can affect productivity.
- To determine the strategies to improve educators' competency in the department of education.

1.6. RESEARCH QUESTIONS

- What are the challenges facing department of education in improving educators' productivity?
- What are the causes of educators' lack of skills which is needed to deal with changes in curriculum?
- Can shortage of subjects trained educators affect productivity?
- What are the strategies that can improve educators' competency in education?

1.7. SIGNIFICANCE OF THE STUDY

The findings of this study will equip the following stakeholders: circuit managers, curriculum advisors, principals, educators and learners in improving their standard of education. Trained educators or those who will undergo retraining will help the young and growing population to produce quality results. The skills that will be acquired by learners will benefit the young generation and the country's economy since it is facing a huge challenge of skills shortage.

1.8. DELIMITATION OF THE STUDY

This study is based on the assessment of impact of skills development on productivity of educators in Vhumbedzi circuit at Vhembe region of the Limpopo Province. The target groups for this research will be circuit manager, principals, deputy principals, heads of departments and educators.

1.9. LIMITATION OF THE STUDY

The researcher envisages the following limitations:

Financial constrains and the sensitivity of the topic was the limitations of the study. It was very difficult to get money for typing, transport and binding. The topic is sensitive which made it

difficult to find information that was relevant, as it directly or indirectly affect the individual's performance in a professional field. So, due to time constrains, only two data collecting instruments were used, namely, quantitative and qualitative. The researcher also used questionnaire and interview with open ended questions.

1.10. DEFINITION OF KEY CONCEPTS

Definition of terms would form the cornerstone of this research. This has given the researcher an ample opportunity to clarify her conceptual understanding of the terms employed in this study. To this end, the following terms will be clarified:

1.10.1. Skills Development

Skills development is about enabling and empowering individuals through the acquisition of competencies that are in demand. It is not about the provision of diversionary activities simply to keep unemployed people active for short periods of time, but skills must be linked to quality provision and qualifications that hold currency throughout the country (Landman, 2000:17). In this study, skills development means the ability of an individual to be able to perform the assigned duty effectively and efficiently with an aim of satisfying set conditions or targets on the place of employment.

1.10.2. Productivity

Productivity is normally regarded as the relationship between the quantities of input, but it is more appropriate to regard the concept holistically i.e. also to have regard for sold output, consumer satisfaction quality and value added (Barker, 2007:117). According to Swanepoel and Van Zyl (2000:255) productivity involves the entire production process from the beginning to the sale of the product or service. In this study, productivity means being able to produce quality as demanded by the work conditions which can be favourable or unfavorable with regard to the

labour relations at the workplace. It is about being able to maximize your efforts such that the level of input is by far different from the level of output.

1.10.3. Training

Training refers to a business planned efforts to help employees acquire job – related knowledge, skills and values, with the goal of improving performance and productivity (Human, Bean, Liewellyn, Kleyn, Tshabalala and Eksteen, 2007:225). In this study, training means the ability of bettering the skills of employees such that they are able to proficiently and productively perform their expected tasks.

1.10.4. Skills

According to department of education in Green paper (1997:10) skills are the necessary competencies that can be expertly applied in a particular context for a defined purpose. In this study, skills are what a person has acquired and able to use at a given time. It assists in the coming out with the innovative experiments which are the prerequisite of the skilled individual be it in the work place and in the outside environment of work.

1.10.5. Teacher

According to The education labour relations Council Policy hand book for Educators (2003:3) a teacher means any person who teaches, educates or train other persons at an education, institution or assists in rendering educational institution or assists in rendering education service. Teacher is someone whose job is to help learners to learn something in a school by giving lessons, or is a person who helps someone to learn a skill by showing them how to do it. In this study, the definition of the teacher will be limited to the people who are teaching grades 6- 12.

1.11. ORGANIZATION OF THE STUDY

In this chapter a brief summary of the study is given. Findings have been shown and recommendations have been made. In further research.

In this section the researcher is going to indicate about what is going to be discussed in each chapter.

CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

This chapter is comprised of the research problem, aim of the study, objectives of the research, critical research question, significance of the study, limitations of the study, delimitation of the study, definition of concepts and organization of the study.

CHAPTER 2: LITERATURE REVIEW

In this chapter the researcher conducted the study at length taking into consideration the legislations which were passed regarding the skills development, professional development, effects of teacher training on skills development and the impacts the skills development have on productivity.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This chapter will consist of an overall discussion on research design which will be used on outlining the impact of skills development on productivity of educators at Vhumbedzi Circuit. Data collection methods and its reason, study area, study population, sampling, research instrument, data collection, data analysis and ethical consideration will be discussed at great length.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter will provide the analysis of data gathered in connection with the impact of skills development on productivity of educators at Vhumbedzi Circuit and interpretation of findings of the research, will be presented, analyzed and interpreted.

CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSION

In this chapter a brief summary of the study is given. Findings have been shown and recommendations have been made for further research.

This chapter focuses on literature dealing with skills development on the improvement of productivity of educators. Skills development is the corner stone upon which the development of education is laid. Lack of skills development among educators is one of the challenges which hinder the progress of educators in schools.

Van Zyl (2005:228-229) also indicated that there is a shortage of highly skilled workers and an overabundance of unskilled workers in South Africa. The level of skills among workers is a supply problem that should receive ongoing attention. Education, training, retraining, in service training and teacher support should be directed towards improving the skills level of the workforce. The skills development Levies Act and South African Qualification Authority Act, form part of the National Skills Development Strategy that aims to develop the skills of existing workers, and to enable employers to become more productive and competitive. Du Toit, Erasmus and Strydom (2007:264-267) said that to improve the low skills base of people in South Africa, the government has promulgated some important pieces of legislations.

Continuing education within staff development should provide personnel with the opportunity to learn new knowledge and skills, review and add to knowledge already gained. Thus skill training and leadership development are a part of continuing education, because they provide additional knowledge and skills for those persons who have had no previous exposure to this content (Tobin, Yoder, Hull and Scott, 1999:2-3).

12 LEGAL FRAME-WORK FOR EDUCATORS TRAINING IN SOUTH AFRICA

Hanna, Elowellyn, Kleyn, Tshabalala and Eksteen (2007:228) indicated that

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on literature dealing with skills development on the improvement of productivity of educators. Skills development is the corner stone upon which the development of institution is laid. Lack of skills development among educators is one of the challenges which hinder the progress of educators in schools.

2.2.1 Skills Development Act (97 of 1998)

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• To encourage workers to participate in Leadership and other training programmes

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According to Hoffmann, Farrell, Lifford, Ellis and Coet (2007:293), the skills development Act

2.2 LEGAL FRAME-WORK FOR EDUCATORS TRAINING IN SOUTH AFRICA

of the enabling legislation that allows partners and stakeholders to implement plans to develop the capacity within a sector. The Act covers the following:

• Create sector skills plans and training authorities

Human, Elewellyn, Kleyn, Tshabalala and Eksteen (2007:228) indicated that

• Integrate these strategies with the National Qualifications framework

National skills development strategy should radically transform education and training in South Africa by improving both the quality, and quantity of training to support increasing industry competitiveness, and improving the quality of life of all South Africans. It also link learning to the demand of the world of work, develop skills of existing workers, and enable employees to become more productive and competitive.

The following are legal frameworks which govern skills development in South Africa:

2.2.1 Skills Development Act (97 of 1998)

Du Toit and Erasmus (2007:265-267) indicated the following aims of section 2 of the Skills Development Act:

- To develop the skills of the South African workforce
- To increase the levels of investment in education and training in the labour market and to improve the return on investment
- To use the workplace as an active learning environment, to provide employees with the opportunities to acquire new skills and to provide opportunities
- To employ persons who find it difficult to be employed
- To encourage workers to participate in Learnership and other training programmes
- To ensure the quality of education and training in and for the workplace
- To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education
- To provide and regulate employment services

According to Hoffmann, Farrell, Lillford, Ellis and Cant (2007:293), the skills development Act aims to provide the skills required in support of a growing economy. The skills Development Act are part of the enabling legislation that allows partners and stakeholders to implement plans to develop the capacity within a sector. The Act covers the following:

- Creates sector education and training authorities
- Integrates those strategies with the National Qualifications framework.

2.2.2 Sector Education and Training Authorities (SETAS)

1.2.3 South African Qualifications Authority Act 58 of 1995

Du Toit and Erasmus (2007:265) indicated further that, the minister of labour must, however, take the following into account:

- The education and training needs of employers and employees
- The potential of the proposed sector for coherent occupational structures, and career-path.
- The scope of any national strategies for economic growth and development
- To implement its sector skills plan by establishing learnerships, approving workplace skills plans, education and training providers and workers and monitoring education and training in the sector

SETAS are expected to facilitate the delivery of sector-specific skills interventions that help achieve the goals of the NSDS III, address employer demand and deliver results. The core responsibility of SETAS is to develop sector skills plans. Developing sector skills plans is core to the SETAS, mandate. Together with the stakeholders and other partners, they are responsible for the monitoring and managing of occupational standards to make sure that provision of training including the qualifications gained, meet sector, cross-sector and occupational needs (Barker, 2007:220).

The National Qualifications framework is a plan for education and training. The aim is for people to continue acquiring qualifications. It is the body responsible for overseeing the development and implementation of the NQF and it is accountable to the Departments of Labour and of Education (Human et al, 2007:228).

Barker (2007:220) wrote that one of the most important vehicles for implementing the skills development strategy is the Sector Education and Training Authority System. They are concerned with education and training and their job is to help implement the national skills development strategy and to increase the skills of people in their sector. One of the duties is to develop and implement a sector skills plan. A sector skills plan is a plan to describe the trends in each sector, the supply of and demand for skills, and to identify priorities for skills development.

2.3 Figure representing percentage passed in different years from 2005-2010

2.2.3 South African Qualifications Authority Act 58 of 1995

2005	59%
The National Qualification Framework is a totally new approach to education and training in South Africa. It also affects the way in which learners at schools and higher educational institutions, as well as employees in the workplace, learn and continue to learn. The concept of lifelong learning is introduced, in the sense that different forms of learning were introduced (Du Toit, Erasmus and Strydom ,2007:267).	
	49,1%

Du Toit, et al (2007:267) indicated further that after the publication in 1994 of the National Training Strategy Initiative document and the debate on it, the government's white paper on Education and Training was published in 1995, and the South African Qualifications Authority Act 58 of 1995 was passed on 4 October 1995. The NQF is based on a credit system for achieving learning outcomes. A learning outcome is, in essence, an ability developed by the learner that reflects an integration of knowledge and skill that can be transferred to different contexts.

2.3 THE IMPACT OF SKILLS DEVELOPMENT OF EDUCATORS AT VHUMBEDZI CIRCUIT

Vhumbedzi Circuit has always been performing badly in the grade 12 results. This has been for more than five years and has negatively impacted the Vhembe region, when results are analysed provincially. The statistics of Vhumbedzi Circuit show that there is a need for skills development. Poor results have negatively impacted the Vhembe region. Provincial analysis of results has shown that there is a need for the development of the skills of educators. The results of the previous years were below the provincial target of 60% in schools at Vhembe circuit. Instead of performing more than 60% as it is expected in all circuit in the province. The circuit has for more than five years failed to reach the target. The failure of the circuit to reach the target has been evidenced by the figures in the table below:

2.3 Figure representing percentage passed in different years from 2005-2010

Year	Percentage passed
2005	59%
2006	49%
2007	50%
2008	53%
2009	40,5%
2010	49,1%

The figures in the table above suggest that if educators can be developed skilfully results can improve. The statistics above also suggests that educators have potential of producing good results if they can be trained. (Vhumbedzi circuit grade 12 statistic, 2005-2010)

2.4 EDUCATION, TRAINING AND DEVELOPMENT

According to Bellis (2000:5-6) the processes of education, training and development is not just about laws and institutions and their governance but it also include management and control.

Most people have a conviction or at least a feeling, that these ETD processes are intended to have a constructive purpose in their lives. It is probably correct to assume that most people want education to provide a base for:

- A productive life in a fast – changing technological/knowledge age
- Personal development through a willingness and ability to engage in learning throughout life
- Most people want education and training to provide: The tools, the skills of head, hand and heart in order to fulfill their work roles productively, innovatively and rewardingly and opportunities to take further relevant learning and qualifications in the directions, or multiple directions of their working life
- Most people want education, training and development to open up: The paths and the journeys through which they will fully realize their potential.

2.4.1 Approaches and methods in educational development

According to Brew (1995:5-6) staff are facing changes which lie at the heart of people's ideas about knowledge, about the nature of facts and the disciplines which bound them. The enormous expansion in knowledge and the speed at which new knowledge is replacing old means that being able to access data, to organize and to critically evaluate it, while being flexible enough to leave behind ideas as they are replaced, become increasingly important. The skills of being able to adapt to the new facts which are relevant at the moment, include taking on new knowledge, has become more pressing than the acquisition of traditional factual knowledge. New structures are needed, but staff often lacks the basic tools of the education, which is a list of trade which would enable them to critically evaluate the opinions.

It is now widely recognized by department of education that academic staffs need to develop a broader range of skills and competencies including management and interpersonal skills. The potential for using open learning and distance education for staff development is considerable. Management and communication skills are needed as are skills of personal effectiveness.

2.4.2 Skills outsourcing

Ndebele in Achiever (2006 :10) reviewed research on President Thabo Mbeki recently referred to the possibility of importing skilled people from outside the country to supplement the lack of skills needed for delivery at local government level. We cannot afford not to make use of imported skills from outside.

To find the right people internally or to wait for the normal process of twelve years of school education and then another three or four years tertiary education to skill people in efficient numbers will just not do. Imported skills add value under our special circumstances. He had a sense that the government should open the door for people from outside with skills to come in our own country and unskilled people can also benefit and get better.

Ndebele welcomes the statement by the president who said that they have arrived at the stage where opening up for people with particular skills to come to South Africa is a sign of self-confidence. It is a positive express of majority and where they stand in their development.

Onsomy, ngware and Manda in their journal, Empirical Evidence from a Cross Country Analysis (2010:18) stated that in the past half-century, most countries have emphasized the development of human capital as an instrument for economic growth, sustainable development and improved global competitiveness.. This dynamic requires institutionalizing high level technical skills development and on-the-job training programs in various places that provided general skills to employees. The study recommends increased participation in secondary education and technically oriented courses in tertiary education. Increased collaboration between tertiary institutions and industry is crucial for improved skilled development.

2.4.3 Continuing education

Tobin, Yoder, Hull and Scott (1999:2-3) maintained that staff development is a part of the total learning effort, which is oriented towards improvement of performance at work. The total continuing education effort includes a variety of ways to improve knowledge. The staff development segment not only contributes a basic portion but also draws on other areas to improve the performance of employees. This means that any effort to improve an employee's skills and knowledge should be considered continued learning.

The broader concept of staff development encompasses two major components – orientation and continuing education. Briefly, orientation is the attempt to make new employees aware of policies, procedures, philosophies, purposes, personnel benefits, and position requirements. It may include such facets as skills training.

Educational development seeks both to develop new theoretical insights into the education development relationship and new understandings of the extent and nature of educational change in diverse settings. Education is prominent in approaches to and critiques of development. Here too perspectives vary, education is expected to promote competitiveness and productivity, reduce inequality, poverty and diseases, mitigate conflict and crisis and promote human capability. IJED

is concerned with education in its broadest sense, including informal and non-formal modes and skills development. It also considers papers that look at the relationship between education and development in other contexts (Masou, 2013:303-406)

2.4.4 In-Service education and training

Recording the outlines of school-based in-service work is important, as it indicates where policy changes are taking place and where new responsibilities may lie. There is also a need for external training where deputy heads from a number of schools meet to extend professional development and to share ideas with their peers. It is still important that the deputy head is given quality management training which helps in the preparation for future headship (Sullivan, 1991:41).

The challenges associated with the changing nature of work and workplace environment are as real for the campus as elsewhere. Rapid change requires a skilled, knowledgeable work force with employees who are adaptive, flexible and focused on the future. As a manager one of the key responsibilities is to develop staff. The philosophy of human resources management states that the manager should encourage growth and career development of employees by coaching and helping them. The manager can also provide employees by providing adequate training, encouragement of staff development and opportunities for growth". The manager ensures that policies and programs facilitate the continuing development of staff. The employee takes initiative to access skills and interests and seek development activities that match needs. Employees will have to work to their full potential and equipped to deal with the changing demands of the workplace, increased productivity and responsiveness in meeting departmental objectives (Masou, 2009: 1-18)

2.4.5 Training

Van Zyl (2005:253) indicated that educators need constantly to improve their skills and knowledge. For them to do so is beneficial in relation to their learners, the school, the

department of education and society generally. But this process involves a great deal of time and effort (e.g. in acquiring further qualifications, attending in-service courses, devising new curricula and methods).

2.4.7 The effects of teacher training

According to (Being A Teacher 001:8) educators acquire the knowledge and skills to move up the hierarchy, they are at the same time improving their competencies for the good of learners. Both the South African Qualification Act (SAQA) and the Skills Development Act seek to ensure a skilled and competent workforce. The Skills Development Act set up sector education and training authorities that are responsible for ensuring that all workers in each sector have relevant training.

The Departments of Education Health and Labour have combined their efforts to deal with the challenge of human resource development. All other government departments have also adopted programmes to enhance and develop their skills base and that of the country's people and workers in general. Training is an important part of programming and should be taken into account from the moment an action gets underway. The approach proposed underlines involvement of the various partners concerned, each at their own level. This often requires ongoing training efforts. Training should be practical (Beaudoux et al,1999:112-113). According to Human et al (2007:228) departments can use the skills development process to develop employment equity, in a way that will prepare employees to be effective in the future

2.4.6 Significance of training grassroots workers

Mckay and Singh (2004:21) said that training, in education, is an expression of people's desire to transmit their culture of knowledge, skills and attitudes from one generation to the next. Modern day vocations also require workers, both high and low, to train and retrain in order to attain effective and efficient ways of doing their job and consequence improve themselves and their communities. Training and retraining is a continuous process irrespective of the participants' attainment in knowledge or skills. It is therefore geared towards maximizing workers' productivity and motivating long serving staff by giving them the opportunity to renew their

skills. Training is necessary, especially among recruits who are not necessarily well equipped to deal with the problems they face in their jobs or assigned tasks.

2.4.7 The effects of teacher training

After examining thirty-two studies, Woodhall, (1995: 220) concluded that trained teachers do make a difference, and in particular that teacher qualification, experience, and amount of education and knowledge are positively related to student achievement. The analysis suggested that, if the level of teacher training was increased, the average test scores of pupils in secondary schools would improve, and it concluded that investments in teacher training programs would help to improve the quality of output in terms of student cognitive scores. The question remains, of course, whether improvements in teacher training are more cost – effective than other improvements in inputs, and what form they should take an upgrading of existing teachers, in-service training for poorly trained teachers, retraining of teachers for new curricula, or improvements in initial training (Woodhall, 1995:220).

Individuals with higher levels of education earn significantly more over the course of their lifetimes than those with low skills.

- Training has a positive effect on mental health and physical health.
- Training can increase individual's employability
- Skills development gives people career progression and promotion opportunities.
- Training can increase the likelihood of commercial survival. Certain types of training can lead to improved quality, higher levels of productivity and staff retention. (Platt and Popham, 2009:526-540)

2.4.8 Training delivery problems and solutions

Knowles, Holton and Sanson (2005:296) said that the training of employees at all levels has taken on a significant role in industry and business. Rapid technological advances in the workplace drive the effectiveness and efficiency of employees. New employee development systems tasks are accomplished through four different learning venues: Foundation learning programs (e.g. Schools), external job training, employer-based job training programs, and learning in the workplace which are the activities offered by a specific employer for its employees and designed primarily to provide knowledge and skills necessary to complete job tasks. Workplace learning activities include all learning activities that occur in the workplace on training employees. When properly used, training increases both the on-the-job training.

Delivery quality education and training is currently one of the most important endeavours for the restoration of the culture of teaching and learning. Professional development of educators is seen as an initial ingredient for promoting the delivery of education and training and improving learners' performance (Steyn, 2004:217-224)

2.4.9 How can school promote professional development?

According to Rodriguez and Bellanca (2007:24-25) effective schools pioneer Ron Edmunds told educators more than three decades ago that they had more than enough information on how to raise achievement. His question was, did they have a sufficient desire to use these tools?. Since Edmunds threw down his glove to challenge educators' will to help all children, many districts have made significant strides. Others have done little other than rely on teachers to make the difference without giving them the needed resources. The will to change the quality of learning cannot spring solely from teachers. Will starts with public policy and funding, followed by district and site leadership, in providing teachers with access to the tools and the money to buy.

The following are factors for lifelong learning development:

- The idea of lifelong learning for all, is an affirmation of the need of continuing generation and distribution, skills and competences through a country's population.
- The notion of lifelong learning is one of the key principles of the South African Qualifications Authority. It is recognition that individuals should have opportunities for self improvement at any stage of their lives, be they employed or unemployed. The provision of opportunities to learn at any age also guarantees second chance opportunities for people, who for a variety of reasons may have 'missed out'.(Petersen, undated:32-36)
- Lifelong learning: Communities and workplaces are changing continuously. If individuals are to shape these changes and take advantage of them to improve the quality of their lives, they need to upgrade and improve their skills continuously.

2.4.10 Practice-centered on staff development

On-going, practice-oriented staff development at the school site is the antithesis of traditional in-service training, which remains today the most common approach used for staff development in elementary and secondary schools. Traditional in service training is characterized by 'one-shot' presentations which fill up all or part of a day devoted to presentation by outside 'experts'. Occasionally the participants in this activity are designated as 'trainer of trainers' who are expected to go back and teach their colleagues to use new methods and technique effectively, even though they have not developed adequate skills for doing so and little, if any, time or other resources are subsequently devoted to follow up and adaption at the building or classroom levels. (Hopkins and Reynolds, 1994:39).

Suggestions for assisting schools engaged in staff development designated to enhance instructional effectiveness also have been provided by members of the School Improvement Assistance Team sponsored by the main state Department of Education Nationaly, and were as follows:

- Be patient

- Provide staff with carefully selected reading material on relevant research before training
- Space training over time, with enough time between to apply information.

2.4.11 Models of professional development.

Miller and Philwatts (1990:12) maintained that successful learning, is that which leads to real outcomes in the workplace, depends on a complex of factors which includes the particular skills to be acquired, the present organization of the individual's regular work activities, that individual's preferred learning style and the training resources available.

In order to deal with this complexity in a methodical fashion, and having looked at some of the reasons why professionals undertake further training, it is perhaps worthwhile to be clear about the stages involved in planning and carrying out an effective and comprehensive professional development programme. One of the first areas that should be clarified is the difference between the needs of individuals and of the services in which they work.

2.4.12 Leading and managing other staff professional development.

According to Nidu, Joubert, Mestry, Mosoge, and Ngcobo (2008:94) many educators aspire to be principal further along their career path. However in many instances, once this level is reached little time, if any at all, is allocated to self-development and continuous learning. All those employed in education should be involved in the process of learning. The rapid changes in education in South Africa require educators to embark on self-development in order to cope with increasing demands. The country's first qualification for school principals developed by the National Department of Education in 2006, have begun to address the need for aspiring and current school principals to follow this process of self-development by achieving and continuously improving on the relevant management and leadership competencies and skills.

2.4.13 Staff professional development

Clarke (2007:128-131) indicated that the development of a formal induction and mentoring programme for new and beginner teachers is a critical element in the development of a competent and committed teaching staff, and to the establishment of school environment which is conducive to high standards of teaching and learning. Development does not only have significant benefits for the individual school, but also for the broader education community and provides educators with skills and competencies which they will carry with them through their entire professional career. Teachers are expected to spend an additional 80 hours a year on professional development, outside their normal schools. An effective programme of staff professional development is a critical element of good teaching and good learning and schools are unlikely to maintain sustained improvement in teaching and learning if professional development does not become an integral part of teachers' professional lives.

2.5 NEW JOB SKILLS

2.4.14 Developing further as a professional

According to Massey (2005:23) new job skills are often required in situations where existing Rose and Howley (2007:114) indicated that education is perpetually subjected to changing demands by legislation, new discoveries in educational research, and the fluctuating expectations of society. This inevitably presents challenges to teachers, as you try to keep abreast of developments and maintain high professional teaching standards. The field of special and inclusive education has been the focus of considerable attention by researchers and policy makers over the last 30 years, and this has inevitably meant that teachers concerned to address the needs of all pupils in their class have had to adopt new ideas and review their own practice. Many teachers welcome the challenge of change and the necessity to learn new skills, as it keeps their own thinking fresh and offers them new teaching experience. Teachers who are concerned to provide the best education for their pupils in inclusive primary classrooms need to accept that a commitment to professional development is essential.

2.4.15 Planning staff development

Sammon (2008:162-163) said that the amount of staff development needed by your school will vary depending on their previous experience. The staff development strategy for each team, and for the school, will also need to be tied to district's staff development office. Each year, that office will likely to provide a list of staff training offerings and will have a central theme and goal for its teachers. If we approach professional practice and staff development with the same sound we will sustain our successes and operate from a position of continued growth and development. That formula can only have a positive impact on student achievement. Attending conferences can be an important part of staff development. Travel to new sites, engaging with new colleagues and attending workshops sessions all do a great deal to boost morale and expand awareness.

2.5 NEW JOB SKILLS

According to Massey (2005:23) new job skills are often required in situations where existing practices need to be changed or updated. This may require the help of outside expertise unless the knowledge is currently available inside the team. Learning new job skills can also be accomplished through cross training, which is one of the most effective ways to increase your knowledge base and create greater appreciation for what fellow team members do. Another method is called "shadowing" where a person follows or shadows another person to expand their awareness of what that person does.

2.6 ON THE JOB TRAINING

The Star (2013:34) reported that The international experience is that the most successful training is provided by the private sector where training and skills acquisition can be done most quickly and efficiently on the job. This ensures that employers can get exactly the skills sets they want, rather than what government officials think they want.

2.7 INSUFFICIENT WORK PLACE TRAINING CAPACITY SITUATION

The Thinker (2008:41) indicated that the relative neglect of technical training in recent years by state-run institutions has resulted in a serious lack of institutional training capacity in both sectors. Skilled people have been allowed to retire without suitable replacements being found or trained. Possible solution to this problem include recalling more intensive training of other qualified and experienced people to take up these positions.

2.8 PROVIDING EFFECTIVE TEACHERS FOR ALL STUDENTS

Rebell and Wolff (2008:90-92) stated that, focus should not be only on hiring teachers with strong basic credentials, but also on working with local districts to promote effective induction, mentoring, and professional development programs that will develop a maximum number of teachers who are truly effective on the job, particularly in improving the performance of at-risk low-income and minority students. Attracting, developing, and retraining many more highly effective teachers is a possible expectation for a system that is designed to promote meaningful educational opportunity.

2.9 FORMAL DEVELOPMENT OUTSIDE THE WORK SITUATION

According to Du Toit and Erasmus (2008:217) “Formal development” means a training process in which the employee receives a formal qualification. This means that formal study programmes presented by educational institutions, for example universities and colleges. What mainly contributes to the employee’s general development is extensive and general training, rather than being equipped for the specific job he or she is currently doing. Many companies encourage their employees to attempt this type of development and even offer to pay the fees if the employee is successful in his or her studies.

2.10 INFORMAL DEVELOPMENT OUTSIDE THE WORK SITUATION

Du Toit et al (2008:216) went further by saying informal development training and employee does not receive qualification, although a certificate is issued to indicate that he or she has attended a particular training programme. Probably the most common form of this development is a training course offered inside the company where staff members receive training in a variety of subject. Induction course would also fall into this category.

2.11 LEARNERSHIPS

Du Toit et al (2007:266) indicated further that Learnership is an agreement entered into for a specified period between a learner, an employer or a group of employers, and a training provider. The training provider must provide the education and training specified in the agreement, as well as the learner support specified in the agreement. The new Learnerships are not restricted to younger people, but are open to all ages. The skills of those already in work need to be developed as well.

Barker (2007:219) described learnership agreement as a training agreement entered into by a learner, an employer, and possibly a training provider to train the learner to a set of agreed standards in a particular field. It helps existing workers to improve their skills levels.

2.12 HIGH-EXPECTATION PRACTICE.

Rodriguez and Belanca (2007:25) indicated further that the first step a school can take to end low performance is to make a goal complete a first year plan. The selection will depend on what the current data say about the students' current performance. If large numbers of students above the fifth grade are more than two years below grade – level expectation, it is essential that teachers not dump more information into their supersaturated brains. Having come this far without assimilating the required curriculum content is a strong indicator that these students have not yet developed the prerequisites of learning.

2.13 TEACHERS AS MENTORS

Educators lack sufficient development of the basic thinking skills to make sense of the information they are taking into their heads. Thus it seems piled like garbage in a giant dump. Nothing connects. More content will only enlarge the pile. To help these students, teacher will have to start with the prerequisites of learning.

2.13 HOW LEARNING ACHIEVEMENT CAN BE IMPROVED

Marlaine, Lockheed and Verspoor (1991:50-90) asserted that teacher guides that are well integrated with the textbook or other instructional materials can have a positive impact on student achievement.

2.14 THE NATIONAL CURRICULUM AND IMPROVING SECONDARY

Teachers lack not only textbooks but also the teacher guides that supplement textbooks. Many teachers were educated in schools lacking good textbooks, and many need assistance integrating textbooks into their instructional program. Teacher guides also help teachers boost student learning to higher cognitive levels by suggesting good exercises and questions. Unfortunately, teacher guides are seldom available in developing countries.

2.14 POLICY REVIEW IN TEACHER EDUCATION

According to McCulloch and Fidler (1994:5-7) the failure of education to respond to the needs of the nation has been a key topic in the political arena since the mid 1970s along with the desire to make more accountable all areas of educational provision. A white paper followed shortly after (Teaching Quality DES 1983b) and this, in 1984, was made precisely explicit in the publication of circular 3184. This circular represented, in some ways, the establishment of a national curriculum for teacher education.

2.15 TEACHERS AS MENTORS

Fiddler (1994:145) said that teachers in schools, of course, are central to any mentorship programme. It was pointed out that students were only likely to obtain a satisfactory experience in school if they were placed in an effective school and with an effective teacher who wished to be involved and who had skills to work as a mentor with adults. This is a formidable set of criteria and although forms of training and development for mentors should be expected, it should not be assumed, that for those staff who are unwilling or show no propensity to be good at tutoring other adults that the limited amount of professional development which is likely to be available will be able to overcome such major obstacles.

2.16 THE NATIONAL CURRICULUM AND IMPROVING SECONDARY SCHOOLS.

Cosin, Flude and Hales (1998:34) described a characteristic feature of educational concerns in the 1980s has been quality and the raising of standards, especially in secondary education, combined with a political determination to introduce speedy reforms. Among many reasons for this are, first, a belief that the spread of the secondary comprehensive school has led to a fall in standards or has failed to lead to the heralded improvement in quality, and secondly, a raising of expectations among politicians, parents, employers and young people, about what young people, in the light of growing youth unemployment, should be expected to achieve by the end of the period of compulsory education, especially in preparation for life, work and further/high education.

The government's principal aims for all sectors of education are first, to raise standards at all levels of ability, and second, since education is an investment in the nation's future, to secure the best possible return from the resources which are found for it. But the government believes that, not least in the light of what is being achieved in other countries, the standards now generally attained by our pupils are neither as good as they can be, nor as good as they need to be if young people are to be equipped for the world of the twenty-first century. National curriculum will

help to raise standards by ensuring that all pupils follow a broad and balanced curriculum throughout the compulsory period. Improving secondary schools is set within the context of the ILEA's determination to tackle the issue of under-achievement by pupils, within a framework of commitment to enhancing equality of opportunity in class.

2.17 CAREER CYCLES

According to Holly and Mc Laughlin (1999:124-125) a number of researchers in teacher staff development have related the life cycle theories to teacher career cycles. Through teachers interviews they described a first career phase, from about age 20-40, as being a time of finding one's place in the profession a time which may involve considerable shifts in one's commitment to teaching. Then from about age 40-55, teachers in their studies described a second phase characterized by a strong commitment to teaching and of high personal morale. Judy Arin Krupp's interviews with teachers, defined seven periods of further specify and characterize.

2.18 CRITERIA FOR EFFECTIVE CURRICULUM DESIGN

Merwe (1998:22-23) stated that, sight must not be lost of the fact that curriculum design at school level ought to result in more effective teaching for the learner. Each teacher ought to have a thorough knowledge of the criteria that are valid for the design and development of, modules. It remains important to train users effectively and to prepare them for the implementation of a new or adjusted curriculum. However, in the first place, this involves the convincing and influencing of teachers to become involved in the design phase and thereafter to participate actively in curriculum development. It can possible increase the teachers' level of motivation should this support be bolstered by further provision of material and assistance should any problems arise in the implementation of the curriculum.

2.19 INDUCTING ADVISERS AND TRAINING TEACHERS

More than 1000 Intermediate Phase subject advisers, from all nine provinces, are orientated in the process of CAPS which is scheduled to last for four weeks. Provinces have been clustered

into groups of three to ensure that training runs smoothly and that enough time is spent on practical application of what the changes will mean to teachers in the classroom. “There will be one orientation Manual for each subject, which the subject advisers will use for training and pass on to teachers in their districts”, said Ms Jenny Kinnear, director: Schools Curriculum, General Education and Training. “In this way, principals and school management teams will receive the same information on CAPS. In fact, all stakeholders involved in the training and support of teachers will have the same manual and requirements that will be used to implement CAPS effectively”. In the light of this, the Department of Basic Education will be sending out monitoring teams to ensure that training takes place at a district level. (Vukuzenzele, 2012:4).

2.20 HIGH-EXPECTATION AND PROFESSION DEVELOPMENT.

Professional development is the obligation of district leadership. It is professional development that provides teachers with the shopping cart for gathering the tools they need from the store shelves. To gather the tools, teachers do not need the worn-out, battered carts that they used in the days of “in-service” filled with one-shot workshops and hot topics what they need are carts that have all the up to date features that will ensure they get their selections of best practices. For this, classroom follow-up to support application of new ideas and peer support are essential (Rodriguize et al, 2007:30-31).

2.21 PRACTICE-CENTRED ON STAFF DEVELOPMENT

Hopkins and Reynolds (1994:38-39) said that descriptions of unusually effective schools indicate that in-service training and other forms of staff development generally are on-going activities which are carried out at the school site and are focused on practical considerations involving implementation of the instructional programme.

Within this emphasis on practical, on-going on site, in-service training, much of the staff development at unusually effective elementary schools has taken the form of both intra-and cross – grade – level meetings and planning sessions at which teachers work together to improve co-

ordination of instruction, determine how to improve the performance of individual students, and otherwise work to attain important school wide objectives.

2.22 VIEWS OF SERVICE PROVIDERS

From Miller and Watts (1994:29) point of view, the biggest reason why colleagues must be involved in professional development was to make sure they understand changes in the law and local policy in so far as it directly affects the work they do. There is no argument about that, these are some of things they have to do whether they like it or not. Another pressure is the need to ensure that all their clients can expect roughly the same quality of service whichever team they see. That means that they have to create the expectation that everybody will be involved in professional development activities and that everybody should have a basic level of skill.

2.23. DEVELOPING MANAGERIAL COMPETENCE.

Marlaine (1991:200) maintained that lack of skilled managers and the low level of morale should be tackled by providing systematic staff development programs, increasing professional opportunities and incentives, clearly defining career paths, and establishing systems for assessing performance. Training must be linked to clear, long term strategies for organizational development. To maintain managerial competence, countries must develop specialized institutes for training educational managers at all levels. Managers at various levels may use different skills, but all managers should have the training to do their jobs effectively, a clear idea of the opportunities for advancement, and the incentives to perform well and advance.

2.24. IN-SERVICE EDUCATION AND TRAINING.

Sullivan (1991:40-41) asserted that In-service Training programme for the school is an integral part of the school development programme. Releasing members of staff from a rural primary school for courses often runs into problems. There should be a continuous programme for training covering the whole of a teacher's professional life from the time of entering college to

retirement. The school itself now has to take a far greater role in the training and development of staff than ever before.

Staff development should not only aim to improve current practice and strengths but should also prepare staff for changing responsibilities, enhance job satisfaction and prepare teachers for advancement in their career. As well as school-based in-service, a carefully planned programme of external training is required. This may take the form of attending courses at the teacher's centre, visits to other schools or attending courses organized by colleges or HMI. This expertise and knowledge gained must be disseminated back into the school for the benefit of the other staff.

2.25 CONCLUSION

This conclusion provides practical guidance for strengthening education, vocational training and lifelong learning as pillars of employability for workers and sustainability which will be good for improved productivity. I have discovered that how skills development can be an important tool to enhance competitiveness and employability. This conclusion also aims to integrate skills development into national and sectoral development sectors, and to build seamless pathways of education, vocational training, labour market entry and lifelong learning. Investing in education and skills development could help to increase productivity in the workplace, which will be good for economic development.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of this chapter is to present the procedures that were used in order to conduct the research study which focused on the impact on how skills development can improve productivity in educators at Vhembe District under Thulamela Municipality, focusing on schools around Vhumbedzi Circuit. This chapter will discuss the research design used, the target population sampling and sampling procedures, research instruments, data collection and analysis.

3.2 RESEARCH METHODOLOGY

The methods which have been used in this study are both qualitative and quantitative since they underpinned the main objectives of this research. Leedy and Ormord (2005:133) emphasized that qualitative research encompasses several approaches to research that are in some respects, quite different from one another. They focus-on phenomena that occur in natural settings that are in the real world.

The main feature of qualitative research is the heavy reliance of the researcher on data analysis to arrive at findings or conclusion. Numbers are assigned to the properties in the phenomena to represent their quality. According to Shaughnessy and Zechmeister (1997:22)

qualitative research is the research which produces research findings that are not arrived at by statistical summary. They are most commonly obtained from interviews and observations and can be used to describe individuals, groups or social movement.

Ghuri and Gronghaug (2005:204) indicated that quantitative research is an efficient way to represent information and meanings. Analysis is conducted through the use of diagram and statistics unlike in the qualitative research which uses conceptualisation. Quantitative research design is more scientific than qualitative research design. Qualitative research is mostly characterised by masses of data much of which may be irrelevant to the study whereas quantitative research is usually associated with numbers which possesses characteristics which make them very useless for analytic purpose.

3.3 STUDY AREA

The area of this study is Vhumbedzi Circuit in Limpopo province. Vhumbedzi is 40 kilometers from Thohoyandou adjacent to Punda Maria road. It stretches from Tshidzini to Lambani village with 34 schools, 10 primary and 24 secondary schools.

3.4 POPULATION

Seaberg (1988: 240) in Du Toit, Erasmus and Strydom (2009: 193) defined a population as a total set from which the individual or units of the study are chosen. This study was conducted at Vhumbedzi Circuit under Vhembe District of Limpopo Province. The population in this study comprised of 34 schools, 24 primary schools and 10 secondary schools. There were 234 primary schools educators and 198 secondary schools educators which gave the total of 432 educators. The population of the study was circuit manager, principals, school management team ,level 1 educators.

3.5 SAMPLING

Sampling is a subset or sub/segment of the population that is taken to be a representation of the population (Lee, 1994:200). Kerlinger (1986:113) Stated further that sampling means taking a new portion of a population or universe as representative of that population or universe. The sample group of this study was circuit manager , principals in Vhumbedzi forum, School Management Team and educators.

The researcher selected one circuit manager because he is the only one in Vhumbedzi circuit. When selecting principals who participated in the study the researcher focused mainly on those who are part of principal's committee, the body which is aimed at organizing, controlling and monitoring of schools in the circuit, because they have more experience and knowledge on the study. In selecting school management Team who participated in the study the researcher looked for deputy principals and heads of departments. When selecting educators to participate in the

study the researcher looked for most of educators who were having 16 and above teaching experience.

3.5.1 Sampling method

For the purpose of this study the researcher used a non probability sampling and its substitute purposive sampling method. The researcher also used non-probability sampling method as it helped a researcher to describe and analyze the research questions deeply. Babbie (2007:183) highlighted non-probability as a technique in which samples are selected in some way, not suggested by probability theory. According to Bless et al (2006:199) purposive sampling is the process whereby researcher selects a sample based on experience or knowledge of the group to be sampled. The researcher used purposive sampling because the researcher was interested in finding information-rich participants who likely knowledgeable and informative about the topic. Participants were also selected on account of convenience.

3.5.2 Sample size

The sample was chosen in such a manner that areas under Vhumbedzi circuit were presented. A circuit manager, 10 principals, 40 school management team and 20 educators were part of respondents who completed questionnaires and interviews.

Table 3.5.2 Sample size:

Respondents	Population	Sample
Circuit manager	01	01
Principals	33	10
School manager Team	121	40
Educators	277	20
Total	432	71

3.6. DATA COLLECTION

The researcher collected data using the questionnaires and interviews. Data was collected in two different ways and stages. During the first stage, questionnaire was sent to different schools. The questionnaire was having 23 questions. There were both close and open ended questions. A sample of answered question was given to the respondents to guide them on how to answer the questions. Answered questionnaires were collected after ten working days to avoid unnecessary lengthening of the study.

In the second stage of study; the researcher conducted interviews. Six participants were purposively selected from 20 schools. Educators and the school management team were selected because of their availability accountability and accessibility in a workplace. All participants were formally requested to participate in the study on writing and make follow ups visiting the schools where these educators are stationed. The research interacted with the participants using the structured questionnaires and the face to face interview for more information.

3.7. DATA ANALYSIS

According to Beker (1999: 643) data analysis is the systematic and synthesis of the research hypothesis using data and testing of research hypothesis using those data. Data was analysed using both qualitative and quantitative methods. Quantitative studies emphasise the use of numerical majors to arrive at specific findings. The researcher analysed the collected data through questionnaires using Statistical Package for Social Sciences (SPSS).It was used because it was much reliable and the researcher can generate (data) information quickly using statistics.

Data obtained through interviews was analysed in a narrative form. The researcher collected, sorted, categorised and coded data into separate pieces of data and finally grouped it into the themes. Collected data from the interviews was analysed, leading to critical reflection comparing the findings of actual reported practices about assessment of impact of productivity of educators.

3.8. ETHICAL CONSIDERATION

According to Babbie (2001:470) anyone who is involved in research need to be aware of the general agreement about what is proper and improper in scientific research. Mouton (2001:238) indicated further that the researcher should have knowledge of ethics of research, because scientific research is the form of human conduct and it follows that such conduct has to conform accepted norms and values .The researcher considered the following ethics in conducting the research:

3.8.1 Right to privacy

The researcher told the participants that the study is for educational purpose wherein their equal rights are going to be recognized and that they must be accurate and open to all, because their information is going to be honoured and kept safe. According to De Vos, Strydom, Fouche and Delpont (2007:61) privacy implies the element of personal privacy, while confidentiality indicates the handling of information manner. De Vos, et al (2005:61) Indicated further that privacy is something that is not intended for others to observe to analyse, and that it is the right of the individual to decide the time to reveal his/her attitudes, beliefs and behaviors to the public. The researcher explained that they must be honest in their response, being co-operative and self-regulating.

3.8.2 Protection from harm

According to Paul and Jeanne (2010: 101) researcher should not expose research participant to unnecessary physical or psychological harm. Participant should not risk losing life or limb, nor should they be subjected to unusual stress, embarrassment or loss of self-esteem. In cases where the nature of study involves creating a small amount of psychological discomfort, participant should know this ahead of time.

3.8.3 Discontinuance

The researcher assured that participants were at liberty to discontinue their participation at any time without being required to give an explanation.

3.8.4. Anonymity

In this study, respondents were ensured of anonymity and the information provided by the participants would be regarded as confidential unless agreed upon by the participant and the researcher. The researcher also ensured that the principle of anonymity was kept tight by ensuring that the participants' data should not be associated immediately with their names.

3.8.5 Justice

The researcher assured that people were not discriminated against on the basis of their race, sex, disability status or income level or any characteristic in research.

3.9 CONCLUSION

In this chapter research methodology has been used and it also dealt with population, sampling, research instrument, and data collection techniques which were more relevant in research methodology. Population and sampling procedure revealed the participants and how they were selected. Questioners and interviews as instrument were used for collecting data.

Table 4.1 presents the biographical information of respondents in terms of Gender. Of the 65 respondents who took part in the study 26 (40,0%) were females and 39 (60,0%) were males. All 65 respondents managed to return questionnaires and all of them were analysed. The table indicates that there were more male respondents than females.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter outlined the research methodology that was used when the study was conducted. Both the qualitative and quantitative research was used in this study. Data was collected using interview schedule and questionnaire. Sixty five questionnaires were distributed and were all received back from the respondents. Only six experienced and knowledgeable respondents were interviewed. This chapter indicates an analysis and interpretation of data collected using questionnaire and interview instruments.

4.2.1 Section A: Biographical details of respondents

The researcher presents the biographical information of the respondents in this study. The information is presented in graphical and tabular form and followed by a synthesis of the findings.

Table 4.1 Gender of respondents.

Response	Frequencies	Percentage
Male	39	60,0%
Female	26	40,0%
TOTAL	65	100%

Table 4.1 presents the biographical information of respondents in terms of Gender. Of the 65 respondents who took part in the study 26 (40,0%) were females and 39 (60,0%) were males. All 65 respondents managed to return questionnaires and all of them were analysed. The table indicates that there were more male respondents than females.

Table 4.2 Working experiences of respondents

Response	Frequencies	Percentage
1 to 5 years	01	1,5%
6 to 10	01	1,5%
11 to 15	21	32,4%
16 to 20 years	28	43,1%
21 and above	14	21,5%
Total	65	100%

Table 4.2 shows that most of the respondents, 28 (43,1%) who took part in this study have working experience of 16 to 20 years. A small percentage of the respondents at 01 (1,5%) have got 6 to 10 years working experience and the least at 01 (1,5%) has an experience of 1 to 5 years. It can be concluded that the majority of the respondents who completed the questionnaires have got an experience of 11 years and above. This suggests that professional who completed the questionnaires were still in the field of teaching.

Table 4.3 Positions of respondents.

Response	Frequencies	Percentages
Circuit Manager	01	1,5%
Principal	11	16,9%
Deputy Principal	08	12,8%
Head of Department(HoD)	27	41,5%
CS1	17	26,26%
Total	65	100%

Table 4.3 presents the biographical information of the study in terms of position of the respondents. It shows that the majority of the population who took part in this study were the Heads of Departments who formed the total of 27 (41,5%). Seventeen 17 (26,2%) educators from twenty schools also responded to the questionnaires. 11 (16,9%) principals successfully completed the questionnaires, while only 08 Deputy principals who constituted 08 (12,4%) of the

total number of respondents successfully completed the questionnaires. A least percentage of 01 (1,5%) is the only one circuit Manager of Vhumbedzi circuit who completed the questionnaire. The table shows that all respondents who completed the questionnaires supported the idea of skills development.

4.2.2 Section B: Skills development on productivity of educators.

In this sub-section, data is analysed using graphical statistics which is further divided into four themes which arose from the survey questionnaire respondents. The four themes are the challenges facing the Department of Education, Causes of lack of skills in educators, shortage of subject trained educators and strategies to improve educator's competency.

4.2.2.1 Challenges facing the department of education.

This sub-section presents data regarding the challenges facing the Department of Education. The data is presented in a form of tables followed by brief interpretation.

Table 4.4 There are challenges facing the department of education

Response	Frequencies	Percentage
Strongly agree	59	90,8%
Agree	01	1,5%
Not sure	0	0,0%
Disagree	01	1,5%
Strongly disagree	04	6,2%
TOTAL	65	100%
		100%

Fifty nine (90,8%) of the participants strongly agreed that there are challenges facing the department of education while 1 (1,5%) agreed on the other hand. 01 (1,5%) disagreed that there are challenges facing the department of education. Four 4 (6,2%) respondents strongly disagreed. There were no respondents who were not sure. These figures indicate that there are challenges facing the department of education as there was 93% of respondents who agreed that there were challenges in the education department. Only 7% disagreed and or strongly disagreed of the challenges in the education department.

TABLE 4.5 DEPARTMENT OF EDUCATION PROVIDES STRATEGIES TO STEP UP PRODUCTIVITY.

Response	Frequencies	Percentage
Strongly agree	26	40,0%
Agree	10	15,3%
Not sure	15	23,1%
Disagree	07	10,8%
Strongly disagree	07	10,8%
TOTAL	65	100%

Fifteen (23,1%) respondents were not sure whether Department of Education provides strategies to step up productivity or not. Most respondents at 26 (40,0%) strongly agreed that Department of Education provides strategies to step up productivity, 10 (15,3%) agreed, another 07 (10,8%) disagreed and 07 (10,8%) strongly disagreed. These statistics shows that Department of Education does provide strategies to step up productivity.

Table 4.6 Skills development is a challenge facing department of education.

Response	Frequencies	Percentage
Strongly agree	52	80,0%
Agree	02	3,1%
Not sure	02	3,1%
Disagree	04	6,2%
Strongly disagree	05	7,6%
TOTAL	65	100%

This table indicates that 02 (3,1%) of the respondents in the study agreed that skills development is a challenge facing Department of Education, while most of the respondents strongly agreed, and on 02 (3,1%) were not sure. A small percentage of the respondents at 04 (6,2%) disagreed that skills development is a challenge facing Department of Education and on the other hand 05 (7,6%) strongly disagreed. The statistics shows that skills development is a challenge facing Department of Education.

The total percent of 8,3% was evidence that there are challenges facing Department of Education. Only 14% of respondents indicated that they disagreed or strongly disagreed that there are challenges facing Department of Education.

Table 4.7 Negative attitude is a challenge facing the department of education.

Response	Frequencies	Percentage
Strongly agree	38	58,5%
Agree	02	3,1%
Not sure	01	1,5%
Disagree	09	13,8%
Strongly disagree	15	23,1%
TOTAL	65	100%

This table indicates the fact that negative attitude of educators is a challenge facing the Department of Education, a total of 38 (58,5%) of the respondents strongly agreed with the statement, while a total of 02 (3,1%) respondents agreed. On the other hand, 01 respondents constituting (1,5%) was unsure, 09 (13,8%) respondents disagreed and is (23,1%) strongly disagreed with the statement, meaning that to them, negative attitude of educators is not a challenge facing Department of Education. The statistics suggests that there is 62% of respondents who agreed that negative attitude is a challenge facing Department of Education.

Response	Frequencies	Percentage
Strongly agree	38	58,5%
Agree	02	3,1%
Not sure	01	1,5%
Disagree	09	13,8%
Strongly disagree	15	23,1%
TOTAL	65	100%

Table 4.8 Developing skills in educators can improve productivity.

Response	Frequencies	Percentage
Strongly agree	43	66,2%
Agree	04	6,2%
Not sure	05	7,6%
Disagree	01	1,5%
Strongly disagree	12	18,5%
TOTAL	65	100%

Most of the respondents in the study at 43 (66,2%) strongly agreed and 04 (6,2%) agreed that developing skills in educators can improve productivity. On the other hand, one (1,5%) disagreed and 12 (18,5%) strongly disagreed with the idea that developing skills in educators can improve productivity. Five (7,6%) respondents were not sure. The statistics suggests that skills development is the only way to improve productivity as evidenced by 72% of respondents who agreed that skills development can improve productivity.

4.2.2.2 Causes of lack of skills in educators.

This sub-section presents data regarding the causes of lack of skills in educators. The data is presented in a form of tables followed by brief interpretation.

Table 4.9 lacks of skills causes educators to be unable to deal with challenges

Response	Frequencies	Percentage
Strongly agree	58	89,2%
Agree	02	3,1%
Not sure	0	0,0%
Disagree	01	1,5%
Strongly disagree	04	6,2%
TOTAL	65	100%

The data presented in table 4.9 indicates that most of the respondents in the study is at 58

(89,2%) strongly agreed and 02 (3,1%) agreed that lack of skills causes educators to be unable to deal with change. One (1,5%) respondent disagreed and 04 (6,2%) respondents strongly disagreed that lack of skills causes educators to be unable to deal with change. There are no respondents who were not sure. Only 8 percent of respondents indicated that lack of skills causes educators to be unable to cope with change. The total of 92% of respondents was evidence that lack of skills causes educators to be unable to cope with changes and there is a need for educators to be skilled.

Table 4.10 Inadequate training causes lack of skills in educators.

Response	Frequencies	Percentage
Strongly agree	40	61,5%
Agree	05	7,7%
Not sure	02	3,1%
Disagree	06	9,2%
Strongly disagree	12	18,5%
TOTAL	65	100%

The majority of the respondents at 40 (61,5%) strongly agreed with the statement that Inadequate training causes lack of skills in educators, while 05 (7,7%) agreed. Six (9,2%) disagreed with the statement. On the other hand 12 (18,5%) strongly disagreed that inadequate training causes lack of skills in educators, while just 02 at (3,1%) were not sure with this regard. The statistics indicates that there should be adequate training of educators to develop their skills as majority of respondents agreed that inadequate training causes lack of skills in educators.

Table 4.11 Shortage of skills contribute to teachers failing to adapt change.

Response	Frequencies	Percentage
Strongly agree	52	80%
Agree	06	9,2%
Not sure	04	6,2%
Disagree	01	1,5%
Strongly disagree	02	3,1%
TOTAL	65	100%

This table indicates that a large number of the respondents at 52 (80%) strongly agreed and 06 (9,2%) agreed that shortage of skills contribute to teachers failing to adapt with change. It also shows that 04 (6.2%) were not sure that shortage of skills contribute to teachers failing to adapt with change while 1 (1,5%) respondent in the study disagreed and 02 (3,1%) of the respondents strongly disagreed that shortage of skills contribute to teachers failing to adapt change. The figures of 89% of respondents reveal that skills shortages contribute to teachers failing to adapt with changes and this suggests that there is a need for teachers to be skilled so as to make them adapt with everyday changes.

TABLE 4.12 There should be a through retraining of educators in new curriculum.

Response	Frequencies	Percentage
Strongly agree	47	72,3%
Agree	09	13,8%
Not sure	02	4,6%
Disagree	03	6,2%
Strongly disagree	04	6,2%
TOTAL	65	100%

Despite the fact that educators were trained for three to four years, the majority of 47 (72,3%) of the respondents strongly agreed that there should be a through retraining of educators in new curriculum, only 03 (4,6%) disagreed with the statement. On the other hand, nine (13,5%) of the

respondents agreed while 04 (6,2%) respondents strongly disagreed. Only 02 (3,1%) respondents were not sure about the idea. The thorough retraining of teachers in new curriculum has been supported by majority of respondents which makes 86% of respondents who agreed that there should be retraining of educators in new curriculum.

TABLE 4.13 RAPID CURRICULUM CHANGE NEED EDUCATORS TO DEVELOP NEW SKILLS.

Response	Frequencies	Percentage
Strongly agree	54	83,1%
Agree	07	10,8%
Not sure	03	4,6%
Disagree	01	1,5%
Strongly disagree	0	0,0%
TOTAL	65	100%

Fifty four (83,1%) respondents strongly agreed and 07 (10,8%) agreed that rapid curriculum change need educators to develop new skills, while 03 (4,6%) were neutral. Three (4,6%) respondents were not sure whether rapid curriculum change need educators to develop new skills. These statistics show that there is a need for educators to develop new skills in order to cope with rapid curriculum change; this is supported by 94% of respondents who agreed that rapid curriculum change need educators to develop new skills.

TABLE 4.14 Three to four years training is enough for educators to be productive.

Response	Frequencies	Percentage
Strongly agree	08	12,3%
Agree	08	12,3%
Not sure	06	9,2%
Disagree	18	27,7%
Strongly disagree	25	38,5%
TOTAL	65	100%

A small percentage of the respondents at 08 (12,3%) strongly agreed and another at 08 (12,3%) agreed that 3 to 4 years is enough for educators to be productive. Eighteen (27,7%) disagreed and 25 (38,5%) of the respondents strongly disagreed that 3 to 4 years training of educators is

enough for educators to be productive. These figures show that 3 to 4 years training of educators is not enough for educators to be productive as the statistic is revealed by 65% of respondents who disagreed that 3 to 4 years of training is enough for educators to be productive.

4.2.2.3 Shortage of subject trained educators

This sub-section presents data regarding shortage of subject trained educators. The data is presented in a form of tables followed by brief interpretation.

Table 4.15 Shortage of subject trained educators affect productivity

Response	Frequencies	Percentage
Strongly agree	60	92,3%
Agree	02	3,1%
Not sure	02	3,1%
Disagree	0	0,0%
Strongly disagree	01	1,5%
TOTAL	65	100%

The majority of the respondents at 60 (92,3%) strongly agreed with the statement that shortage of subject trained educators affect productivity, while 02 (3,1%) agreed. Another two (3,1%) respondents were not sure with this regard. On the other hand one (1,5%) respondent disagreed that shortage of subject trained educators affect productivity, while there were no respondents who disagreed with the fact that shortage of subject trained educators affect productivity. The statistics show that shortage of subject trained educators affect productivity, and only 2% of the respondents disagreed with the idea that shortage of subject trained educators affect productivity.

Table 4.16 Teaching the subject not trained for lead to lack of productivity.

Response	Frequencies	Percentage
Strongly agree	45	69,2%
Agree	10	15,4%
Not sure	03	4,6%
Disagree	02	3,1%
Strongly disagree	05	7,7%
TOTAL	65	100%

More respondents at 45 (69,2%) strongly agreed that teaching the subject not trained for lead to lack of productivity. Ten (15,4%) respondents agreed with the idea, and 2 (3,1%) respondents disagreed with the fact that teaching the subject not trained for lead to lack of productivity. On the other hand, 05 (7,7%) respondents strongly disagreed while 03 (4,6%) were not sure whether teaching the subject not trained for lead to lack of productivity. The statistics show that teaching the subject not trained for lead to lack of productivity as revealed by 84% of respondents who agreed that teaching the subject, not trained for lead to lack of productivity.

Table 4.17 Educators should teach subjects they qualified and trained for.

Response	Frequencies	Percentage
Strongly agree	34	52,3%
Agree	12	18,5%
Not sure	08	12,3%
Disagree	05	7,7%
Strongly disagree	06	9,2%
TOTAL	65	100%

According to the respondents at 34 (52,3%) educators should teach subjects they qualified and trained for. Only 12 at (18,5%) agreed that educators should teach subjects they qualified and trained for. Eight at (12,3%) respondents were unsure and 05(7,7%) respondents disagreed while 06 (9,2%) respondents strongly disagreed that teaching the subject not trained for lead to lack of productivity. The figures show that educators should teach subjects they have qualified and

trained for. It means that a conclusion can be drawn that when educators teach subjects they are trained for become productive.

Table 4.18 There should be policies in schools for educators to teach what they have been trained for.

Response	Frequencies	Percentage
Strongly agree	38	58,5%
Agree	12	18,5%
Not sure	05	7,7%
Disagree	04	6,1%
Strongly disagree	06	9,2%
TOTAL	65	100%

This table shows that most of the respondents at 38 (58,5%) strongly agreed that there should be policies in schools for educators to teach what they have been trained for, while 12 (18,5%) respondents agreed and 05 (7,7%) were not sure that there should be policies in schools for educators to teach what they have been trained for. A very small percentage of the respondents at 04 (6,1%) disagreed and 06 at (9,2%) respondents strongly disagreed with the statement that there should be policies in schools for educators to teach what they have been trained for. The statistics show that there should be policies in schools for educators to teach what they have been trained for.

Table 4.19 Teaching what educators were not trained for does not affect productivity.

Response	Frequencies	Percentage
Strongly agree	45	69,2%
Agree	12	18,5%
Not sure	02	3,1%
Disagree	05	7,7%
Strongly disagree	01	1,5%
TOTAL	65	100%

According to the respondents, 45 at a total of (69,2%), the majority of the respondents, strongly agreed that teaching what educators were not trained for does not affect productivity. Twelve (18,5%) agreed that teaching what educators were not trained for does not affect productivity, while 02 at (3,1%) of the respondents were not sure, 05 (7,7%) respondents on the other hand disagreed and 01 (1,5%) of the respondent strongly disagreed with the statements that teaching what educators were not trained for affect productivity. These figures show that educators should teach what they are trained for; because in teaching what they are not trained for productivity is negatively affected.

4.2.2.4 Strategies to improve educator's competency

This sub-section presents data regarding the strategies to improve educator's competency. The data is presented in a form of tables followed by brief interpretation.

Table 4.20 Department of education should come up with strategies to improve educator's competency.

Response	Frequencies	Percentage
Strongly agree	61	93,8%
Agree	03	4,6%
Not sure	0	0,0%
Disagree	01	1,5%
Strongly disagree	0	0,0%
TOTAL	65	100%

A total of 61 (93,8%) respondents were of the idea that department of education should come up with strategies to improve educator's competency while 03 (4,6%) respondents agreed. On the other hand 01 (1,5%) respondents disagreed with the fact that department of education should come up with strategies to improve educator's competency. There were no respondents who were not sure and those who strongly disagreed with the statement that department of education should come up with strategies to improve educator's competency. The figures show that Department of Education should come up with strategies to improve educators' competency. It means that a conclusion can be drawn that there is a need for educators to improve competency.

Table 4.21 There should be policy to retrain educators.

Response	Frequencies	Percentage
Strongly agree	51	78,5%
Agree	05	7,7%
Not sure	03	4,6%
Disagree	05	7,7%
Strongly disagree	01	1,5%
TOTAL	65	100%

This table indicates that 51 (78,5%) of the respondents in the study strongly agreed that there should be policy to retrain educators, while 05 at (7,7%) respondents agreed and 03 (4,6%) were unsure. Five (7,7%) respondents disagreed and small percentage at 01 (1,5%) respondent strongly disagreed with the idea that there should be policy to retrain educators. These figures reveal that there should be policy to retrain educators.

Table 4.22 There should be monitoring and evaluation of teacher's competency.

Response	Frequencies	Percentage
Strongly agree	57	87,7%
Agree	03	4,6%
Not sure	01	1,5%
Disagree	02	3,1%
Strongly disagree	02	3,1%
TOTAL	65	100%

The majority of the respondents at 57 (87,7%) strongly agreed with the statement that there should be monitoring and evaluation of teacher's competency, while 03 (4,6%) agreed, on the other hand, 02 (3,1%) respondents disagreed and another 02 at (3,1%) strongly disagreed with the idea that there should be monitoring and evaluation of teacher's competency, while just 01 (1,5%) respondent was not sure with this regard. The majority of participants agreed that there should be monitoring and evaluation of teacher's competency.

Table 4.23 Retraining will help educators to cope with curriculum change.

Response	Frequencies	Percentage
Strongly agree	50	76,9%
Agree	11	16,9%
Not sure	02	3,1%
Disagree	02	3,1%
Strongly disagree	0	0,0%
TOTAL	65	100%

Most respondents at 50 (76,9%) strongly agreed and 11 (16, 9%) agreed that retraining of educators will help them to cope with curriculum change. While 02 (3,1%) were not sure That retraining will help educators to cope with curriculum change. Two (3,1%) disagreed with the statement that retaining will help educators to cope with curriculum change. The evidence of 0,0% of respondents who disagreed with the idea indicates that retraining will help educators to cope with curriculum change.

4.3 ANALYSIS OF DATA COLLECTED THROUGH INTERVIEW

The chapter presents the study data. The information gathered from the respondents is presented in table form and narrative. The researcher interviewed six respondents.

Table 4.24 Skills development on productivity of educators.

Respondent	What are the challenges facing Department of Education in skills development?	What are the causes for the lack of skills development?	How does shortage of subject trained educators affect productivity?	What is making educators not to cope with new curriculum?	What are the strategies to be used to help educators to improve their competency?
A	Challenges facing department Of education in skills development include the lack of sponsorship for educators. This results in the lack of interest in educators. Educator's morale diminishes. There are no adequate facilities and manpower to accomplish the challenges.	Lack of skills in educators is mostly based on the low level of qualification and the remuneration therefore; most educators compare qualifications with their salaries, and then come to conclude that even if they further their studies, no change in salary scale if affected.	Staff development policy without implementation does not bridge the gap between skills and productivity. most schools do not have the policy at have. They may choose educators based on experiences and refers to them as productive , whereas they use only rote learning and then need nothing new to acquire in their field.	The mammoth paperwork and the lack of praise for little achievement. The bad attitude educators receive from office-based employees, who mock them for their hard work which does not receive proper recognition by their department.	Is to encourage educators to engage in independent learning. The department may also get involved by assisting financially. The least achievement an educator does should be recognized and appraised. Discussions on teacher development should frequently take place.
B	The lack of funds and maladministration when it comes to handling of educators matters.	Lack of study and the inability to fund themselves as salaries are constructed.	It affects too much syllabi are overhauled over the persons whose knowledge is not being modified.	The implementation and introduction of the curricula. Educators are not allowed ample time to reflect on the skills and knowledge they tried to impart to learners.	The praise of well done job, imparting of knowledge and developing skills. Educators must be allowed flexibility in decision making.
C	They don't have enough money for retaining of teachers. The new curriculum is not well introduced to schools because old teachers do not have its methods.	During their training most teachers were not given time to deal with new challenges. The necessary materials are not supplied to schools.	You cannot expect a teacher who is trained to teach general learning areas or subjects to teach science streams or commercial streams.	New approach and methodology for new curriculum. Scarcity of teaching and learning materials for new curriculum. e.g. shortage of books, library etc.	They must get enough time for retaining. They must have special subjects that they have been trained for and teach only those.
D	Responding to provincial growth i.e. many provinces and influx in number of teachers. Implementation and monitoring of skills development.	Failing to identify and address areas demanding development in order to achieve greater competence in schools and relevant sub-department.	Lack of staff development policy affect productivity in that there will be poor delivery which affect results in schools.	Learning is an on-going process, therefore to curb lack of skills in educators, there should always undergo training in their respective subjects in line with the changing curriculum.	Educators should keep on advancing themselves in the subject trained to acquire more knowledge.
E	Department of education has no strategies of skills development. It has no qualified personnel/staff to do the job. It changes curriculum every national election. It appoints ministers of education who lack qualification, skills and experiences.	Lack of desire of self-development, teaching subjects not trained for. Paid cash bonuses for those who further their studies. Putting qualified and unqualified educators on the same salary level. Promoting unskilled, unqualified and inexperienced educators to high positions. Cadre development to high positions 50/50 policy.	There is high of failures when there is shortage of trained educators in subjects.	Department uses threats to educators who are failing to adapt to the new curriculum. Paying them low salaries for their hard labour , lack of in-service training ,training them for one week or two weeks for a work that needs four year training. New curriculum too difficult to understand and to implement.	Office in-service training and certification, offer bursaries, offer training to educators during schools holidays and pay them excellent incentives. Use textbooks which are used by examiners. Have contact sessions between subject teachers and examiners, offer information, communication and technology training to educators.
F	Lack of departmental support to educator's e.g. short period of training educators in new curriculum.	Lack of financial support to further studies. Short period of training educators to improve their skills.	Educators will not adjust to new changes .educators will not improve their professional skills.	Educators are not given enough time for training in new curriculum.	Educators should be given bursaries to further their studies, fair salaries and benefits e.g. car allowances, medical.

QUESTION 1: WHAT ARE THE CHALLENGES FACING DEPARTMENT OF EDUCATION IN SKILLS DEVELOPMENT?



The respondents in the study strongly agreed that there are challenges facing department of Education in skills development. Three of the respondents indicated that there are no adequate facilities, manpower to accomplish challenges; they also went further by indicating that there is maladministration and lack of funds for retraining of educators. They also indicated that a rapid change of curriculum by department of education is a serious challenge to educators and the departments itself.

QUESTION 2: WHAT ARE THE CAUSES FOR THE LACK OF SKILLS DEVELOPMENT?

Of the respondents in the study, two mentioned that lack of skills in educators is caused by lack of finance to further their studies and one respondent indicated further that it is difficult to fund themselves because their salaries are constricted. Two other participants revealed that the training educators have undergone is not enough for educators to be productive. Failing of the department of education to identify and address areas demanding skills development of educators is another cause of lack of skills in educators.

QUESTION 3: HOW DOES SHORTAGE OF SUBJECT TRAINED EDUCATORS AFFECT PRODUCTIVITY?

All respondents in the study agreed that shortage of subject trained educators affect productivity negatively. Educators fail to improve their professional skills and that there is poor delivery which affects results negatively when there is shortage of educators trained in a subject. Staff development policy without implementation does not bridge the gap between skills and productivity.



QUESTION 4: WHAT IS MAKING EDUCATORS NOT TO COPE WITH NEW CURRICULUM?

The respondents in the study indicated that educators are not coping with new curriculum because educators are not given enough time for retraining in a new curriculum and there is also lack of in-service training. Two participants indicated that department of education is changing curriculum now and then, which comes with different challenges that make educators to unable to cope with this new curriculum. Educators are under-staffed and not trained well in the new curriculum.

QUESTION 5: WHAT ARE THE STRATEGIES TO BE USED TO HELP EDUCATORS TO IMPROVE THEIR COMPETENCY.

All respondent revealed that educators should bet enough retraining on skills development as a strategy to help them in improving their competency. Three of the participants indicated further that educators should be encouraged to engage themselves in independent learning wherein department of education should assist them financially and be given fair salaries and benefits as a strategy to help educators to improve their competency.

4.4 CONCLUSION

The research overwhelmingly demonstrates the impact of skills development of educators at Vhumbedzi circuit. The data obtained indicated that there are challenges facing department of education, lack of skills development of educators, lack of staff development which is affecting productivity of educators, Failure of educators to cope with new curriculum and lack of strategies to help educators to improve their productivity. The more educators are engaged in skills development the more educators will be productive. Lack of skills development of educators should not mean that the department of education should not come up with strategies to improve educator's skills. The next chapter presents discussions of findings, recommendations and areas for further research studies.

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this chapter is to present the summary, conclusion and recommendations from the findings that emerged in chapter 4. The main goal of the study was to investigate the impact on how skill development can improve productivity of educators at Vhumbedzi circuit. Questionnaire and an interview schedule were used to gather data. The researcher has summarized the findings and made related recommendations. In conclusion the researcher has indicated areas for future research.

5.2 MAJOR FINDINGS

Though the majority of participants revealed that skill development is a way of improving skills that are already in existence, there were participants who seemed not to be aware of the meaning of skill development. They indicated that skill development is a matter of training people with the aim of giving them skills. This means that some educators are not knowledgeable about skill development. The majority of participants were having working experience of 11 and above which was an indication that they were experienced and knowledgeable. There are challenges facing department of education. Skill development is one of the main challenges in department of education. This was revealed by 93% of respondents.

The data revealed that the majority of educators are lacking skills which enable them to deal with changes. The majority (70%) of educators believed that inadequate training is another cause of lack of skills in educators. There should be a thorough retraining of educators in new curriculum. The majority (94%) of educators believed that rapid curriculum change needs educators to develop new skills. Lacks of retraining of educators thoroughly contribute to poor performance of learners in their academic activities. The majority (66%) of participants believed that three to four years training for educators is not enough for educators to be productive whereby fewer

participants at (24%) believed that these three to five days of training is enough for educators to be productive.

It emerged from the data from circuit manager, principals, school management team and educators that educators should teach subjects they are qualified and trained for. It also emerged that when educators are teaching the subjects they are not trained for they become unproductive. Interviewees reported that it is impossible for a science educator to teach commercial or general subjects. However there were (78%) respondents who indicated that teaching what educators are not trained for does not affect productivity.

From the interviews conducted; it became clear to the researcher that department of education should assist educators financially in developing their skills. It also emerged that there should be a policy to retrain educators. Regarding the monitoring and evaluation of teacher's competency, the majority of respondents indicated that monitoring and evaluation can help educators to be productive.

5.3 RECOMMENDATIONS OF THE STUDY.

- There should be more incentives to those who complete their studies.
- The Department of Education should ensure that there is enough funds available for training and development of educators.
- There must be a thorough induction of new employees.
- The department should allocate enough time for training and development in skills.
- The educators should be thoroughly trained when a new curriculum is introduced.

5.4 CONCLUSION

The information gathered showed that department of education has a challenge of lack of skills in educators. Educators need to be given a thorough retraining in order to be productive. Learners achieve more under educators who are well trained. There was a strong indication that educators are not given a thorough training which is the reason for the lack of skills in educators.

Educators need to go for retraining which is sufficient, not two to three days workshops as it has negative impact on educators' skill development.

Books

There was no staff development policy in schools, different schools should develop policies which state that educators should only teach what they are trained for, this will curb the issue of low productivity in schools.

Educators should be encouraged to develop their skills for instance, assisting them financially to further their studies and also to retrain them so that they will not have any problem to adapt to change.

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5.5 MAJOR RECOMMENDATIONS OF FUTURE STUDIES

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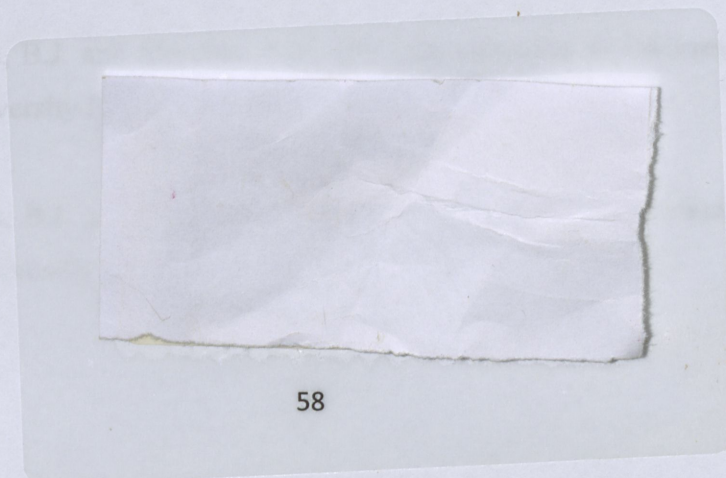
For future studies I therefore recommend the researcher to research on challenges the department of education facing on skills development. The study also recommends that the department of education should: give incentives to educator who completed their studies, liaise with universities to introduce the programme that will assist in training educators regarding new curriculum, develop a police for educators teach the subject they have qualified for.

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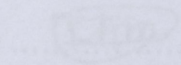
Dear Sir/Madam

I am registered student at the University of Venda, where I am currently pursuing a Master's Program (MPM). My student number is 11580961. My research topic is "The impact of the improvement of productivity of students in the classroom".

I promise that information given to me will be used only for the purpose stated and will only be used for this research.

Thanking you in advance.

Yours faithfully



Mbuluzi Irene Azwizangwa

Cell no: 0826416480

APPENDIX A

P.O. Box 836

TSHIFUDI

0987

June 13, 2013


Dear Sir/Madam

I am registered student at the University of Venda doing Master of public Management (MPM). My student number is 11560961. My research topic is **“Impact of skills development on the improvement of productivity of educators in Vhumbedzi Circuit”**

I promise that information given to me will be treated in a confidential way and will only be used for this research.

Thanking you in advance.

Yours faithfully



Mulaudzi Irene Azwiangwisi

Cell no. 0826416480