GUIDELINES FOR IMPROVING THE QUALITY OF   TEACHING AND LEARNING IN PRIMARY SCHOOLS IN THE

ERONGO REGION OF NAMIBIAN

by

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Above all, I want to thank the Lord for giving me the strength and courage to cope and complete the course.

DECLARATION

I declare that **GUIDELINES FOR IMPROVING THE QUALITY OF TEACHING AND LEARNING IN PRIMARY SCHOOLS IN THE ERONGO REGION OF NAMIBIA** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACTS

The aim of this study was to find ways of improving the quality of teaching and learning in the Erongo primary schools in Namibia**.** The study focussed on the numerous education reforms that Namibia underwent since independence in 1990 and how these have assisted in providing quality education to all its inhabitants.

The quality of the education has been a topic widely debated and the Government of Namibia's records of attempts to create a change within the education system can be found in published documents such as: Records of attempts by the Namibian Government to improve the quality of education in the country are found in published documents such as; Ministry of Basic Education and Culture (1992a); Ministry of Education and Culture, (1992b); Ministry of Education and Culture (1993); Ministry of Basic Education and Culture (1999); Ministry of Education and Culture (2003); Government of the Republic of Namibia (1999); Government of the Republic of Namibia (2004); Government of the Republic of Namibia (2007a) and Government of the Republic of Namibia, (2007b).

In this study, the researcher looked at the inputs, processes, outputs and outcomes of education in schools, tried to define the term quality in education, and also focussed on both the human and material resources that influence education. Through this, focus was placed on the school as a unit that could provide change.

The investigation was conducted in 18 schools, randomly selected, in the Erongo region in the western part of Namibia. Initially, the researcher intended to administer two questionnaires at the 25 schools selected, but during data collections, principals at some schools indicated that their teachers were unwilling and reasons were given, as mentioned in Chapter 5 of 5.1. Therefore, the initial total of schools selected could not be met. In the 18 schools, more participants completed questionnaires than others. However, the total of 50 questionnaires was completed as envisaged. For the interviews, the researcher randomly selected twenty percent (20%) from the teachers who completed the questionnaires thus a total number of 10 teachers were selected.

The need for quality in schools is seen as a major challenge and places huge demands on educational institutions. The frameworks selected in this study are relevant because they can be applied to the understanding of the concept of quality in the education context and direct the improvement of the whole school towards educational change and assist in addressing the factors that could hamper the quality of education provided.

The study also focused on the education systems in four Sub-Saharan countries: Tanzania, Zimbabwe, Kenya and Malawi and three European countries: Germany, Belgium and Finland. These countries were selected to find ways that could assist its quest to provide quality teaching and learning in schools. The Sub-Saharan countries have shown that change has an impact on the outcomes of education, yet to reach these outcomes, many reforms and transformations need to take place. This has important implications for the education system in Namibia where various reforms and transformations are currently taking place to address the quality of education in schools. The European countries have been found to have good quality schools and their policies in education are aimed at achieving quality education. The strengths and weaknesses of the countries selected for this study could serve as essentially vital lessons to the challenges the Namibian government is still faced with in respect of the teaching and learning process.

This study used the mixed method for data collection. Both questionnaires and interviews were used and the study was conducted in the Erongo education region of Namibia. The findings of this study indicated that schools are still faced with many challenges in realising the ultimate goal of Vision 2030, whereby all citizens would receive quality education and meet the challenges of an industrialised country.

The results of the study suggested that quality human and material resources were still lacking which resulted in schools not being able to provide the quality of education envisaged by the Ministry of Education. The immense administrative work given to teachers has surfaced as one of the areas that need improvement and that could result in teachers being able to utilize sufficient time in the classrooms during teaching. As far as the material resources were concerned, it was discovered that learners, at some schools, shared desks and chairs as well as textbooks. There appears to be a slow pace with which Information, Communication and Technology is introduced and used in schools. The need for computers

in schools; the need for learners to become familiar with technology; and the need for teacher training in the use of computers appeared to be a dire need. Although the clustering system of schools has being regarded as very valuable in the improvement of quality teaching and learning in classrooms, there was however a need expressed for funds to assist in transport costs to attend the meetings as schools were situated at vast distances from each other.

The study has thus arrived at the conclusion that stakeholders, namely teachers, principals and heads of departments are attempting to improve the quality of teaching and learning at their schools but are however hampered by the factors mentioned. The need for improved quality teaching and learning is a challenge at schools and support is needed from the Ministry of Education to reach the ultimate goal of the Government of the Republic of Namibia in providing quality teaching and learning to all its learners.

KEY TERMS

Quality; Quality in Education; Quality of teaching; Quality of learning; Quality of teaching and learning; Improvement

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ABBREVIATIONS

APHRC: African Population and Health Research Centre

COI: Classroom Observation Instrument

DEB: Data Entry Station

EFA: Education for All

EQUIP: Educational Quality Improvement Program

ETP: Education and Training Policy

ETSIP: Education Training Sector Improvement Programme

EU: European Union

FPE: Free Primary Education

GDP: Gross Domestic Product

GRN: Government of the Republic of Namibia

HED: Higher Education Diploma

HIV/AIDS: Human Immunodeficiency Virus / Acquired Immune-Deficiency Syndrome

HIV: Human Immunodeficiency Virus

ICT: Information, Communication and Technology

INSTANT: In-service Training and Assistance

KIE: Kenya Institute of Education

KESSP: Kenya Education Sector Support Programme

MBEC: Ministry of Basic Education and Culture

MBESC: Ministry of Basic Education, Sport and Culture

MESCHTE: Ministries of Education, Sport and Culture and Higher and Tertiary Education

MDGs: Millennium Development Goals

MEC: Ministry of Education and Culture

MESA: Malawi Education Support Activity

NDP: National Development Plan

NESE: National External School Evaluation

NIED: National Institute for Educational Development

NSATs: National Standardized Achievement Tests

NSPI: National Standards and Performance Indicators

PAAI: Plan of Action for Academic Improvement

PEDP: Primary Education Development Program

PISA: Programme for International Student Assessment

PTUZ: Progressive Teachers' Union of Zimbabwe

SCS: School Clustering System

SDP: School's Development Plan

SPSS: Statistical Package for the Social Sciences

SSE: School's Self-Evaluation

TSE: Teacher's Self-Evaluation

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNICEF: United Nations International Children's Emergency Fund

UPE: Universal Primary Education

USAID: United States Agency for International Development

WSDP: Whole School Development Plan

ZIMTA: Zimbabwe Teachers' Association

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1 INTRODUCTION

The education system of Namibia is faced with many challenges in realising its goal of providing quality education to all its learners. These challenges as stated by the Government of the Republic of Namibia (GRN) are frightening. The government of Namibian found that too many of the Namibian children were still not gaining the basic skills of functional literacy; there had been slow progress towards equity in education, therefore the governments' ideal of producing citizens who would make Namibia a knowledge-based economy as set out in Vision 2030 may not be realized. Namibia devotes a large portion of its financial resources to education in every financial year and the total spending is around 9 % of the Gross Domestic Product, (GDP) which is more than most African countries (Bank of Namibia, 2007).

This study deals with the effective ways of improving the quality of teaching and learning in Primary Schools in the Erongo region of Namibia. The study attempts **to** look into the major education sector goals and into the ways needed to meet and improve the challenges of achieving the quality of teaching and learning.

2 BACKGROUND TO THE STUDY

The Republic of Namibia is situated on the south west coast of Africa and attained its independence from the South African government on 21 March 1990. At independence, Namibia inherited 11 education systems and authorities. According to the Ministry of Education and Culture (MEC) (2003) the apartheid education system was clearly outlined along racially diverse cultures and ethnic lines with vast inequalities in the way resources were allocated and the kind of education that was offered. Since independence, the government has remained highly committed to a uniformed structure of education administration and to achieve its five education sector goals. These goals are: ensuring access to education; ensuring equity in terms of fair allocation of educational resources; ensuring quality by providing good education; ensuring democracy by involving all stakeholders in the

education process; and ensuring efficiency by reducing wastage and increasing efficient use of financial, human and physical resources (Ministry of Education and Culture, 2003).

The Namibian government involved itself in making all schools better schools and to provide high quality of non-formal to formal education (Ministry of Education and Culture, 2003). The only way for Namibia to move towards education for all its inhabitants was to create a course of action in the education system (Harlech-Jones, 1998). Records of attempts by the Namibian Government to improve the quality of education in the country are found in published documents such as; Ministry of Basic Education and Culture (1992a); Ministry of Education and Culture, (1992b); Ministry of Education and Culture (1993); Ministry of Higher Education Vocational Training, Science and Technology (1998); Ministry of Basic Education and Culture (1999); Ministry of Education and Culture (2003); Government of the Republic of Namibia (1999); Government of the Republic of Namibia (2004); Government of the Republic of Namibia (2007a) and Government of the Republic of Namibia, (2007b).

According to the Government of the Republic of Namibia (2004), many reforms have taken place in the Namibian education system since independence from 1990 and some of these reforms are: the change in curriculum development, primary education reform, English as a medium of instruction, educational reforms in science and mathematics, teacher education, and classroom practice. According to Kristensen (1999), educational reform was a priority when Namibia became recognised as an independent nation in 1990. The goals of this reform were identified as access, equity, quality and democracy in education (Kristensen, 1999).

The educational reform was described as a change of curriculum development process and a change from one system of education to another (Ministry of Education and Culture, 2003).The National Institute for Educational Development (NIED) developed the Broad Curriculum guide that became effective in 1996. The Broad Curriculum went through several change phases before it was adopted. The Broad Curriculum guide provided a framework for planning subject syllabuses and material that should be used in various subjects (Kristensen, 1999).The primary education reform was one of the many reforms of the Namibian government which was seen as a way of improving Namibia's socio-economic development

of human capital (Gonzales, 2000). English, as a medium of instruction, was vital for education reform. The poor level of teachers in English was constantly featuring as a factor that contributed to the poor performances of learners and it was recommended that efforts be made for these teachers to intensify their English Language Skills (Shejavalli, 2008).

Another educational reform was in science and mathematics and according to Ottevanger, Macfarlane, and Clegg (2005), it had been neglected prior to independence. This resulted in the INSTANT Project designed to focus on the improvement of science and mathematics in the country and in assisting the Ministry of Basic Education and Culture (MBEC) with the implementation of the new science and mathematics curriculum in secondary schools. The authors also state that teacher education was under the potential level prior to independence resulting in teachers not being sufficiently trained or not trained at all. This resulted in the poor teacher preparation which influenced the learners' progress. The results were that science and mathematics education was left in a desolate state.

The change within the classrooms was another area that underwent transformation. The Academy for Educational Development (2008) found that prior to independence Namibian children were racially separated in schools. Independence changed this and brought a structure that welcomed all children into classrooms that were integrated. During the apartheid education system, according to the authors, learners who were fortunate to have access to schools were taught in traditional methods where the class sat quietly and listened to the teacher lecturing and when questions were asked, the entire class responded as a whole.

Therefore given the above background, this study intends to evaluate the teaching and learning situation in schools in the Erongo region of Namibia through teachers' perceptions and to determine whether improvement has been made in both the quality of teaching and learning in schools, and to make recommendations.

The Government of the Republic of Namibia (1999), discovered that progress was slow in addressing the need for quality of education in the country in comparison to the goal of access to basic education. The levels of improvement in the quality of teaching and learning,

according to the GRN, (2007b:1) are seen through the schools' self-evaluation where individual schools evaluate the quality of their work using the seven key areas of the work of a school in the Performance Indicators. These key areas are:

Provision of resources for the school.

Curriculum and attainment.

The teaching and learning process.

The school as a social unit.

Management and leadership of school and hostel.

Links with parents and the community, and

Links with other schools and the region.

It is against this background that this study intends to establish the effective ways of improving the quality of teaching and learning in schools in the Erongo region of Namibia.

3 THE RESEARCH PROBLEM

Hopkins (2002) regards school improvement as an important aspect for quality improvement in educational change that will enhance learner outcomes and strengthen a school's initiative in managing improvements. The quality of education offered at a school can only be known by evaluating a wide view of its work. This includes the seven key areas mentioned above. The need for the improvement of quality of education in Namibian schools was stressed by the Minister of Education in his address when he stated: "Now our challenge is to build up the quality of education provided in our schools...that we develop means of assuring quality across the country" (GRN, 2007b:1).

The above gives lead to the main problem statement of this study which is:

How can the quality of teaching and learning be improved in schools in the Erongo region of Namibia?

The problem now leads to the following eight sub-problems in order to determine the teachers' views on the quality of teaching and learning provided at the schools:

What does quality entail in the educational context?

How is quality in education perceived in a few selected countries?

What is the perceived quality of education in the Erongo primary school context?

What is the role of ICT in the improvement of the quality of education in the Erongo primary school context?

To what extent do teachers contribute to the quality of education at schools in the Erongo region?

What is the role of management with regard to the improvement of quality of teaching and learning in schools in the Erongo region?

Has the cluster system of schools enhanced the quality of teaching and learning in schools in the Erongo region?

In which ways can the quality of teaching and learning in the Erongo primary schools be improved?

4 AIMS OF THE STUDY

In an attempt to succeed in this goal, the following research aims have been formulated to guide the study in discussing the issue of quality of teaching and learning:

To determine what quality means or entails in the educational context.

To discuss how quality in education is perceived in a few selected countries.

To establish the perceived quality of education in the Erongo primary schools.

To establish the role of ICT in the improvement of the quality of education in the Erongo primary school context?

To determine the extent teachers contribute to the quality of education at schools.

To determine the various roles of management in respect of their duties and responsibilities in the enhancement of the quality of teaching and learning in schools in the Erongo region.

To understand the role of the cluster system in schools and how it enhances the quality of teaching and learning in schools in the Erongo region.

To determine the ways in which the quality of teaching and learning in the Erongo schools can be improved.

5 RESEARCH METHODOLOGY

In this section, the researcher intended to provide the methodological and logistical issues of the study. This includes the research approach, target population, sampling, instrumentation, data collection techniques, and data analysis and interpretation.

5.1 Research approach and paradigm

Best and Kahn (2003), state that the goal of research is to develop theories through the constant search of knowledge. This is done through observations, and thinking logically about what is observed, which eventually leads to drawing of conclusions. This, according to Henning (2004), assists us to sort our environment and to understand it. It guides us and can foretell what might happen next.

For the purpose of this study, the researcher employed a mixed method in combining both qualitative and quantitative methods in order to follow an appropriate research plan and to accumulate the necessary data that would answer the research questions of the study. This concept was used to build a complete picture or text (Henning, 2004:31).

The qualitative approach was aimed at obtaining depth. It allowed for different views of the theme that was being studied and provided the participants with an open-ended way of giving their views. In the quantitative approach, the focus was on the control of the designed instruments and the representations of the participants. The study was guided by how the variables were related (Henning, 2004).

According to Creswell (2006), the mixed method of research draws from both quantitative and qualitative assumptions, looks for many approaches when collecting and analysing data to provide the best understanding of a research problem. It uses questionnaires or structured interviews for data collecting. The mixed method of data collection was used to find a representative sample during the research design and to assist during data collection.

This study is a case study on Erongo primary schools with the purpose of examining the social unit as a whole. Cohen et al., (2003:181) refers to a case study as "…the study of an instance in action…it provides unique examples of real people in real situations….enabling readers to understand ideas more clearly…."

Best and Kahn (2003:249-251) state that a case study looks deeply at the social unit and examines in detail the interactions between the factors which explain the present situation whether it influences change or growth. It shows a development over a period of time. This approach allows for a wide variety of methods to gather data. These methods include observations, interviews, questionnaires, opinionnaires, psychological tests, inventories, recorded data from newspapers, schools, courts, clinics, government agencies or other sources. In this case study, individuals were the primary unit of analysis.

A paradigm, being a worldview, is built on absolute assumptions by telling the researcher what is important and reasonable. This study was guided by the naturalistic approach which led to better understanding of the problem (Patton, 2002:270).The researcher selected the naturalistic paradigm as it focuses on the findings, as a point of entry, to better understand the problem by inspecting and organizing a problem. This study, through the use of both quantitative and qualitative methods, was judged in terms of the practical use of these approaches.

5.2 Population and sample

The population of this study consisted of teachers of Grades five (5), six (6) and seven (7), principals and heads of department who were from the Erongo Education Region, situated in the western part of Namibia. There are 42 schools that cater for Grade five (5), 42 schools for Grade six (6), and 41 schools that cater for Grade seven (7). The total number of class groups in the Upper Primary Phase is 234 (Ministry of Education, 2008).

The research was conducted in the Erongo Education Region because most of the educational research conducted in Namibia were done in the northern, southern and central regions and

very little was done in the Erongo Education Region. Twenty percent (20%) of the schools that cater for the upper primary phase, in the Erongo Educational Region, were randomly selected for the investigation. The researcher thus envisaged to work at 25 schools, which was the sample of this study but during data collections, principals at some schools indicated that their teachers were unwilling and reasons were given, as mentioned in Chapter 5 of 5.1. Therefore, the initial total of schools selected could not be met. At each school, a simple random sampling method was used to select twenty-one percent (21%) of teachers in the upper primary phase. The participants were selected from a list of staff members that were given to the researcher by the principals at each school. The total number of participants used was 50. The researcher subdivided the population into smaller homogeneous groups, consisting of Grade five (5), Grade six (6) and Grade seven (7) teachers to get a more representative sample. This method of sampling made allowance for individuals to be selected in such a way that each had an equal chance of being selected (Best & Kahn, 2003).

The 50 selected participants completed the questionnaires. For the interviews, the researcher selected twenty percent (20%) from the 50 participants who completed the questionnaires. The total number of 10 participants was interviewed.

Only government schools were selected for this study. The researcher made comparisons between the various schools used for this study.

5.3 Instrumentation and data collection techniques

In the quantitative approach, the researcher intended to use 50 questionnaires to be completed by the participants selected for the study. A structured questionnaire made up of scaled and categorical questions was used. The questionnaire comprised of seven sections containing the following: Section A related to teachers' demographical data, Section B attempted to elicit the teachers' understanding of quality in the educational context and Section C related to the extent teachers contribute to the quality of education at schools. Section D covered the role of management with regard to the improvement of quality of teaching and learning at schools, Section E addressed the ways in which the cluster system of schools enhanced the quality of teaching and learning at schools, Section F addressed the ways in which the quality of

teaching and learning in Primary Schools in Namibia could be improved and Section G had open-ended questions for the participants to give additional comments/opinions regarding the quality of education in upper primary classes.

A pilot study was done in the Hardap Education Region in order to find out whether the quantitative research instrument was understood or not. It also helped the researcher to know whether the questions asked were appropriate and relevant; whether the type of data obtained could be meaningfully analysed in relation to the research objectives.

There are 57 schools in the Hardap Education Region, situated in the southern part of Namibia, with 202 class groups and teachers in the upper primary phase. The schools from which participants were drawn were selected randomly from the list of schools that were given to the researcher by the Ministry of Education. Five percent (5%) of the teachers in these schools were selected to pilot the questionnaires. The total number of participants was 10.

In the qualitative approach, an open-ended interview guide was used on 10 participants. This approach made the analysis of data easier because the participants' answers to the same questions were easily established and it facilitated the organizing of the questions asked and answers given to allow for comparisons (Patton, 2002).

The questions were asked to get an overall opinion from the interviewees regarding effective ways of improving quality teaching and learning at schools. The interviewer recorded the interviews and the questions were asked in an open-ended way so that teachers could respond in their own words (Patton, 2002:257). This was convenient, inexpensive and avoided distractions to both interviewer and the subject. The tapes could be replayed for objective analysis and the participants were informed that the interview would be taped and consent was sought (Best & Kahn, 2003). The researcher ensured that all the data were recorded in the transcripts. This included what the interviewee had said and the speed at which it was said; the tone of the interviewee's voice; the pauses taken and the mood of the interviewee during the interview (Cohen et al., 2003).

For the questionnaire, open-ended questions were used to assist the qualitative side to make data collection easier by interpreting, clarifying and illustrating quantitative findings.

5.4 Data analysis and interpretation

The questionnaires were presented in numerical data to facilitate comparisons between frequencies, patterns and trends to be noted and collected as explained by Cohen et al., (2003). The questionnaires were precoded for closed-ended questions, example male 1, and female 0 and for the open-ended questions a coding frame was designed after the completion of the questionnaires by taking a random sample of 10% or more of the questionnaire to count a range of responses. Tables were used to illustrate how many participants support or did not support a particular view. The chi-square test were used to compare whether any significant differences existed in the views held by the participants according to gender, age, qualifications, language, average number of learners in a classroom and teaching experience.

The researcher had codes and categories for each of the questions asked during the qualitative phase. The researcher kept track of themes and explanations that were considered during analysis to search for what made sense (Patton, 2002). The data was analysed by counting the frequencies of ideas, themes and words, looked for patterns and themes, placed items into various categories, made patterns and connected data, identified variables, and built a chain of evidence (Miles & Huberman, 1994). The data presentation was a word-based account of the analysis and where figures were used, tables would be used (Cohen et al., 2003). The process of data analysis and interpretation is explained in Chapter 4 of 4.

The interviews were conducted with twenty percent (20%) of the 50 participants who completed the questionnaires. The questions were asked to get an overall opinion from the interviewees regarding effective ways of improving quality teaching and learning at schools. The researcher ensured that various data was recorded in the transcripts.

6 RELIABILITY AND VALIDITY OF RESEARCH

The use of the mixed method approach bridges the issues of reliability and validity when a whole view of educational outcomes is sought (Cohen, et al., 2003). According to Patton (2002), the mixed method of data sources increases the accuracy and credibility of findings and the qualitative strategy of enquiry tries to picture the social world as it exists under investigation rather than as the researcher imagines it to be.

Cohen et al., (2003) points out that reliability can be achieved through the research records as data and through the actual occurrences in the settings under research. He further points out that to ensure validity in interviews; the interview measure must be compared with another measure. To control reliability, the researcher had a highly structured interview with the same format and order of words and questions for each respondent. The reliability of the interview was enhanced by carefully piloting of the interview and the coding of responses.

To increase the validity of the questionnaires, the researcher asked questions that were an important aspect of the purpose of this study. The meaning of all the terms used was clearly defined to ensure the same understanding to all the participants. The researcher ensured that the questionnaires comprehensively covered the intended items. The questionnaires were anonymous and encouraged honesty (Best & Kahn, 2003).

While conducting the interviews, the researcher did not use leading questions and the interviewee was believed as giving true or real versions of facts, opinions and feelings as he/she experienced them, as explained by Henning (2004). The researcher also asked questions in such a way that the meaning became clear (Cohen et al., 2003). The researcher established rapport with the interviewee to convey empathy and understanding without showing judgement (Patton, 2002).

According to Best and Kahn (2003), in the quantitative approach, a valid and precise method of data description is provided when a part of material or characteristic is used as a standard for measuring any sample. This will ensure that the sample is not too big or too small to

misrepresent the data. The reliability and validity of this research study was increased through the use of both questionnaires and interviews.

7 PLANNING OF THE STUDY

The study was organised into six chapters. Chapter one discusses the background context of the study, its purpose, the rationale of the study, and brief outlines of the main topics which will be addressed in the thesis.

Chapter two provides a literature review on how quality is improved in teaching and learning in some other countries and also what the concept quality in educational settings entails.

Chapter three presents a comprehensive literature review on all aspects of quality of teaching and learning in the Namibian context.

Chapter four discusses the research design, the study sample, the methodologies and procedures that will be used to collect and analyse the data in order to examine the effective ways of improving the quality of teaching and learning in Namibian schools.

Chapter five presents analysis of the interpretation of both the questionnaires and interviews on the perceptions of participants about their views regarding the quality of education at schools.

Chapter six discusses the findings, conclusions drawn from the data, identify areas for future research recommendations and the limitations and delimitations of this study.

8 DEFINITION OF KEY CONCEPTS

The key concepts in this study are defined as follows:

8.1 Quality

Collins (2003) refers to quality in general as a characteristic of something and a standard of excellence. Thesaurus (2008) defines quality as an individual nature of something or someone and as a degree of excellence. Burrows and Harvey (1992) refers to quality as a relative concept, with a range of qualities used when judging and assessing, and has different priorities to different groups.

The concept of quality in general, as observed, deals with qualities that are used to judge or assess something or someone and which will lead to the upliftment of the standard of excellence of something or someone.

8.2 Quality in education

Harvey (2004) refers to quality in education as an evaluation process that empowers students or develops their knowledge.

Quality of Education

Angula (2000) defines quality of education as a problematic concept that reflects issues such as the ideas on child development, the role of the teacher, the kind of teacher who prepares well, and the relationship between the school and society. Quality should thus be measured in relation to the environment in which the school is located.

Quality in education

According to United Nations Educational, Scientific and Cultural Organisation the Education for All Monitoring Report (2005) the concept of quality of education should be able to distinguish between educational outcomes and the processes that lead to them. The important characteristics that determine quality in education include a learner's socio-economic background, health, place of residence, cultural and religious background and prior learning. These differences in learners cannot be ignored if education is to be improved.

The researcher observed that quality of education is a concept that is hard to define. To define quality of education would depend on what one regards to be important that deserves attention into making it quality education. The definition used in the thesis is based on that of United Nations Educational, Scientific and Cultural Organisation (2005) which deals with all the aspects of this study.

8.3 Quality of teaching

Felder and Brent (1999) refers to good quality teaching as instructions that will lead to effective learning; acquisition of knowledge, skills and values that is thorough and lasting.

Through quality in teaching, the learners will be motivated to learn and the knowledge imparted by the teachers will be lasting.

8.4 Quality of learning

The Center for the Future of Teaching and Learning (2008) shows that the quality of instruction which a student receives from his/her teacher, reflects how the student will learn and that the quality of the teacher is the most important determining factor of learning. The occurrence of high-quality teaching is brought to the classroom by a teacher who has rich knowledge and skills and who can effectively put this knowledge and skills into practice. This will lead to continuous learning on the part of the students.

According to the above, the teacher plays a vital role in ensuring that the instruction provided will lead to effective learning by the learners.

9 CONTRIBUTION OF THIS STUDY

This study focused on finding ways of improving the quality of teaching and learning in Namibian primary schools through the use of the mixed method approach which answered the research question of the study. The viewpoints from participants indicated a need for

various issues that needed to be addressed within teaching and learning in schools. The issues that emerged from this study are regarded as very valuable and needed to be addressed by the Ministry of Education in order to bring about a positive change within the education system in Namibian primary schools.

This study is significant in identifying the leading factors that lead to poor quality teaching and learning in schools. It also looks ay ways of improving the quality of teaching and learning in Namibian schools.

10 CHAPTER SUMMARY

In this chapter, an introduction to the study is given which addresses the central questions that led to this study. An overview of the quality of education nationally has been discussed. The research problem was discussed which is guided by the eight sub-problems that would assist the researcher to determine the teachers' views on the quality of teaching and learning provided in schools, followed by the aims and objectives of this study.

The research methodology outlined the research approach, population and sampling, instrumentation and data collection techniques, and data analysis and interpretation. This is followed by the reliability and validity of the research in both the interview and questionnaires which is aimed at increasing the accuracy and credibility of this study. All the relevant definitions of terms to this study are explained.

In the next chapter, a literature review on what the concept quality in educational settings entails and how quality is perceived in teaching and learning in a few other countries will be provided.

CHAPTER TWO

CONCEPTUALIZING QUALITY IN EDUCATIONAL SETTINGS

2.1 INTRODUCTION

This chapter will present a general review of literature on what the concept quality in educational settings entails and how quality in education is perceived in a few other countries. The first part deals with quality in the educational context followed by the need for quality education in schools. The third part focuses on two frameworks, explaining and understanding quality in the educational setting. The fourth part focuses on the conditions that ensure quality in education. The last part focuses on how quality is perceived in teaching and learning in a few countries. The literature has been used with appropriate key references identified and central points are highlighted through the use of the latest and older relevant sources are included.

2.2 QUALITY IN THE EDUCATIONAL CONTEXT

Persig (1974) refers to the concept of quality as one that has been much discussed with many meanings that attempt to explain it. According to the author, quality within various occupations could mean different things and, different people could understand quality to be the properties of products or services that are valued by the consumer. It could be understood to be meeting the consumer's needs beyond their expectations, and where products, services, processes and relationships do not have any shortcomings, constraints or items that add no value towards customer satisfaction.

Gitlow and Oppenheim (1989) and Ozeki and Asaka (1990) include the following expectations to the definition of quality: the product or service to be delivered should meet the customer's standards, fulfil their needs, meet their expectations, and meet future needs and expectations that are unanticipated. Winder and Judd (1996) argue that quality should be seen as a continuous assessment process of building and sustainable relationships through assessing needs, anticipating needs, and fulfilling needs. By focusing on continuous assessment, relationships can be built and sustained.

The Encyclopaedia of Business (2010) views quality as a concept that meets and surpasses the customer's expectation to the product and the service offered and where all aspects of a company work towards the improvement of quality are expressed. These include the processes, environment and people. Ross (2009) argues that quality applies not only to the service that is rendered but also to the product and that the customers' understanding of quality is centred on the conformance and is internally focused.

The definitions of quality, within organizations, are based on the idea that it is a process aimed at meeting the needs and hopes of customers. The customers determine whether a product is of quality or not. When the product meets the needs and expectations of customers, the company or organisation will know that the product has met the quality standard it was intended to meet.

In education however, many researchers have regarded quality as a difficult and complex concept to define (Harvey, 2004). According to Harvey and Green (1993), quality in education is seen as a relative idea to the person who uses the term including the learners, employers, teaching and non-teaching staff, government, funding agencies and the conditions to meet the desired outcomes. The World Bank (2008:190) however, defines quality education as "…ensuring that student actually learn." Stephens (2003) agrees with the above definition and states that quality in Basic Education relates to the learning outcomes of learners; for school managers it embraces the improvement of the general standards of reading, handwriting and mathematics; and in the classroom the teacher may define quality to the improved conditions of service. The importance of quality is thus based on the relationship between the teacher and the learner; time on task; the quality of the classroom; and effective school management which would lead to the improvement of the learning outcomes of learners.

According to Chapman and Adams (2002) when education quality is examined within context, it may refer to inputs, processes, output, and outcomes. The inputs refer to the number of teachers, teacher training and number of textbooks. Processes include the number of direct instructional time and the extent of active learning; the test scores and graduation

rates; and outcomes such as the performances in employment. However difficult to define, definitions of quality of education exist and these relate to the aims and objectives of this study. Focuses within the various definitions are on learning outcomes, inputs, processes and outputs which directly affect the quality of education in schools.

United Nations International Children's Emergency Fund (UNICEF) (2000) identifies quality in education to relate to relevant curricula and materials needed for basic skills; use of learner-centred teaching; attainment of knowledge and understanding, skills and attitudes that are linked to the national goals for education. The concept of quality of education includes concerns about learners' level of achievements. The five dimensions of quality recognized by UNICEF (2000) are: learners, environment, content, processes, and outcomes. These dimensions enable us to distinguish between educational outcomes and the processes that lead to them. Grisay and Mahlck (1991) are of the opinion that quality should not only be limited to learners' results but to the factors that influence the results such as teachers, curriculum and infrastructure.

Quality of education is thus made up of the human and material resources that are made available for teaching practices and the quality of results. Oghuvbu (2009) mentions that the school, as an essential human organization, has human operatives and products that result in learners having a positive relationship with the quality of teachers. The material resources facilitate teaching and learning activities resulting in quality teaching and improved academic performances.

Evidence, as presented by the authors above, shows that quality within various occupations compared to quality in education are viewed differently. Various occupations view the comments of customers when quality is measured on a product while education is more focused on learner outcomes and the factors that influence these outcomes such as the human and material resources. These factors assist in the understanding of what the concept quality means in education setting.

2.3 THE NEED FOR QUALITY EDUCATION IN SCHOOLS

According to Johnson, Hayter and Broadfoot (2000) developing countries need better and integrated approaches to teaching that would raise the quality of their educational systems, which would not just be measured by the number of school structures and classrooms built, or the number of trained teachers but on learning achievements. Studies that have been conducted in many developing countries revealed that the quality of education was receiving much attention and according to Williams (2004), UNICEF supports specific attempts to reach the Education for All target date of 2015, made at the Dakar Forum in 2000. The Dakar Framework for Action in 2000 recognises quality of education as the most important factor for determining whether Education for All is achieved (UNESCO, 2005:3). The EFA goals, according to UNESCO (2006:3) are:

Expanding and improving comprehensive early childhood care and education;

Ensuring that by 2015, all children have access to and complete free and comprehensive primary education of good quality;

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;

Achieving a 50 percent improvement in levels of adult literacy by 2015;

Eliminating gender disparities in primary and secondary education by 2005; and

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all.

The need for quality education in schools is seen by the researcher as a major challenge and demands much from schools. Policies should be put in place that address issues of teacher commitment, instruction offered and what is expected from both learners and teachers which would assist in reaching the EFA goals and targets.

2.4 TWO FRAMEWORKS FOR EXPLAINING AND UNDERSTANDING QUALITY IN THE EDUCATION SETTING

Two different and divergent frameworks are discussed in order to understand the important aspects of good quality schools instead of suggesting what good schools should be. The conceptual framework for the Whole School Development Plan (WSDP) explains the school's existence in the education system which seeks to provide learners with a better quality of education (Edukaid, 2009) and the framework for school quality explains the concept of quality in the education setting (Craig, 1995) in Williams, (2001:91).

2.4.1 The Whole School Development Plan

Quest (2003) advocates education as the inputs, processes and outcomes that should be viewed within the entire framework of a whole school approach for the provision of quality education and focus should be on the whole school as a unit of change. According to Glasser (1990) quality education is gained when systems accept change, and when the use of assessments and self-assessments offer quality education to learners. These assessments allow focus to be placed on any or all the dimensions of the system quality, learners, learning environments, content, process and outcomes.

Figure 1.1: A conceptual framework for the WSDP (Fink in URT 1998:6).

Clear objectives

Professional development

Shared attitude and beliefs

Students participation and responsibility

Shared vision

Continuous monitoring of students learning

Focus on teaching and learning

Quality teaching and learning environment

Actual teaching and learning environment

High expectations

Students Recognition and motivation

Teacher development relations

Focus on curriculum and teaching

Community parents involvement in providing support

Acceptable students behaviours

Various reforms of the WSDP include teacher training, introduction of pre-primary classes, school resources, and feeding programmes in schools (Edukaid, 2009). The manner in which schools function plays a vital role in the improvement of the quality of education they provide. The most critical element of quality is the education provided in the classroom. The improved classroom teaching-learning process moves the focus from school effectiveness to school improvement. By shifting the attention away from the classroom towards the school system and the broader social context of schooling, quality then becomes concerned with the society it is intended to produce. This framework is best explained by Stephens (2003) who mentions that in order to understand the improvement of quality within a school's culture, one must understand that quality cannot come from anywhere other than within a school itself and one needs an understanding of the different meaning and interpretations of people, their cultural norms and their initiatives to improve quality.

2.4.2 Craig's conceptual framework for school quality

This framework by Craig (1995) provides a structure that could be used for the purpose of monitoring education quality. It provides a means of arranging and understanding the different aspects of education quality. A lack of any of the factors mentioned could influence

a school and learners either positively or negatively and quality education could also be affected.

Figure 1.2: Conceptual Framework: A Model of School Quality (Craig, 1995 in Williams 2001:91).

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┌──────────────────────────────┐        ┌──────────────────────────────────────┐
│      SUPPORTING INPUTS       │        │  CHILDREN`S INDIVIDUAL CHARACTERISTICS │
└──────────────────────────────┘        └──────────────────────────────────────┘
          ⇓           ┌─────────────────────────────┐           ⇓
                      │          THE SCHOOL         │
                      └─────────────────────────────┘
┌──────────────────────────────────────────────────────────────────────────────┐
│                            ENABLING CONDITIONS                                 │
│  ┌──────────────────────────────┐           ┌──────────────────────────────┐  │
│  │   MANAGEMENT & ORGANIZATION  │    ⇨      │        SCHOOL CLIMATE         │  │
│  └──────────────────────────────┘           └──────────────────────────────┘  │
└──────────────────────────────────────────────────────────────────────────────┘
                                    ⇓
                      ┌─────────────────────────────┐
                      │       STUDENT OUTCOMES       │
                      └─────────────────────────────┘
```
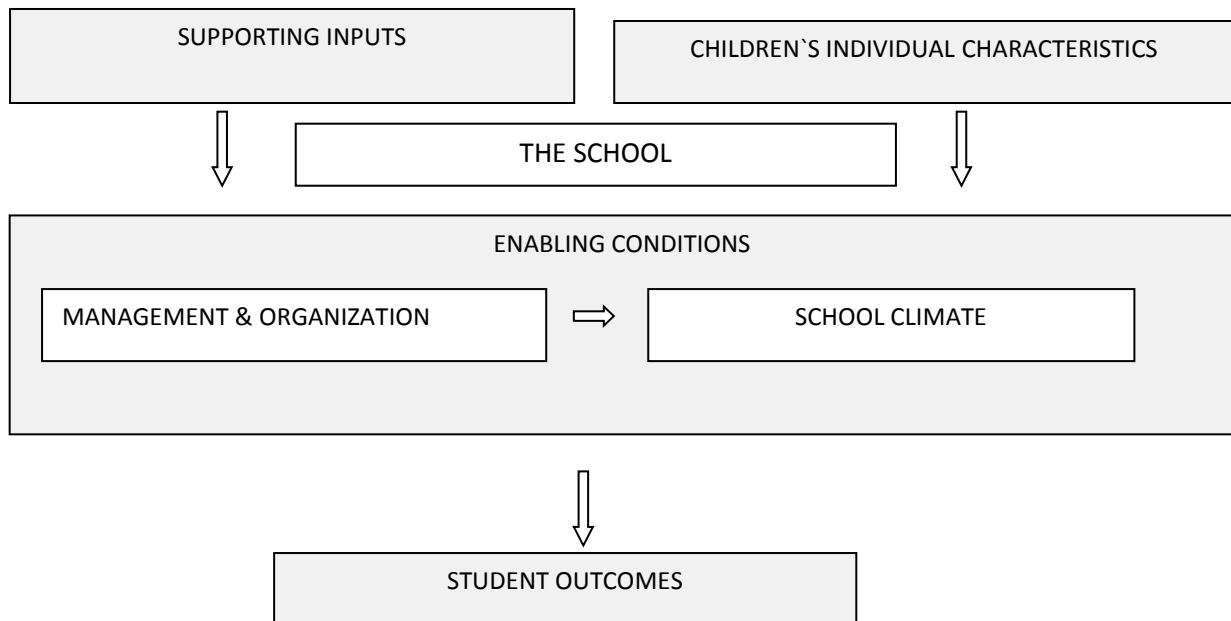
The framework by Craig (1995) of school quality puts forward three groups of factors that affects school quality and that is measured by learner' outcomes, namely:

Individual (learner) characteristics;

Supporting inputs; and

Teaching and learning processes.

These will now be briefly discussed.

2.4.2.1 The individual characteristics

This factor refers to what the learners bring along to school that affects their work at school. The differences in the individual characteristics, in many instances, require special responses at a school if the quality of education is to be improved upon. These responses may compensate for deficiencies positively where a learner will show a greater readiness for academic success or may negatively disadvantage a learner where learners are found to lack support from society, are frequently absent due to poor health which causes a backlog in their learning and support is not given to them at home (Craig, 1995). These characteristics mentioned by UNESCO (2005) include:

Socio-economic background: The socio-economic background include area of living, occupations, family expectations and support, community context such as the social, cultural and economic context of people.

Cultural and religious background: These backgrounds refer to cultural and religious integrity and diversity whereby individuals enjoy and develop their cultural and religious life and identity.

Health: Health refers to the state of a complete mental and social well-being which does not exclude the absence of disease or infirmity

Place of residence: The place of residence refers to an area in which an individual resides, be it in a district, country, municipal area, province or department.

The amount and nature of prior learning: Each child is different and comes to school with his/her own personal features. Some of these features include the barriers of learning such as health and nutrition, gender, prior schooling, and the amount and nature of prior learning. The features mentioned influence the child's readiness to learn and this interacts with the school quality. The amount of prior education a child receives will shape the child's feeling to schooling.

Quality of education outputs must recognise the differences among learners' capacity and experience and the amount of prior knowledge. The outcomes can be assessed in terms of academic achievements such as test grades and examinations and assessing creative and emotional development. Test scores are an important means of measuring how well learners learned the curriculum (UNESCO, 2005). The individual characteristics mentioned are important in understanding why some learners perform better than others and in also identifying ways of assisting these learners.

2.4.2.2 The supporting inputs

This factor of the supporting inputs is determined outside the school and affects the work of a school. It includes the support from the community, the policies that affect quality in education, and material inputs (Williams, 2001). Supporting inputs refer to the community factors that are not controlled by the school yet provide essential support to the school (Sommers, 1999). This support, according to Craig (1995) is in the form of finance, expertise in certain areas, regular staff and parent meetings, and the community becoming meaningful stakeholders.

The education system provides the appropriate policies for education which include goals and standards, curricula, and teacher policies (UNESCO, 2005). The education system ensures that there are sufficient textbooks, teachers' guides, classrooms that are reasonable in size, classroom equipment, and instructional inputs that are appropriate to the readiness of the learners to engage in effective learning (Craig, 1995). Involvement and positive support of stakeholders ensure that not only do schools perform well but that quality of education is uplifted. This factor assists teachers in the classroom when they realize that support is available to them and that parents have an interest in their children's education.

2.4.2.3 The teaching-learning process

This includes those factors that affect teaching and learning at a school and which affect learner learning directly. These include both material and human resources. Material resources include textbooks, learning materials, classrooms, libraries, and school facilities.

Human resources include administrators, support staff, supervisors, inspectors, teachers, and the teacher-learner ratio (UNESCO, 2005).

According to Ehrenberg, Brewer, Gamoran & Willms, (2001), and UNESCO, (2005), the classroom teaching and learning process is also affected by the class size. The impact of class size on learner' achievement shows that in smaller classes the performance of the learners was better than those in larger classes. There is also evidence that the learner interaction within a class could determine the amount of disruptive behaviour experienced within a classroom and that this interaction could promote the teachers' activities. The class size could also determine whether a teacher will have time to spend on individual learner' needs, whether effective teaching can take place, determine the various teaching methods used to teach and assess learners, and determine the amount of material that could be covered. Lockheed and Verspoor (1991) maintain that teaching time is also affected by class size and in order to set and maintain standards for instruction, they recommend that the class size be lowered.

The frameworks selected are relevant to this study because they can be studied for the purpose of understanding the concept of quality in the educational context; direct the improvement of the whole school towards educational change; and assist in addressing the factors that could hamper the quality of education provided. The frameworks indicate that change within a school should address the various factors mentioned. These factors play a vital role in understanding the need for quality in the education setting. From these factors it becomes clear that in order to obtain quality within the education at a school, focus should be on how learners perform at school, on the factors that influence their learning, assessments, learning environments, content, process, outcome, the individual learner characteristics, supporting inputs, and the teaching-learning processes.

2.5 CONDITIONS TO ENSURE QUALITY IN EDUCATION

Some of the researchers have found that within successful quality schools, the leadership of the school principal, the management and organization of the school, and the school climate

assist in bringing about the effects of inputs on teaching and learning. This section will look at a few conditions that ensure quality in education in schools, (Craig, 1995: UNESCO, 2005) namely:

Effective (school) leadership;

Capable teachers;

Autonomy (in decision-making);

Order and discipline (in a school);

Positive (teacher) attitudes;

Organized curriculum;

Reward (academic performances); and

Learning time at school.

These conditions are linked to the characteristics of effective schools. Hawes and Stephens (1990) refer to effectiveness in schools as the way in which the objectives of an education system are achieved and as a measure for assessing quality. To obtain these objectives, a school needs certain characteristics which will determine whether the institution will be effective or not. According to Beare, Caldwell and Millikan (1989), Oakes and Lipton (1990), Bookbinder (1992), Sammons, Hillman and Mortimer (1995) Van der Bank (2000), MacBeath and Mortimore (2001), and Theron (2007), some of these characteristics are focused on quality teaching where the responsibility for learning is shared by the learners; there are high and consistent expectations from learners; purposeful teaching is emphasized where learners experience new knowledge and are able to apply it; learner-centred teaching takes place where learners are actively involved; and the instruction provided promotes learning. The conditions that ensure quality education in education will now be discussed.

Despite the fact that many developing countries are faced with challenges aimed at the upliftment of their quality of education, there are conditions that can contribute to the success of schools. These conditions, as stated by Riddell (2008), can be found within a school;

the/its teachers; the instruction provided and through the policies made. Within a school, conditions such as a strong leader; the school and classroom environment; expectations of learners; assessment and constant feedback given to learners; the kind of instruction offered; time on task; resource materials and textbooks; and the quality of teachers and their dedication and commitment at a school, all contribute to changing a non-quality school to a successful one that provides quality education.

2.5.1 Effective school leadership

Research into the success of schools found that a good quality school will have a strong community and a strong school leadership (UNESCO, 2005). This will bring about teachers who are of good quality in their teaching and learning (Leu, 2004). This is supported by UNICEF (2000) who states that teaching and learning are affected by the quality of leadership support received. Human development and change is brought about by teaching and learning and that teaching and learning can either be effective or not. Learners will thus become motivated to participate and learn and the curriculum makes this possible which indicates that teaching and learning are strongly influenced by the availability of resources (UNESCO, 2005).

Craig (1995) shows that leadership becomes effective when the school principal ensures that adequate support is available to teachers, set high academic standards for both teacher and learners, and is always available and communicates well with teachers, the community and with parents. The role of the school principal should be to serve as a role model and guide the teachers and learners, he/she should provide valuable instructional leadership, set a climate of high expectations, and mobilizing resources for the entire school (Lockheed & Verspoor, 1991).The leadership is characterised by effective principals who are visionary and who have a sense of purpose and determination to succeed. The school principals should have sound instructional leadership qualities that are practical and shared through delegating authority and foster creative problem-solving with staff members (Theron, 2007; Beare et al., 1989, Oakes & Lipton, 1990, Bookbinder, 1992, Sammons et al., 1995, Van der Bank, 2000, and MacBeath & Mortimore, 2001).

The role of leaders within a school is emphasized by Johnson et al., (2000).According to the authors, these leaders should constantly focus on improvement and capacity building of the school to provide quality education to all its learners. These leaders determine the way in which a school functions and, together with the teachers, determine the amount of quality education that a school provides.

2.5.2 Capable teachers

Teachers are critical to the improvement of quality of education. They need on-going support such as workshops, inter-school visits and peer consultations in school clusters. Teachers must see a need to change their practice that would bring benefits to the school. Teachers contribute to the effectiveness and quality of the school when they have great skills and understanding of both their subject matter and pedagogy. Teachers should use school time effectively to have a positive impact on learners' learning. They should be present in the classroom, be kept up-to-date on new knowledge and practices in their field of study, and have pre-service and in-service training/education (UNESCO, 2005).

Classroom management plays an important role if teachers wish to achieve active participation of the whole class and if the amount of time spent teaching is not sufficient at the level of learner achievements (Hopkins, 2002). A school will become effective through effective teaching where in a classroom the teacher provides useful starting points for determining effectiveness and embarks on proper planning with the appropriate teaching content, teaching resources and appropriate methods (Kruger & Van Schalkwyk, 1993). This leads to quality teaching and learning in a school. Fallan and Hargreaves (1992) are in agreement that in order for quality education to exist in classrooms, skilled teachers will create an effective learning atmosphere; a work-centred atmosphere; avoid disruptions; have a reasonable amount of movement and noise level; be able to cope with the range of demands on them; be able to ensure learning; have a flexible approach to class and group communication; and be able to utilize their non-teaching periods for planning.

Effective schools that provide quality education are those that take the recruitment of staff as a high priority. The best teachers will be selected who will be productive and contribute to

the success of the school (Van der Bank, 2000, and Everard, Morris & Wilson, 2004). The staff will be involved in a continuous teacher development programme which will assist them to reflect on their practice with the goal of improvement and these teachers are those who are disciplined which will influence the effectiveness of the school (Van der Bank, 2000).

Teaching methodology and skills, used by a teacher, must take into account how well children learn and should be child-centred. The teachers' instruction must assist learners to build on prior knowledge and to expand their knowledge. The learner-centred approach encourages critical thinking, problem solving, teamwork and the involvement and participation of the community. Teachers' experiences as educators are influenced by the availability of textbooks and learning materials, conditions of the infrastructure and the class size (UNICEF, 2000).

There should be a culture of continuous learning and this is found in the interactions amongst colleagues who give feedback and who reflect on practice and outcomes. From this, the school learns and improves. The vital role of teachers within a school reflects the way learners learn, the amount of learning that takes place and the quality of teaching that is offered. They are the key factors that play a central role in providing quality education in schools (Johnson et al., 2000).

This leads to quality teaching and learning in a school. Fallan and Hargreaves (1992) are in agreement that in order for quality education to exist in classrooms, skilled teachers will create an effective learning atmosphere; a work-centred atmosphere; avoid disruptions; have a reasonable amount of movement and noise level; be able to cope with the range of demands on them; be able to ensure learning; have a flexible approach to class and group communication; and be able to utilize their non-teaching periods for planning.

2.5.3 Autonomy in decision making

School leaders should have autonomy to establish how well school time and resources can be utilized in determining the improvement of the academic performances of learners and to

seek external resources that can be used effectively (Craig, 1995).There should be shared vision and expectations of all members of a school so that focus can move what is important and to set clear goals and targets in reaching higher standards (Johnson et al., 2000). Effective schools that pursue quality education clearly spell out achievement and realistic organisational goals and the vision of the school is a shared responsibility among all members (Beare et al., 1989, Oakes & Lipton, 1990, Bookbinder, 1992, Sammons et al., 1995, Van der Bank, 2000, MacBeath & Mortimore, 2001 and Theron, 2007). The authors state that within a school where autonomy, shared visions and expectations are encountered, an environment is created in which every member of the school experiences a sense of self-worth and this could lead to the smooth functioning of a school. Smylie (1992) argues that teacher involvement in decision making gives school leadership access to information that is closest to the root of problems at schools and this assists to improve the quality of decisions that have to be made. This involvement in school decisions is important in education reform strategies and enhances working relationships.

2.5.4 Order and discipline in a school

The safety of the learners, teachers and parents should be ensured. Learners and teachers should have a high attendance rate, classes should begin on time, there should be no interruptions in the school programme and learner discipline should be fair and appropriate (Craig, 1995). The entire school community should share values and understand learning so that a school can become a quality school (Johnson et al., 2000).

Gaustad (1992) states that schools, that are orderly, have clear established rules for learners which have been clearly communicated to the learners, staff and parents. These rules or discipline policies should constantly be reviewed so that all learners at a school could benefit, feel safe and begin to learn well (Directgov, 2010). Order and discipline are key elements that could benefit a school in aspects such as optimal time in teaching and learning where teachers could give their full attention to learners without interruptions.

2.5.5 Positive teacher attitudes

The vital role of teachers in the educational setting cannot be overemphasized. Quality teachers are characterised by the importance of their subject mastery, verbal skills, the impact they have to drive their learners to improvement, and their passion for their profession. These teachers are knowledgeable, trained, equipped with skills and expertise, who can instil a high national spirit, and who can create a national identity to foster national unity among people. These teachers produce excellent students (Hamzah & Abdullah, 2009). Teachers should be confident in their teaching abilities, be committed to teaching, be determined to work hard for their learners, and corporate with each other and the school (Craig, 1995). Teachers should support continuous improvement of a school and there should be effective accountability and a reporting framework to inform the community about the quality of education the school provides (Johnson et al., 2000).

Classroom management plays an important role. Teachers, who wish to achieve active participation of the whole class, should spend enough time teaching for learners to gain the necessary skills (Hopkins, 2002). A school will become effective through effective teaching where in a classroom; the teacher provides useful starting points for determining effectiveness and embarks on proper planning with the appropriate teaching content, teaching resources and appropriate methods (Kruger & Van Schalkwyk, 1993).

Teachers who are committed, confident and skilled appear to be positive due to their subject mastery and know what the curriculum expects from them. These teachers within a school will encourage learners to develop their full potential, motivate them to strive to always excel in their work and they will be able to achieve a range of learning outcomes with the different learners during the teaching-learning process.

2.5.6 Organized curriculum

According to Craig (1995) quality schools that are effective, have well-articulated curriculum management which has a direct bearing on learner attainment and enhances effectiveness. The curriculum should emphasize basic skills, have a well instructional method which is

matched to the teaching strategies, resource materials and the development needs of the learners. This curriculum should allow teachers to be creative in the development of their own teaching materials and teaching aids. In classrooms where a variety of materials exist, greater opportunities for learning are created. These materials should be well presented and must be accessible to both the teacher and learners (K-2 Punks, 2007)

The Education Scotland Inspection Advice Note (2015:16) provides an explanation of an organized curriculum which is related to this study. It shows the curriculum being structured around teaching and learning where learning is planned around different contexts and experiences. The aims of the organized curriculum are to allow for a connection around learning; planning and delivery; creating of boundaries; creating opportunities for learner' achievements both in the classroom and beyond; and creating a climate of respect and trust based on shared values across the school community.

2.5.7 Reward academic performances

Both teachers and learners should be rewarded for their academic achievements. Rewards and incentives can be used to encourage learners to work. This could be done through various methods such as ceremonies held at school or through the media (Craig, 1995). Teachers could be motivated to continue learning and become enthusiastic. Financial incentives do not alone sustain motivation but also allow for careful thought and improvement which will eventually lead to self-growth that would become the most important reward (Buchler, 2003).

According to Gaustad (1992) and Marigold (2009) classroom reward can encourage positive behaviour. When a teacher tries to foster a new behaviour, a learner should be rewarded each time he/she does the desired behaviour. The authors advance rewards such as attention, praise to be highly valued by learners. These social rewards will affirm a learners' worth as a person. The ultimate goal of rewarding learners is to help them to internalize positive behaviour so that reward will later not be needed. Motivation will eventually become sufficient for them to perform the desired behaviour.

2.5.8 Learning time at school

Assessment is a very important and necessary component of effective and quality teaching and learning. Craig (1995) states that assessments should be done regularly and be integrated into the class and school systems, with the primary purpose of providing diagnostic feedback to learners and teachers. The class timetable should make provision for all the subjects including the amount of time to be spent on each subject. Teachers who are skilled and who continuously receive in-service training will ensure that the assessment and evaluation of learners are carried out according to the prescribed policies of the education department, that no learner is deprived of quality learning time, and that both the learner and parent are constantly informed of the learner's progress. Craig (1995)

2.5.9 CHAPTER SUMMARY

The conditions to ensure quality education were identified as those that are crucial and that have an effect on the outcome of quality education in schools. The conditions relating to Namibian schools are addressed in Chapter 3 and are similar to these mentioned above. They assist in setting the academic standards and would contribute towards uplifting the quality of education. They provide a favourable setting in which the inputs could lead to quality teaching and learning. When the conditions are unfavourable, effective teaching and learning will be reduced thus the attempts of providing quality education at schools could be influenced negatively and the teachers' contribution to the quality of education could also be affected. The conditions discussed influence the outcome of quality education in schools.

The conditions in the Namibian school context are linked to the above. Although schools have adopted the learner-centred approach to teaching, there's still room for improvement in the role of principals in ensuring adequate support is given to teachers and improvement in uplifting the quality of teaching and learning in schools. This could be achieved through liaising with the relevant offices in the Ministry of Education regarding the adequate and timely supply of resources needed.

2.6 HOW IS QUALITY IN EDUCATION PERCEIVED IN A FEW SELECTED COUNTRIES

UNESCO (1998), Carron and Ta Ngoc (1996), Obanya (1999), Aggarwal (2000), Johnson et al., (2000), and UNICEF (2000) have found that many developing countries are faced with difficult challenges in providing quality education. The Sub-Saharan countries selected were those in particular, who were facing challenges in reaching the EFA goals and targets as set out by the World Conference on Education for All in 1990 (UNESCO, 2006:3), as mentioned in Section 2.3. These countries were selected to look at the various governments' attempts in addressing the shortcomings with the aim of achieving their educational targets.

2.6.1 Challenges faced in uplifting the quality of education in a few Sub-Saharan countries

The challenges faced by Sub-Saharan countries in uplifting the quality of education will consequently be addressed in the four developing countries, namely Tanzania, Zimbabwe, Kenya and Malawi.

2.6.1.1 Tanzania

For the government of Tanzania, quality education is seen as the pillar of national developments. The objectives of the education sector reforms which began in 1995 were established to ensure growing and equitable access to high quality formal education (The United Republic of Tanzania, 2010).

In the late seventies, quality education could not be reached and was affected by the following problems (Chonjo, 1994):

The classrooms that were designed to serve 45 learners were serving 80 or more learners;

The learners were attending classes under trees and sitting on the ground;

The newly constructed classrooms were falling apart due to poor construction or lack of adequate resources to put up strong structures;

Some of the classrooms were too small;

The average number of learners to a desk was around four;

Each learner used two exercise books per subject per year;

The supply of textbooks was inadequate in all the subjects and in all the grades;

The teachers who were trained to teach with one set of textbooks were reluctant to experiment with new ones;

There was a shortage of qualified teachers;

The curriculum was too compact with many subjects. There was an absence of teaching and learning resources in the schools; and

Some of the teachers had a low level of education and were expected to teach any subject in the primary school curriculum.

According to Mrutu, Ponera and Nkumbi (2005) the situation which the education system was faced with changed drastically. Access to primary education for all children coincided with the provision of adequate teachers and school buildings and that Universal Primary Education (UPE) was nearly achieved in school. One of the reforms that were implemented in 1993 involved the revision of syllabi and textbooks, production of teacher guides and the orientation of teachers to use the new teaching materials and methodologies. The objectives of the Education and Training Policy (ETP) of 1995 were to expand access to education, enhance the quality of education provided and to ensure that all children be admitted to school by 2006. The targets under the Primary Education Development Program (PEDP) was to expand access through the building of classroom, teacher recruitment and teacher development, quality improvement through in-service and pre-service teacher training, increase in teaching and learning materials, and to effect system-wide management improvements.

The challenge of offering high quality education, of the Dakar 2000 goals, ensured that many teachers underwent in-service training. Teachers were recruited to match the enrolment gains and more classrooms were built. The school management was strengthened through partnership between school and the community and the establishment of the school cluster system was established to promote cooperation among schools. The goals also provided quality learning through learner-friendly environments at schools (Mrutu et al., 2005).

The education system in Tanzania appears to have improved; however there are still a few challenges that exist. These include the educational inputs across different social subgroups and zones, the variations in levels of learners' competencies in reading and mathematics, and the negative attitudes of learners towards their schoolwork and towards teachers (Mrutu et al., 2005).

2.6.1.2 Zimbabwe

According to the African Population and Health Research Centre (APHRC) (2007), Zimbabwe is one of the Sub-Saharan countries with a high school participation rate. At independence, the government re-addressed the disparities and inequalities that existed. The government committed itself to ensure: free and universal primary education; access to secondary school; automatic grade promotion through secondary school; equitable access; curriculum development relating to occupations and livelihoods; building government schools in each district; and building secondary schools in urban centres (APHRC, 2007).

This situation has however changed. Zimbabwe was once the envy of the African continent in the standards of learning and teaching but this has however plummeted A report presented by the Ministries of Education, Sport and Culture and Higher and Tertiary Education (MESCHTE) (2004) in Geneva, underlined the problems and challenges that faced the education system in Zimbabwe. Some of these problems and challenges included:

Inadequate textbooks and stationery in schools;

Broken down furniture or absence of furniture in some schools;

Not able to provide schools to communities who have been resettled through the land reform programmes;

Continued employment of unqualified teachers;

Inability to attract teachers to teach in remote areas;

Congested classrooms in urban areas;

Double-sessioning in urban centres; and

Poverty that leads to drop-outs.

According to Education International (2008) the education service delivery had been compromised and was on the brink of collapse, teachers were forced to leave teaching as they struggled to make ends meet, most children have been denied their right to education, the education system was failing the learning needs of children and the professional needs of teachers, as a result, the goal of achieving Education for All in Zimbabwe was becoming more elusive.

In 2009 the Progressive Teachers' Union of Zimbabwe (PTUZ) revealed that many parents were trying to keep teachers in schools by supplementing their salaries with groceries and clothing, while the Zimbabwe Teachers' Association (ZIMTA) feared a total collapse of the school system because thousands of qualified teachers were emigrating and that the teaching force had shrunk to half its original size of 150,000 in 1995 to 70,000 in 2008 (Education International, 2009a).

The current situation in Zimbabwe regarding the state of the Education system has shown some improvement. UNICEF (2011) shows a drop in primary net education ratio from 2000 and 2006 from 76% to 68%. The completion primary rates have also shown a drastic drop from 82,6% to 68,2% in 2006. Attendance of secondary learners from primary schools has also revealed that about 50% of primary learners go to secondary schools. The pass results in Grade seven have shown a decline and from more than 70% in 2007 to 40% in 2009. Learners have either failed to enrol for primary education or they've dropped out of school.

Many factors have contributed to these drops. The factors that influences the education system are (UNICEF, 2011, and the National University of Science and Technology, 2015) are:

The availability of qualified and motivated teachers;

The unavailability of schools fees and levies by caregivers and parents;

Lack of teaching and learning materials;

Insufficient classrooms, structures and facilities; and

Inadequate basic services, e. g. water and electricity in the most remote areas

UNICEF pledged $70 million to assist Zimbabwe's children in receiving quality education because the education had declined to an extent that one in five primary schools had no textbooks, the pass rate had fallen to such an extent that about 50 percent of the primary school learners did not go to secondary school, and that one textbook was shared by 10 learners in urban areas and in rural areas. This figure rose to one textbook for 40 learners (Education International, 2009b). Although the education system appeared negative, a report by Radio Vop Zimbabwe (2010) showed that Zimbabwe was on track in reaching one of the Millennium Development Goals (MDGs) targets by 2015 which is the improvement of quality of its education system.

2.6.1.3 Kenya

According to Sawamura and Sifuna (2008) the primary education in Kenya is universal and free but not compulsory. In 1998, Free Primary Education (FPE) was introduced and brought the following challenges:

Teacher shortages;

Combination of classes for a number of grades;

Double shifts;

Too few classrooms;

Less motivated teachers due to increase in workloads; and

Large class sizes made it difficult for teachers to manage classes and interaction was minimal which resulted in the disadvantage of slow learners and disciplinary problems.

The Kenya Institute of Education (KIE) (2008) agrees and states that Kenya is faced with many challenges in achieving Free Primary Education. These challenges include large learner-teacher ratios, shortages of infrastructure, lack of standards of academic achievement and limited monitoring and evaluation of teaching-learning processes which are a threat to quality of education at schools. The institute is of the opinion that quality of education can improve if all factors affecting education quality are addressed. These are:

Learner characteristics;

An enabling context;

Enabling inputs such as teaching methods;

Available teaching and learning materials;

Physical infrastructure and facilities;

School governance; and

Adequate human resources.

The Ministry of Education, Science and Technology (2005) supports specific attempts to enhance the quality of education and revealed that many reforms have been undertaken in the education sector to address the MDGs and Education for All (EFA). One of these reforms was the development of the Kenya Education Sector Support Programme (KESSP). This programme was developed to assist the government in providing quality education and training for development; attainment of Universal Primary Education (UPE) by 2005 and EFA by 2015; achievement of transition rate of 70 percent from primary to secondary school level; and the enhancement of access, equity and quality in primary and secondary education.

Although the government is focused on providing quality education, Kimani (2010) still rates the education system as poor. In a survey, by the author, it was found that many primary school children were graduating from primary school without attaining the necessary basic numeracy and literacy skills and this has an impact on the performance of learners at higher levels and at achieving the goals of Vision 2030. For the government to improve this, focus should be on teacher recruitment, learning materials and inspection.

The governments' commitment towards quality of education for all its children is seen in the grants to primary schools to improve the supply of textbooks to 3:1 in lower primary and 2:1 in the upper primary classes; to improve existing classroom facilities; construct new classrooms and new schools; and to provide in-service training and establish systems for regular national assessments in order to improve quality of learning achievement. The government aims at adopting a new staffing norm for primary schools based on one teacher per 45 learners and endeavours to reach the EFA goals and targets by 2015, as mentioned by the Ministry of Education, Science and Technology (2005). These include:

Providing textbooks to all its learners;

Enabling teachers to deliver the curriculum by using reference books when planning lessons;

Ensuring that learners study and do homework;

Enabling learners to spend more time at school learning;

Enabling all learners to acquire knowledge, skills and attitudes; and

To improve the learners' access to education.

Regardless of the many challenges faced by the government in Kenya, it is still committed to an education system that allows every learner to have quality and relevant education. The UNESCO (1999) report showed the improvements made by the Kenyan government in its efforts to achieve the EFA goals and targets. These improvements include the expansion of educational opportunities for both boys and girls; to reverse the declining enrolment rate; and to improve on quality and relevance of education and training. This report also indicates that

despite the above achievements, there were still disparities between the EFA goals and the goals in Kenya.

2.6.2.4 Malawi

Malawi launched Free Primary Education (FPE) in 1994 and the Ministry of Education was faced with an increase in the enrolment rate which resulted in a lack of teachers. To accommodate these learners, untrained teachers were hired. The learner-teacher ratio rose to 72:1 in 2006. For the learner-teacher ratio to fall to 40:1 by 2015, more teachers needed to be employed to meet this target (Ngozo, 2010).

Anzar, Harping, Cohen and Leu (2004) and Mizrachi, Padilla and Susuwele-Banda (2010) are in agreement that most of Malawi's concerns regarding quality education, emerge from institutional factors such as large number of learners, small number of classrooms, inadequate learning environments, and unqualified or under qualified teachers. Lipenga (2004) addresses the reasons for the deterioration of the education system in Malawi. The reasons mentioned are: inadequate learning materials; inadequate qualified teachers and teacher incentives; and insufficient number of schools. Schools in Malawi are still faced with a lack of trained teachers. This results in the poor performances and low academic achievements in all areas of the school system. Mweninguwe (2005) argues that although Malawi takes part in Global Campaigns for Education Week of Action, it may not realize this goal in the near future due to lack of infrastructure; trained teachers and the HIV/AIDS pandemic; and that the government's lack or shortage of funds for the effective implementation of the six EFA goals.

Hewette, Mensch, Lloyd and Chimombo (2009) agree that although Malawi has nearly reached universal access to primary school, little positive impact on critical issues such as schooling outcomes, grade repetitions, attainment, and skill acquisition was achieved. Currently, the Ministry of Education indicated that up to 20 percent of children between the age of six to 13 do not attend primary school and the problem that could be associated with this is that universal primary education is not compulsory. Due to this, the community does

not feel compelled to send children to school seeing that there are no laws that force them to do so (Ngozo, 2010).

Malawi embarked on various programs to address the issues of quality. Two of these include the Educational Quality Improvement Program (EQUIP) and the Malawi Education Support Activity (MESA). These programs focus on teacher professional development through training programs aimed at improving the continuous assessment of learners, enhancing the pedagogical practice of teachers, and integrating life skills and HIV education into the social studies curriculum (Hewette et al., 2009).

According to Ngozo (2010) the Ministry of Education ensured the governments' commitment in improving education standards but the lack of classrooms made it difficult for Malawi to ensure that all children have access to and complete primary education of good quality by 2015 as stipulated in the Dakar Framework of 2000.

Despite the poor quality of education experienced in schools, the Ministry of Education in Malawi is still focused on attaining the targets of the Dakar Framework. Attention is given to increasing the enrolment rates, improving the quality of education through good physical infrastructure, qualified teachers and adequate instructional materials, effective learning, and a sustainable teacher-training program.

The challenges faced by Sub-Saharan countries in uplifting the quality of education were discussed in Tanzania, Zimbabwe, Kenya and Malawi. The literature review on the situation of education in these countries provides insight into the challenges that these countries face and the attempts of the governments in meeting their goal of quality education. Although many difficulties are faced in achieving the goal of quality in education there seems to be a great need to overcome the education service delivery and meeting the MDG's target by 2015. The achievements will depend on the efforts in improving the quality of education and to pay special attention to the many constraints which contribute to impact upon children's schooling. The Sub-Saharan countries have shown that change has an impact on the outcomes

of education, yet to reach these outcomes, many reforms and transformations need to take place. This has significant implications for the education system in Namibia where various reforms and transformations are currently taking place to address the quality of education in schools.

The Sub-Saharan countries discussed have many issues that affect the quality of education and these are also found in Namibia. Class sizes; shortages of qualified teachers; the inadequate supply of textbooks; and the poor delivery and provision of furniture have proven to hamper the quality of teaching and learning in classrooms. This study looked at what was done by the governments in these countries which could lend assistance to Namibia as it embarks on providing quality teaching and learning in schools.

2.6.2 Quality of education in a few European countries

Although European countries have generally good quality schools, the Programme for International Student Assessment (2003) report showed that even the best performing countries have gaps between high and low performers and students. The quality of education and training is considered to be a concern and in all European countries, high-quality education is needed in the labour market, policies and high levels of knowledge, competencies and skills are considered the basic conditions of active citizenship, employment and social cohesion. In these countries, the communities should contribute towards the development of quality education as stated in Article 149 of the EU Treaty.

2.6.2.1 Germany

Germany developed a national curriculum framework for learner performance in order to monitor its education system for improvement in raising standards (Directorate-General for Education and Culture, 2001). The Federal Ministry of Education and Research (2009) states that the education system is based on a learner oriented approach to teaching which enhances the learners' self-initiative and self-confidence. The Basic Law and The Constitution make provision for compulsory schooling. The primary school's role is to adapt the form and content of teaching programs to meet the different learning requirements and capabilities of

individual learners, and to provide learners with the basis for the next educational level and lifelong learning. Compulsory schooling begins at age six and class teaching is offered in grade one and two. From grade 3, subject teaching begins to prepare learners for the transition to secondary schooling where subject teaching is the rule.

According to the Minister of Education, quality of education was identified as a priority issue for analysis. This led to the quality evaluation in school education. The European report on the quality of school evaluation 2001 of Germany was based on four broad areas: attainment levels; educational success and transition; monitoring of school education; and structures (Directorate-General for Education and Culture, 2001).

The main educational objectives of the education system takes into account the concept of lifelong learning for the acquisition of fundamental knowledge, abilities and skills that will aid further learning. Learners who have learning difficulties receive remedial teaching for support and the learners' progress is examined by constant monitoring of the learning process and by oral and written examinations (Federal Ministry of Education and Research, 2009).

2.6.2.2 Belgium

Education in Belgium enjoys a high priority, the standards of its educational system are high and the quality of education is maintained at the same level in all schools (Fulbright, Belgium, 2010).The Flemish education policy makers put greater responsibility on learners, parents and education providers to be held accountable for education (Van Driessche & Gevaert, 2008).

The primary school education is marked by compulsory teaching from the age of six to 18 years and is free to all. Homework is given at a very early age with high levels of parental involvement and primary school teachers should be in possession of a three year Bachelor degree (The European Education Directory, 2010). The education system is marked by tests at the end of each year to decide if learners are ready for the next year. These tests are in the form of assessments and supervised tests for young learners and examinations for the older

learners. When it is found that learners are not ready to move over to the next year, they repeat that year known as "doubling". This is very common with very little stigma attached to it (Anglo info, 2010).

2.6.2.3 Finland

Finland's main objective in the education policy is to provide all citizens with equal opportunities to receive education. Education is regarded as a fundamental right of all its citizens. The main objective of the Finnish education policy is to achieve a high level of education for the entire population (UNESCO, 2000). The Finnish basic education ranks at the top in international comparisons of learning performances and this is due to local self-government which organises basic education in a way that meets the needs of learners of all age groups. It is the top performing country in the Programme for International Student Assessment (PISA) 2000 in reading assessment and has maintained its high level of reading performance while further improving its performance in mathematics and science (Programme for International Student Assessment, 2003). Schools also have a uniform quality regardless of their locations. Education is compulsory for all children beginning from 7 years and ends when a child has completed basic education or after 10 years of schooling. The education system is based on learners' own development and needs (Jiménez, 2009; and Sibenberg, 2009).

Learners have the right to receive competent and high-quality education, guidance, to a safe learning environment and well-being. Finland's basic education quality criteria are based on the quality assessment of structural and operational factors in relation to the goals set for basic education. One of these goals is to increase quality. The most important quality criteria is related to physical learning environments, focusing on quality of equipment and developing effective learning environments. These include school space, teaching tools, learning materials, the immediate environment as well as nature. The physical learning environment accommodates different sized groups and teaching methods. Schools are expected to use all the available space, equipment and tools (Ministry of Education and Culture, 2010). Repetition rates are very low and only about 2 percent of learners repeat grades in the early years of schooling (Jiménez, 2009).

Entry into the teacher education system is highly competitive and all graduates must have a master's degree (Programme for International Student Assessment, 2003). Teachers have unusual levels of autonomy over the curriculum and they have the right to choose their own textbooks as long as they adhere to the core curriculum (Ministry of Education and Culture, 2010).

The European countries selected have shown high standards of education and Finland has proven major success in the high level of education it provides. These countries have been found to have good quality schools and their policies in education are aimed at achieving high levels of education and increasing quality education.

The strengths and weaknesses of the countries selected for this study could serve as essentially vital examples to the challenges the Namibian government is still faced with in respect of the teaching and learning process, 25 years after independence.

The three European countries were selected to provide insight into what Namibia could do to improve its quality teaching and learning in schools. The Education systems in Germany and Finland deal with the different learning requirements and capabilities of individual learners; lifelong learning; compulsory schooling; and the acquisition of skills. Namibia, through its vision 2030, aims to have all its citizen acquire the necessary skills and knowledge through lifelong learning, as discussed in 3.2.2. In Belgium, stakeholders are held accountable for education and Namibia too is trying to get all stakeholders involved in education, as revealed in section 3.2.2.

2.7 CHAPTER SUMMARY

The literature review presented in chapter two provides an overview on quality in the educational setting. The goal of achieving quality in education has an impact on various factors within schools. Reaching this goal requires continuous change within the education system. The attempts to reach the Education for All targets of 2015 depend on the pursuit of quality of education provided in schools.

In quality of education, emphasis is placed on inputs, processes, outputs and outcomes of the entire school that serve as units of change. These changes, together with the factors that affect quality, provide means that could assist in the development of policies which would address all weaknesses and strengths in the educational system, and those that would positively influence teaching and learning in the classrooms.

The definitions of quality within education provided for in this chapter show the complexity of the concept and assist in making the concept understood, however difficult it may seem. From this literature review, teachers are regarded as the key factor for improving the quality of education in schools and evidence has shown that teachers are critical to the improvement of quality in education. They therefore need on-going professional support such as workshops, support in the form of in-service training, inter-school visits, and peer discussions.

In achieving educational quality, failure could not be regarded as an option. Countries should share experiences and governments in developing countries should realize that they are responsible for the outcome of their educational successes. Countries should have a clear vision of what it is that they want to achieve, they should set goals and targets, they should be committed to their goals, and they should remain focused in achieving their goals.

The next chapter will address the extent to which teachers contribute to the quality of education in Namibian schools. It will also look at the role of management with regard to the improvement of quality of teaching and learning in Namibian schools; and on whether the cluster system of schools in Namibia have enhanced the quality of teaching and learning in schools.

CHAPTER THREE

THE QUALITY OF EDUCATION IN THE NAMIBIAN PRIMARY SCHOOLS

CONTEXT

3.1 INTRODUCTION

This chapter provides a review of literature on the perceived quality of education in Namibian primary school context; the role of ICT in the improvement of the quality of education in the Namibian primary school context; the extent to which teachers and other stakeholders contribute to the quality of education at Namibian schools; the role of management with regard to the improvement of quality of teaching and learning in Namibian schools; and determine whether the cluster system of schools has enhanced the quality of teaching and learning in Namibian primary schools. In conclusion, this chapter will summarize and provide the justification of the present study.

3.2 THE PERCEIVED QUALITY OF EDUCATION IN THE NAMIBIAN PRIMARY SCHOOL CONTEXT

At independence in 1990, the Ministry of Education's focus was on access to education. Today focus has shifted to improving the quality of education and quality outputs at all levels of education and the training sector (Government of the Republic of Namibia, 2007). The achievement of political independence in 1990 paved the way for the Namibian government to reform the existing school systems in the country so that learners could be prepared to become citizens who would critically participate in society (Zeichner & Dahlstrom, 2001).

3.2.1 The perceived quality of education

At independence, changes within the Namibia's educational system were seen as a priority due to the apartheid education system that was used which was based on racism and apartheid. This reform was based on the following goals: access, equity, quality, and democracy in education. The new educational system was built on learner-centred education with the aim of encouraging curiosity and excitement, and to promote democracy and responsibility in lifelong learning (Ministry of Education

and Culture, 1993). This system, according to National Institute for Educational Development, NIED (2001:7),

> "… presupposes that teachers have a holistic view of the learner, be able to select content and methods on the basis of a shared analysis of the learner's needs, and thus develop their own and the learner's creativity..."

This reform was both a change in curriculum development process and products, and a transition from one system of education to another.

The learner-centred approach is related to the goals of education in Namibia in the following ways, (Zeichner & Dahlstrom, 2001:269):

It is related to access where all learners receive new and unfamiliar knowledge through critical reflection;

It is related to equity by providing individual attention to all learners in their studies;

It is related to efficiency through the learning process, understanding and the broad competencies in teacher education; and

Democracy is related to the rights and obligations of both students and teacher educators to be involved in the production of knowledge, broadening of involvement beyond the classroom and develop learning communities.

Under the Cape Education System, the teaching practice regarded learners as having no knowledge and needed to be filled by the knowledge of the teacher (MBESC, 1996). It was against this background that the then Ministry of Education and Culture proposed the learner-centred teaching methods for Basic Education in Namibia. Schrenko (1994) notes that in a learner-centred approach, the learners must be at the core of the teaching and learning process, where their interests and needs should be taken into account when a teacher is planning or presenting a lesson. Freire (1998) indicates that learner-centred education should be built on action teaching and understanding in order for learners to make connection between classroom activities and real experiences.

The learner-centred approach was one of the educational reforms in the classroom prior to independence around 1986 and 1993 and Namibia embraced this idea (Ministry of Education, 1993; and Angula & Grant-Lewis, 1997). This major change was an attempt to move away from the subject-centred curriculum and teacher-centred teaching. Learner-centred education was seen as a way of providing quality and democratic education and also equity amongst the Namibian learners (MEC, 1993). Learner-centred education therefore embraces terms such as active learning, exploration, self-responsibility learners' prior knowledge and skills.

In the document titled "How learner-centred are you? The Ministry of Basic Education and Culture in Namibia defines the term learner-centred education as:

> An approach to teaching and learning that comes directly from the National Goals of equity and democracy. It is an approach that means that teachers put the needs of the learner at the centre of what they do in the classroom, rather than the learner being made to fit whatever needs the teacher has decided upon… learning must begin by using or finding out the learners' existing knowledge, skills and understanding of the topic…. Then teachers develop more activities that build on and extend the learners' knowledge (MBEC, 1999:2).

The Ministry of Education (1993) stated that after independence in 1990, the school curriculum had to be redesigned. Various subjects were structured around learning competencies, learner-centred methodology, continuous assessment, and on semi-automatic promotion. The National examination was conducted in Grade 10 and 12, but at the end of 2000, the National semi-external examination was phased in for Grade seven. The under qualified teachers were encouraged to improve their formal qualifications after independence. Schools were encouraged to get the parents involved in the schools activities, in learner support, and in playing a role in the management of the schools through the School Boards. The schools also expected the parents to contribute towards purchasing materials for their children and to contribute to the school development fund from which materials would be purchased. This was done due to inadequate supply of materials and supplies by the Ministry of Education (Ministry of Education, 1993)

In-service training was done for both class and subject teachers. It was expected that learning outcomes could be improved upon by providing better-qualified teachers and reducing class size that could eliminate disparities between regions, rural and urban schools. In 1998, the national learner-teacher ratio at primary and secondary schools was 29:1 but 14, 4 percent of schools had ratios in excess of 40:1. The recommendation by the Presidential Commission on Education, Culture and Training to eliminate inequities in the allocation of funds and provision of facilities and equipment was promoted by factors that influenced the quality of education (Government of the Republic of Namibia, 2000a; and Government of the Republic of Namibia, 2000b).

Immediately after independence, the Namibian government realised the importance of early-childhood education and drafted the Guidelines for Early Childhood Education with the aim of providing quality education while learners are at a young age (Ministry of Basic Education and Culture, 1993). This was seen as an investment in the education of the Namibian children and would ensure that all children have access to education.

The Ministry of Education (2008:1-2) proposes the following curriculum for the one year certificate in pre-primary education, as there was a need in this field of study:

Develop the personal, social and emotional well-being of each child;

develop social skills by providing opportunities to share, co-operate, work and listen to others;

develop attention skills to concentrate on activities and tasks given;

develop language and communication skills via a wide range of situations;

prepare children for reading and writing skills with opportunities for all to explore and enjoy signs, words and printed matter;

develop understanding of numbers, measurements, patterns, shapes and space via a broad range of contexts;

develop an understanding of the world in terms of the environment, people and places via opportunities to solve problems, make decisions, experiment,

predict, plan and explore, develop fine and gross motor skills, understanding of how their bodies work and what they need to do to be healthy and safe; and

develop creativity and sharing of ideas and feelings through a variety of art forms.

These outcomes of the envisaged qualification would enable student teachers to be employed as pre-primary teachers in the private or public sector.

Naanda (2007) however discovered that not all children were privileged to the right of access to Early Childhood Education due to the barriers such as poverty and other hindrances. This resulted in learners being left behind by those who had access to Early Childhood Education. Anon (2009) agrees with the above statement and regards the absence of pre-primary as preparatory for formal school as one of the result in the low literacy levels for learners as they pass through various phases of the education system.

The United States Agency for International Development (2006) has supported the Namibian government's policies to improve the quality of primary education since 1995. The focus was on curriculum development and teacher support, providing structured instructional material used for active learning and continuous assessment. As an example, the government's commitment to the improvement of the education system is evident through the establishment of the Educational and Training Sector Improvement Programme (ETSIP) which will address the need to access Early Childhood Education (Government of the Republic of Namibia, 2007).

According to the Ministry of Education (2006), ETSIP is a detailed, composite and broad-based plan of action for education in Namibia. It is guided by the national vision statement, Vision 2030, which set a target date that by 2030; all Namibian citizens should be provided with a quality of life compared to that of the developed world. Namibia embraces a standards-based approach to education and training which implies that within the school context, subject-matter measures academic achievements and standards based teaching is directed towards student mastery. Teachers should teach in such a way for students to achieve

the standards; therefore the National Professional Standards for Teachers in Namibia was developed, that should be the direct outcome of the ETSIP programme. It is based on a fifteen-year strategic plan which was accepted in 2005 by the Namibian government. The first phase of the sector is directed at strengthening the quality, effectiveness, and efficiency of the general education and training system in Namibia. The improvement of teacher performance will begin with defining;

Competencies required and to develop teacher standards;

Implementing the planned system of licensing; and

Developing incentives of various kinds.

The Ministry of Education (2007a) indicated that the first cycle of the National External School Evaluation (NESE) visits took place in a selection of schools. These comprised 13 senior secondary schools, two junior secondary schools, five combined schools, and 10 primary schools. The visits were aimed at identifying the schools' strengths and weaknesses in seven areas which included the provision of resources for schools and hostels; curriculum and attainment; the teaching and learning process; the school as a social unit; management and leadership of school; links with parents and the community; and links with other schools and the region. The results of the 2006 survey pertaining to the teaching and learning process reflected that 30 percent of primary schools poorly used available teaching resources; that 60 percent used time in lessons inadequately; 40 percent of teachers neglected to consider the learning styles of their learners; that 80 percent of primary schools inadequately implemented the National Assessment Policy; and that the assessment for learning, use of assessment data and learner self-evaluation practices were generally poor. The external school evaluation is seen as an important aspect of the Ministry's policy to improve schools for the benefit of all learners. This evaluation shows how far education has come since independence as well as the many challenges that the education system is still faced with.

One of the aspects worth noticing is the system of licensing. According to the Ministry of Education (2006), teachers will become licensed for a period of five years and renewed every five years. For teachers to become licensed, they should meet the National Professional Standards for Teachers in Namibia and continue to show growth, professional development,

and continuously improve in their work. Subject Heads, Principals, Heads of Departments, and Advisory teachers all play a vital role in gathering evidence of the teacher's competence to perform as set about by the National Standards. The evidence gathered must be open and transparent and teachers will know what is required from them through:

Evaluation of their own teaching against the standards;

discover areas of improvement;

find ways of improvement either through study groups at school or within their cluster;

formulate a working plan of action to be used;

raise standards at meetings; and/or

provide in-service training assistance where needed.

Failure by teachers, who are unwilling or unable to meet the requirement of the National Standards, would eventually result in teachers losing their licenses. This approach could have both a positive and negative response from Namibian teachers. The teachers might view this as positive by regarding the approach as a way to grow within teaching and learning, yet they could also view it in a negative light and might feel that they would not be evaluated positively by both management and advisory teachers who seldom visit schools. Therefore this system has still to be studied to understand its feasibility, practicality and relevance in education.

The teacher education prior to independence was underdeveloped for the entire country. The white population group had the post-graduate diploma, Higher Education Diploma, (HED) while the black population's education was focused on senior secondary school rather than on the pedagogy. This led to the majority of teachers who were not adequately trained or not trained at independence. The effect this had on the learner' outcomes were based on the poor preparations of lessons which had an impact on the learners' progress (Ottevanger, Macfarlane & Clegg, 2005). The renewal of the entire education system in improving the quality of education, led to the setting up of the In-service training and assistance project,

(INSTANT), for Namibian teachers. The qualifications of teachers were divided amongst racial lines, as indicated in the Teacher Education Reform which affected the state of science and mathematics education. The design of the INSTANT Project was set up to guide the education reform and curriculum change, aiming at changing the teaching methodology and improving the science and mathematics education in the country. Although this project's aim was focused on secondary education, natural science and health education in the upper primary education was also included. Teachers were targeted through workshops and through in-service education activities. New textbooks were developed and produced locally, which assisted in shaping the curriculum and teaching materials. This project assisted in designing a clear understanding of learner-centred education in science, but very little in mathematics (Ottevanger et al., 2005). Anon (2009) is of the opinion that the lack of teachers' competencies in Mathematics and Science at primary school level contributed towards the failure rate in Secondary schools.

Another reform after independence was the uplifting of the level of English proficiency and was emphasized at a Language Development Conference in April 2000. Shikongo (2000) outlines the various needs for the improvement of the English language in Namibian schools and states that the English language Sensitive methodologies are introduced in teacher education institutions. These needs, as stated by the author, are that many teachers are still experiencing problems in teaching through the medium of English, especially in the rural areas, that subject teachers should nurture the learners' linguistic development, and that trainees should understand the importance of English first language to assist in enhancing the learning and teaching of a second language. Reasons cited for the poor language competencies of teachers are that they have limited English knowledge required for using a language in teaching and learning and those teachers are afraid of using English first language in the classroom.

Shejavalli (2008) highlights the poor level of English competency of teachers as one of the problems contributing to the learners' poor performances in primary schools. Ontero (2000) agrees that the implementation of appropriate methodologies led to good results in schools. The importance of the English competencies of teachers is seen as vital in educational reform. Although research in English proficiency of teachers has shown improvement,

however, the author still found it to be insufficient. A study by Mouton (2007) revealed that teachers, with a few years in teaching are still reverting to another language during teaching. These teachers indicated that they were compelled to code switch in their classes because of the learners' inability to understand terminology. Another reason is the multilingual classes that resulted in teachers' code switching to facilitate understanding. The author found that teachers with large class sizes, code switched more than those in smaller classes. This often gave rise to discipline problems. Afrikaans and Herero were the two languages mostly used by teachers when they code switched and the community, where only a certain language was spoken, was also indicated as a reason for the use of code switching in the classes.

Naanda (2007) cited the following reasons for the poor competencies amongst learners:

Their home environment does not make provision for communicating in English. Learners from these environments do not understand instructions provided in subjects, they fall behind; they fail or drop out of school; and

The study also revealed that 70% of the participants out of a sample of 650, in the 13 educational regions, teach with less than a Grade 12 qualification. These teachers are not fluent in the medium of instruction, English.

Mouton (2007); and Kashuupulwa (2008) are in agreement with the above findings and state that the poor performances of learners in schools were also linked to the teachers. Teachers' contributions derived from their laziness to prepare well for classes, they used another language other than English in the classrooms which created an impression that mixed languages was an acceptable form of communication and learners would follow the teachers' example. The use of another language in the classrooms also creates confusion amongst learners and less effectiveness in the teaching and learning process.

According to Ministry of Basic Education, Sport and Culture (2004) Namibia has reached some major achievements since independence. These achievements are found in access to education, equity in education, quality in education, content of education, and policy dialogue, partnership and participation by civil society in the process of educational change, however, there were still challenges facing the Education System. These relate to the

provision of adequate skilled human resources; the levels of expenditure on education may not be sustainable in the long run; there is still a need to improve the conditions for teaching and learning; strengthening and organising the advisory service structures; challenges in ensuring co-ordination of efforts towards the dissemination and implementation of all policies by all stakeholders; provision of quality education for all; and the provision of new models of learning and acquiring knowledge.

Namibia evaluated its education system as reflected by the views of all stakeholders at the National Education Conference, which was held in Windhoek on 27 June to 01 July 2011. The aim of the Government of the Republic of Namibia is to reach its Vision 2030, whereby all Namibians will have a quality of life. On 09 September 2011, all principals of both primary and secondary schools wrote an English Language Proficiency Test and all Heads of Department and teachers of both primary and secondary schools did the same exercise. This was done due to the major concerns, as expressed by the stakeholders at the conference, that many principals and teachers still lack the English Language competencies to conduct proper teaching and learning in classrooms. These tests would be done annually until all have exited the program, making them proficient in teaching through the medium of English.

The implementations of the various reforms were aimed at improving the education system inherited after independence. These reforms were linked to the four goals identified by the democratic government. From this, it is clear that Namibia is moving towards reaching its goals of quality in education.

3.3 STRATEGIES TO IMPROVE QUALITY OF TEACHING AND LEARNING IN NAMIBIA

The Ministry of Education has concentrated much on identifying ways of improving the quality of education in Namibian schools and many areas had been identified and improved upon. There is however an area that has not been thoroughly experimented upon and that could assist in the upliftment of the quality of education in schools.

3.3.1 THE ROLE OF INFORMATION, COMMUNICATION AND TECHNOLOGY (ICT) IN THE IMPROVEMENT OF QUALITY TEACHING AND LEARNING IN NAMIBIAN PRIMARY SCHOOLS

Chapman and Adams (2002) report on the dissatisfaction with the quality of the education system in Namibia. The authors found that the dissatisfaction which is often implied or mentioned is inputs such as teacher training, the lack of teacher motivation, the need for curriculum revision, inadequate facilities, and insufficient textbooks. One strategy the authors proposed to improve the quality in education included the improved inputs through the use of more technology. The role of ICT in Namibian primary schools is therefore regarded as one of the ways of improving quality of teaching and learning in primary schools and was strongly emphasized at the National Education Conference in Windhoek in 2011.

3.3.1.1 Use of ICT in Namibian schools

An area identified by the Namibian Government in Vision 2030 is the (ICT) skills and competencies required that would assist Namibians in becoming a knowledge-based society (Ministry of Education, 2007c).The Government recognises the importance of ICT as a major tool in the development of the country, therefore Education and Training Sector Improvement Programme (ETSIP) aims at embedding ICT at all levels of the education system and to integrate it in the curricula, content, training, usage and technical support.

The SchoolNet programme in Namibia was established in February 2000 with the objective of providing sustainable low-cost technology solutions for internet to all Namibian schools. It was established as a non-profit ICT service provider that would provide affordable computer technology and internet access to all schools in Namibia. Despite this achievement, Namibia still faces many challenges in integrating and using ICT effectively in the education system and reducing the division among all communities (Ministry of Education, 2007c). One of the strengths of this programme is the high level of internet usage, yet there are still challenges such as the costs of ICT, staffing and facilities. The organization within SchoolNet is limited therefore schools need support and existing schools need upgrading of the programme.

According to Ballantyre (2003) there is evidence that some schools have a higher level of internet usage by both teachers and learners which has a positive effect on teaching and learning in the classroom. Teachers are able to plan their teaching effectively and learners use the internet for completion of tasks and doing research. Despite this, the Minister of Education, Dr Abraham Iyambo, realised the slow pace with which schools are equipped with computers. This issue was raised at the National Conference on Education (Namibia), (Booysen, 2011). The Minister agreed that there was an imbalance in as far as provision of technology was concerned in the various regions and that ICT should be included in every subject in schools.

3.3.1.2 ICT Policy for Education in Namibia

In Namibia, part of the National policies is to integrate ICT into the education curriculum. The policies that embrace the need to integrate ICT within the Education Sector in Namibia include the Strategic Plan 2001-2006; the ICT Policy of Education of 2004; and the ICT Strategy of the Ministry of Higher Education and Training Sector Improvement Programme (ETSIP) 2005-2011. These policies outline strategies that should be used to attain the development objectives set out by the government of the Republic of Namibia in the National Development Plan 2 and 3 (NDP 2 and 3) and Vision 2030 (Government of the Republic of Namibia, 2004).

According to Wenglinsky (1998) studies that link computers to learner performance do exist in other countries. In Namibia, the Ministries of Basic Education, Sport and Culture and The Ministries of Higher Education, Training and Employment Creation (2005) acknowledge the reality of the link between ICT and education in schools. The ICT Policy for Education in Namibia is an attempt to outline the issue of ICT for education in meeting the demands of the 21st century. It describes what the Government wants to achieve with ICT in education and what it should have in place to achieve it. This policy attempts to provide clear goals and objectives, and basic competencies for learners and teachers in achieving ICT knowledge and skills. The policy explains amongst others, the development levels required, the priorities needed to develop ICT in Namibia, the ICT services, staff training, curriculum development,

performance measures, and technical standards (Ministries of Basic Education, Sport and Culture and Higher Education, Training and Employment Creation, 2005).

According to Jensen (2006) this policy only provides a basic foundation that would assist in bringing the ICT knowledge to learners in Namibia. It lacks a statement regarding free/open source software that would illuminate the dependency on a single software; budget constraints; reliability, performance and security to promote ICT usage in Namibia; and capacity building where students do not only learn how to use the software but also on how to develop it.

ICT integration in schools, as stated by Zorfass, Morocco and Lory (1991), could also be problematic because of teachers who believe that direct communication and sharing of knowledge is the most effective method of educational delivery. They would be less likely to incorporate ICT tools where greater learner independence is required. De Acosta (1993) agrees that there are those teachers who believe that they need to be the authority figure within the classroom and would disapprove of the use of computers.

Suole (2003) and Porter (1999) are of the opinion that the Namibian teachers still do not understand what is meant by ICT integration in schools. To implement ICT in schools, learning skills, creative skills, critical skills, and perceptions are needed which would enable teachers and learners to facilitate and access their own technological competencies (Zain, Atan & Idrus, 2004).

It is against this background that the researcher regarded ICT as a useful tool in uplifting the current teaching and learning outcomes in Namibian schools. Learners will be better prepared to meet the goals and objectives as set out in Vision 2030 and be equipped to meet the challenges of this century. Teachers would be able to plan more effectively and learning would become enjoyable because learners would also be responsible for their own learning. Teachers and learners would have a better understanding of what they learn and learn what will be essential in their future lives.

3.3.2 THE ROLE OF VARIOUS STAKEHOLDERS WITH REGARD TO THE IMPROVEMENT OF QUALITY TEACHING AND LEARNING IN NAMIBIAN PRIMARY SCHOOLS

The quality of teachers is linked to the quality of teaching and learning that would ensure quality in the education system. These and some of the ways in which teachers influence the outcome of quality teaching and learning are discussed below.

3.3.2.1 Teacher contribution towards quality teaching and learning in Namibian primary schools

Botha (2011) provides the link between quality processes which will eventually lead to quality outcomes in education. The author states that quality within a school context entails the following aspects namely:

Learners who have a good family support system and who attend school regularly;

A quality learning environment that looks at the school infra-structure, safety, class size, and has policies that address effective discipline and teachers' behaviour;

The quality content that places emphasis on learner-centred curriculum, a content that is unique, addresses the acquisition of literacy and numeracy skills, as well as other skills needed in life;

The quality process that addresses teacher competencies, development, the working conditions of teachers, the support they receive from administrative and leadership within schools; and

That quality outcomes entail learning for life.

Zeichner and Dahlström (2001) regard the need for quality teachers in the successful implementations of the various educational reforms in Namibia as a measure to ensure quality of education. Teachers should be committed, dedicated and competent. The Ministry of Education and Culture (1993:37) expresses itself on this issue as follows:

"… the most important challenge in improving the quality of our education system is to ensure that our teachers are well prepared for the major responsibilities they carry."

According to UNESCO, (2005) there is a great potential to increase the quality of teaching and learning in every school and classroom and teachers are the key factor in improving the quality of education. Therefore to improve the performances of teachers, ETSIP aims at strengthening the teachers' competencies in mastering the subject and the pedagogical skills of teachers. This would result in improving the pass rate at all levels of the education system.. However, there are still many factors that influence the quality of education in schools.

Ipinge (2004) and The National Institute for Educational Development (NIED) (2001) identified the factors that hamper the delivery of quality education in Namibian schools. Included in these are:

The lack of teaching and learning materials;

The teacher learner-ratios that is very high;

The allocation of resources in the regions that are unequal; and

 The need for teachers who are qualified.

The Ministry of Basic Education, Sport and Culture (2004) is also of the opinion that quality of education in Namibian schools is influenced by factors relating to teacher qualification; allocation of resources; language proficiency; and the way schools are managed. The above mentioned factors will now be discussed:

3.3.2.2 Lack of teaching and learning materials and resources

The Ministry of Education and Culture (1992a) found that disparities existed in terms of the allocation of resources in schools. It was found that the northern regions got fewer resources, despite the fact that the population was larger. The inequitable distribution of resources has a negative impact on the performance of learners and contributes towards the failure rates in schools (Anon, 2009).

The uneven provision of resources in 2000 was still a major problem for acceptable learning outcomes in Namibian schools (Todd, Dom, Ainger & Powell, 2001) and currently the situation has improved slightly with some schools still lacking resources in teaching and learning as addressed by the Minister of Education at the National Conference on Education (Namibia), (Booysen, 2011). The findings of a study conducted by the Ministry of Basic Education and Culture (1993) revealed that the quality of teaching and learning was a serious problem after access and that learning outcomes might be improved by providing better qualified teachers and reducing the class size. However, by the end of the decade: little difference was made regarding the distribution of suitably qualified teachers across the regions in as far as teacher mobility was concerned and that provisions of physical facilities was largely determined on a basis that favoured the regions which had the largest backlog on conventional classrooms and specialist facilities (Anon, 2009).

3.3.2.3 The teacher-learner ratio

Large classes impede the quality of education learners receive and NIED (2001) agrees that the overcrowded classrooms make it difficult for teachers to meet the needs of individual learners. This lowers the quality of education and the learning environment is affected negatively. In a study conducted (Government of the Republic of Namibia, 2000a; and Government of the Republic of Namibia, 2000b) it was observed that the teacher-learner ratio in schools increased from 1:36 to 1:60 resulting in teachers not being able to reach every learner and that the monitoring of class activities was poor. The government of Namibia found that the increase in class sizes led to more discipline problems; individual attention given to learners in the class was less; and that teachers moved from learner-centred lessons to teacher-centred lessons. This caused frustration amongst teachers and learners which led to aggression. Individual learners were not able to receive any personal attention because the learner-centred approach was impossible to apply. Teachers, in Namibian schools, are given subjects to teach of which they are not qualified due to the high teacher-learner ratio. The proposals made asked for the implementation of staffing norms of between 1:25 to 1:30 as agreed upon by the Office of the Prime Minister and the Namibian Teachers Union.

Hopkins (2002) agrees with the above statements. The author found that the increase in class sizes could hamper the education outcome of learners therefore, the teacher-learner ratio must be decreased if significant increase in the learner outcome is to be achieved. This increase in class sizes could have an influence in classroom management since teachers need to be very skilled in organising their teaching so that active participation by all learners could take place. Ipinge (2004) also agrees that the higher number of learners per teacher makes the provision of quality of education difficult.

A study conducted by Todd et al., (2001) on the learner per teacher ratio in Namibian schools found that the highest ratio was found in the Northern region in primary schools. The teaching staff norms of 1:35 in primary schools was suggested to be the ideal, however this depended on the teacher distribution. Kashuupulwa (2008) is of the opinion that although the Ministry of Education has increased the teacher-learner ratio in primary schools from 1:35 to 1:40, it was still inadequate to accommodate the entire learner intake in schools.

3.3.2.4 Quality teachers

West (2000) states that after independence, all unqualified teachers in Namibia were encouraged to improve their qualifications. After independence, the Ministry of Education and Culture found that the northern regions of the country have less qualified teachers with more multigrade teaching and combined schools (Ministry of Education and Culture, 1992b). By 1995, the number of qualified teachers in Namibia improved and 84, 4% of teachers in secondary education and 56, 5% in primary schools had professional training. This however has not improved the teacher quality and effective teaching. Teachers are still not qualified for their teaching and lack the competencies that are crucial to the improvement of learners learning. The subjects in which teachers experienced difficulty teaching are in English, Mathematics and Science and these teachers are unable to interpret and implement the curriculum (Ministry of Education, 2006).

Although the Ministry of Education believed that learning outcomes could improve with better qualified teachers and reduction of class size, its attempts to equally distribute qualified teachers among ethnic groups after independence was unsuccessful. This was due to housing

shortages in rural areas. This problem was worsened by the fact that there were no incentive schemes for teachers to relocate to the disadvantaged areas (Todd et al., 2001).

The researcher came to the conclusion, based on the above information, that performance and productivity in teaching are related to the competencies and qualities of a teacher. The qualities and competencies that professional teachers should have are those that: promote effective teaching and learning ; transforms the teaching and learning environments; value the learner's potential to achieve; and that assists the learner to achieve his/her full potential.

3.3.2.5 The teaching and learning process

An area that could eventually lead to the improvement of quality teaching and learning is the teaching process. This area reflects the outcome of the teaching-learning process in the classroom (Government of the Republic of Namibia, 2006). Quality teaching and learning should take place in a positive learning environment. There should be strong leadership for the improvement of teaching and learning. Principals should take full accountability for the academic performance of the school and ensure that the Curriculum for Basic Education is offered. Action should be implemented to improve discipline initiatives and manage the Plan of Action for Academic Improvement (PAAI) for the school. Teachers should be inspired to do their best to ensure that school time is managed to have maximum time on task, and that resources are made available. Subject-Heads and Phase-Heads should set the example for commitment, inspire and motivate teachers. Teachers should be assisted in establishing their individual job descriptions, draft internal policies, review tests and examination results, plan and organize subject meetings, monitor progress, and become involved in the development of PAAI. Teachers should establish well-organized classrooms that are subject friendly and inviting. There should be discipline in the classrooms and they should adhere to the internal subject policies, have quality written lesson preparations, and produce quality lesson delivery so that quality learning prevails in the classroom. There should be active learner participation during lessons, teaching resources should be used effectively during lesson delivery, there should be progress made in learning, and quality assessments should be done (Government of the Republic of Namibia, 2006).

The assistance of various stakeholders in education is needed and shortages that still exist both in learning materials and resources must be addressed to bring about change in the quality of teaching and learning in schools. All this can be achieved through ETSIP but a lot still needs to be done before Namibia can become a country that provides quality teaching and learning in schools.

3.4 THE ROLE OF MANAGEMENT WITH REGARD TO TEACHING AND LEARNING IN NAMIBIAN PRIMARY SCHOOLS

Managements, as stakeholders in education, play a vital role in improving the quality of teaching and learning outcomes in schools. Its contributions could change the way in which schools are performing and through constant evaluation, may be able to improve the shortcomings and maintain those strong areas found in schools.

UNESCO (2005) regards strong educational leadership as important in improving learning outcomes and it provides transformation rather than control. For a school to improve teaching and learning, it will largely depend on the quality of the professional leadership provided by the senior staff. The Ministry of Education (1997) is in agreement with the above statement and has drafted a manual for school principals that outlines their duties and responsibilities, and through ETSIP, be able to implement the seven key areas on which the quality of education would focus. These areas are regarded as important in establishing where schools should address their shortcomings. The key areas will be discussed below.

3.4.1 Provision of resources, curriculum and attainment

The resources include the adequate availability of resources at schools such as basic resources, basic communication facilities, suitable school buildings, and learning support materials and consumables. Adequate financial provisions should be secured by school principals whereby at least 90 percent of school fees are collected, and at least plan and organise at least three fundraising projects per year (Government of the Republic of Namibia, 2006).

For the implementation of the curriculum, principals should obtain copies of the Curriculum of Basic Education from NIED. They should ensure that teachers have access to it; given time to study the curriculum in totality; and to implement it (Ministry of Education, 2010).

In Namibia, the latest syllabi has established a continuous monitoring system and plan, and schools have established a compensatory programme for the. The internal subject policies include year plans, and daily or weekly lesson preparations. School principals ensure that these are monitored at least once a week. All the official policy documents are available and assessments are monitored at least twice per trimester. School principals ensure that reading, spelling, writing and communication skills receive the necessary attention. Every school principal develops a school plan to ensure that all learners value social and cultural diversity and act responsibly; show good behaviour; self-discipline; and demonstrate positive attitudes (Government of the Republic of Namibia, 2006).

3.4.2 The school as a social unit

These areas are linked to the role of management within a school in ensuring that the morale of the school be enhanced and create a sense of pride, security, equality and fairness. Clear channels of communication should exist and both teachers and learners should have a sense of commitment to achieve only the best. There should be maximum time on task whereby both teachers and learners arrive punctually each day, whereby lessons start on time and where teachers are constantly present in their classrooms and teach for the entire lesson. Lessons should be planned to ensure that discipline is maintained. Teachers should act as examples, have high ethical standards of behaviour and self-discipline. Both teachers and learners should be motivated to excel. Teachers should complete the Cumulative Record Cards that contain personal information of each learner that would provide them with knowledge of their learners. Each school should establish a counselling support group that would provide care and guidance to learners when needed. Learners should be provided with advice on subject choices, have access to Life Skills programmes and set academic targets. The school should review the current code of conduct and expect high standards of discipline from both teachers and learners (Government of the Republic of Namibia, 2006).

3.4.3 Management and leadership of school

Principals should ensure that all ministerial and internal policies are available at schools, have the National Standards and Performance Indicators (NSPI), the School`s Self Evaluation (SSE), the Teacher's Self Evaluation (TSE), and the Classroom Observation Instrument (COI). All schools should complete the SSE every October and use it to develop both the School's Development Plan (SDP) and the PAAI. These two instruments will focus on actions to improve the quality of education, teaching and learning, assist in monitoring the progress at school, and determine whether in-service training is needed. In addition, all teachers should complete their own evaluation (TSE) once per year (Government of the Republic of Namibia, 2006).

Principals should ensure that all information regarding curriculum and attainment is easily available to teachers, that effective timetabling provides a range of promotional subject choices and non-promotional subjects are presented as indicated in the official Curriculum for Basic Education (Ministry of Education, 2010). An organogram should be developed that shows the line of authority, communication, and delegation. Duties and responsibilities should be delegated to Heads of Departments and an effective filling system should be in place. There should be a system of registers and absenteeism should be monitored regularly.

All principals and management have a challenging task. They are required to lead by example to improve the performance of teachers and learners through continuous hard work, have high competence and be committed. There should be proper channels of communication that would foster good positive inter-personal relations to enhance pleasant teaching environments. Teachers should be given guidance and support and be involved in team building exercises. The correct staffing norms of the school should be determined and the Regional office should be informed accordingly. Interviews should be conducted of new staff recruitment and all staff members should have an equal distribution of work and duties including extra-curriculum activities. There should be clear and fair grievance procedures at schools and indiscipline and unprofessional conduct of teachers be stamped out immediately (Government of the Republic of Namibia, 2006).

A report submitted to the Government of the Republic of Namibia (2000b) revealed that principals were teaching more than 50% of the time as a result; they cannot do class visits, follow up on class visits, provide in-service training and provide staff development programmes at their schools. The teachers and heads of departments also have packed timetables which leave less time for planning and resource creation.

3.4.4 Links with parents and the community

The management of schools should have clear communication links with parents. Schools should communicate with parents through a variety of methods, conduct parent meetings, have an open door policy, and provide regular feedback to parents on academic performances and behaviour of learners. The information provided to parents should be in a clear and understandable language. The school board must be fully established and be involved in planning and executing activities in the SDP and PAAI. They should be trained, meet at least once per trimester, and inform the community about the school (Ministry of Education, 2007b).

3.4.5 Links with other schools and the region

The management of schools should not operate in isolation. They could get their teachers involved in cluster activities and communicate with other clusters within the region and those in other regions to share ideas at management level. The principals of the cluster centres should be prepared to participate in cluster activities. The cluster activities should be well planned, matters of common interest should be discussed, devote time to develop annual plans, schemes of work, tests, tasks, worksheets and examination papers. Information should be sought regarding cluster maps, line ministries and time frames should be met as set out in the Customer Service Charter (Government of the Republic of Namibia, 2006).

The above mentioned key areas would assist schools in identifying their strengths and weaknesses, and the information gathered from the evaluations of key areas one (1), four (4), five (5), six (6), and seven (7) could be used for each School's Self-Evaluation (SSE). The Ministry of Education (2007) indicates that from this, schools are required to develop their

own annual (SDP) and (PAAI) from key areas two (2) and three (3). For schools to develop the SDP and PAAI, eight steps need to be considered. These are (Ministry of Education, 2006):

Develop an own mission statement for the school;

do an honest SSE;

use the outcome of the SSE and develop a SDP and PAAI;

determine priorities;

finalise the SDP and PAAI and obtain approval;

monitor progress with the SDP and PAAI; and

conduct a final evaluation of the SDP and PAAI at the end of October each year.

The SDP and PAAI are one year plans and short term goals aimed at empowering the schools to improve performance. Schools that are performing poorly, could identify problem areas, set targets, raise expectations, and develop appropriate strategies for improvement. More school administrators, with an educational background, should be appointed to assist principals due to the amount of time principals have in performing their administrative duties (Ministry of Education, 2007b).

A report by the United States Agency for International Development (2006) found that the Ministry of Education in Namibia improved instructional and management systems which resulted in the school management level adopting positive change and also within the classroom. The principals of schools are now in a better position to provide instructional leadership for teachers by improving teaching, assessment, are now also beginning to assess their classroom practice to improve their instruction. There are more methods used to make participation and interaction between teacher and learner possible. Learners are now becoming more confident in taking part in discussions.

The results of the NESE survey identified the following in a key area dealing with management and leadership (Ministry of Education, 2007a):

> The implementation of plans in 70 percent of primary schools was weak;
>
> The professional competencies of managers and their abilities to inspire and motivate were weak in most of the schools;
>
> There was an absence of job description for staff in half of the schools;
>
> Staff development programmes were poor in 80 percent of the schools; and
>
> Teaching and learning resources were managed poorly.

These short comings identified still need to be improved upon if management intends to fulfil its role in effective leadership and to improve the quality of teaching and learning in schools.

The government of Namibia's goal is to reach its human resource targets of Vision 2030 by improving school management, through teacher efficiency and the implementation of ETSIP, with special emphasis on key area five (5) which deals with management and leadership of the school. This will allow the management and leaders of schools to focus on their weaknesses; find ways of changing them into strengths; and to build on their existing strengths. Learners will thus be provided with quality of education and the quality output will increase.

3.5 THE ROLE OF THE CLUSTER SYSTEM WITH REGARD TO THE QUALITY OF TEACHING AND LEARNING IN NAMIBIAN PRIMARY SCHOOLS

One of the ways identified by the Ministry of Education to improve the quality of education in Namibian schools was through a School Clustering System (SCS). In its efforts to improve teaching, learning and school management systems in Namibia, USAID (2006) assisted the Ministry of Education by organising schools to receive improved services by dividing 736

schools into 201 clusters in six (6) education regions. Each of these clusters systems have a team of educational leaders who have been assigned to assist each school with the development and implementation of strategies for improved teaching, learning and better quality management.

3.5.1 The Importance of the Cluster System of Schools

A study conducted by Aipinge (2008) provides an understanding of this system by explaining why it is regarded as vital. This system in Namibian schools enables cluster schools to share resources, experiences, and expertise in teaching, learning and in school administration which facilitates organisational learning.

According to Dittmar, Mendelsohn and Ward (2002) Namibia began its clustering system in 1996 in the Rundu education region and due to its success, similar clusters were formed in all other education regions. Schools do not function in isolation anymore. Each cluster consists of between five to seven schools and one of the schools in each group is selected to serve as a cluster centre. The cluster centre in each group should have adequate facilities, ideally situated, set a good example for management and teaching practice and have a strong and committed principal who has a vision that extends beyond the school. In total, there are 260 clusters in Namibia.

The cluster system in Namibia has been established to improve the quality of teaching and learning. Teachers are brought together to discuss and interpret syllabi and to draw up a unified scheme of work. Test papers are set together and moderated to improve the standards and learners within the cluster receive the same level of higher standards in teaching. Principals and teachers meet to exchange and share experiences and ideas to boost teachers' morale and confidence. The teaching resources at schools are shared and the advisory teachers provide their inputs through subject consultation groups and in-service training. The cluster system assists in improving management practices at schools. Through the cluster system, a competitive spirit is developed amongst schools and principals are encouraged to take more responsibility for their staff supervision and accountability. (Dittmar, Mendelsohn & Ward, 2002 and Government of the Republic of Namibia 2006)

Hopkins (2002) regards school improvement as a way of uplifting students' outcomes and strengthening a school's ability for managing improvement. The improvement of schools can be realised if emphasis is placed on the teaching-learning process that takes place within a school. The author states that any change that takes place within a school should have a positive effect on learners' learning. The changes mentioned are: the classroom teaching practice; the conditions of the school internally; and the policies of the school. A school can achieve success when these three principles work together. The cluster system of schools is there to provide assistance to teachers regarding their teaching methods, share ideas on the conditions within a school and teachers could work together to understand the implementation of policies in their respective schools.

The importance of school improvement is best explained by Fallen (1985), who states that schools can only maintain learner' achievements if they are aware of the implications of change. These implications involve the process which occurs over a period of time; when the change is uncertain; when the learning of new skills are vital; and when support is crucial both technically and psychologically. These changes are linked to the changes brought in by the cluster system of schools in Namibia. Schools are now actively involved in changing the way they teach and the outcome of this is seen in the academic performance of learners.

The Cluster system of schools in the Namibian primary schools is one of the efforts of the Government of Namibia in improving the quality of teaching and learning outcomes. It addresses the lack of quality that exists within Namibian primary schools. It creates a platform where schools could come together to discuss mutual concerns and to share ideas in the improvement of both leadership qualities and the qualities of teachers.

3.6 CHAPTER SUMMARY

The purpose of chapter three was to examine the quality of education in Namibian schools and to identify the ways in which ICT and various stakeholders contribute to the quality of education. The use of ICT within schools could improve the learners' understanding of content and teachers could use this technology in their teaching through thorough planning.

The role of teachers and management with regard to the improvement of quality of teaching and learning at schools in Namibia reflect the immense task they have to provide transformation within schools. Their role is not only based on control, but also on transforming their schools from weak schools to schools with strengths as indicated in the NSPI.

Although the researcher has identified and discussed, from the literature, a few aspects that can improve quality, an empirical investigation is necessary to address the last sub-aim, namely "An effective way that the quality of teaching and learning in Namibian primary schools can be improved" by introducing a model, that would be derived from the empirical study.

In the next chapter, the researcher provides an outline of the research methodology of the study and to investigate how the quality of teaching and learning can be improved in Namibian primary schools.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Chapter four provides an outline of research approach, design and methodology of the study. The first part of the chapter will highlight the research design and paradigm, followed by the population and sampling, instrumentation, data collection procedures, data analysis, presentation, validity and reliability of the research. This will be concluded by a discussion on how the specific methodology will be employed in the present study.

4.2 RESEARCH PARADIGM

The naturalistic research paradigm selected for this study, inspect and organize a problem in such a way that it would eventually lead them to better understanding of the problem on the quality of teaching and learning in Namibian primary schools (Patton, 2002).Naturalists approach a problem without an idea or opinion from known facts for investigation, but are led to the problem of interest from their usual routines. Thus their focus cannot speak for itself but must be interpreted.

In comparison to the naturalistic approach, the pragmatic approach differs substantially from that of naturalistic in that the pragmatic approach would explore the influences of the wider social structure. For the naturalistic paradigm, a mixed method approach was used which included questionnaires and interviews. The study was strengthened through the combined method that was used and the different data provided validity checks on either the same results or they provided different results due to the different types of inquiry. These results offered the researcher with a deeper insight into the relationship of the approach and the phenomenon under study (Patton, 2001).

The mixed method approach was also used to gather the most relevant information and to validate and cross-check findings. The researcher was able to build on the strengths of the data collection and at the same time minimize the weakness of a single approach. The

researcher used the research design because it was relevant, meaningful, and understandable and because it produced useful results that were valid, reliable and believable.

The mixed method approach in this study was used for one database to build on another. The quantitative phase was followed by the qualitative phase to assist in explaining the quantitative results. This study follows a concurrent design which assisted to develop a more complete understanding of the findings, allowing for the researcher to combine both quantitative and qualitative research to understand the participants' experiences and the analysis merged the data and compared the two sets of data results (Creswell, 2003:21).

The researcher experienced the following weaknesses or challenges with the mixed method approach used. Extensive time and resources was needed when data was collected and analysed and an adequate sample size was needed for analysing and interpreting the results. It was also very costly. The strengths allowed for describing and reporting the data and it assisted to explain the quantitative results (Johnson et al., 2007).

4.3 RESEARCH METHODOLOGY

For the purpose of this study, the researcher employed a mixed method in combining both quantitative and qualitative methodologies in order to follow a suitable research plan and to gather the necessary data that would answer the research questions of the study. The concept of mixed method approach is sometimes used to indicate a combination of quantitative and qualitative methodology (Hammersley, 1992). The researcher used the mixed method of data collection to find a representative sample during the research design; to help during data collection by supplying background data, getting overlooked information and avoiding being bias; to assist during analysis by showing the applicability of the interviews; and to cast light on qualitative findings.

This study is a case study which explores a program, an event, an activity and a process in depth. It allows for detailed information to be collected using a variety of data collection procedures. The results from one method can assist to inform the other method, gain insight

into different units of analysis and to provide a comprehensive analysis of the research problem. The information can be integrated in the interpretation of the overall results (Creswell, 2003).

Johnson, Onwuegbuzie and Turner (2007) acknowledge the above and state that the mixed method approach begins with the assumption that investigators gather evidence based on the nature and theoretical orientation. It is more than simply a collection of qualitative data from interviews. It follows multiple forms of qualitative evidence, or multiple types of quantitative evidence. It involves the collection of both quantitative and qualitative data and combines the strengths of each to answer the research question. It integrates or combines the quantitative and qualitative data rather than keeping it separate. It maximizes the strengths of both forms of data and minimizes their weaknesses.

Creswell (2003:15-16) indicates how the integration is done. The author mentions that the integration can be achieved by reporting results together in the discussion section of the study. It can be integrated through the use of tables or figures that display both the quantitative and qualitative results. It also involves analysing the quantitative data and then uses the information to inform the qualitative questions. Thereafter the integration occurs by connecting the analysis of results with the second phase of the research.

4.3.1 Rationale for choosing the mixed research method

The mixed method of approach in this study is to support the findings by showing that the independent measures used agree with or at least, do not contradict it (Miles and Huberman, 1994:41). This technique attempts to explain more fully, the richness and complication of human behaviour through studying it from more than one standpoint and by making use of both quantitative and qualitative data (Cohen, Manion, & Morrison, 2003). The authors refer to the mixed method approach as the use of two or more methods of data collection which explain the richness and complexity of a study and that the outcomes of the questionnaire survey can be compared to the interview measure. The advantages of the mixed method, according to Cohen et al., (2003) are that it has various forms but can produce the same

results; when more methods show differences from each other, the greater the researcher's confidence about the findings; it gives support to it and reliability may be found. This method is thus regarded to be more a way of life; it will assist in getting to the findings in the first place through different sources by using different methods and by squaring the findings with others. It may draw on methods from both these approaches and use them together (Cohen et al., 2003).

In this study, both the quantitative and qualitative methods of data collection were employed. The mixed method of data collection was used to find a representative sample during the research design and to assist during data collection.

4.3.2 Aims of the research

The study focused on the improvement of quality of teaching and learning in Namibian primary schools. This study was a case study on primary schools in the Erongo region of Namibia with the purpose of examining the social unit, the Erongo primary schools, as a whole. Cohen et al., (2003:181) refers to a case study as:

> "the study of an analysis of an instance in action… it provides unique examples of real people in real situations…enabling readers to understand ideas more clearly…"

Best and Kahn (2003) state that a case study looks deeply at the social unit and analyses the interactions between the factors which explain the present situation or whether it influences change or growth. It shows a development over a period of time. This approach allows for a wide variety of methods to gather data. These methods include observations, interviews, questionnaires, opinionnaires, psychological tests, inventories, recorded data from newspapers, schools, courts, clinics, government agencies or other sources. The researcher used questionnaires and interviews to gather data for this study. In this case study, individuals were the primary unit of analysis. The study intended to find ways of improving the quality of teaching and learning in primary schools in the Erongo region of Namibia by finding answers to the following:

To determine what quality means or entails in the educational context.

To discuss how quality in education is perceived in a few selected countries.

To establish the perceived quality of education in the Erongo primary schools.

To establish the role of ICT in the improvement of the quality of education in the Erongo primary school context?

To determine the extent to which teachers contribute to the quality of education at schools.

To determine the various roles of management in respect of their duties and responsibilities in the enhancement of the quality of teaching and learning in schools in the Erongo region.

To understand the role of the cluster system in schools in enhancing the quality of teaching and learning in the Erongo schools, and

To determine the ways in which the quality of teaching and learning in the Erongo schools can be improved.

4.3.3 Research problem

The researcher attempted to elicit the views of participants on how teaching and learning could be improved in the present situation, regarding the quality of teaching and learning in Namibian primary schools. This would assist the researcher in answering the following question:

How can the quality of teaching and learning be improved in schools in the Erongo region of Namibia?

4.4 RESEARCH DESIGN

The researcher used both quantitative and qualitative approach methods of design. The quantitative approach method in this study is a case study that assists the researcher to gather comprehensive and in-depth information from the case being studied (Patton, 2001). The qualitative design in this study is a descriptive design that identifies and attempts to make sense of the current situation (Cohen et al., 2003).

4.4.1 Quantitative research design

In the quantitative approach, data collection procedures and types of measurement are built prior to the study and applied in a standardized manner. Interviewers or observers are not expected to add their own impressions or interpretations. Measurements are focused on specific variables that are quantified through rating scales, frequency counts and other means (De Vos, 1998).The researcher knows clearly in advance what he/she is looking for. All aspects of the study are carefully designed before data are collected. The researcher uses tools, such as questionnaires to collect numerical data and data is in the form of numbers and statistics (Neill, 2007).The data are quantifiable and is usually generalized to the larger population. The weakness of the quantitative approach is that it removes events from real world setting and ignores the effects of variables that have not been included in the model (Weinreich, 2007).

The quantitative design selected assisted the researcher to carefully plan the study and with the data collection. Each of the subjects that were used for data collection were identically studied which left very little room for human bias that could create problems with the data. It is based more directly on its original plans; and the results are more readily analysed and interpreted (Best & Kahn, 2003). In the quantitative approach, the focus was on the control of the designed instruments and the representations of the participants.

4.4.2 Qualitative research design

When working from a qualitative perspective, the researcher attempts to gain a first-hand, holistic understanding of facts as they appear and the data collection got shaped as the

investigation proceeded. Methods such as observation and unstructured interviewing are used. Qualitative methodology is based on the assumption that valid understanding can be gained through knowledge acquired first hand by a researcher (De Vos, 1998).The aim of qualitative research is a complete detailed description of the data. The researcher knows roughly in advance what she is looking for and the researcher is the data gathering instrument. The data is in the form of words, pictures or objects (Neill, 2007). A weakness of qualitative research is that it is time consuming and less able to be generalized (Weinreich, 2007). The qualitative approach was aimed at gaining depth. It allowed for different views of the theme that was being studied and provided the participants with an open-ended way of giving their views. This study was guided by how the variables were related (Henning, 2004).

In the qualitative research, the interview guide was also planned carefully, yet there was the possibility of change, of asking different questions and of going in the direction that the observation may lead the researcher. This research approach is more open and responsive to its subject (Best & Kahn, 2003). The qualitative data assisted the quantitative side of the study during design by aiding the instrumentations and helping to make access and data collection easier. During analysis of the data, it will help by interpreting, clarifying and illustrating quantitative findings (Miles & Huberman, 1994:41). For the purpose of this study, the researcher employed a mixed method in combining both qualitative and quantitative methodologies in order to follow a suitable research plan and to gather the necessary data that would answer the research questions of the study.

4.5 POPULATION AND SAMPLE

The population of this study consisted of teachers in the Upper Primary Phase of Grades five (5), six (6) and seven (7), principals and heads of department who are from the Erongo education region, situated in the western part of Namibia. There are 42 schools that cater for Grade five (5), 42 schools for Grade six (6), and 41 schools that cater for Grade seven (7). The total number of class groups in the Upper Primary Phase is 234 (Ministry of Education, 2008). The population of the study is therefore a number of 125 schools from this region. Twenty percent (20%) of the schools that cater for the upper primary phase, in the Erongo educational region, were selected for the investigation. The researcher thus intended to work at 25 schools, which would have been the sample of this study. At each school, a simple

random sampling method was used to select two of the participants in the upper primary phase. The total number of participants was 50. The researcher subdivided the population into smaller homogeneous groups, consisting of Grade five (5), Grade six (6) and Grade seven (7) teachers to get a more representative sample. This method of sampling made provision for individuals to be selected in such a way that each would have an equal chance of being selected (Best & Kahn, 2003).

The 50 selected participants, from the 25 schools, completed the questionnaires. The participants were selected from a list of teachers that were presented by the principals of the schools. For the interviews, the researcher randomly selected twenty percent (20%) from the 50 participants who completed the questionnaires, to complete the interviews. The total number of 10 participants thus completed the interviews. The researcher thus selected the random sampling method by selecting a smaller sample from the 50 participants. This will avoid any criticism that the researcher was bias in selecting the sample for the interview, as stated by (Stuwig & Stead, 2001). Only government schools were selected for this study. From these schools the researcher made comparisons between the various schools used for this study.

4.6 ETHICAL CONSIDERATIONS

4.6.1 Informed consent

Informed consent was sought from the participants who were selected for this study. The researcher gave the participants the option in which they may choose to participate in the investigation or not after being informed about the nature of this study. According to Cohen et at., (2003:51), the participants' consent will involve the four elements of informed consent, namely: competence, voluntarism, full information and comprehension.

The participants were responsible to make correct decisions when they were given the relevant information; they freely chose to take part or not in the research; the participant were fully informed about the nature of the research; and the participants fully understood the nature of the research project. Informed consent was sought from each participant and

participants voluntarily agreed to take part in the research. They felt free to decide to take part or withdraw at any point in the project.

4.6.2 Anonymity and confidentiality

The participants were ensured that the research data would be confidential and that their identity would not be revealed. The questionnaires and interviews bear no identifying marks such as names or any personal means of identification, as stated by (Miles & Huberman 1994:293; and Cohen et al., 2003). The researcher therefore provided a credible promise of confidentiality and anonymity.

4.6.3 Ethical measures and considerations

The researcher had complete responsibility for the actions of the participants involved in the study. Unfavourable data were not modified and data was made available to professional peers so that the accuracy of the results can be verified (Best & Kahn, 2003). The researcher was honest, fair and respectful towards the participants and did not attempt to mislead or deceive them. The rights and dignity of others must be respected and be mindful of cultural and individual differences among people such as age, gender, race, ethnicity, religion, language and socio-economic status, as indicated by (Stuwig & Stead, 2001).

4.7 INSTRUMENTATION

The researcher selected two specific methods for collecting data. These comprised of questionnaires for the quantitative part of the study and interviews for the qualitative part. The literature review of the research related to the study and various articles and books had been used.

4.7.1 Literature review

The literature study of this research focused on the perceived quality of teaching and learning in Erongo primary school context by citing articles from The Ministry of Education and

Culture (1993); Zeichner and Dahlstrom (2001); Government of the Republic of Namibia (2000); Naanda (2007); The United States Agency for International Development (USAID) (2006); The Government of the Republic of Namibia (2007); The Ministry of Education (2006); The Ministry of Education (2007); The Ministry of Education (2006); Ottevanger Macfarlane and Clegg (2005); Shikongo (2000); Shejavalli (2008); Ontero (2000); Mouton, (2007); Kashuupulwa (2008); and The Ministry of Basic Education, Sport and Culture (2004).

The study also discussed the role of ICT in the improvement of the quality of teaching and learning in the Erongo primary school context. Here focus was on articles and books from Chapman and Adams (2002); The Ministry of Education (2007); Ballantyre (2003); Booysen (2011); The Ministries of Basic Education, Sport and Culture and Higher Education, Training and Employment Creation (2005); and Jensen (2006).

The extent to which teachers and other stakeholders contribute to the quality of education at Namibian schools and the role of management with regard to the improvement of quality of teaching and learning in Namibian schools was looked at. The researcher studied articles and books by Botha (2011); Zeichner and Dahlstrom (2001); The Ministry of Education and Culture (1993); United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2005); Ipinge (2004); The National Institute for Educational Development (NIED) (2001); The Ministry of Basic Education, Sport and Culture (2004); The Ministry of Education and Culture (1992); Anon (2009); Todd, Dom, Ainger and Powell (2001); The Government of the Republic of Namibia (2000); Hopkins (2002); Ipinge (2004); West (2000); and The Ministry of Education (2006).

The researcher attempted to determine whether the cluster system of schools had enhanced the quality of teaching and learning in the Erongo primary schools by studying articles from UNESCO (2005); The Ministry of Education (1997); Government of the Republic of Namibia, (2006); The Ministry of Education (2010); The Ministry of Education (2007); and United States Agency for International Development (2006).

4.7.2 Questionnaires

In the quantitative approach, the researcher used 50 questionnaires to be completed by the participants selected for the study. A structured questionnaire, made up of scaled and categorical questions, was used. In the mixed method approach, according to Creswell (2003), Johnson et al. (2007), and Rattray & Jones (2007), the questionnaire is based on seven basic question types. This includes quantity or information questions; category questions; multiple choice questions; scaled questions; ranking questions; grid questions; and open-ended questions. The strengths of the questionnaire allowed for an efficient means of collecting data; the participants anonymity made them share information more easily; and it was a time-efficient way of collecting data. The weaknesses involved the researcher to personally administer the questionnaires and to collect data as there was a concern that not all questionnaires might reach the participants or be returned if posted due to the remote areas the schools were situated in.

The questionnaire was developed using items or questions that require the participants to respond to a series of questions or statements which are converted into numerical form and statistically analysed. Demographical questions were asked to engage participants in the investigation. Frequency scales were used to establish how often an event occurred. Multiple choice or dichotomous questions were also included. The Likert-type scale used ranged from strongly agree to strongly disagree. The questionnaire was piloted

The questionnaire comprised of seven sections containing the following:

Section A related to participants' demographical data;

Section B elicited the participants' understanding of quality in the educational context;

Section C identified the role of Information, Communication and Technology (ICT) in the improvement of teaching and learning in Namibian primary schools;

Section D related to the role of teachers with regard to the improvement of quality teaching and learning in Namibian primary schools;

Section E covered the role of management with regard to the improvement of quality of teaching and learning in Namibian schools;

Section F addressed the role of the cluster system with regard to the quality of teaching and learning in Namibian primary schools;

Section G addressed the ways in which the quality of teaching and learning in primary schools in Namibia could be improved; and concluded with

Section H which addressed open-ended questions for the participants to give additional comments/opinions regarding the quality of education in upper primary classes.

For the questionnaire, open-ended questions were used to assist the quantitative side to make data collection easier by interpreting, clarifying and illustrating quantitative findings. The questionnaire was used to gather as much information as possible to answer the research question of the study by involving as many participants as possible. The challenges encountered in the use of the questionnaire was that it was very costly to print and at one school, a participant made a number of errors on the questionnaire and the school had no copy facilities therefore the researcher had to drive to the nearest town, about 150 kilometres, to have copies made. The researcher had enough copies for the number of participants at each school.

4.7.3 Interviews

The interview guide was divided into Section A to F. Section A dealt with quality education in Namibian schools; Section B with the role of ICT at schools; Section C looked at factors that might influence quality teaching and learning; Section D dealt with managements' role in quality education; Section E looked at the cluster system of schools; and Section F dealt with ways of improvement of quality teaching and learning.

In the qualitative approach, an open-ended interview guide was used with twenty percent (20%) of the 50 participants who completed the questionnaires. Thus 10 participants were

used. This approach made the analysis of data easier because the participants' answers to the same questions were easily located and it facilitated the organizing of the questions asked and answers given to allow for comparisons (Patton, 2002). The questions were asked to get an overall opinion from the interviewees regarding ways to improve the quality of teaching and learning at primary schools. The interviewer recorded the interviews and the questions were asked in an open-ended way so that teachers could respond to what they wanted to say (Patton, 2002). The researcher asked different types of questions in order to obtain more data from the interviewees. No leading or multiple questions were used. The strengths included the following: It allowed for a good way to measure attitudes; provided in-depth information; and allowed for good interpretive validity (Zohrabi, 2013).

This study employed a semi structured interview guide approach which allowed for the interviewee to provide more information. The questions were prepared according to the focus of the study.

4.7.4 Researcher role and competency

The researcher ensured that the main issues to be covered in the research were both a fair representation of the wider issue under investigation and that the research sample was addressed in depth and breadth (Cohen et al., 2003). The authors also explained that the sampling of items ensured their representativeness. The researcher did not deliberately try to manipulate variables or conditions and ensured that the situations in the research occurred naturally. The researcher was confident that the data generated were not artefacts of one specific method of data collection through the use of the mixed method of data collection. The researcher's confidence was greater when the questionnaire survey corresponded to that of the interviews.

4.7.5 Maintaining objectivity and interpersonal subjectivity

According to Miles and Huberman (1994), the researcher will remain objective by ensuring that the conclusions made will depend on the participants and the conditions of the inquiry rather than that of the researcher's. The researcher ensured that the methods and procedures

were described in detail; that the actual sequence of how the data will be collected, processed, condensed and displayed can be followed; that the conclusions were linked with the data displayed; that there was a record of the study's methods and procedures that could be followed; that the researcher was aware of personal assumptions, values and biases; and that the study data was available for re-analysis by others.

4.7.6 Reflexivity

Through reflexivity, the researcher acknowledged and disclosed her own self in the research. The researcher became perceptive of the ways in which her selection, perceptions and background shaped the research. The researcher was a research instrument who monitors very closely her own interactions with the participants, their reactions, roles, biases, and any aspect that might be bias to the research. The researcher was thus interdependent of the research (Cohen et al., 2003:494-495).

4.8 PILOT TESTING

The researcher designed the research questionnaire and interview guide with advice from her supervisor. The researcher also prepared a cover letter which explained the purpose of the study to the participants.

The researcher sent letters to the Permanent Secretary at the Ministry of Education and the Director of Education of the Erongo education region seeking permission for this study. These letters explained the intentions and purpose of the study. The principals of the schools were informed in writing and their permission was sought. The principals were assured that the information obtained from participants would be used only for the research purpose and treated with confidentiality. The participants were given the questionnaires and the interviews were conducted during school hours. Therefore, the researcher was able to collect all questionnaires from the participants and recorded all interviews for analysis. This method was important because it ensured that the maximum number of questionnaires would be completed by the participants and that all information gathered from the interviews was recorded.

The objective of the pilot study was to detect whether the research instruments were clear to the participants. The researcher had the opportunity to rectify any part of the instruments that were not understandable to the participants. The questionnaires were piloted at five schools in the Hardap region of Namibia. The schools were Eselmaanhaar Primary School (2), lately known as Nicholas Witbooi Memorial School; Groendraai Primary School (2); Usib Primary School (2); Schlip Primary School (2); and Tsumispark Primary School (1). The intended number of questionnaires to be administered was 10, but unfortunately the principal at Tsumispark allowed for only one questionnaire to be administered. Interviews were piloted at only two schools. These were from Schlip Primary School (3) and Groendraai Primary School (2). Permission was sought from all the above schools and the letter from the Director of Education in the Hardap region, which granted permission, was sent to the schools. Permission was granted telephonically by the principals of these schools.

There are 57 schools in the Hardap education region with 202 class groups and teachers in the upper primary phase (Ministry of Education, 2008). The schools from which participants were drawn were selected randomly from the list of schools that were given to the researcher by the Ministry of Education. Five percent (5%) of the teachers in these schools were selected to pilot the questionnaires. The total number of participants was 10. For the qualitative approach, the researcher piloted the interview guide with fifty percent (50%) of the participants who would complete the questionnaires. The total number of participants was five (5).

The three tasks in editing the interviews entailed a check to determine whether there were answers to every question; that all questions were answered accurately; and to determine whether interviewees had interpreted instructions and questions in the same way. It also helped the researcher to know whether the questions asked in the interview were appropriate and relevant; whether the type of data obtained could be meaningfully analysed in relation to the research objectives and whether each interviewee understood the questions in the same way (Cohen et al., 2003).

A pilot study was conducted in the Hardap education region which is situated in the southern part of Namibia in order to find out whether the quantitative and qualitative research instruments were understood or not. Piloting the questionnaire assisted in refining the content, the wording, and the length of the questionnaire for the sample being targeted. The tasks of editing the questionnaires were also to identify and eliminate any errors made by participants (Cohen et al., 2003).

During the interviews, the researcher discovered that one of the questions asked was a repetition of another question; therefore this question was removed from the schedule for the schools in the Erongo region.

4.9 DATA COLLECTION AND CAPTURING

Quantitative data collection was done by means of 50 questionnaires administered to 50 participants from seven different clusters. Thus, the teachers, and principals who administered these questionnaires, represented all teachers in the school, based on the assumption that there is a culture unique to every school and all teachers behave in a specific way in a specific school. A telephonic confirmation of participation was done before questionnaires were couriered and delivered to the respective schools. The norm was to administer only two questionnaires at the 25 schools but during data collection, permission was granted by some of the respective principals to administer more than two questionnaires at some schools. For this reason, some schools completed more questionnaires than the others. The schools that did not want to participate in the study gave the following excuses/reasons:

Teachers were unwilling;

Teachers felt that the data collection was for personal studies and not from the Ministry of Education;

Principals were unwilling to allow their teachers to take part in this study; and

Teachers felt that they did not gain from this study in terms of payment.

The qualitative part of this study was done through interviews which were tape recorded. The norm was to interview one teacher from ten (10) schools.

The permission letter, from the Permanent Secretary of Education, clearly indicated that data collection should be done voluntarily and that no disruptions to the schools' programme should result from this. Consequently, no teachers were forced to participate.

Data capturing for the quantitative approach was done by trained data capturing staff that entered data using SPSS Data Entry Builder (DEB) and Data Entry Station software. This software has several features, including required fields (preventing skips), validation rules (preventing out-of-range values), checking rules (checking cross-question linkages), and two simple double entry mechanisms that can greatly improve the efficiency of data entry relative to simply entering data directly into an SPSS data set. The best tool available for ensuring the quality of data entry is cross-checking of a portion of the completed returns via double entry. A random sample of at least 25% of all completed returns is usually double-entered, however, since the data set was so small all questionnaires were cross-checked via double entry. Double entry was done by the statistician and her assistant. A data entry error rate of less than one per cent of all entries is usually required. During data processing, double entry error rates never exceeded the one per cent threshold.

Data cleaning involved running simple frequency counts for each variable to check for mislabelled, out-of-range, or system-missing data, and then correcting as necessary. It further involved using cross-tabulations to check for internal consistency on linked questionnaires. During double-entry, cross-checking any data capturing errors were also corrected by the statistician. When errors were found, the original return was checked to confirm whether the entries on the return were correctly captured. If the original entries were wrong, the statistician determined the appropriate correction according to pre-set guidelines.

A descriptive analysis was done for all sections of the questionnaire, after which chi-square tests and/or other non-parametric tests were performed on the data from Section C in the

quantitative questionnaire in order to determine significant relationships. Specifically an attempt was made to answer the research sub-question "Do different age groups or clusters have different views of the value of ICT in teaching and learning?"

For the qualitative side of the data analysis, the data was transcribed and the analysis of the content and themes of the narrative responses was made. After the data was obtained from the interviews, analysis was transcribed, the transcripts were repeatedly read and answers were identified to the questions. These answers were read carefully and focus was on the purpose of the study. Answers were sorted into broad categories and these were grouped according to what belonged together.

The questionnaires and interviews were administered to the schools in the Erongo region after a pilot study was conducted at five schools in the Hardap region.

4.10 DATA ANALYSIS AND INTERPRETATION

This study used tables and graphs for the questionnaires and the interviews were transcribed.

4.10.1 Data analysis

The process of analysing the quantitative data, according to Patton (2002), will require the use of standardized measures so that the experiences and views of people can fit into a limited number of predetermined response categories to which numbers are assigned. This makes it possible to measure the reactions of many people to a limited set of questions which will enable comparisons. It gives a wider set of findings. The qualitative method will provide detailed information about a much smaller number of people and cases. This will increase the understanding of the cases and situations being studied, but reduce generalizations. Qualitative finding are longer, more detailed and variable in content and analysis is difficult yet the open-ended responses permit one to understand the world as seen by the participants.

When reporting on any percentage in this sample, the sample size and margin of error was kept in mind. The sample yielded a large margin of error and thus when reporting on this sample and subgroups within the sample, the results differ up to a maximum of 13% (the margin of error).

4.10.2 Data presentation

The questionnaires were presented in numerical data to facilitate the making of comparisons between frequencies, patterns and trends as explained by Cohen et al., (2003).The questionnaires were precoded for closed-ended questions, example male 1, and female 0 and for the open-ended questions; a coding frame was designed after the completion of the questionnaires by taking a random sample of 10% or more of the questionnaires to count a range of responses. Tables were used to illustrate how many participants supported or did not support a particular view. The chi-square test was used to compare whether any significant differences existed in the views held by the participants according to gender, age, qualifications, language, average number of learners in a classroom and teaching experience.

The researcher had codes and categories for each of the questions asked during the qualitative phase. The researcher looked for themes and explanations that were considered during analysis to search for what made sense (Patton, 2002). The data was analysed by counting the frequencies of ideas, themes and words, look for patterns and themes, placing items into various categories, making patterns and connecting data, identify variables, and building a chain of evidence (Miles & Huberman, 1994). The presentation is a word-based account of the analysis and where there were figures, tables were used (Cohen et al. 2003).

The interviews were recorded on tape. This was convenient, inexpensive and avoided distractions to both interviewer and the subject. They could be replayed for objective analysis and the participants were informed that the interview would be taped and consent was sought (Best and Kahn, 2003). The researcher ensured that various data was recorded in the transcripts. This included what the interviewee had said and the speed at which it was said;

the tone of the interviewee's voice; the pauses taken; and the mood of the interviewee during the interview (Cohen et al. 2003).

4.11 VALIDITY, RELIABILITY AND TRUSTWORTHINESS OF RESEARCH

In this study, reliability was maintained by checking whether the procedures and documentation of the questionnaires and interviews were precise. Data collection was done with teachers, who were the main source of data collection. This assured the validity in data and information collection.

The use of the mixed method approach connects the issues of reliability and validity when a more holistic view of educational outcomes is needed (Cohen et al., 2003). According to Patton (2002) the combination of data sources increase the accuracy and credibility of findings and the qualitative strategy of enquiry tries to picture the social world as it exists under investigation rather than as the researcher imagines it to be. During the development of the questionnaire, according to Rattray et al., (2007), it is important to include, within the research design, additional measures with proven validity to test the development of the questionnaire and to determine how well the items in the questionnaire represents the structure.

Cohen et al., (2003) points out that reliability can be achieved through research records as data and what actually occurs in the settings under research. He further points out that to ensure validity in interviews; the interview must be compared with another measure. To control reliability, the researcher will have a highly structured interview with the same format and sequence of words and questions for each respondent. Reliability refers to the ability of the questionnaire to consistently measure an attribute and how well the items fit together (Haladyna, 1999).The data obtained through quantitative research are straight forward due to its numerical form. However, Johnson et al., (2006) mentions that in qualitative approach, identical results become difficult to achieve due to its narrative form. The dependability of the results can be assures through the investigator's position where the researcher explains in different processes of enquiry; elaborate on every aspect of the study; and describes in detail the rationale and design of the study.

Validity during this research was based on its trustworthiness. It was based on whether the research is believable and true; credible; and whether it evaluates what it purports to evaluate (De Lisle, 2011). According to Burns (1999:160), validity is essential for evaluating the quality and acceptability of research. To strengthen the validity of data and findings, the researcher collected data through questionnaires and interviews to confirm findings.

To increase the validity of the questionnaires, the researcher asked questions that were an important aspect of the purpose of this study. The meaning of all the terms used was clearly defined to ensure the same understanding to all participants. The researcher ensured that the questionnaires would comprehensively cover the intended items. The questionnaires were anonymous and encouraged honesty (Best & Kahn, 2003).

While conducting the interviews, the researcher did not use leading questions and the interviewee was believed as giving true or real facts, opinions and feelings as he/she experienced them (Henning, 2004).The researcher also asked questions in such a way that the meaning became clear (Cohen et al., 2003).The researcher established rapport with the interviewee to convey empathy and also understanding without showing judgement (Patton, 2002).

According to Best and Kahn (2003) the quantitative approach, a valid and accurate method of data description is provided when a portion of material or characteristic is used as a standard for measuring any sample and it involves consistency. This will ensure that the sample is not too big or too small to misrepresent the data. The reliability and validity of this research study was increased through the use of both questionnaires and interviews.

The following measures were taken to ensure trustworthiness. More than one method was used to gather data, such as, questionnaires and interviews. The questionnaires had open-ended questions to gather participants' individual comments and the interviews were tape recorded and transcribed verbatim.

4.12 CHAPTER SUMMARY

In this chapter the research approach, design and methodology were presented. The main area of this study included the upper primary school teachers and the participants were selected randomly at each school. The qualitative data was used to assist the quantitative side of the study during design by aiding the instrumentations and helping to make access and data collection easier. During the analysis of the data, it helped by interpreting, clarifying and illustrating quantitative findings (Miles & Huberman, 1994). The use of both interviews and questionnaires gave the researcher a complete picture on how to improve the quality of teaching and learning in the Erongo Primary Schools. The next chapter, Chapter 5, will present the discussions that would emerge from the analysis of the study.

CHAPTER 5

PRESENTATION OF DATA ANALYSIS AND DISCUSSIONS OF THE FINDINGS

5.1 INTRODUCTION

This chapter presents the findings that resulted from the data analysis and discuss the implications of the findings on the quality of teaching and learning in the Namibian schools in the upper primary classes. The presentation is done in eight main sections based on the research questions. The aim of the research questions was to guide the data collection. The presentation of the data analysis under one broad category follows hereunder:

- **How can the quality of teaching and learning be improved in schools in the Erongo region of Namibia?**

This broad category resulted from the research questions set to guide the research (See Section 3, Chapter 1).

This section focuses on the biographical analysis. This is done by using tables and figures. This is followed by the discussions on both the views and the understanding of quality in education (Section B); checking for outliers; the discussion on the role of ICT in the improvement of the quality teaching and learning in Namibian primary schools (Section C); the discussion on the role of the teacher with regard to the improvement of the quality of teaching and learning in Namibian primary schools (Section D); discussions on the role of management with regard to the quality of teaching and learning in Namibian primary schools (Section E); the role of the cluster system with regard to the quality of teaching and learning in Namibian primary schools (Section F); and the discussions on the additional comments and/or opinions (Section G).

5.2. QUANTITATIVE DATA ANALYSIS

5.2.1 Participants and data collected

The participants were drawn from 18 primary schools within the Erongo region. The initial sample of schools selected was 25 and principals of schools were consulted and permission

sought. Permission was granted by principals of all 25 schools, telephonically. However, during the visits to schools, only 18 principals allowed the researcher access to the teachers. This resulted in only 18 schools being visited. The total number of questionnaires, as indicated in the sample, was administered.

Table 5.1 shows the number of schools and the number of participants who took part in the data collection (Section A). The schools that completed most of the questionnaires were Primary School A (6); Primary School B (5); and Primary School C (5).

Names of Schools	Number of participants
Primary School A	6
Primary School B	5
Primary School C	5
Primary School D	4
Primary School E	4
Primary School F	4
Primary School G	3
Primary School H	3
Primary School I	3
Primary School J	3
Primary School K	3
Primary School L	1
Primary School M	1
Primary School N	1
Primary School O	1
Primary School P	1
Primary School Q	1
Primary School R	1
TOTAL 18	**TOTAL 50**

Table 5.1: Schools represented in the sample

5.2.2 Distribution of participants in the sample according to biographical information (Section A)

Figures 5.2 to 5.10 provided the data collected from the biographical information.

113
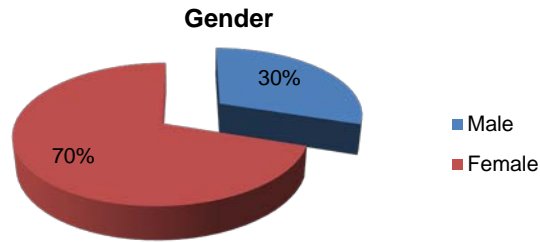
Figure 5.1: Gender distribution

Participants were mostly female (70%). The male representation within the sample amounted to 30%. The gender distribution of teachers in Namibia is unequal and this could have an influence in the teaching of certain subjects, such as Physical Education. It could also influence the discipline of learners and coaching of various sporting codes at schools.
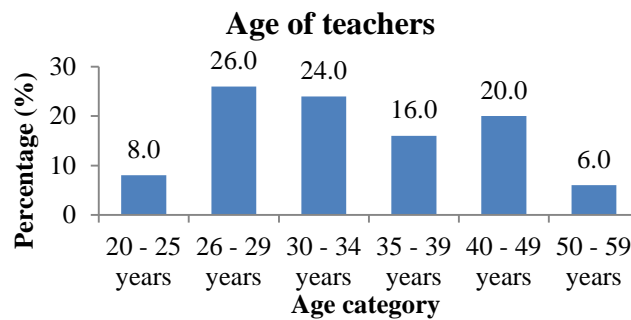
Figure 5.2: Age distribution

Half of the participants who responded to the questionnaire were aged between 26 and 34 years old, indicating a majority of young teachers in the sample. The significance of including the age distribution was to determine whether the younger generation in Namibia, were interested in this profession.
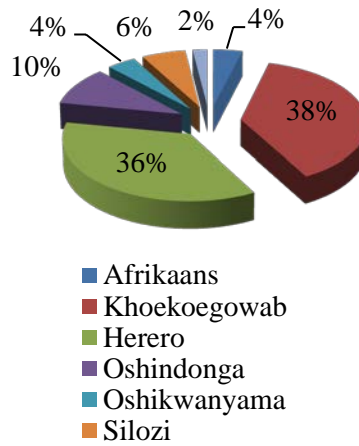
Figure 5.3: Mother tongue of participants

The majority of participants who responded to the information regarding mother tongue were Khoekhoegowab (38%) and Herero (36%). These results are significant as code switching from English to mother tongue by teachers have proven to have an impact on the learners level of competency in English, as indicated by Ontero, (2000), Mouton, (2007); and Shejavalli (2008).
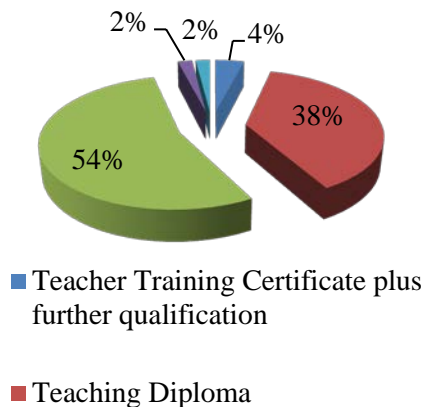
Figure 5.4: Highest levels of teaching qualifications

More than half of the participants were in possession of a Teaching Diploma as well as some further studies (54%). Namibian teachers are improving their qualifications, as indicated in Chapter 3.
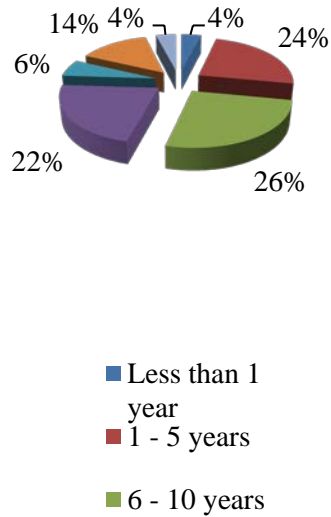
Figure 5.5: Years of teaching experience

A total number of 26% of the participants claimed to have 6 to ten years' teaching experience; 24% had only 1 to 5 years' experience while 22% reported on having 11 to 15 years' teaching experience. Namibia has many experienced teachers, as revealed by the results.
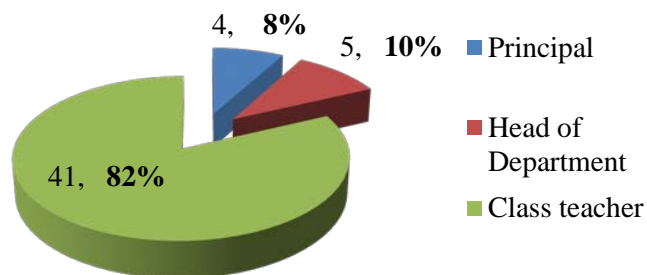
Figure 5.6: Post description

The participants were mostly teachers (82%) from selected schools. Only four out of the 50 participants were principals and five were Heads of Department. Principals and Heads of

Department were not part of the sample, but during analysis, the researcher realized that a few had completed the questionnaires.
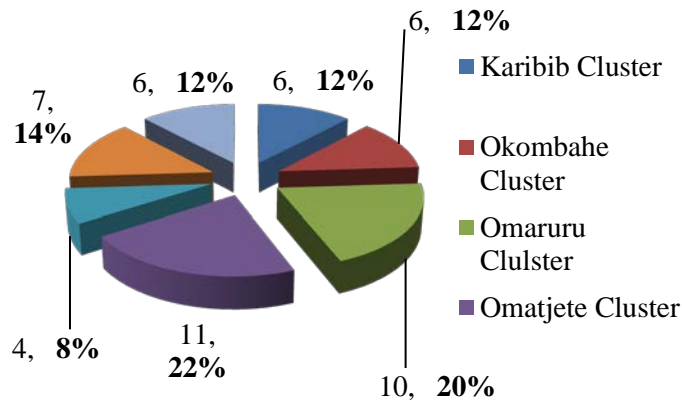
Figure 5.7: Cluster group

Clusters had mostly a fair distribution across all groups. Participants of the seven clusters fell between 8% and 22%. These results are relevant to the study and show the importance of the cluster system of schools in Namibia.
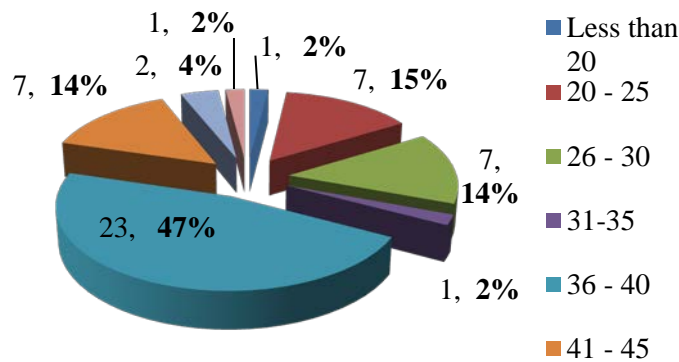
Figure 5.8: Average number of learners in class

Since the category 31-35 was missing from the questionnaires, there was a possibility that the data for this category might have fallen into the two categories adjacent to 31-35, i.e. the 26-

30 or the 36-40 category. There was, however, one participant who noticed that the 31-35 category was missing and wrote down the exact number of learners (32) in his/her class next to the table. As a result, category for 31-35 was created post hoc, and consequently it only contains one value. Overall, it seems like most participants (47%) had classes ranging from 36 to 40 learners. The average number of learners in the class, as shown in the results, are still very high and the recommendations made by the Prime Minister's office, (Chapter 3) is still not implemented.
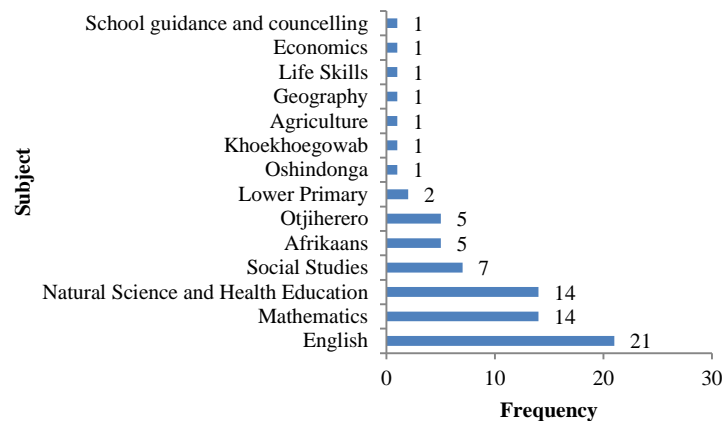
Figure 5.9: Subjects majored in

In terms of subjects in which teachers majored, English was by far the most popular. There were 21 out of the 50 participants who majored in English; while 14 majored in Mathematics, and Natural Science and Health Education respectively. The results are very positive as many participants are qualified in English, Mathematics and Natural Science. These subjects are regarded as very important by the Namibian Government as discussed in Chapter 3.

5.2.3 Discussion on the views on the understanding of quality in education (Section B)

The scale of responses was recoded post hoc, in order to allow analysis to be done more easily. The recodes that were done post hoc are displayed in Table 5.2 below. Since choosing undecided (original code 7) when answering a question, provided the researcher with a type of non-committal response (neither agrees nor disagrees), the code 7 was recoded to fit exactly between agree and disagree. Thus, disagree changed from code 3 to 4, strongly disagree changed from code 4 to 5, and undecided changed from code 7 to 3.

Another use of the data was to calculate average score ratings for each respective question. When values were assigned to responses that were not ratings (not applicable and don't know responses), these were taken into account when calculating averages. Consequently these non-rating values were made missing values - codes 5 and 6 changed to missing values.

Finally, the last type of processing that was done in order to prepare data for reporting was to change rating variables from scale variables to binary variables – 0/1 responses. Agree (2) and strongly agree (1) were recoded into ones, whereas strongly disagree (5), disagree (4), and undecided (3) were recoded to zeros. Recoding the undecided response to a zero together with disagree and strongly disagree response options, is usually standard procedure in statistical analysis. The assumption was made that if the participants couldn't decide whether he/she disagreed or agreed, he/she definitely did not agree, otherwise agree or strongly disagree would have been chosen. Thus, the undecided response was similar to disagreeing with the statement.

Similar methods were used to recode subsequent questions' responses into more useable data. These will not be discussed, as it would be a repetition of the previous paragraphs.

	Original code	Post coding	Binary Coding
Strongly agree	1	1	1
Agree	2	2	1
Undecided	7	3	0
Disagree	3	4	0
Strongly disagree	4	5	0
Not applicable	5	missing	missing
No idea (Don't know response)	6	missing	missing

Table 5.2: Recodes to Q11 to Q35

5.2.4 Checking for outliers

As one can clearly see from the boxplots of variables Q11 to Q35 in Figure 5.10 below, outliers were present in most of the variables. "Insufficient data discrimination – and therefore an insufficient number of different values – can be overcome by using more

accurate measurement systems or by collecting more data" (Buthmann, 2010). For the purposes of this report, it was assumed that outliers were not present, since removing outliers would drastically reduce sample size to an even more unmanageable size.
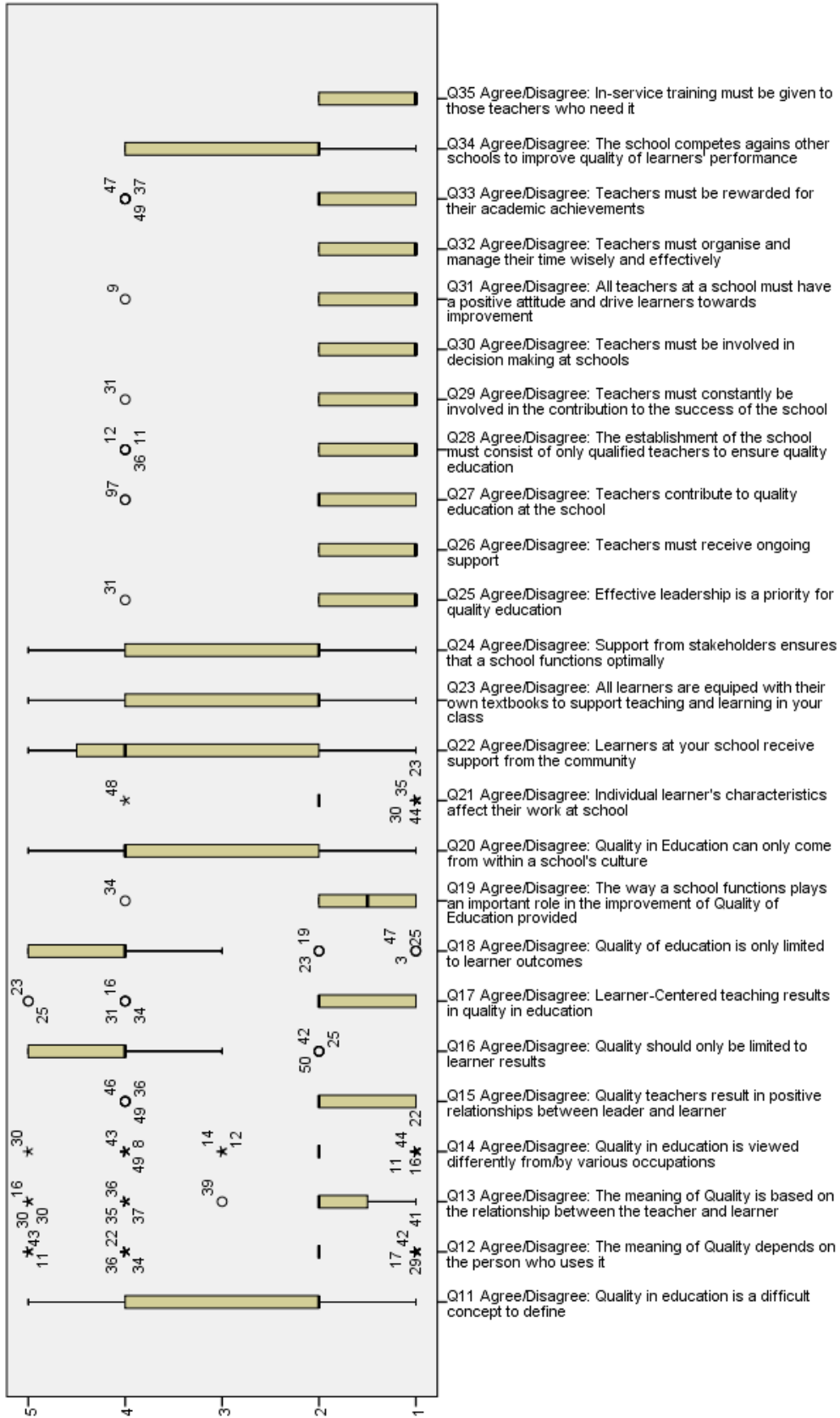
Figure 5.10: Rotated boxplot to test normality and outliers of Q11 to Q35

Table 5.3 shows the binary (0/1) responses for Q11 to Q35 (Section B: Views on the understanding of quality in education), and the average score for each of the respective variables. An average of lower than 3 indicated that the participants mostly agreed or strongly agreed with the statement; an average of 3 indicated indifference to the statement; and an average of greater than 3 indicated that participants mostly disagreed or strongly disagreed with the statement.

VIEWS ON UNDERSTANDING OF QUALITY IN EDUCATION	STRONGLY DISAGREE, DISAGREE OR UNDECIDED (zeros)	AGREE OR STRONGLY AGREE (ones)	AVERAGE SCORE ON A SCALE OF 1 TO 5
Q11 Quality in education is a difficult concept to define	42.9	57.1	2.86
Q12 The meaning of Quality depends on the person who uses it	20.0	80.0	2.28
Q13 The meaning of Quality is based on the relationship between the teacher and learner	20.8	79.2	2.21
Q14 Quality in education is viewed differently from/by various occupations	17.4	82.6	2.13
Q15 Quality teachers result in positive relationships between leader and learner	12.2	87.8	1.88
Q16 Quality should only be limited to learner results	91.3	8.7	4.07
Q17 Learner-Centred teaching results in quality in education	14.3	85.7	1.98
Q18 Quality of education is only limited to learner outcomes	81.3	18.8	3.73
Q19 The way a school functions plays an important role in the improvement of Quality of Education provided	4.0	96.0	1.54
Q20 Quality in Education can only come from within a school's culture	60.0	40.0	3.16
Q21 Individual learner's characteristics affect their work at school	2.0	98.0	1.84
Q22 Learners at your school receive support from the community	56.3	43.8	**3.31**
Q23 All learners are equipped with their own textbooks to support teaching and learning in your class	48.0	52.0	**2.80**
Q24 Support from stakeholders ensures that a school functions optimally	39.1	60.9	2.83
Q25 Effective leadership is a priority for quality education	4.1	95.9	1.47
Q26 Teachers must receive on-going support	2.0	98.0	1.34
Q27 Teachers contribute to quality education at the school	6.0	94.0	1.72
Q28 The establishment of the school must consist of only qualified teachers to ensure quality education	12.0	88.0	1.72
Q29 Teachers must constantly be involved in the contribution to the success of the school	4.0	96.0	1.46
Q30 Teachers must be involved in decision making at schools	2.0	98.0	1.32
Q31 All teachers at a school must have a positive attitude and drive learners towards improvement	4.0	96.0	1.34
Q32 Teachers must organise and manage their time wisely and effectively	0.0	100.0	1.33
Q33 Teachers must be rewarded for their academic achievements	14.0	86.0	1.78
Q34 The school competes against other schools to improve quality of learners' performance	27.1	72.9	2.29
Q35 In-service training must be given to those teachers who need it	0.0	100.0	1.46

Table 5.3: Responses and averages to Q11 to Q35

When looking at these averages, it can be deduced that participants were quite positive about the following aspects. They agreed or strongly agreed with the following statements:

Quality in education is a difficult concept to define (2.86);

The meaning of Quality depends on the person who uses it (2.28);

The meaning of Quality is based on the relationship between the teacher and learner (2.21);

Quality in education is viewed differently from/by various occupations (2.13);

Quality teachers result in positive relationships between leader and learner (1.88);

Learner-Centred teaching results in quality in education (1.98);

The way a school functions plays an important role in the improvement of Quality of Education provided (1.54);

Individual learner's characteristics affect their work at school (1.84);

All learners are equipped with their own textbooks to support teaching and learning in your class (2.80);

Support from stakeholders ensures that a school functions optimally (2.83);

Effective leadership is a priority for quality education (1.47);

Teachers must receive on-going support (1.34);

Teachers contribute to quality education at the school (1.72);

The establishment of the school must consist of only qualified teachers to ensure quality education (1.72);

Teachers must constantly be involved in the contribution to the success of the school (1.46);

Teachers must be involved in decision making at schools (1.32);

All teachers at a school must have a positive attitude and drive learners towards improvement (1.34);

Teachers must organise and manage their time wisely and effectively (1.33);

Teachers must be rewarded for their academic achievements (1.78);

The school competes against other schools to improve quality of learners' performance (2.29); and

In-service training must be given to those teachers who need it (1.46).

In general, participants agreed or strongly agreed to the statements in the section about views on the understanding of quality in education. The seven aspects the participants had the strongest opinion about (average less than 1.5 on a scale of 1 to 5), were: teachers must be involved in decision making at schools (1.32); teachers must organise and manage their time wisely and effectively (1.33); teachers must receive on-going support (1.34); all teachers at a school must have a positive attitude and drive learners towards improvement (1.34); in-service training must be given to those teachers who need it (1.46); teachers must constantly be involved in the contribution to the success of the school (1.46), and effective leadership is a priority for quality education (1.47). For all seven of these statements, almost all participants chose either code 1 (strongly agree) or code 2 (agree). This indicated that participants generally felt they had a great responsibility towards the quality in education that could be delivered by a school. These findings are consistent with studies conducted by Chapman and Adams (2002). The authors reported that quality in education may refer to inputs, process, outputs and outcomes. The processes refer to the amount of direct instructional time and to the extent of active learning; the outputs as test scores; and outcomes as performance in employment. Riddell (2008) also agrees that the success of a quality school lies with the quality of teachers who are committed and dedicated; time on task; expectations of students; and the kind of instruction offered.

When looking at these averages, it can be deduced that participants were rather negative about the following aspects. They were undecided, disagreed or even strongly disagreed with the following statements:

Quality should only be limited to learner results (4.07);

Quality of education is only limited to learner outcomes (3.73);

Quality in Education can only come from within a school's culture (3.16); and

Learners at your school receive support from the community (3.31).

So, there exists a rather strong feeling that the quality of education should not be limited to learner results, learner outcomes or school culture. Participants also did not really feel that learners received support from the community. These findings are supported by James (2002); and Botha (2011) who state that the learners' socio-economic background disadvantage them in their learning due to lack of support from the community and the family. The importance of how teaching and learning takes place in the classroom has an impact on the learners' education. It is therefore important that teachers prepare themselves well and provide special attention to those learners who lack parental involvement at home.

5.2.5 *Discussion on the role of ICT on the improvement of the quality teaching and learning in Namibian primary schools (Section C)*

From Table 5.4, it can be seen that 90% of participants who responded to this questionnaire claim to be computer literate; 88% have personal computers, and 68% feel that teachers share their skills with each other. On the other hand, one can see a few things teachers are worried about. All participants interviewed indicated that their schools are in need of computers; 58% mentioned that their schools do not have computers for teachers to use to prepare for lessons; 84% felt that ICT is not central to curriculum development in their school improvement plan and also that teachers in their school are not well supported in the use of ICT. An average of 88% of participants mentioned that their schools do not offer computer classes to the learners, and almost all teachers (98%) said that there are no computers available in classrooms.

QUESTIONS	PERCENTAGE	NO %	YES %
Q36 Are you computer literate?		10.0	90.0
Q37 Do you have a personal computer?		12.0	88.0
Q38 Are computers available in classrooms?		98.0	2.0
Q39 Does your school have computers for teachers to use to prepare for lessons?		58.0	42.0
Q40 Does your school offer computer classes to the learners?		88.0	12.0
Q41 Is your school in need of computers?		0.0	100.0
Q42 Do teachers share their skills with each other?		32.0	68.0
Q43 Is ICT central to curriculum development in your whole school improvement plan?		84.0	16.0
Q44 Are the teachers in your school well supported in the use of ICT?		84.0	16.0

Table 5.4: The role of ICT in the improvement of the quality teaching and learning in Namibian primary schools

Among the additional comments regarding the role of ICT in teaching and learning in Namibian schools, the most important problem among others (listed in Table 5.4) seems to be the lack of computers in the majority of schools. Other comments made involved that schools need training in terms of ICT and that ICT resources are needed. The rest of the comments are listed in Table 5.4. It is clear from the evidence that the implementation of ICT in schools is still very slow and that many resources are still needed. The Ministry of Education (2007c) acknowledges that ICT is a major tool in the development of a country and that it needs to be integrated in the curricula, training, usage and support. The use of computers is part of the Basic Information Science syllabus and ICT is also a subject at schools, but without computers in schools, teachers cannot teach subjects effectively. Learners need to physically work on computers to understand their functions and be able to do their projects and homework.

Table 5.5 provides further information to the additional comments with respect to the role of ICT in schools.

	VIEWS	NO.	%
1	School needs computers	10	25.0%
2	School needs training	7	17.5%
3	ICT resources needed	7	17.5%
4	ICT improves teaching and learning	7	17.5%
5	Increased exposure to new technology to enhance teaching and learning	3	7.5%
6	Classrooms need computers	2	5.0%
7	Room for improvement	1	2.5%
8	Increased exposure to ICT to gain further knowledge	1	2.5%
9	Important role in preparing learners for the future	1	2.5%
10	Rural areas need computers and other ICT resources	1	2.5%

Table 5.5: Additional comments with respect to the role of ICT

The information above shows the need that exists within schools regarding computers for the use of both teachers and learners.

5.2.6 Discussion on the role of the teacher with regard to the improvement of the quality of teaching and learning in Namibian primary schools (Section D)

It can be deduced from Table 5.6 that the majority of participants agree that the following happens frequently:

Teaching and learning take place in a positive learning environment;

Teaching and learning (always) take place in class;

Resources at the school are equally distributed;

Classrooms are subject friendly and well-organised; and

The class size makes teaching and learning possible. However, for this question responses were almost uniformly spread across the four response options. With a larger sample, a more accurate answer could be obtained. The sample was recommended by the researchers supervisor. The findings of NIED (2001); and Ipinge (2004) showed that overcrowded classrooms made it difficult for teachers to meet the

needs of individual learners, the monitoring of activities was poor, and that the high number of learners per teacher made the provision of quality of education difficult.

VIEWS		Never	Sometimes	Frequently	Always
Q46	Quality teaching is offered at your school	4.1	53.1	18.4	24.5
Q47	Teaching and learning materials are available at the school	2.0	53.1	26.5	18.4
Q48	Resources at the school are equally distributed	8.3	27.1	37.5	27.1
Q49	The class size makes teaching and learning possible	22.9	25.0	31.3	20.8
Q50	All learners are attended to during teaching and learning	2.1	50.0	29.2	18.8
Q51	The classroom is well managed with the current class size	12.0	36.0	28.0	24.0
Q52	All teachers are always prepared for teaching and learning	4.3	36.2	36.2	23.4
Q53	Teaching and learning always takes place in class	6.1	24.5	38.8	30.6
Q54	Learners are inspired to reach their full potential	4.1	36.7	34.7	24.5
Q55	The teaching and learning takes place in a positive learning environment	4.3	26.1	47.8	21.7
Q56	Teachers are always inspired to do their best	10.0	32.0	26.0	32.0
Q57	Classrooms are subject friendly and well organized	14.0	28.0	36.0	22.0
Q58	Discipline is maintained and learning prevails in the class	6.0	36.0	36.0	22.0

Table 5.6: Responses to Q46 to Q58

Furthermore, the majority of participants agreed that the following only occurred sometimes:

Quality teaching is offered at your school;

Teaching and learning materials are available at the school;

All learners are attended to during teaching and learning;

Learners are inspired to reach their full potential; and

The classroom is well managed with the current class size.

For some statements, there was a divide in perspectives:

36.2% felt that all teachers were frequently (always) prepared for teaching and learning, where another 36.2% felt that they were only sometimes prepared for teaching and learning.

Similarly, 36% felt that discipline was maintained and learning prevailed in the class frequently, whereas another 36% felt that that only happened sometimes.

Responses were divided equally (32% each) between: teachers are sometimes (always) inspired to do their best.

The information provided regarding the teachers roles in ensuring that quality teaching and learning takes place in the classroom are linked to that provided in literature by Riddell, (2008; Craig, (1995); Stephan, (2003); UNESCO, (2005); Ehrenberg et al., (2001). The authors agree that for effective teaching and learning to take place in the classroom, adequate resources should be provided, classrooms should be of a reasonable size, learners are actively involved in the classroom and who give their full attention, and that teachers should be well prepared for teaching.

5.2.7 Discussions on the role of management with regard to the quality of teaching and learning in Namibian primary schools (Section E)

Looking at the averages in Table 5.7, it can be deduced that the participants agreed or strongly agreed with all of the statements regarding the role of management in the quality of teaching and learning in Namibian primary schools.

VIEWS	STRONGLY DISAGREE, DISAGREE OR UNDECIDED	AGREE OR STRONGLY AGREE	AVERAGE SCORE ON A SCALE OF 1 TO 5
Q59 Professional leadership improves learning outcomes at your school	8.0	92.0	**1.70**
Q60 Each teacher has his/her own classroom	28.0	72.0	**2.16**
Q61 The school follows the National Curriculum for Basic Education	4.0	96.0	**1.38**
Q62 The role of management at the school enhances a sense of pride at school	12.2	87.8	**1.84**
Q63 Teachers and learners are motivated to excel	22.0	78.0	**2.06**
Q64 The school has all National Policies	24.0	76.0	**1.92**
Q65 Internal Policies are drafted through the assistance of teachers	30.0	70.0	**2.08**
Q66 A counselling support group is established at the school	6.0	94.0	**1.74**
Q67 The school has a well-planned School Development Plan	10.0	90.0	**1.76**
Q68 There is a Plan of Action for Academic Improvement (PAAI) at the school	8.0	92.0	**1.72**
Q69 All teachers have a Personal Development Plan	22.4	77.6	**2.12**
Q70 There are clear communication links with parents at the school	34.0	66.0	**2.24**
Q71 The School Board is actively involved in the activities of the school	36.0	64.0	**2.24**
Q72 The School Board meets regularly to discuss matters of concern at the school	28.0	72.0	**2.16**

Table 5.7: Responses to Q59 to Q72

The five aspects with which they agreed most were (average score on scale of 1 to 5 noted in brackets):

> The school follows the National Curriculum for Basic Education (1.38);
>
> Professional leadership improves learning outcomes at your school (1.70);
>
> There is a Plan of Action for Academic Improvement (PAAI) at the school (1.72);
>
> A counselling support group is established at the school (1.74); and
>
> The school has a well-planned School Development Plan (1.76).

The 90% or more of all participants agreed or strongly agreed with the statements mentioned above and in general, they agreed or strongly agreed to all statements in this section.

5.2.8 Discussion on the role of the cluster system with regard to the quality of teaching and learning in Namibian primary schools (Section F)

The recoding of the negative responses is zero and positive responses is one. The table for recodes is displayed below (Table 5.8)

	Original code	Binary Coding
Unsatisfactory	1	0
Satisfactory	2	1
Good	3	1
Very good	4	1
Excellent	5	1

Table 5.8: Recodes for Section F

Most of the responses were positive, and participants might only have looked at the scales and not at the values (name labels) for the scale. So, they might have made the assumption that a 3 was neutral, 1 and 2 was very bad and bad, and 4 and 5 was good and very good (Table 5.9).

VIEWS	Negative responses (zeros)	Positive responses (ones)
Q73 The school is actively involved in the cluster group	0	100.0
Q74 Resources are shared by various schools within a cluster	6.0	94.0
Q75 The cluster system assists in improving the quality of teaching and learning at schools	2.0	98.0
Q76 Teachers meet and work on a unified structure in e.g. scheme of work	8.0	92.0
Q77 The Cluster System improves teaching and learning	2.0	98.0
Q78 The Management of the various schools within a Cluster meet to discuss issues of concern and to find solutions	6.0	94.0

Table 5.9: Responses to Q73 to Q78

The findings in this section have revealed that although participants were mostly positive regarding the views provided, there however were areas of concern that needed improvement, namely in ICT provision in schools and the support learners receive from the community (section 3.3 and 3.4).

Schools functioning within a cluster have proven to be able to bring about change within teaching and learning in classrooms. Through this system, teachers share ideas, interpret the syllabi and schemes of work in such a way that all follow the same patterns and trends required within the various subjects. This study has shown the positive approach towards the clustering system of schools in the Erongo region.

5.2.9 Discussion on the additional comments and/or opinions (Section G)

When asked whether teachers thought there were ways of improving the quality of teaching and learning in Namibian primary schools (Q79), 49 out of the 50 participants answered "yes". The single teacher who did not think that there were ways of improving the quality of teaching and learning in Namibian primary schools, gave the following reason: "Training and enhancement programmes are usually delayed".

The ways in which the quality of teaching and learning in Namibian primary schools could be improved, listed by the 49 participants who answered "yes" to Q79, are listed in Table 5.10 Responses were ranked from highest to least mentioned. The four most important ways of improving the quality of teaching and learning in Namibian primary schools were:

Fewer students per class to enable focussed attention from teachers (n=9; 10.5%);

Equal distribution of resources to all schools (urban/rural) (n=8; 9.3%);

Parental involvement needed (n=7; 8.1%); and

Supply necessary resources and materials (n=7; 8.1%).

As mentioned in 5.3.5 Section D the finding that the class size made teaching and learning possible (frequently) might be incorrect due to the small sample. When participants were asked how to improve the quality of teaching and learning, the highest number of participants in the sample felt that smaller classes would help.

A significant group felt that resources were not equally distributed between urban and rural schools, and that equal distribution of resources would help improve the quality of teaching and learning. Another 7 participants mentioned that there was a lack of parental involvement, which was needed for the improvement of quality of teaching and learning.

	VIEWS	NO.	%
1	Fewer students per class to enable focussed attention from teachers	9	10.5%
2	Equal distribution for resources for all schools (urban/rural)	8	9.3%
3	Parental involvement needed	7	8.1%
4	Supply necessary resources and materials	7	8.1%
5	Visits/support from AT's/Inspectors	6	7.0%
6	In-service teacher training/workshops needed	6	7.0%
7	Ineffective punishment techniques should be revised to give back teachers' authority	5	5.8%
8	All schools' best practices to be shared	5	5.8%
9	Increased learner attendance	3	3.5%
10	Improvement of school environment and facilities	3	3.5%
11	Qualified teachers to be appointed	3	3.5%
12	Community involvement needed	2	2.3%
13	Implementation of ICT in schools	2	2.3%
14	Teachers to be more actively involved	2	2.3%
15	By reducing admin work for teachers	2	2.3%
16	Teachers to maintain the LCEM	2	2.3%
17	Improve reading and writing skills	2	2.3%
18	Motivated teachers	1	1.2%
19	Train all teachers to be computer literate	1	1.2%
20	School buses needed	1	1.2%
21	Free internet	1	1.2%
22	Free education	1	1.2%
23	Learners to have access to computers	1	1.2%
24	Create the habit of discovering and experimenting in learners	1	1.2%
25	Use teaching times more effectively	1	1.2%
26	More classrooms/schools to accommodate special needs learners	1	1.2%
27	Do away with automatic transfer	1	1.2%
28	Improve quality of teaching qualifications	1	1.2%
29	Training for teachers regarding improved livelihood of learners	1	1.2%

Table 5.10: Ways of improving the quality of teaching and learning in Namibian primary schools

The next section deals with the results from the Chi square. This was done on the relationship between the views of the participants on the value of ICT and age group by cluster.

5.5 DISCUSSION ON THE RELATIONSHIP BETWEEN VIEWS ON THE VALUE OF ICT AND AGE GROUP BY CLUSTER

This test was done to explore an area that hasn't been thoroughly experimented upon, an area that might assist in improving the quality of teaching and learning in Namibian schools. To determine whether there was a "difference in kind" – i.e. difference between groups (age groups or clusters), a test was done. The data was used to determine difference in kind by means of the chi-square test. A small data set will usually have the effect that there are too little values (less than 5) in a cell, and that the chi-square test will be inconclusive. In this case, the Fisher's exact test was used where the null hypothesis of one variable was independent of the second variable and getting all the data sets under the null hypothesis the same. This test calculated an exact probability value and calculated the difference between the data observed and the data expected (Struwig & Stead, 2001).

5.5.1 Testing for differences by age group

The following tables display results for the tests done on the questions from Section C of the questionnaire (Views on the value of ICT in the improvement of teaching and learning in Namibian Primary Schools) by age group (Figure 5.11) and cluster (Figure 5.12). Table 5.11 provides the questions based on the findings.

QUESTIONS
Q36 Are you computer literate?
Q37 Do you have a personal computer?
Q38 Are computers available in classrooms?
Q39 Does your school have computers for teachers to use to prepare for lessons?
Q40 Does your school offer computer classes to the learners?
Q41 Is your school in need of computers?
Q42 Do teachers share their skills with each other?
Q43 Is ICT central to curriculum development in your whole school improvement plan?
Q44 Are the teachers in your school well supported in the use of ICT?

Table 5.11: Questions 36 to 44

Firstly, the age group variable was recoded into 6 different binary variables; one for each age group (the 60+ group did not feature), and the cluster variable was similarly recoded into 7 different binary variables; one for each cluster. This was done in order to prepare the data for a chi-square test.

Chi-square tests were done on all questions from Section C, but results showed that the number of cases observed per cell were too low, for every single chi-square test done. A chi-square test requires a minimum number of 5 cases per cell. If this criterion is not met, the chi-square test is inconclusive and a more robust test needs to be done. An example of a more robust test typically used in this case, is the Fisher's exact test. Consequently, Fisher's exact test was used to determine whether different age groups or clusters had different views on the role of ICT in the improvement of teaching and learning in Namibian Primary Schools (see Table 5.12).

Something to note, was that all participants answered "yes" to Q41 (Is your school in need of computers?). Since everyone agreed, there could be no difference detected between groups. Consequently results were not applicable for Q41 in both cases (age groups and clusters).

AGE GROUP	STATISTIC	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44
20 - 25 years	p-value	1.000	.411	1.000	.630	1.000	n/a	1.000	.011	.115
26 - 29 years	p-value	1.000	.643	1.000	.515	.173	n/a	.301	.662	.662
30 - 34 years	p-value	.319	1.000	1.000	.314	.314	n/a	1.000	.661	.379
35 - 39 years	p-value	.577	1.000	1.000	1.000	.572	n/a	.043	1.000	.324
40 - 49 years	p-value	.048	.327	.200	1.000	.586	n/a	.707	1.000	1.000
50 - 59 years	p-value	0.276	.324	1.000	.565	.324	n/a	1.000	.414	.414

Table 5.12: Table displaying Fisher's Exact test p-values for age group by questions from Section C

The null hypotheses and significance level are stated as follows:

H_0: $p_1 - p_2 = 0$ … i.e. No significant difference between age group i and the rest of the groups (where i =1, 2, 3, 4, 5, 6) or no significant difference between cluster j and the rest of the clusters (where j =1, 2, 3, 4, 5, 6, 7)

H_a: $p_1 - p_2 = 0$ … i.e. There was a significant difference between age group i and the rest of the groups (where i=1, 2, 3, 4, 5, 6) or there was a significant difference between cluster j and the rest of the clusters (where j=1, 2, 3, 4, 5, 6, 7)

Alpha = 0.05 … compare p-values to alpha. If p-value is smaller than alpha = 0.05, then reject H0.

When looking at the figures below (Figure 5.11 and Figure 5.12), the p-values for the Fisher's test done on all variables from Section C cross-tabulated by the respective age group and cluster variables are displayed. The P-values, smaller than 0.050, are highlighted, since these show significant results. A significant p-value allowed us to reject the null hypothesis and make the conclusion that a significant difference between groups exist for that specific variable.

Therefore, the following differences existed among the different age categories: The 40 to 49 year olds were significantly different from the rest of the age categories when it came to being computer literate (Q36). Figure 5.11 showed that 40 to 49 year old had the highest proportion of participants who were not computer literate, when compared to the rest of the age groups.

ICT has proven to be lacking in schools and this was reflected by the views of all stakeholders at the National Education Conference, which was held in Windhoek on 27 June to 01 July 2011. There is a need for the implementation of computer literacy to equip both

teachers and learners with the necessary skills in meeting the ultimate goal of vision 2030, whereby all citizens would receive quality education and meet the challenges of an industrialised country.
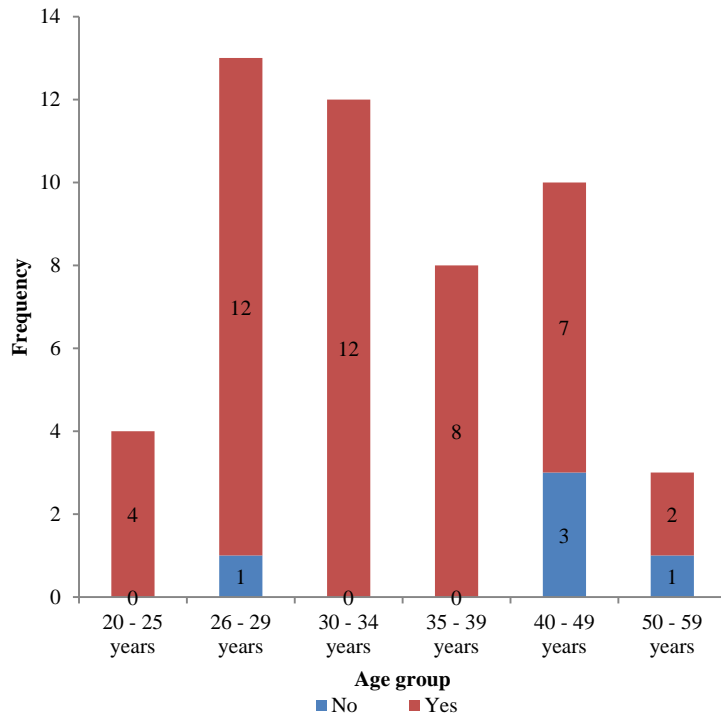
Figure 5.11: Computer Literacy (Q36) by age group

The 35 to 39 year olds were significantly different from the rest of the age categories with regards to their opinions of whether teachers shared their skills with each other (Q42). Figure 5.12 illustrates that 35 to 39 year olds made up the only group of whom all members agree that teachers in their school shared their skills with each other.
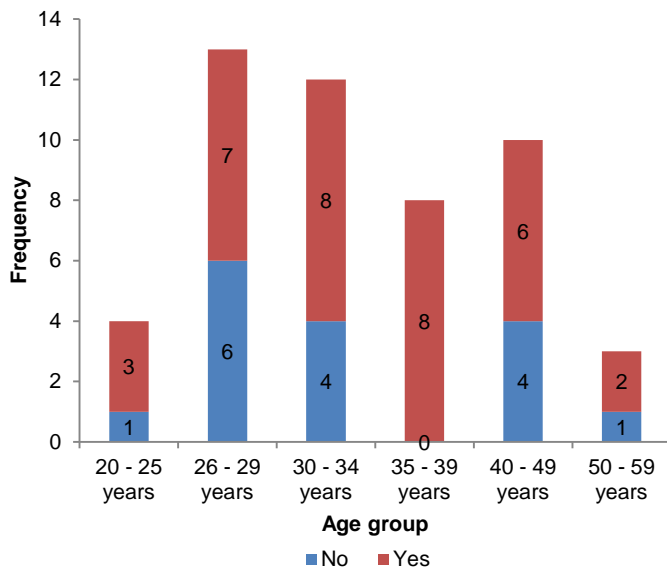
Figure 5.12: Do teachers share their skills (Q42) by age group?

The 20 to 25 year olds were significantly different from the rest of the age categories with regards to their opinions of whether ICT was central to curriculum development in your whole school improvement plan (Q43). Figure 5.13 shows that 20 to 25 year olds were more likely than the rest of the age groups to place ICT central to curriculum development.
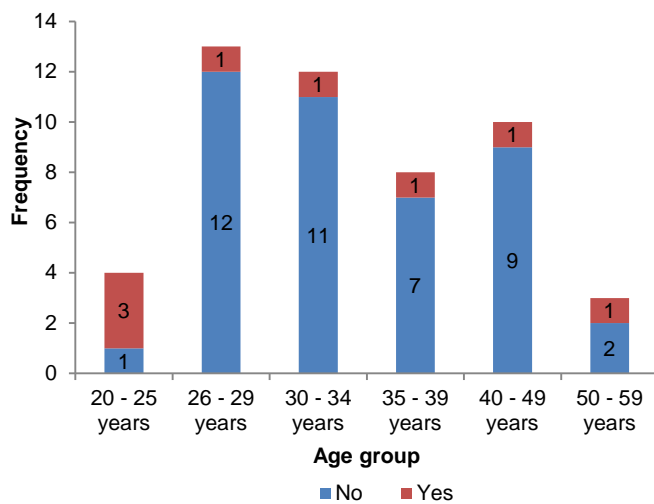
Figure 5.13: Is ICT central to curriculum development in your school improvement plan (Q43) by age group?

The results revealed that there was a real need for teachers to become computer literate and the younger generation of teachers are the ones who appear to have mastered these skills well. This could be as a result of the curriculum in teacher training that makes provision for ICT. The older generation however might not have received any training during their teaching studies.

5.5.2 Testing for differences by cluster

Fisher's exact test p-value for cluster by questions from Section C is displayed in Table 5.13.

AGE GROUP	STATISTIC	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44
Karibib	p-value	1.000	1.000	1.000	.686	1.000	n/a	.650	.242	.044
Okombahe	p-value	1.000	1.000	1.000	.033	.556	n/a	.650	.572	.572
Omaruru	p-value	1.000	1.000	1.000	.160	.011	n/a	.256	1.000	1.000
Omatjete	p-value	.064	.601	.220	.092	1.000	n/a	.297	.174	.666
Usakos	p-value	1.000	1.000	1.000	.297	1.000	n/a	.292	1.000	1.000
Swakopmund	p-value	.546	.029	1.000	.001	.576	n/a	.666	.071	.310
Walvis Bay	p-value	1.000	1.000	1.000	.223	1.000	n/a	.650	.242	1.000

Table 5.13: Display of Fisher's exact p-values for cluster against questions from Section C

The following differences existed among the different clusters:

The Swakopmund cluster differed significantly from the rest of the clusters when it came to having a personal computer (Q37). According to Figure 5.14, the Swakopmund cluster had the highest frequency of teachers not having personal computers.

The Swakopmund and Okombahe clusters differed significantly from the rest of the clusters when it came to their schools having computers for teachers to use to prepare for lessons (Q39). Figure 5.15 showed that teachers in Swakopmund were more likely than those in the rest of the clusters to have computers for teachers to use for preparing for lessons and it also indicated

that the Okombahe cluster's teachers claimed not to have any computers at all for teachers to use in preparing for lessons.

The Omaruru cluster differed significantly from the rest of the clusters with regards to their school having computer classes for learners (Q40). According to Figure 5.16, the highest proportion of teachers claimed that their schools offered computer classes to learners occurred within the Omaruru cluster.

The Karibib cluster differed significantly from the rest of the clusters with regards to the teachers in their school being well supported in the use of ICT (Q44). Figure 5.17 showed that the highest proportion of participants felt that their schools were well supported in the use of ICT, came from the Karibib cluster.
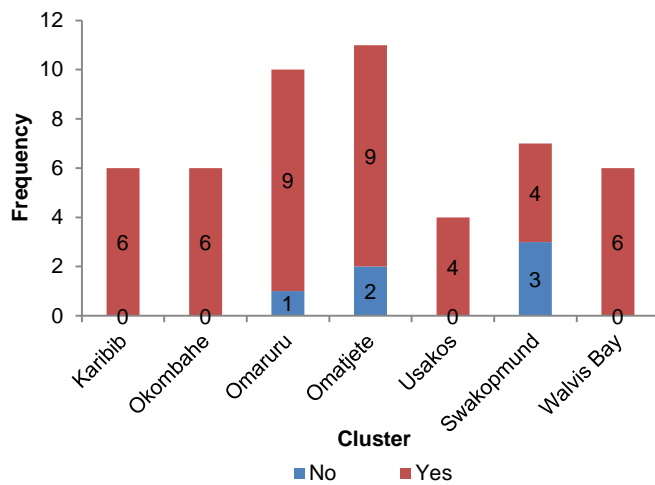
Figure 5.14: Do you have a personal computer (Q37) by cluster?
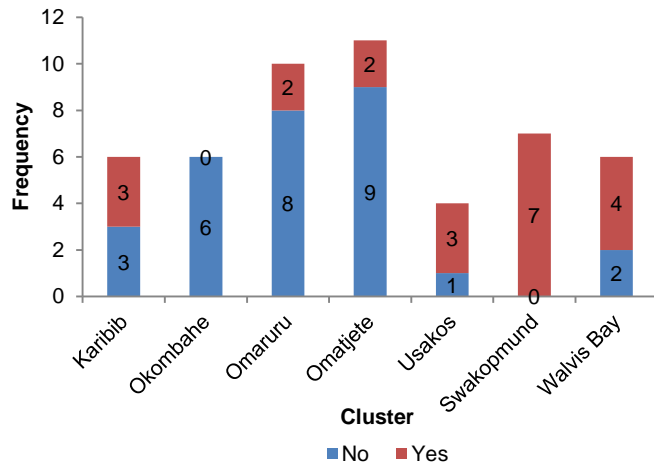
Figure 5.15: Does your school have computers for teachers to use to prepare for lessons
(Q39) by cluster?
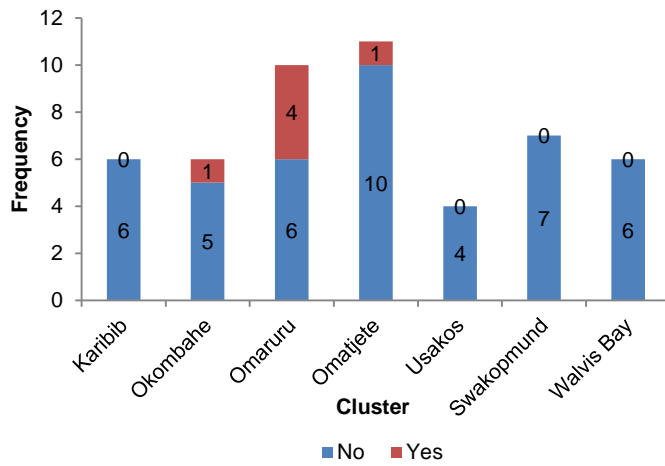
Figure 5.16: Does your school offer computer classes to learners (Q40) by cluster?
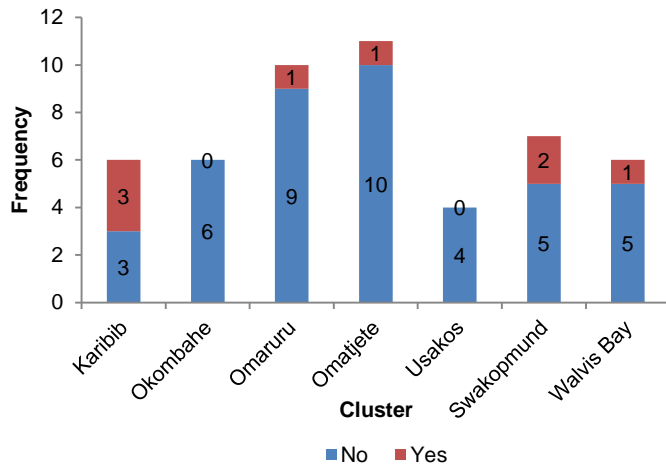
Figure 5.17: Are teachers in your school well supported in the use of ICT (Q44) by cluster?

5.6 QUALITATIVE DATA ANALYSIS

5.6.1 Participants and data collected

The participants were drawn from 3 primary schools within the Erongo region. The initial total number of school selected were ten, but as indicated in the introduction, only 3 were forthcoming. However, the initial number of ten interviews was met due to the permission granted by principals to have these conducted at their schools. The interviews were tape recorded and the researcher took notes to ensure that information was captured. When analysis was done, 3 recordings were unclear thus the notes were used to analyse the data.

Table 5.14 showed the number of schools and the number of participants who took part in the data collection. The schools that completed the interviews were Primary School H (3); Primary School D (4); and Primary School B (3). Participants 1 to 3 were from Primary School H; 4 to 6 were from Primary School B; and participants 7 to 10 were from Primary School D.

Schools	Total
Otjimbingwe Primary School	3
OE Gab Primary School	4
Willem Borchard Primary School	3
Total	10

Table 5.14: Distributions of interviews among schools

The results of the open-ended interview questions 1 to 19 provided important information to the question of the study and the results are as follows:

5.6.2 Section A: Quality education in Namibian schools

The present study sought information from participants on their personal opinions regarding quality education in schools.

5.6.2.1 Responses to sub-question 1

Question 1 reads as follows: *What in your opinion is the perceived quality of education in Namibian primary schools?*

The responses were grouped into the following categories, namely:

improvement in Reading and Numeracy skills; assisting in achieving basic competencies; standard of work and parental involvement; quality time at school for assessments, qualified teachers and inclusive education; classroom environment, shortage of textbooks, overcrowded classrooms and slow improvement.

a) Improvement in reading and numeracy skills

Two of the participants indicated that the quality of education in primary schools seems to be improving as people are paying more attention to Reading and Numeracy skills.

b) Standard of work and parental involvement

Two participants revealed that the standard of education in the rural areas was slow, but showing improvement, and different from that of the urban areas because the learning issues are not understood by parents. Therefore parents are not really involved in the education of their children, they do not know the purpose of their children in the schools and don't know their roles of parental involvement in the school, that the parents have an issue of being at home and the learners see no involvement of their parents so they just end up coming to school and not being serious in knowing the reason why they are at school.

c) Quality time at school for assessments, qualified teachers and inclusive education

Three participants mentioned that quality education means quality time where teachers should spend quality time with learners, have enough time for assessment and not just to be at school for a teacher's salary. They also indicated that quality of education happens when subject qualified teachers are conversant in the subject they teach and in introducing education whereby you can give education to all learners, doesn't matter if it's a special learner or youth learner. These findings confirm the findings of The Government of the Republic of Namibia (2000a); Chapman and Adams (2002); and Hamzah and Abdullah (2009) who reported that teachers were given subjects to teach of which they are not qualified in; the dissatisfaction with the quality of the education system lies with the lack of teacher' motivation; and that if teachers have confidence in their teaching abilities, it would result in committed learners and excellent students are produced.

d) Classroom environment, shortage of textbooks, overcrowded classrooms and slow improvement

The remainder of the participants, three, stated that quality education should be when all learners have the necessary materials in the class, where the classroom environment is inviting, it also has to do with enough textbooks where each learner has his/her own books and not be forced to share, and that crowded classroom with too many learners hamper the teacher's ability to reach each learner in the classroom. These findings are consistent with the findings of Botha (2011); Ipinge (2004); Chonjo (1994); UNICEF (2000); and Chapman and Adams (2002). These authors found that the contribution to quality teaching and learning in a classroom is reached through a quality learning environment, the availability of textbooks in

classrooms for all the learners, and that too few and overcrowded classrooms hamper the teaching and learning process in the classroom.

5.6.3 Section B: The role of ICT at schools

The current study looked into the extent to which the role of ICT plays in schools.

Questions 2 to 4 asked the following:

Question 2: Are the learners at your school exposed to computer training?

All participants, 1-10, answered in the negative. Their learners were not exposed to computers.

Question 3: Are there enough computers for teachers to use?

All the participants stated that they don't have enough computers. Three stated that they had three computers but these were broken. Four indicated that they had a few laptops at school which they received as a donation. Three revealed that they were not exposed to computers and that they were like the learners.

Question 4: What, in your opinion, might the role of ICT play in the improvement of quality teaching and learning in Namibian Primary Schools?

The responses in question 4 were:

Exposure to information and computer literacy; importance in teaching and learning; quality homework and answers; and putting theory into practice.

5.6.3.1 Responses to sub-question 4

Exposure to information and computer literacy; importance in teaching and learning; quality homework and answers; and putting theory into practice.

During the interview, all of the participants felt that being exposed to ICT would enable learners to also be exposed to information which they could find for themselves and that they could become computer literate. They also indicated that ICT could assist in putting theory into practice where learners could read on topics discussed in class through the internet. This would thus lead to quality homework where good answers would be provided. Although Suole (2003) stated that teachers in Namibian schools did not understand what is meant by ICT integration in schools, Zain, Atan and Idrus (2004) are in agreement with the findings of this study. The authors indicated that ICT in schools facilitated learning skills, creative skills, and critical skills that enabled both teacher and learner to facilitate their own technological competencies.

The results of this study revealed that there were some improvements in the quality of teaching and learning in schools that were situated in the town areas however, improvement in most of the schools in the rural areas were hampered by many factors as discussed in Chapters 1 and 2. The areas of improvement are an indication that schools in these areas do not receive the much needed assistance from the education department in the Erongo region.

5.6.4 Section C: Factors that might influence quality teaching and learning

This section provided the findings from the interview questions 5 to 8.

5.6.4.1 Responses to sub-questions 5 to 8

Question 5 reads as follows:

What, in your opinion, are the factors that might influence teaching and learning in the classroom?

From the personal accounts provided in the interviews, the following emerged in question 5:

Availability of resources; qualified subject teachers; too much administrative work; importance of schooling and job description of teachers; lack of textbooks and furniture; reading ability of learners; automatic transfers and learners' participation in class activities.

a) Availability of resources

Four participants indicated that they did not have the available resources at their schools. Teachers were not well equipped with materials needed and that equipment for practical subjects was non-existent. These findings confirmed the findings of The Ministry of Basic Education and Culture (1993) and Ipinge (2004). They indicated that the lack of resources hampered the teaching and learning process in schools.

b) Qualified subject teachers

Three participants stated that there was still a need for quality teachers who were qualified in specific subjects and they should know that when they were in the classroom, they needed to deliver. They needed to have that mentality of saying this was our duty and that they had to deliver. If both teachers and learners work together, then there would be a good impact on teaching. Botha (2011); Chonjo (1994); The Ministry of Basic Education and Culture (1993); and Ipinge (2004); all lend support to these findings. The authors have found that the need for qualified teachers who were competent in their work was still lacking.

c) Too much administrative work

One participant mentioned that teachers had too much administrative work and that they still needed to teach, manage and discipline their learners in the classroom. If teachers could only concentrate on just teaching and learning, without all the administrative work, then they would be able to provide quality education to the learners. These finding were supported by Fuller (1986) who stated that teachers' time on task was mostly spent on administrative matters and discipline and that affected the outcome of the teaching and learning in the classroom negatively.

d) Importance of schooling and job description of teachers

 Two interviewees felt that teachers and learners should know why they were at school. The teachers must know that they were at school for nothing else but to provide better quality

education to the learners entrusted into their care and that the learners must know that they were at school for nothing else but for learning. It is therefore important that novice teachers should know their job descriptions.

e) Lack of textbooks and furniture

Two indicated that sometimes it was a lack of textbooks, chairs and desks. They stated that they did not have enough chairs and desks in class and that some of the learners had to share. Their opinions were that each and every learner should have their own chairs, desks and textbooks.

f) Reading ability of learners

A valuable insight to the question was raised by one of the participant. This participant expressed the lack of reading abilities of learners as one of the factors that influence teaching and learning in the classroom and felt that it was a problem that came from the lower primary phase. Teachers could be teaching but if the learners don't know how to read in the upper primary, it hampered the teaching and learning process.

g) Automatic transfers and learners' participation in class activities

Two participants shared their concerns about automatic transfers in the upper primary phase. They felt that learners were being transferred because of their high age or because they already had failed in the phase. This, according to them, caused a great concern as the learners couldn't do their work because they didn't understand what was going on.

Question 6 addressed the following question:

How does quality teaching influence the learning process in the classroom?

The following categories were identified:

More information given to learners and learners always being busy; teachers' presence in the classroom; and learners' response to projects and tasks.

a) More information given to learners and learners always busy

From the accounts provided by participants, the following emerged:

Two of the interviewees revealed that learners should be given more information to improve their results and that they should always be kept busy in class. They also felt that if teachers were always in their classrooms, teaching and learning could be influenced positively. Learners would complete their tasks and there would be no need for teachers to constantly preach to them about completing work.

b) Learners' response to projects and tasks

Eight of the participants indicated that quality teaching influenced the learning process positively. Learners understood the projects and tasks, and they responded well by participating in class activities.

Question 7: This question looked at time management in the classroom. Categories identified were:

Class sizes, planning, and what to teach; time given for tasks; learner centred teaching.

a) Class sizes; planning; and what to teach

Emanating from the responses was that five participants felt that this was difficult and challenging because of the big class sizes and the 40 minutes per period which were not utilized effectively but felt that if a teacher was always prepared and did lesson planning and activities ahead of time, time in the classroom could be managed because they would know what to do.

b) Time given for tasks; and Learner centred' teaching

Three participants also indicated that they began immediately with the day's lessons as soon as the learners entered the classroom and that they taught the content very well. Two mentioned that they used the learner-centred teaching approach; that a reasonable time frame was given for tasks to be completed; and that if it was found that learners didn't master the work, they taught them again in the afternoons. The findings of this study were in line with

that of UICEF (2000) who stated that the learner' centred approach promoted critical thinking, problem solving, teamwork and involvement of the community.

The last question in this section was:

Question 8: How do you maintain discipline in your classroom?

The following were identified:

Challenging and problematic due to influence of community; teachers' presence in the classroom and classroom rules; importance of schooling; and lack of punishment

a) Challenging and problematic due to the influence of community

This had proven to be a very important question as learners at these schools came from very poor communities. The majority of the participants revealed that discipline was challenging and problematic at their schools. They indicated that discipline was influenced by the community and difficult for someone to change the society's mentality. Learners were copying various ways of discipline from the outside and that they tried to bring those into the classrooms.

b) Teachers' presence in the classroom and classroom rules

Four of the participants claimed that they had rules in their classrooms; they made sure that the rules were clear so that learners were aware of their expectations, and that they also taught learners the importance of school rules. They make sure that they were in the classroom when learners entered, they should not walk around but be busy with their school work. They felt that the lack of punishment also led to discipline problems. Learners were detained in the afternoons and sent for counselling when discipline problems arose, but these didn't always help.

5.6.5 Section D: Managements' role in quality education

Section D looked at what role management played in enhancing quality education in schools.

The first questions in this section, question 9 to 11, addressed the following:

Question 9: Does your school have all the necessary resources that could enhance/improve quality teaching and learning? YES/NO

Question 10: If "yes," which resources are available?

Question 11: If "no," which do you still need?

None of the participants answered in the positive. They all indicated that they did not have all the resources. They needed a lot of resources if they were to teach effectively and for learning to take place in the classrooms.

The resources identified were the following:

In-service training and workshops; the National Standardized and Achievement Tests (NSATs); and ICT exposure and visits from advisory teachers.

5.6.5.1 Responses to sub-questions 11

a) In-service training and workshops

Three participants indicated that they needed assistance from their principals with regard to in-service training and workshops where they could share ideas on how to get the resources and where they could address issues related to the lack of resources. In-service training and workshop were also needed as there were many new developments in education and when the curriculum changed. The rural schools were always the last to know about these changes.

b) The National Standardized and Achievement Tests (NSATs)

One participant mentioned that the NSATs also assisted in teacher self-evaluation and that teaching in a classroom, without resources, should not hamper the learners' ability to do well in these tests. Although resources were needed, teachers could still teach effectively and prepare their learners well for the tests.

c) *Information Communication Technology (ICT) exposure; and visits from advisory teachers*

Eight interviewees felt that by providing teachers with the necessary upgraded and improved materials, including computers and projectors, would give them more confidence and assist them in providing effective teaching in the classroom. They also felt that ICT workshops were needed as they were not computer literate. Regular visits from the Advisory teachers, where they could give advice to teachers, were lacking. One interviewee also mentioned that the lack of resources should not be seen as an excuse for not providing quality teaching in the classroom; teachers should take the initiative of asking companies for assistance. Another area of concern was the lack of sufficient classrooms. One interviewee felt that overcrowded classroom hampered teaching and that more classrooms should be built.

The next questions in this section read as follows:

Question 12: Are all the National Policies available at your school?

Question 13: Does each subject at your school have the necessary syllabi, scheme of work, year plans, and assessment documents?

All the participants indicated that they had all the National Policies which were provided to them by the Ministry of Education. They also responded in the positive to question 13. They were of the opinion that all syllabi, schemes of work, year plans, and assessment documents were in their possessions.

Question 14: Do the Management members at your school visit classes and monitor teachers' work regularly?

There was also a positive response from interviewees regarding this question. All of them mentioned that the management members visited their classes either once or twice per trimester and that they provided advice to teachers when needed.

Question 15: How would you describe the role of Management at your school?

The participants revealed that their management members were very effective in their tasks. They encouraged teachers to deliver their best in classrooms and they made sure that policies were implemented. They were helpful and called teachers in to explain areas which they found difficult, such as a certain theme, and where teachers got reluctant to do certain tasks assigned to them.

These findings were in line with those of UNESCO (2005); The Government of the Republic of Namibia (2006); Craig (1995); Johnson et al.(2000); Theron (2007); Beare et al. (1989); Van der Bank (2000); Sammons et al. (1995); Macbeth and Marimore (2001); Oakes and Lipton (1990); and Bookbinder (1992). They found that strong leadership would enable teachers to reach for higher standards; create an environment where a sense of self-worth was experienced; enable the smooth functioning of a school when needs were met; a positive environment in which learners began to participate in class discussions and learn; teachers would be inspired to do their best; and learning outcomes would improve.

5.6.6 Section E: The cluster system of schools

This section sought information from participants on the working of a cluster system of schools.

The questions read as follows:

Question16: Does your school belong to a Cluster System? YES/NO

   If "yes," which Cluster group does it belong to?

Nine participants indicated that they belonged to the Karibib Cluster and one mention the Omaruru cluster within the Erongo region.

Question 17: What, in your opinion, is the importance of a Cluster System of schools?

The main categories identified during the interview with participants in this question were:

Setting of standards for schools; sharing information and ideas; work together on worksheets; good interactions and discussions within subjects; sharing of problems and bringing about change

5.6.6.1 Responses to sub-question 17

a) Setting of standards for schools

Two of the participants indicated that at these meetings, the schools involved tried to set higher standards for their schools and that brought about change in their schools.

b) Sharing information and ideas; work together on worksheets; good interactions and discussions within subjects; sharing of problems and bringing about change

The rest of the interviewees revealed that at cluster meetings, the teachers shared information and ideas with each other and when problems were experienced in a subject, they tried to find solutions. The teachers had positive interaction and worked together in their various subjects. Common examinations were written by all schools because they worked on the same scheme of work and had the same worksheets, which were drafted by all members within the cluster.

The findings in this section were in line with those provided by UNESCO (2005); The Government of the Republic of Namibia (2006); and Dittmar, Mendelson and Ward (2002). The authors showed that the importance of the cluster system results in change that benefited a school. It improved the quality of teaching and learning by bringing teachers together to discuss and interpret the syllabus and draft unified schemes of work, worksheets, activities and examination papers. Schools should be prepared to participate in cluster activities and discuss matters of common interests.

5.6.7 Section F: Ways of improvement of quality teaching and learning

The last section in the interview sessions provided the personal views of participants on ways to improve quality teaching and learning.

5.6.7.1 Responses to sub-question 18

The questions read as follows:

Question 18: Kindly suggest ONE way in which the Quality of teaching and learning could improve in the Namibian Primary Schools.

The following were identified:

Reduction of workload; teachers' job descriptions; implementation of programmes; exposure to new technology; necessary equipment; qualified teachers; and school libraries

a) Reduction of workload

Three participants revealed that teachers were overloaded and burdened with too much administrative work. They were of the opinion that if teachers only concentrated on teaching in the classrooms, which was their job description, teaching would be successful.

b) Implementation of programmes and exposure to new technology

Three participants felt that the only way that the quality of teaching and learning could improve in Namibian primary schools was through the implementation of some of the programmes that were not seen at the rural schools, such as computer programmes for schools. If they could implement them, information could be accessed, for example the internet.

c) Necessary equipment; qualified teachers; and school libraries

Two participants indicated that if teachers had all the necessary equipment, such as textbooks, the quality of education could improve and two indicated that for quality education to be realized, quality teachers were needed. These teachers must be qualified and correctly placed according to their qualifications. If a teacher was qualified for primary education, then such a teacher should teach in the primary schools and if they were qualified for secondary education, then they must teach at secondary schools. These participants also felt that there was a great need for school libraries and that these were lacking in rural areas.

5.7 MIXED METHOD APPROACH

The mixed methodology was employed to assist the researcher to follow a suitable research plan and to gather the necessary data that would answer the research question of the study. The qualitative approach was used to cast light on the quantitative findings of the study.

The findings of the information in Section A of the interviews support those of the questionnaire. The participants had viewed the concept of quality education differently. The areas that were consistent with those in Section B of the questionnaire are as follows:

Support from stakeholders ensured that a school functioned optimally;

Teachers, who were qualified, contributed to the quality of education of a school; and

Teachers, who managed their time wisely, benefit the learners in a classroom.

These findings clearly indicated that the concept of quality education was understood differently by the participants.

When looking at the role of ICT in schools, Section B of the interview, the data collected supported the findings of the questionnaire, in Section C. All the participants indicated that ICT played a leading role with regard to the improvement of education in schools. It was found that the participants and learners were not exposed to ICT training and a need existed for ICT resources at these schools. The factors that might influence the quality of teaching and learning in a classroom, in Section C of the interview, are consistent with the additional comments with respect to the role of ICT in schools, in Section C of the quantitative approach. The majority of the participants claimed that they were in need of computers to assist their learners to gain more information which would assist them when completing tasks and projects, and that the results of the learners would improve.

The results of the role of management, Section E of the questionnaire, shared some light on the findings of the data in Section D of the interviews. The participants indicated that they had all the necessary syllabi and National policies which were provided to them by the

management of the schools. The management of the schools had conducted class visits and assisted the teachers and provided advice to the teachers when needed. This was an indication that the management of the schools knew their job descriptions very well and that they were very productive in their schools.

Regarding the results of the Cluster system of schools, in Section E of the interviews, all the schools belonged to a cluster system as indicated in Section F of the questionnaires. The schools were actively involved in their clusters where information was shared, worksheets were developed, examination question papers were drafted together, and teachers got together to bring about change within their respective schools.

The personal views of participants regarding the ways of improvement of quality teaching and learning in Namibian schools, there was a consistency regarding the answers provided. In both approaches, the need for qualified teachers was found to be an area that was lacking in schools. Another area found to have a negative impact on teaching and learning was the workload of teachers and the need for resources. Participants felt that a reduction in their workload would allow them to be more focused on their job descriptions and that teaching and learning would not be interrupted. This would therefore lead to the improvement of quality teaching and learning in schools.

5.8 CHAPTER SUMMARY

The analysis of the data and the discussions thereof revealed that Namibian primary schools, especially the upper primary phase, still has a long way to go to realize the goal of quality education for all and to realize and fulfil the challenges faced in the education system (Ministry of Basic Education, Sport and Culture, 2004).

The findings of the biographical information in Section A revealed that currently, there were more female teachers than male in the teaching profession in the age group of 26 to 34 years. This was an indication that many young people were bringing in change to the education

system. When looking at their qualifications, it also appeared that they were not just content with a teaching diploma but were furthering their studies.

Evidence emerging from the discussions in Section B show that quality in education in Namibian primary schools was regarded as important by all participants. Although their understanding differed, they still maintained that quality was needed in the education system and that it could bring about change to good learning outcomes at schools.

Although the various participants indicated the lack of computers for both learner and teacher' usage in Section C, a strong need existed for resources to be used in the classroom and it was seen as a priority. Numerous schools still lacked computers and access to the internet and many teachers believe that ICT in schools was needed if quality in education should improve. The younger teacher generations are found to have gained computer literacy compared to those who have been in the teaching profession for many years. ICT is thus seen as a new contribution to the teaching profession in Namibian schools and that it would be integrated in the Basic curriculum for schools. The participants had expressed their needs for training and resources.

The quality of teaching and learning in the Namibian primary schools in Section D seemed to be hampered by factors such as lack of textbooks, lack of resources, and chairs and desks. The socio-economic environment of the learners also impacted education negatively as parents in rural areas still did not understand the importance of parental involvement in their children's schooling. The distribution of resources amongst schools in the urban and rural areas appeared to be unequal and teachers had again raised the issue of overcrowded classrooms that affected the teaching and learning process at schools.

Management plays a crucial role in the day-to-day functioning of the schools and in particular, for providing teachers with valuable documents, supervision, quality of a school, quality teaching and learning, and positive schooling atmosphere. In Section E, participants revealed the need for more support especially in the area of ICT training and workshops.

Managers at these schools have supplied teachers with important policies and documents, yet in the above mentioned field, a lot still needs to be done for teachers and learners to realize their goal in becoming computer literate.

Participants were positive towards the importance of quality teaching and learning in Section F and that was seen in their commitment to work together with other schools. This brought about change in schools. The schools in the areas, where research was conducted, were situated at vast distance from each other and public transport was non-existent, yet these teachers made efforts to attend meetings at other schools, either once or twice per trimester. They revealed that the Cluster system of schools was needed and that it had a great impact on teachers' teaching abilities.

The opinions shared by the participants regarding ways to improve the quality of teaching and learning in Section G revealed that a reduction of the teacher's workload, especially the administrative part, could result in better teaching and learning outcomes because more time would be spent in the classroom teaching and equipping learners with the necessary skills required to progress. ICT was another issue that was raised which was lacking. Additionally, many learners were still not well equipped with the necessary textbooks, chairs and desks. This was seen as a factor that hampered the learners' progress.

After 25 years of independence, Namibia is still faced with challenges in providing qualified teachers. The number of young teachers that are currently entering the teaching profession could eliminate this challenge, but as the population grows, schools are needed and this becomes a challenge for the Ministry of Education to ensure that schools are equipped with qualified teachers. The last issue raised was the shortage of libraries in urban areas. The views shared by the participants outline their needs from the Ministry of Education as these would assist them in reaching the ultimate vision 2030 of Namibia.

The next chapter will present a summary of the study, provide the limitations and delimitations to the study, draw conclusions and make recommendations with regard to the improvement of quality teaching and learning in the Erongo primary schools.

CHAPTER SIX

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter presented the findings of the study which arose from the in-depth discussions of the data-analysis. This chapter will therefore present a summary of the study; provide the limitations of the study; present the findings of the study in line with the objectives and the research sub-questions; will make recommendations towards the improvement of the quality of teaching and learning in Namibian primary schools; and finally make suggestions for future research based on these findings.

6.2 SUMMARY OF THE STUDY

The aim of this study was to guide the study in discussing the issues pertaining to the quality of teaching and learning in Namibian primary schools. A review of the literature was presented in chapters two and three. The findings that originated from the literature provided a conceptual and theoretical context, which served as background to this study, namely, the quality of teaching and learning in schools were affected by both material and human resources.

The mixed method of data collection was considered, found suitable for the study and applied. The mixed method research method led to a detailed explanation of the data collected in both the questionnaires and interviews. Through this, the qualitative data agreed or at least did not contradict the quantitative findings of the study. This was presented in chapter four of the study. In Chapter five, the key findings, analysis and discussions of the findings were presented. The summary of the main findings and recommendations from the study are presented in Chapter six, with the limitation of the study. A summary will follow in the sections provided below.

6.2.1 Overview of what quality means or entails in the educational context

The review of the literature in Chapter two, concentrated on the concept of quality and quality in education. Many authors viewed the concept of quality differently and had different views about what quality entailed. In both industries and education, quality is related in that it deals with assessing of needs, anticipating these needs and fulfilling them (Winder & Judd, 1996). The fulfilment of these needs could be obtained through continuous monitoring of assessments and thus be sustained.

The concept of quality in education was however regarded as a difficult concept to define by educational researchers as indicated by Harvey and Green (1993); and Harvey (2004). Accordingly, the concept of quality in education was also viewed differently by the person who used it and referred to inputs, processes, outputs and outcomes.

Quality in education, in this study, therefore considered the improvement of general facilities in schools; the relationship between the teacher and learner; time on task; effective school management; the provision of resources; relevant curricular needed for the mastering of basic skills; the teacher-learner ratio in classrooms; support from society; qualified teachers; and effective classroom management.

In Chapter 2 of the literature review, Stephen (2003) and Chapman and Adams (2002) were in agreement that the quality in Basic Education related to the learning outcomes of learners; the improvement of the Reading standards and Mathematics; time-on-task; and inputs, processes, outputs and outcomes. To ensure that quality teaching and learning was presented, schools should be provided with both adequate human and material resources. Oghuvbu (2009) related to this by mentioning the importance of human operatives and products which had a positive impact on learning outcomes.

The demand for quality teaching and learning in schools was thus seen as a challenge and demanded much from schools. School management should look at the physical learning

environment; quality of equipment; develop an effective learning environment; and at the quality of teachers who were recruited.

6.2.2 Overview of the role of ICT in the improvement of the quality teaching and learning in Namibian primary schools

The review of literature in chapter three of this study revealed that ICT was central in the improvement of quality teaching and learning in Namibian primary schools. In Section 3.3.2 it was argued that in order for development in the country, ICT should be embedded in all levels of the education system and that it should be integrated into the curricula, content, training and usage. Ballantyre (2003) presented evidence of improved teaching and learning through the use of ICT in the classroom.

Section 3.3.3 presented the Ministry of Education's strategies that could be used to improve the quality of teaching and learning in schools. The slow pace of ICT integration in schools; the imbalance of provisions of technology to the various regions within the country; and the inclusion of ICT in subjects in schools were regarded as a concern. An important need was recognized in the ICT Policy by the Ministries of Basic Education, Sport and Culture and Higher Education, Training and Employment Creation (2005). The need for teacher training was critical in preparing them to integrate ICT in the various subjects offered in schools.

6.2.3 Overview of the role of the teachers with regard to the improvement of the quality of teaching and learning in Namibian primary schools

The participants contribution towards quality teaching and learning, as presented in Chapter 3, Section 3.4.2, were linked to their commitment, dedication and competency and this revealed that they were key factors in improving the quality of education. They were thus required to master the subjects they taught and have pedagogical skills. Therefore, to achieve quality in Education, quality teachers were needed. The Ministry of Education and Culture (1993) realized this need and indicated that to improve the Namibian Education system, well prepared teachers were needed, who would be able to structure the learning environment of the learners and stimulate learning,

Despite the above, there were still factors influencing the quality of teaching in Namibian schools. These factors relate to the lack of teaching and learning materials and unequal distribution of resources. It was found that some regions received fewer resources compared to other regions. The inequitable provisions of resources were seen as a serious problem which hampered the quality of teaching and learning in classrooms. This has had a negative impact on the performance of learners and also to the high failure rates (Anon, 2009). The lack of suitably qualified teachers across the regions was also a contributing factor towards poor learners' performances and this need was also regarded as one of the areas that could have a positive influence on the learning outcomes.

More teachers are needed who will alleviate the high teacher-learner ratio, which in turn will lead to better monitoring of class activities and providing individual attention to learners. The high teacher-learner ratio caused frustration, aggression and disciplinary problems amongst learners. Teachers in the large classes resorted to the teacher-centered teaching approach as it became difficult to use the learner-centered approach. Large class sizes therefore hampered education outcomes of learners and Hopkins (2002) advocated a decrease in class size to increased quality learner outcomes.

6.2.4 Overview of the role of management with regard to the improvement of teaching and learning in Namibian primary schools

The current study looked into the extent to which the role of management assisted in the improvement of teaching and learning in Namibian primary schools. The literature review in Chapter 2 of this study revealed that good quality schools have strong leaders. Section 2.5.2 indicated that good leadership brought about teachers who were of good quality in their teaching and learning. Through good quality teachers, learners also began to show a change in their learning. They became more motivated, wanted to participate in class, and learning thus took place.

Quality leadership in schools ensured that adequate support is made available to teachers. Craig (1995) argued that there was a need for quality leaders who would set a high academic

standard for both teachers and learners. Beare et al., (1989); Oakes and Liptyon (1990); Bookbinder (1992); Sammons et al., (1995); Theron (2007); Johnson et al., (2000); Van der Bank (2000); and MacBerth and Mortimore (2001) all agree that leadership was characterized by effective principals who were visionary, with a sense of purpose and determined to succeed. These leaders constantly focused on improvement and capacity building of the schools to provide quality education to all its learners.

However, in Section 3.5.7 of the literature review, a survey conducted by the Ministry of Education (2007) revealed the following weaknesses regarding managers' contributions towards quality teaching and learning in Namibian schools:

Managers implemented plans poorly at 70% of schools;

Managers lacked professional competencies and the ability to inspire and motivate teachers;

At half of the schools visited, there were no job descriptions for teachers;

At 80% of the schools, staff development programmes were non-existent; and

The teaching and learning resources were poorly managed.

6.2.5 Overview of the role of the cluster system with regard to the quality of teaching and learning in Namibian primary schools

The findings of this study confirm the findings in Section 3.6 which indicated that the cluster system of schools in Namibian primary schools improved the quality of teaching and learning by bringing teachers together. Issues such as syllabus, scheme of work, the teaching and learning process, teaching resources, ideas and experiences were shared. Management practices and in-service training provided by advisory teachers were also addressed.

6.3 LIMITATION AND DELIMITATION OF THE STUDY

This study aimed at providing the views of participants regarding the improvement of quality teaching and learning in the Erongo primary schools. The study focused on teachers at schools in the Erongo region. However, at the end of this study, one limitation was identified.

Limited by the rejection of teachers at some schools, the researcher could not visit the 25 schools as indicated in the sample. The principals of seven schools refused to allow the researcher access to the teachers because they indicated that their teachers were unwilling to take part in this study. The participants felt that the data collection was for personal studies and not for the Ministry of Education and they also indicated that they did not gain from this study in terms of remuneration.

This study was conducted in the remote schools of the Erongo region. These schools were situated at vast distances from each other and the roads were not in a good condition for travelling. The researcher therefore had to humbly request school principals to assist in availing more teachers to complete the questionnaires and interviews. Due to these limitations, the researcher had to request some schools to complete more questionnaires than initially intended, to meet the total number of 50.

The researcher used questionnaires and interviews to gather data at Namibian primary schools in the Erongo education region. The study involved one selected education region, because the recent National Standardized Achievement Tests in Grade 5 nationally in Namibia in 2011 revealed that the Erongo education region had scored the highest in these tests nationally (Ministry of Education, 2012). This study assumes that the Erongo education region had more information regarding the improvement of the quality of teaching and learning in primary schools that could be of importance in the other regions in Namibia.

Only government schools were selected for this study. Private schools were not used due to the negative feedback the researcher received during an attempt to find out about the number

of teachers and grades in the upper primary phase. The researcher made comparisons between the various schools used for this study.

6.4 CONCLUSIONS FROM THE STUDY

The conclusions of this study on the improvement of teaching and learning in Namibian primary schools suggested a number of factors influencing the teaching and learning outcomes at schools. A detailed discussion and description of the findings were provided in Chapter five of the study. The conclusions are based on the findings and on the sub-problems of the study.

6.4.1 Conclusions of the biographical information

The conclusions of the biographical information in Section 5.2 revealed that currently, there were more female than male teachers and that schools had younger teachers aged between 26 to 34 years old. This was an indication that many young people were bringing in change to the education system. When looking at their qualifications, it also appeared that they were not just content with a teaching diploma, but were furthering their studies, thus increasing their knowledge and skills. The teacher-learner ratio also revealed that there were still large classes ranging from 40 learners to 45. These are linked with the sub-problem relating to the contributions made by teachers in the improvement of quality teaching and learning in Namibian primary schools. Teachers are therefore regarded to be critical to the improvement of quality in education and they are central in the quest towards reaching the ultimate goal of quality teaching and learning in the classroom. These conclusions are related to the sub-aims presented in Chapter 1 Section 3.

6.4.2 Conclusions of what quality means or entails in the educational context

Evidence emerged from the discussions in Chapter 5, Section 5.3.3, of the study that the understanding of quality in education was regarded as important by all participants. Although their understanding differed, they still maintained that quality was needed in the education system and that it could bring about positive change and good learning outcomes in schools.

The participants gave their own understanding, of the sub-problem on what quality entails in the educational context and how they perceived the quality of education in the Namibian primary school context. The concept of quality within the Namibian education context could thus be linked to the relationship of the teacher and learner, their usage of time, good quality of lessons provided, and effective managers in schools.

From the conclusions, it also emerged that quality teachers resulted in a positive relationship between a leader and learners. There was also evidence that the way in which a school functioned, played an important role in the improvement of quality in education. Teachers were seen as being very instrumental in the contribution of quality education through on-going in-service training and had a positive attitude that drove learners towards improvement and this answers the sub-aims presented in Chapter 1 of 3.

6.4.3 Conclusions of the role of ICT in the improvement of the quality teaching and learning in Namibian primary schools

Section C of the discussions in Chapter 5, Section 5.3.4, indicated that there were still numerous schools lacking computers and access to the internet and those participants believed that ICT in schools was needed if quality in education should improve. This need is linked to the sub-problem that looked at the role ICT played in the improvement of the quality of education at Namibian schools. The younger teacher' generations were found to have gained computer literacy compared to those who had been in the teaching profession for many years. ICT was thus seen as a new contribution to the teaching profession in Namibian schools and that it should be integrated in the Basic curriculum for schools. The sub-problem relating to the role of ICT in the improvement of the quality of education in the Namibian primary school context was viewed by the participants as one that had been neglected and that needed to be integrated within schools.

Although the various participants indicated the lack of computers for both learner and teacher' usage, a strong need for these is seen as a priority. They have expressed their needs

for training and resources. There is a real need for computers to be made available and the Ministry of Education should pay attention to these shortages in schools.

6.4.4 Conclusions of the role of the teacher with regard to the improvement of the quality of teaching and learning in Namibian primary schools

The quality of teaching and learning in Namibian primary schools, in Section 5.3.5, seemed to be hampered by factors such as lack of teaching material, textbooks and furniture. The socio-economic environment of the learners also impacted education negatively as parents in rural areas still did not understand parental involvement in their children's schooling. The distribution of resources amongst schools in the urban and rural areas also appeared to be unequal and participants had raised the issue of overcrowded classrooms as one of the factors that influenced their teaching and answer the sub-problem in chapter 1 of 3. They revealed that a reduction on their workload, especially the administrative part, could result in better teaching and learning outcomes as more time would be spent on teaching in the classroom and equipping learners with the necessary skills required to progress. ICT in schools as well as textbooks, and furniture were some of the aspect raised that were still lacking in schools.

After 25 years of independence, Namibia is still faced with the challenge of providing qualified teachers. The number of young teachers currently entering the profession was not enough. The population growth requires more schools and more schools need more teachers. This is a challenge the Ministry of Education is faced with.

The last issue raised by the participants is the shortage of libraries in rural areas. They clearly indicated this need from, the Ministry of Education, in assisting them to reach the ultimate vision, Vision 2030 of the country, whereby all its citizens should be provided with a quality of life compared to that of developed countries. The participants provided valuable information on ways that could assist in the improvement of the quality of teaching and learning in Namibian primary schools. There appears to be a great need for provision of resources and if the education department addresses these needs, the quality in teaching and learning will show improvement.

6.4.5 Conclusions of the role of management with regard to the improvement of teaching and learning in Namibian primary schools

The current study looked into the extent of the role of management of schools with regard to teaching and learning in Namibian primary schools, Section 5.3.6. The findings were not surprising given the fact that management in schools play a vital role in the improvement in the quality of teaching and learning outcomes in schools, as discussed in Section 3.5 of the literature review and these are linked with the sub-problem in Chapter 1 of this study.

The conclusions revealed that professional leadership improved learning outcomes at schools which enhanced a sense of pride amongst both teachers and learners. Participants indicated that there was a need for in-service training and also for attending workshops within their field of work. Clearly the findings from the study regarding the roles assigned to managers showed that they were effectively conducted. They encouraged their staff members positively and were very helpful when teachers needed assistance. Principals regularly focused their attention to class visits and they were very effective in their tasks.

6.4.6 Conclusions of the role of the cluster system with regard to the quality of teaching and learning in Namibian primary schools

Participants were positive towards quality teaching and learning and this was seen in their commitment to work together to bring about change in their schools, as revealed in Section 5.3.7 of the study. The schools in the areas, where research was conducted, were at vast distances from each other and public transport is non-existent, yet these teachers made an effort of meeting at certain schools at least once per month to try and initiate a positive change in teaching and learning at their schools and these conclusions are related to the sub-aims presented in chapter 1 of 3. They revealed that the cluster system of schools was vital and had a great impact on their teaching abilities. This section has answered the sub-problem relating to the role played by the cluster system of schools within the Namibian education context, which appeared to be very valuable to teachers. The cluster system of schools in Namibia has proven to be of great significance in the improvement of quality teaching and learning in schools.

6.5 RECOMMENDATIONS FROM THE STUDY

The recommendations, for the improvement of quality teaching and learning in Namibian primary schools, are aimed at addressing the following conclusions from the study as indicated in Chapter 6 of the study: The unequal gender distribution; Improving the quality of education in Namibian primary schools; The role of ICT in the improvement of quality teaching and learning; Class size; The role of the teacher with regard to the improvement of the quality of teaching and learning in Namibian primary schools; Management's role with regard to the improvement of teaching and learning in Namibian primary schools; and The cluster system of schools.

6.5.1 Unequal gender distribution and class size

Human resources, as revealed by researchers such as Craig 1995, and UNESCO 2005 play a vital role in maintaining quality teaching and learning in schools. It became evident from this study in Section 6.4.2, that there was an unequal distribution of male/female teachers at schools. The majority of staff members at schools were female (70%) compared to the 30% of male members. It would appear that more females are inclined to enter the teaching profession than the male counterparts. This was a concern as male teachers played a vital role in schools. Their expertise was needed in areas such as extra mural activities that required male trainers as well as with discipline when it came to male learners. It is therefore recommended that men be encouraged to enter this profession as they could bring about change at schools. This need showed the extent to which teachers contribute to the quality of education at Namibian schools, as indicated in the sub-problem, Chapter 1 of 3.

The present conclusions in Section 6.4.2 regarding the teacher-learner ratio lend support to previous findings and opinions from literature. Ehrenberg, Brewer, Gamoran and Willms (2001) and UNESCO (2005) reported that the classroom teaching and learning process was also affected by class size. NIED (2001); and Hopkins (2002) were in agreement that overcrowded classrooms made it difficult for teachers to meet the needs of individual learners and thus hampered the education outcomes of learners. It is therefore recommended that the teacher-learner ratio of between 1:22 to 1:30 be implemented as agreed upon by the Office of

the Prime Minister and the Namibian Teachers Union. The decrease in the class size could result in better performances by learners, thus increasing the quality of education in schools.

6.5.2 Improving the quality of education in Namibian primary schools

From the conclusions in Section 6.4.3, it was concluded that there were many obstacles that still hampered the quality of teaching and learning in Namibian schools. It is recommended that the standard of education in rural schools be constantly monitored as the findings have shown a slow pace as compared to schools in urban areas. Parents were still not very clear regarding the learning issues of their children. As stated by Botha (2011). They were not involved in the education of their children; they did not know the purpose of their children at schools; and they were neither aware of their parental involvement in schools. These recommendations clearly outline the importance of improving the quality of education in Namibian primary schools and answers to the sub-problem relating to ways that could improve the quality of teaching and learning in Namibian primary schools, (Chapter 1 of 3).

6.5.3 The role of ICT in the improvement of quality teaching and learning in schools

The conclusions drawn from this study in Section 6.4.4 revealed that the use of ICT in teaching and learning was still unknown to many teachers and learners. The resources that were lacking in schools were computers and the study showed that a real need existed. It is recommended that these resources be made available to schools. Teachers should be trained in the use of computers as many were not computer literate. If teachers are trained and resources are available, teaching in classrooms could make use of e-learning. Trained teachers could in turn equip their learners with the knowledge in the use of computers. Both teachers and learners could facilitate their own technological competencies.

6.5.4 The role of the teachers with regard to the improvement of the quality of teaching and learning in Namibian primary schools

The conclusions in Section 6.4.5 revealed that teachers were faced with many challenges in presenting quality teaching and learning in their classrooms. These challenges included the

availability of resources; qualified subject teachers; too much administrative work; the lack of parental involvement; teachers job description; lack of textbooks; the reading abilities of learners; and automatic transfers of learners.

The availability of resources related to the lack of teaching materials and equipment for practical subjects. Participants indicated that these resources were non-existent at their schools and that they did not receive any from their regional offices. They were also of the opinion that subject qualified teachers were needed as these were lacking in their schools. Teachers were forced to teach subjects of which they were not qualified in and that this hampered the quality of teaching and learning in their classrooms.

Too much administrative work was given to teachers which affected their teaching in classrooms. This also led to disciplinary problems amongst their learners as teachers were either completing administrative work or being out of their classrooms, thus leaving their learners without any supervision. It also emerged that learners were not very motivated in their school work and parents did not support the schools. The parents were either reluctant or did not understand the importance of schooling. Teachers too needed to know what their purposes were at school and they should therefore be inducted into their various job descriptions.

Another cause of concern was the lack of textbooks where learners were forced into sharing books and insufficient furniture, namely chairs and desks which resulted in learners sharing these. These concerns led to the poor reading abilities of the learners as not all had books to read from. The issue of automatic transfers was also an area of concern. Learners, who have failed a grade within a phase, were transferred to the next grade as the promotion policy is clear on automatic promotions.

These concerns raised by the participants show that they are committed to contributing towards improving the current education system in schools as indicated in the sub-problem, Chapter 1 of 3, relating to teachers' contributions towards quality of education in Namibian

schools. It is therefore recommended that the Ministry of Education look into the concerns of teachers for positive change to take place in the classrooms.

Teachers need on-going support from the education department to fulfil the realization of vision 2030. Support is needed in service delivery, in the reduction of the work load outside of teaching, parental involvement with regard to learners schooling, and the appointments of qualified teachers in various subject fields.

6.5.5 Management's role with regard to the improvement of teaching and learning in Namibian primary schools

Section 6.5.1.5 revealed that there wasn't enough in-service training and workshops provided to teachers. It is recommended that the school principals appoint people to assist the teachers in areas where they need it most. These include the exposure of teachers and learners to ICT training, provision of resources, and improved teaching materials, (Chapter 1). Through their continuous support, a culture of caring, commitment, setting high expectations at schools, and providing adequate support is created.

6.5.6 The cluster system of schools

From the conclusions in Section 6.4.7, it is concluded that the cluster system of schools should continue functioning as this provides a valuable service to teachers. It is recommended that funds be made available as teachers need to travel large distances to attend meetings as discussed in Chapter 1of 3.

6.6 CONTRIBUTIONS OF THE STUDY TO THE IMPROVEMENT OF QUALITY TEACHING AND LEARNING IN NAMIBIAN PRIMARY SCHOOLS

Throughout this study, the focus was to constantly search for ways of improving the quality of teaching and learning in Namibian primary schools to ensure that the sub-problems are answered. This was done by employing the use of the mixed method approach which

answered the research question of the study. Diverse viewpoints from participants provided a holistic picture of the issues that needed to be addressed within teaching and learning in schools. New factors responsible for the lack of quality teaching and learning in schools emerged in addition to those found in literature.

The two frameworks that categorizes various ways in which quality can be improved upon in schools (Chapter 2) lends support to the important aspects of this research and also provides a guide towards future research as will be discussed in Section 6.7.

- *Human and material resources*

   The research expresses the lack of human and material resources which resulted in schools not being able to provide the quality of education envisaged by the Ministry of Education. The research showed that the lack of human resources resulted in teachers being forced to teach subjects that they were not qualified in. The availability of sufficient subject qualified teachers can be effective in maximizing the solution to the problem of inadequate trained teachers who are forced to teach subjects in which they are not qualified in. These teachers should have both mastery of subject matter and pedagogy. The recruitment of qualified subject teachers must be seen as a high priority when managers or principals make recruitments.

   The quality of teaching and learning provided in the classroom becomes extremely vulnerable when immense administrative work is given to teachers. Too much time is lost to teaching and learning and conditions to providing good results changes. The research showed that there was a great need for quality teaching and learning in classrooms.

   As far as the material resources were concerned, it was discovered that learners, at some schools, shared desks and chairs as well as textbooks. A dire shortage exists in these areas which hampers the quality of teaching and learning in classrooms.

- *An analysis of class size*

  In the analysis of class size, the research showed the effect of large class sizes as compared to smaller classes. It showed that learner' achievements are affected by class size. In smaller class sizes, learners achieve better results, there is greater teacher-learner interaction, disruptive behaviour is minimized, effective teaching occurs, and teaching time is not affected negatively.

- *The slow pace of ICT*

  The research showed the importance of ICT in teaching and learning in schools. It also reflected on the need that currently exists within Namibian schools. For education to progress, the latest technologies must be brought into schools. The research also showed that there is a great need for this in schools and the slow pace with which it is introduced must be revised. This can generate both the teachers and learners' interest in its usage.

- *The home environment*

  From the research, a need arose for parental involvement in learners' schooling. The learners' home environment does not allow for learner support and this leads to absenteeism, failure, and drop-outs. The research showed that with parental support, positive results can be achieved and that learners can be inspired to attend school and take schooling seriously.

- *The clustering system of schools*

  The research defined the importance of the clustering system of schools and its usefulness. It showed the need for this system, its value, and its function. Support, in the form of monetary unit and or transport, appears to be the problems encountered and this can hamper the smooth functioning of the system in schools.

The above mentioned contributions are valuable in answering the sub-problems in Chapter 1 of 3. They are of great importance in teaching and learning and they indicate all the areas that need improvement to realize the goal of quality teaching and learning in Namibian schools. The study has therefore created an opportunity, for the Ministry of Education, to make major

strides in addressing these challengers and shortages in order to realize the eventual goals as set out in Vision 2030. These contributions have answered the main problem statement of this study, in Chapter 1 of 3, which is:

How can the quality of teaching and learning be improved in schools in the Erongo region of Namibia?

6.7 RECOMMENDATIONS FOR FUTURE RESEARCH

The present study sought to unveil the various ways of improving the quality of teaching and learning in Namibian primary schools. It focused on how the participants viewed the ways of improvement in their teaching and learning in their classrooms and the factors that hampered it. Research on the quality of education had been conducted in the past in a few regions in Namibia; however, the very remote areas have been neglected.

It is therefore recommended that future studies be conducted, on the improvement of quality of teaching and learning, in all regions of Namibia, including the remote rural areas, to provide an opportunity to make comparisons with the present study. Furthermore, this study might provide a basis for the Ministry of Education to provide assistance to teachers in the areas that hamper their teaching and learning in the classrooms.

6.8 CHAPTER CONCLUSION

The objectives and sub-questions of the study have been addressed through the use of the mixed method approach using the quantitative and qualitative methods, questionnaires and interviews. Teachers in the Erongo region provided valuable information regarding the factors that hamper the quality of their teaching and learning in the classrooms that affect their learners' progress.

Inevitably, there is a need for these issues to be addressed by the Ministry of Education, as well as the parent community. The researcher therefore recommends that all

recommendations made would receive the much needed attention to improve the current situation regarding the improvement of teaching and learning in classrooms.

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ADDENDA A

EDITOR'S LETTER

LD Onesnus, Otavi CC

P. O. Box 61313, Windhoek, E-mail: dessalo@yahoo.com

Mobile Phone: 0811292117, Telefax: 061-232648
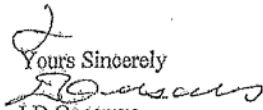
To:

Whom it May Concern

9 February 2015

Subject: Confirmation of editing the thesis of Brenda Mouton towards her Phd. in Education

I Laimi Dessa Onesmus hereby confirm that I have edited the thesis of Brenda Mouton titled **Improving the Quality of Teaching and Learning in Namibian Primary Schools.**

Yours Sincerely

LD Onesmus

Holder of the following Academic Qualifications:

1. BSc. Honors Degree (University of Ulster United Kingdom)

2. Master Degree of Education (University of Manchester United Kingdom)

3. Master Degree of Public Policy Administration (University of Missouri St. Louis USA)

ADDENDA B

RESEARCH LETTERS

P. O. Box 50001

Bachbrecht

Windhoek

27 May 2013

The Permanent Secretary

Ministry of Education

Private Bag 13186

Windhoek

Dear Sir

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT 25 SCHOOLS IN THE ERONGO REGION.

I am a D. ED student at the University of South Africa (UNISA). Part of my study is to complete a thesis by conducting research on school education.

I am doing a research study on **"IMPROVING THE QUALITY OF   TEACHING AND LEARNING IN NAMIBIAN PRIMARY SCHOOLS."**

 The research is for academic purposes. There had been previous studies conducted in this field and it is hoped that the findings of this study could assist in adding first-hand information and understanding to the previous findings with regard to quality of teaching and learning in Namibian Primary Schools. It is also expected that the findings from this study could assist curriculum designers in the development of guidelines pertaining to quality teaching and learning in Namibian Primary schools.

I will administer fifty (50) questionnaires at the schools and interviews will be conducted with ten (10) selected participants. All the instruments will be conducted in such a way that the academic programmes of the selected schools will not be interrupted. The envisaged visit to these schools will be towards mid-June 2013.

I would be very grateful if favourable consideration is made at your earliest possible convenience.

Yours faithfully

………………….

Brenda D. Mouton

Tell: 226111 (w)

0812417533

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

Tel: 264 61 2933200 /
Fax: 264 61 2933922
E-mail: Matthew.Shimhopileni@moe.gov.na
Enquiries: MN Shimhopileni

Private Bag 13186
Windhoek
NAMIBIA
7 June 2013

File: 11/1/1

Mr Brenda D. Mouton
P. O .Box 50001
BACHBRECHT
WINDHOEK

Dear Mr B. D. Mouton

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY AT 25 SCHOOSL IN ERONGO AND KUNENE REGIONS

Your correspondence dated 27 May 2013, seeking permission to conduct a research study at some school in the region concerned, has reference.

Kindly be informed that the Ministry does not have any objection to your request to conduct a study at the schools concerned.

You are, however, kindly advised to contact the Regional Council Office, Directorate of Education, for authorization to go into the schools.

Also take note that the study activities should not interfere with the normal school programmes. Participation should also be on a voluntary basis, and for under-age learners' participation, consent of the parents should be sought first.

By copy of this letter the Regional Director is made aware of your request.

Yours sincerely

A. Ilukena
PERMANENT SECRETARY
cc: Directors: Erongo and Kunene Education Directorates
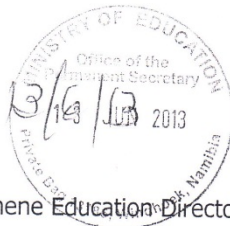
P. O. Box 50001

Bachbrecht

Windhoek

27 May 2013

The Director of Education

Ministry of Education

Swakopmund

Dear Sir

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT 25 SCHOOLS IN THE ERONGO REGION.

I am a D. ED student at the University of South Africa (UNISA). Part of my study is to complete a thesis by conducting research on school education.

I am doing a research study on **"IMPROVING THE QUALITY OF TEACHING AND LEARNING IN NAMIBIAN PRIMARY SCHOOLS."**

The research is for academic purposes. There had been previous studies conducted in this field and it is hoped that the findings of this study could assist in adding first-hand information and understanding to the previous findings with regard to quality of teaching and learning in Namibian Primary Schools. It is also expected that the findings from this study could assist curriculum designers in the development of guidelines pertaining to quality teaching and learning in Namibian Primary schools.

I will administer fifty (50) questionnaires at the schools and interviews will be conducted with ten (10) selected participants. All the instruments will be conducted in such a way that the academic programmes of the selected schools will not be interrupted. The envisaged visit to these schools will be towards mid-June 2013.

I would be very grateful if favourable consideration is made at your earliest possible convenience.

Yours faithfully

………………….

Brenda D. Mouton

Tell: 226111 (w)

0812417533

This is a list of the schools I intend visiting:

1. Ebenheaser Primary School

2. Otjimbingwe Primary School

3. Willem Borchard Primary School

4. Brandberg Primary School

5. OE Gab Primary School

6. Omaruru Primary School

7. Paheye Primary School

8. Ubasen Primary School

9, Omatjiette Primary School

10. Okongue Primary School

11. Otjohorongo Primary School

12. Ovihitua Primary School

13. Ozondati Primary School

14. Erongosig Primary School

15. Elifas Goseb Primary School

16. Katora Primary School

17. Festus Primary School

18. U. B. Dax Primary School

19. Hanganeni Primary School

20. Kamwandi Junior Secondary School

21. Duinesig Satelite School

22. Tutaleni Primary School

23. Immanuel Ruiters Junior Primary School

24. J. P. Brandt Primary School

25. Flamingo Primary School

Brenda

From:	Mr Jacobs Mail <mallmail@iway.na>
Sent:	02 July 2013 03:38 PM
To:	brenda@mweb.com.na
Subject:	Request to conduct research at 25 schools in Erongo

Dear Ms Mouton

Permission has been granted for you to conduct research in the schools as requested in your letter dated 30 May 2013 subject to the following conditions:

1. School principals are informed in good time of the dates of your planned research activities;
2. The normal school programme should not be interrupted;
3. Participation of the schools/teachers/learners are voluntary and they are not bound by this permission that you have received to conduct the research.

We wish you success with your assignment.

Yours faithfully

M. R. Jacobs
Deputy Director
Directorate of Education
Erongo Regional Council
Private Bag 5024
SWAKOPMUND

P. O. BOX 50001

BACHBRECHT

WINDHOEK

04 JUNE 2013

THE DIRECTOR OF EDUCATION

 HARDAP EDUCATION REGION

MARIENTAL

DEAR MADAM

RE: PERMISSION TO CONDUCT A PILOT STUDY AT SCHOOLS.

I am the principal of Van Rhyn Primary School in the Khomas Region and also a D. ED student with the University of South Africa. I am currently working on my Thesis and my studies require me to conduct research in education. Before I conduct the research, I need to do a pilot study.

I selected the Hardap Education Region as I have not conducted any research in this region before. My research is on the **Quality of Teaching and Learning in Namibian Primary Schools** and the pilot study will deal with the same topic. I wish to administer two (2) questionnaires and conduct one (1) interview at the esteemed schools in your region. I selected the **Rehoboth District** and the following schools: **Groendraai Primary School; Schlip Primary School; Tsumispark Primary School; and Usib Primary School.** I do not wish to disturb the academic programme at your schools and would therefore conduct my

research during the teachers' administrative periods, during interval or immediately after school, if permitted. It is very difficult getting through to these schools. Many calls were made with no response or answers. The research is intended for 13 to 14 June 2013, which would give me ample time to analyse the data before conducting my actual research in the Erongo Education Region at the end of June 2013.

I hope that you would consider my request favourably. All information gathered will only be used for academic purposes and will remain anonymous. No personal information will be asked and no names will be used.

I thank you in anticipation.

Yours faithfully

B. D. Mouton

Contact details:

061-226111 (w)

0812417533 (Cell)

Brenda

From:	Marlene Beukes <mbeukes.edu@hardaprc.gov.na>
Sent:	09 July 2013 11:20 AM
To:	'Brenda'
Subject:	FW: Pilot study

From: Marlene Beukes [mailto:mbeukes.edu@hardaprc.gov.na]
Sent: Tuesday, July 09, 2013 12:14 PM
To: 'Brenda'
Subject: RE: Pilot study

Dear Brenda

We acknowledge your mail dated 4 June 2013 to conduct research in the Hardap Region at the mentioned schools.

You are hereby informed that permission is granted for your request. You are advice to directly consult with the school Principals, your exercise should however not interfere with the normal teaching time.

Yours for Accessible Quality Education for All!!

Mrs. EJ Kauraisa-Stephanus
ACTING DIRECTOR

From: Brenda [mailto:brenda@mweb.com.na]
Sent: Tuesday, June 04, 2013 11:44 AM
To: mbeukes.edu@hardaprc.gov.na
Subject: FW: Pilot study

From: Brenda [mailto:brenda@mweb.com.na]
Sent: 04 June 2013 10:10 AM
To: 'mbeukes@edu.hardaprc.gov.na'
Subject: Pilot study

Find herewith a letter for the Director of Education regarding a pilot study in the Hardap Region.

Kind regards
Brenda Mouton
0812417533

P. O. Box 50001

Bachbrecht

Windhoek

30 May 2013

The Principal

Tsumispark Primary School

Rehoboth District

Dear Sir

RE: PERMISSION TO CONDUCT A PILOT STUDY AT YOUR SCHOOL.
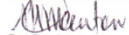
I am a D. ED student with the University of South Africa. My studies require me to conduct research in education. Before I conduct the research, I need to do a pilot study.

My research is on the Quality of Teaching and Learning in Namibian Primary Schools and the pilot study will deal with the same topic. I wish to administer two (2) questionnaires and conduct one (1) interview at your esteemed school. I do not wish to disturb the academic programme at your school and would therefore conduct my research during the teachers' administrative periods, during interval or immediately after school, if permitted.

I hope that you would consider my request favourably. All information gathered will only be used for academic purposes and will remain anonymous. No personal information will be asked and no names will be used.

I thank you in anticipation.

Yours faithfully

B. D. Mouton

ADDENDA C

TEACHER'S QUESTIONNAIRE

TEACHER'S QUESTIONNAIRE

I am a student at the University of South Africa carrying out research on the Quality of Teaching and Learning in the Namibian schools in the upper primary classes.

I will be very grateful if you could take some of your precious time to assist me by completing this questionnaire. There are no wrong or right answers. All the answers are important.

The responses you will give will be treated with complete confidentiality. No information about individual teachers will be circulated or reported. The returned completed questionnaire will only be used for the purpose of the study.

The findings of this study may be beneficial to teachers, management of schools and the Namibian Education system in understanding the Quality of Teaching and Learning in Namibian schools and also find ways of improving it.

Thank you very much for your time, effort and co-operation.

INSTRUCTIONS:

1. Do not write your name.
2. Please answer all questions.
3. Write answers in the spaces provided OR mark the appropriate box with an X.
4. Please feel free to ask for clarification when you do not understand any questions.

SECTION A. BIOGRAPHICAL INFORMATION

In this section, I would like to know a little about you so that I can see how different people feel about the issue I am examining.

In the following questions, please mark the appropriate box with an X, or write your answer in the spaces provided, as required.

1.   Name of your school.
     (Please mark only one school).

Ebenheaser Primary School	1
Otjimbingwe Primary School	2
Willem Borchard Primary School	3
Brandberg Primary School	4
OE Gab Primary School	5
Omaruru Primary School	6
Paheye Primary School	7
Ubasen Primary School	8
Omatjiette Primary School	9
Okongue Primary School	10
Otjohorongo Primary School	11
Ovihitua Primary School	12
Ozondati Primary School	13
Erongosig Primary School	14
Elifas Goseb Primary School	15
Katora Primary School	16
Arandis Primary School	17
Festus Primary School	18
U. B. Dax Primary School	19
Hanganeni Primary School	20

Kuisebmund Primary School	21
Tutaleni Primary School	22
Immanuel Ruiters Junior Primary School	23
J. P. Brandt Primary School	24
Narravile Primary School	25

2. Indicate whether you are:

| Male | 1 |
| Female | 2 |

3. Which one of the age categories applies to you?

20-25 years	1
26-29 years	2
30-34 years	3
35-39 years	4
40-49 years	5
50-59 years	6
60 years	7

4. What is your mother tongue?

(Please mark only one language).

English	1
Afrikaans	2
Khoekoegowab	3
Herero	4
Oshindonga	5

36-40 years	8	
More than 40 years	8	

7. Which one of the under mentioned post descriptions applies to your position in the school?

Principal	1
Deputy Principal	2
Head of Department	3
Class Teacher	4

8. Please indicate your school's Cluster group.

   (Please mark only one Cluster).

Karibib Cluster	1
Okombahe Cluster	2
Omaruru Cluster	3
Omatjete Cluster	4
Usakos Cluster	5
Swakopmund Cluster	6
Walvis Bay Cluster	7
Other (Please specify) (………………………………………………………………………..)	8

9. What is the average number of learners in the classes you teach?

(Please mark only one category).

Less than 20	1
20-25	2
26-30	3
36-40	4
41-45	5
46-50	6
More than 50	7

10. Which of the following subject/s have you majored in?

(Please mark the appropriate subject/s)

English	1
Afrikaans	2
Mathematics	3
Natural Science and Health Education	4
Social Studies	5
Craft and Technology	6
Home Ecology	7
Other (Specify)…………………………………………… ……………………………………………....................	

SECTION B: VIEWS ON THE UNDERSTANDING OF QUALITY IN EDUCATION

In this section, I wish to find out what your views are regarding the understanding of Quality in Education in the Namibian Context.

Please rate the following on a scale of 1 to 7 where:

1=STRONGLY AGREE

2=AGREE

3=DISAGREE

4=STRONGLY DISAGREE

5=NOT APPLICABLE

6=NO IDEA

7=UNDECIDED

1. Quality in education is a difficult concept to define.

   1   2   3   4   5   6   7

2. The meaning of Quality depends on the person who uses it.

   1   2   3   4   5   6   7

3. The meaning of Quality is based on the relationship between the teacher and learner.

   1   2   3   4   5   6   7

4. Quality in education is viewed differently from/by various occupations.

   1   2   3   4   5   6   7

5. Quality teachers result in positive relationships between leader and learner.

1   2   3   4   5   6   7

6. Quality should only be limited to learner results.

      1   2   3   4   5   6   7

7. Learner-Centered teaching results in quality in education.

    1   2   3   4   5   6   7

8. Quality of education is only limited to learner outcomes.

    1   2   3   4   5   6   7

9. The way a school functions plays an important role in the improvement of Quality of Education provided.

    1   2   3   4   5   6   7

10. Quality in Education can only come from within a school's culture.
    1   2   3   4   5   6   7

11. Individual learner' characteristics affect their work at school.

    1   2   3   4   5   6   7

12. Learners at your school receive support from the community.

    1   2   3   4   5   6   7

13. All learners are equipped with their own textbooks to support teaching and learning in your class.
    1   2   3   4   5   6   7

14. Support from stakeholders ensures that a school functions optimally.

    1   2   3   4   5   6   7

15. Effective leadership is a priority for quality education.
    1   2   3   4   5   6   7

16. Teachers must receive ongoing support.

1   2   3   4   5   6   7

17. Teachers contribute to quality education at the school.
    1   2   3   4   5   6   7

18. The establishment of the school must consist of only qualified teachers to ensure quality education.

    1   2   3   4   5   6   7

19. Teachers must constantly be involved in the contribution to the success of the school.

    1   2   3   4   5   6   7

20. Teachers must be involved in decision making at schools

    1   2   3   4   5   6   7

21. All teachers at a school must have a positive attitude and drive learners towards improvement.

    1   2   3   4   5   6   7

22. Teachers must organize and manage their time wisely and effectively.

    1   2   3   4   5   6   7

23. Teachers must be rewarded for their academic achievements.

    1   2   3   4   5   6   7

24. The school competes against other schools to improve quality of learner' performance.

    1   2   3   4   5   6   7

25. In-service training must be given to those teachers who need it.

    1   2   3   4   5   6   7

SECTION C: THE ROLE OF ICT IN THE IMPROVEMENT OF THE QUALITY TEACHING AND LEARNING IN NAMIBIAN PRIMARY SCHOOLS.

To what extent do the following account to your improvement of the quality of teaching and learning in your classroom?

(Please indicate by circling the box that best matches your view).

VIEWS	RESPONSE	
1. Are you computer literate?	YES	NO
2. Do you have a personal computer?	YES	NO
3. Are computers available in classrooms?	YES	NO
4. Does your school have computers for teachers to use to prepare for lessons?	YES	NO
5. Does your school offer computer classes to the learners?	YES	NO
6. Is your school in need of computers?	YES	NO
7. How effectively do teachers share their skills with each other?	YES	NO
8. Is ICT central to curriculum development in your whole school improvement plan?	YES	NO
9. Are the teachers in your school well supported in the use of ICT?	YES	NO

ADDITIONAL COMMENTS/OPINIONS.

Give additional comments/opinions regarding the role of ICT in the teaching and learning process.

_____

_____

_____

_____

SECTION D: THE ROLE OF TEACHER WITH REGARD TO THE IMPROVEMENT OF THE QUALITY OF TEACHING AND LEARNING IN NAMIBIAN PRIMARY SCHOOLS.

Which of the following do you think may influence the quality of teaching and learning at your school?

Please rate the following on a scale of 1 to 5 where:

1=Never

2=Sometimes

3=Frequently

4=Always

5=Not Sure

1. Quality teaching is offered at your school.
   1   2   3   4   5

2. Teaching and learning materials are available at the school
   1   2   3   4   5

3. Resources at the school are equally distributed.

   1   2   3   4   5

4. The class size makes teaching and learning possible.
   1   2   3   4   5

5. All learners are attended to during teaching and learning.

   1   2   3   4   5

6. The classroom is well managed with the current class size.
   1   2   3   4   5

7. All teachers are always prepared for teaching and learning.

   1   2   3   4   5

8. Teaching and learning always takes place in class.
   1   2   3   4   5

9. Learners are inspired to reach their full potential.
   1   2   3   4   5

10. The teaching and learning takes place in a positive learning environment.
    1   2   3   4   5

11. Teachers are always inspired to do their best.
    1   2   3   4   5

12. Classrooms are subject friendly and well organized.
    1   2   3   4   5

13. Discipline is maintained and learning prevails in the class.

    1   2   3   4   5

SECTION E: THE ROLE OF MANAGEMENT WITH REGARD TO THE QUALITY OF TEACHING AND LEARNING IN NAMIBIAN PRIMARY SCHOOLS.

Do the following statements have an impact on the Quality of teaching and learning in Namibian schools?

(Kindly mark the most suitable answer with an X in the appropriate box/es)

VIEWS	1 STRONGLY AGREE	2 AGREE	3 UNDECIDED	4 DISAGREE	5 STRONGLY AGREE
1. Professional leadership improves learning outcomes at your school.					
2. Each teacher has his/her own classroom.					
3. The school follows the National Curriculum for Basic Education.					
4. The role of management at the school enhances a sense of pride at school.					
5. Teachers and learners are motivated to excel.					
6. The school has all National Policies.					
7. Internal Policies are drafted through the assistance of teachers.					
8. A counselling support group is established at the school.					

9. The school has a well-planned School Development Plan.					
10. There is a Plan of Action for Academic Improvement (PAAI) at the school.					
11. All teachers have a Personal Development Plan.					
12. There are clear communication links with parents at the school.					
13. The School Board is actively involved in the activities of the school.					
14. The School Board meets regularly to discuss matters of concern at the school.					

SECTION F: THE ROLE OF THE CLUSTER SYSTEM WITH REGARD TO THE QUALITY OF TEACHING AND LEARNING IN NAMBIAN PRIMARY SCHOOLS.

To what extend do you Agree or Disagree with the following statements.

(Please indicate your response by marking the box that best explains your view with an X.)

VIEWS	1 UNSATISFACTORY	2 SATISFACTORY	3 GOOD	4 VERY GOOD	5 EXCELLENT
1. The school is actively involved in the cluster group.					
2. Resources are shared by various schools within a cluster.					
3. The cluster system assists in improving the quality of teaching and learning at school.					
4. Teachers meet and work on a unified structure in e.g. scheme of work.					
5. The Cluster System improves teaching and learning.					
6. The Management of the various schools within a Cluster meet to discuss issues of concern and to find solutions.					

SECTION G:

ADDITIONAL COMMENTS AND/OR OPINIONS

Give additional comments/opinions regarding the quality of teaching and learning in upper primary classes.

Do you think that there are ways of improving the quality of Teaching and Learning in Namibian Primary Schools?

(Please mark your response with an X).

YES	NO

If "Yes", which are the ways that could improve the quality of teaching and learning in Namibian Primary Schools?

_____

_____

_____

_____

_____

If "No", what would be your reason?

_____

_____

_____

_____

_____

_____

ADDENDA D

INTERVIEW SCHEDULE

INTERVIEW SHEET.

The following questions are set to get your overall opinion regarding the improvement of the quality teaching and learning in schools.

A. QUALITY EDUCATION IN NAMIBIAN SCHOOLS.

1. What, in your opinion, is the perceived quality of education in Namibian Primary Schools?

B. THE ROLE OF ICT AT SCHOOLS.

2. Are the learners at your school exposed to computer training?

3. Are there enough computers for teachers to use?

4. What, in your opinion, might the role of ICT play in the improvement of quality teaching and learning in Namibian Primary Schools?

C. FACTORS THAT MIGHT INFLUENCE QUALITY TEACHING AND LEARNING

5. What, in your opinion, are the factors that might influence teaching and learning in the classroom?

6. How does quality teaching influence the learning process in the classroom?

7. How do you manage time in the classroom?

8. How do you maintain discipline in your classroom?

D. MANAGEMENTS' ROLE IN QUALITY EDUCATION

. Does your school have all the necessary resources that could enhance quality teaching and learning? YES/NO

10. If "yes," which resources are available?

11. If "no," which do you still need?

12. Are all the National Policies available at your school?

13. Does each subject at your school have the necessary syllabi, scheme of work, year plans, and assessment documents?

14. Do the Management members at your school visit classes and monitor teachers' work regularly?

15. How would you describe the role of Management at your school?

E. THE CLUSTER SYSTEM OF SCHOOLS.

16. Does your school belong to a Cluster System? YES/NO

   If "yes," which Cluster group does it belong to?

17. What, in your opinion, is the importance of a Cluster System of schools?

F. WAYS OF IMPROVEMENT OF QUALITY TEACHING AND LEARNING.

18. Kindly suggest ONE way in which the Quality of teaching and learning could improve in the Namibian Primary Schools.

END OF INTERVIEW.

THANK YOU.

ADDENDA E

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS - VERBATIM

OTJOMBINGWE PRIMARY SCHOOL

RESPONDENT 1

1 **SECTION A**

2 **QUESTION 1**

3 **RESEARCHER**

4 What, in your opinion, is the perceived quality of education in Namibian primary schools?

5 **RESPONDENT**

6 The quality of education in primary schools seems to be improving as people are paying
7 more attention to Reading and Numeracy skills.

8 **SECTION B**

9 **QUESTION 2**

10 **RESEARCHER**

11 Are there enough computers for teachers to use?

12 **RESPONDENT**

13 No

14 **QUESTION 3**

15 RESEARCHER

16 Are the learners at your school exposed to computer training?

17 RESPONDENT

18 Not enough. We have three (3) that are broken.

19

20

21 **QUESTION 4**

22 RESEARCHER

23 What, in your opinion, might the role of ICT play in the improvement of quality teaching and

24 learning in Namibian primary schools?

25 RESPONDENT

26 I think that learners through IT can be exposed to internet and find their own information.

27 **SECTION C**

28 **QUESTION 5**

29 RESEARCHER

30 What, in your opinion, are the factors that might influence teaching and learning in the

31 classroom?

32 RESPONDENT

33 The availability of resources

34 Quality teachers who are qualified in subjects.

35 **QUESTION 6**

36 RESEARCHER

37 How does quality teaching influence the learning process in the classroom?

38 RESPONDENT

39 Learners should get more information to improve their results.

40 QUESTION 7

41 RESEARCHER

42 How do you manage time in the classroom?

43

44 RESPONDENT

45 It is difficult to manage time.

46 I manage it through planning before the time.

47   Planning my activities before the time.

48 When I come into the classroom, I should know what to do.

49 **QUESTION 8**

50 RESEARCHER

51 How do you maintain discipline in your classroom?

52 RESPONDENT

53 Discipline is very important. When learners come to me the first time in the year, I make sure
54 that I make the rules clear and I have to make them aware of my expectations, what I expect
55 of them and let them also know what is the aim of them coming to the classroom.

56 **SECTION D**

57 **QUESTION 9**

58 RESEARCHER

59 Does your school have all the necessary resources that could enhance quality teaching and
60 learning? YES/NO

61 **QUESTION 10**

62 RESEARCHER

63 If yes, which resources are available?

64 **QUESTION 11**

65 RESEARCHER

66 If no, which do you still need?

67

68 RESPONDENT

69 No.

70 We still need computers and projectors.

71 By giving training to teachers, in-service training to teachers.

72 Also the NSATS can also help improve the quality of teaching because through that, the
73 teacher can evaluate themselves in their teaching.

74 **QUESTION 12**

75 RESEARCHER

76 Are all the national policies available at your school?

77 RESPONDENT

78 Yes

79 **QUESTION 13**

80 RESEARCHER

81 Does each subject at your school have the necessary syllabi, scheme of work, year plans, and
82 assessment documents?

83 RESPONDENT

84 Yes.

85 QUESTION 14

86 RESEARCHER

87 Do the management members at your school visit classes and monitor teachers' work
88 regularly?

89 RESPONDENT

90 Yes. Once per term.

91

QUESTION 15

RESEARCHER

How would you describe the role of management at your school?

RESPONDENT

Encourage teachers to deliver their best in classrooms.

To make sure that policies are implemented.

SECTION E

QUESTION 16

RESEARCHER

Does your school belong to a Cluster System? YES/NO

RESEARCHER

If yes, which Cluster group does it belong to?

RESPONDENT:

Yes.

Karibib Cluster.

QUESTION 17

 RESEARCHER

What, in your opinion, is the importance of a Cluster System of schools?

RESPONDENT

At meetings, you set standards for the school.

114

115 **SECTION F**

116 **QUESTION 18**

117 RESEARCHER

118 Kindly suggest one way in which the quality of teaching and learning could improve in the
119 Namibian primary schools.

120 RESPONDENT

121 Teachers must just concentrate on teaching in the classroom and the other things taken out
122 then teaching will be successful.

123 The work load of teachers must reduce like the Administrative workload. It is too much.

124

125 **RESPONDENT 2**

126 **SECTION A**

127 **QUESTION 1**

128 RESEARCHER

129 What, in your opinion, is the perceived quality of education in Namibian primary schools?

130 RESPONDENT

131 In my opinion, the education system as a whole that would be able to help teachers and
132 learners to achieve the basic competencies as prescribed in the syllabus.

133 To make sure that all learners have the necessary materials in the class.

134 **SECTION B**

135 **QUESTION 2**

136 RESEARCHER

137 Are the learners at your school exposed to computer training?

138

139 RESPONDENT

140 NO. They are not exposed to it.

141 We have 800 learners and only 4 learners are exposed to it.

142 **QUESTION 3**

143 RESEARCHER

144 Are there enough computers for teachers to use?

145 RESPONDENT

146 No. There are no school computers.

147 **QUESTION 4**

148 RESEARCHER

149 What, in your opinion, might the role of ICT play in the improvement of quality teaching and
150 learning in Namibian primary schools?

151 RESPONDENT

152 ICT is very important in the process of teaching and learning. It makes the work easier.
153 Learners will be able to have excess information from ICT because it is crucial to their
154 learning and they would be able to come up with quality answers for their homework.

155 **SECTION C**

156 **QUESTION 5**

157 RESEARCHER

158 What, in your opinion, are the factors that might influence teaching and learning in the
159 classroom?

160 **RESPONDENT**

161 Inside the classroom there are different things that influences teaching and learning.

162 Materials used by teachers. Teachers are not well equipped. I need science material; we
163 don't have all the necessary equipment.

164 You have to teach, manage and discipline your learners.

165 **QUESTION 6**

166 RESEARCHER

167 How does quality teaching influence the learning process in the classroom?

168 RESPONDENT

169 Give more information to learners for knowledge.

170 **QUESTION 7**

171 RESEARCHER

172 How do you manage time in the classroom?

173 RESPONDENT

174 Plan. Come planned/prepared. Prepare myself. Start immediately with learning when they
175 enter the classroom. Make sure that I teach content. Give learners time to complete tasks.

176 **QUESTION 8**

177 RESEARCHER

178 How do you maintain discipline in your classroom?

179 RESPONDENT

180 It is challenging at school. It is influenced by the community so that's a problem. One cannot
181 change the society's mentality. Learners are copying various ways from the outside and try to
182 bring those things into the classrooms. I can detain. I can call in the learners and refer the
183 learners for counselling.

184

185

186 **SECTION D**

187 **QUESTION 9**

188 RESEARCHER

189 Does your school have all the necessary resources that could enhance quality teaching and
190 learning? YES/NO

191 **QUESTION10**

192 If yes, which resources are available?

193 **QUESTION 11**

194 If no, which do you still need?

195 RESPONDENT:

196 No.

197 By providing teachers with the necessary materials, upgrade materials that are improved, by
198 exposing teachers to ICT have more workshops, visits from Advisory Teachers give advice,
199 regular visits.

200 We need more classrooms and attention to Vocational Subjects.

201 **QUESTION 12**

202 RESEARCHER

203 Are all the national policies available at your school?

204 RESPONDENT

205 Yes. Regional Office came to check.

206 **QUESTION 13**

207 RESEARCHER

208 Does each subject at your school have the necessary syllabi, scheme of work, year plans, and
209 assessment documents?

210   RESPONDENT

211   Yes. All the teachers have them.

212   **QUESTION 14**

213   RESEARCHER

214   Do the management members at your school visit classes and monitor teachers' work
215   regularly?

216   RESPONDENT:

217   Yes. Twice per term.

218   **QUESTION 15**

219   RESEARCHER

220   How would you describe the role of management at your school?

221   RESPONDENT

222   They are helpful, they help you, and they call you in and explain things.

223   **SECTION E**

224   **QUESTION 16**

225   RESEARCHER

226   Does your school belong to a cluster system? YES/NO

227   *If yes, which Cluster group does it belong to?*

228   RESPONDENT

229   Yes. Karibib Cluster.

230   **QUESTION 17**

231   RESEARCHER

232   What, in your opinion, is the importance of a cluster system of schools?

233 RESPONDENT

234 It is important. We have common examinations. Ideas are changed. Interaction. Discuss
235 issues in Subject. Discuss how to implement certain ideas.

236 **SECTION F**

237 **QUESTION 18**

238 RESEARCHER

239 Kindly suggest one way in which the quality of teaching and learning could improve in the
240 Namibian primary schools.

241 RESPONDENT

242 The only way that the quality of teaching and learning could improve in Namibian primary
243 schools is implementing some of the nice programmes that we don't see at our school. If they
244 could implement them, information can be accessed, example the internet.

245

246 <center>**RESPONDENT 3**</center>

247 **SECTION A**

248 **QUESTION 1**

249 RESEARCHER

250 What, in your opinion, is the perceived quality of education in Namibian primary schools?

251 RESPONDENT

252 It is not really the standard especially in the rural areas because the learning issues whereby
253 parents are not really involved in the education of their children that they have to know the
254 purpose in the schools and even to see their roles and their parental involvement in the school
255 so the parents have an issue like being at home and the learners see no involvement of their
256 parents so they just end up like coming to school and spending their time and not being
257 serious and know the reason why they are at school.

258

259 **SECTION B**

260 **QUESTION 2**

261 RESEARCHER

262 Are the learners at your school exposed to computer training?

263 RESPONDENT

264 NO. We have 2 computers but unfortunately they are broken. They don't know the difference

265 between a mouse, monitor, etc.

266 **QUESTION 3**

267 RESEARCHER

268 Are there enough computers for teachers to use?

269 RESPONDENT

270 No. They are like the learners.

271 **QUESTION 4**

272 RESEARCHER

273 What, in your opinion, might the role of ICT play in the improvement of quality teaching and

274 learning in Namibian primary schools?

275 RESPONDENT

276 Theoretical wise – Teachers are exposed. They can put theory into practice.

277 Exposed to theoretical way and practice.

278 **SECTION C**

279 **QUESTION 5**

280 RESEARCHER

281 What, in your opinion, are the factors that might influence teaching and learning in the

282 classroom?

283   RESPONDENT

284   Teachers and learners have to know why they are at school. The teacher must know that

285   he/she is here at school for nothing else but to provide better quality education. The learners

286   must know that that he/she is here at school for nothing else but the learning. So no teachers

287   know that when they are in the classroom they need to deliver. So if we have that mentality

288   of saying this is our duty we have to deliver and if both parties work together then there will

289   be a good impact on teaching.

290   **QUESTION 6**

291   RESEARCHER

292   How does quality teaching influence the learning process in the classroom?

293   RESPONDENT

294   Influence teaching whereby if learners are busy

295   Teachers could only that if they are in the classroom it not only about them that should be

296   preaching to these kids but these learners must do the work all the activities that must be

297   done.

298   **QUESTION 7**

299   RESEARCHER

300   How do you manage time in the classroom?

301   RESPONDENT

302   Time. Not easy.

303   40 minutes per period.

304   Learners changing classes; it takes at least 5 minutes before they get to their classrooms and

305   then there's 30 minutes left. Plan lesson for 30 minutes. Managing time is a challenge.

306

307

308 **QUESTION 8**

309 RESEARCHER

310 How do you maintain discipline in your classroom?

311 RESPONDENT

312 Discipline.

313 Trying as teachers, it quite difficult. Mare sure that you walk around in the classroom and
314 check on their work and not to leave learners alone.

315 Attend to them by assisting them.

316 Some learners are just there, they don't want to be at school and they are not told what the
317 importance of school is. They are just there to interrupt.

318 Planning.

319 Teacher must be prepared.

320 **SECTION D**

321 **QUESTION 9**

322 RESEARCHER

323 Does your school have all the necessary resources that could enhance teaching and learning?
324 YES/NO

325 **QUESTION 10**

326 RESEARCHER

327 If yes, which resources are available?

328 **QUESTION 11**

329 RESEARCHER

330 If no, which resources do you still need?

331

332   RESPONDENT

333   No.

334   Rural school – teaching aids etc.

335   **QUESTION 12**

336   RESEARCHER

337   Are all the national policies available at your school?

338   RESPONDENT

339   Yes.

340   **QUESTION 13**

341   RESEARCHER

342   Does each subject at your school have the necessary syllabi, schemes of work, year plans, and
343   assessment documents?

344   RESPONDENT

345   Yes.

346   **QUESTION 14**

347   RESEARCHER

348   Do the management members at your school visit classes and monitor teachers' work
349   regularly?

350   RESPONDENT

351   Yes termly.

352   **QUESTION 15**

353   RESEARCHER

354   How would you describe the role of management at your school?

355 RESPONDENT

356 Act as overseer of ministry. Be there for teachers. Teachers can get reluctant. Teachers that

357 are not serious – help them. They must inform teachers what they must know.

358 **SECTION E**

359 **QUESTION 16**

360 RESEARCHER

361 Does your school belong to a cluster system of schools?

362 If yes, which cluster group does it belong to?

363 RESPONDENT

364 Cluster. Yes.

365 Omaruru.

366 **QUESTION 17**

367 RESEARCHER

368 What, in your opinion, is the importance of a cluster system of schools?

369 RESPONDENT

370 Share ideas, problems, assist each other, and work together.

371 **SECTION F**

372 **QUESTION 18**

373 RESEARCHER

374 Kindly suggest one way in which the quality of teaching and learning could improve in the

375 Namibian primary schools.

376

377

378   PARTICIPANTS

379   Teaching and learning can improve when teachers know what is expected of them and also the

380   learners.   Ministry must look at schools e.g. rural areas and get learners exposed to

381   technology.

382

383   **OTJIMBINGWE PRIMARY SCHOOL**

384   **RESPONDENT 4-7**

385   **SECTION A**

386   **QUESTION 1**

387   RESEARCHER

388   What, in your opinion, is the perceived quality of education in Namibian primary schools?

389   RESPONDENT 4

390   Quality education means quality time. Teachers should spent quality time with learners.

391   Enough time for assessment is quality of education. Teachers cant spent enough time on

392   assessment, not on a teacher's salary.

393   RESPONDENT 5

394   Quality of education happens when subject qualified teachers are conversant in that subject.

395   If you are qualified in lower primary that person cannot be expected to teach a higher

396   standard.

397   RESPONDENT 6

398   Introducing education whereby you can give education to all learners doesn't matter if it's a

399   special learner or youth learner. Also has to do with environment of the classroom.

400   Classroom environment invites like the progression of learners. It also has to do with

401   textbooks. Each learner should have his/her own textbooks. No sharing. I think that is quality

402   education. Also has to do with crowded classroom.

403   RESPONDENT 7

404 Number of children in class is too big. Numbers in classroom are so big teachers cannot

405 reach each and every student.

406 **SECTION B**

407 **QUESTION 2**

408 RESEACHER

409 Are the learners at your school exposed to computer training?

410 RESPONDENT 4

411 Not officially.

412 RESPONDENT 5

413 We had computers but they are not in stock.

414 RESPONDENT 6

415 We are busy currently

416 RESPONDENT 7

417 No. With that process whereby children are experiencing them but it's actually only the

418 teachers who are using them.

419 **QUESTION 3**

420 RESEARCHER

421 Are there enough computers for teachers to use?

422 RESPONDENT 4

423 No.

424 RESPONDENT 5

425 In the near future we will teach all pupils.

426

427 RESPONDENT 6

428 We will get someone to train us.

429 RESPONDENT 7

430 No. Teachers have own laptops but school has got computers that were donated.

431 **QUESTION 4**

432 RESEARCHER

433 What, in your opinion, might the role of ICT play in the improvement of quality teaching and

434 learning in Namibian primary schools?

435 RESPONDENT 4

436 Teachers and learners can gain more knowledge.

437 RESPONDENT 5

438 It's supposed to play a role

439 Problem could be the computer literacy.

440 RESPONDENT 6

441 Nowadays it's that way that everything is computerised especially for the teachers.

442 RESPONDENT 7

443 We must learn how to make use of these.

444 **SECTION C**

445 **QUESTION 5**

446 RESEARCHER

447 What, in your opinion, are the factors that might influence teaching and learning in the

448 classroom?

449

450   RESPONDENT 4

451   It's lack of textbooks.

452   RESPONDENT 5

453   Sometimes it's a lack of chairs and desks.

454   RESPONDENT 6

455   We don't have much chairs and desks in class. Some of learners have to share.

456   RESPONDENT 7

457   Each and every learner has to have his or her own chairs and desks and textbooks.

458   **QUESTION 6**

459   RESEARCHER

460   How does quality teaching influence the learning process in the classroom?

461   RESPONDENT 4

462   I think another thing hampering actually the teaching is learners coming in from under
463   primary school who don't know how to read.

464   RESPONDENT 5

465   You can be teaching but if the learner don't know how to read from the under primary.

466   RESPONDENT 6

467   Children from lower primary are just going up.

468   RESPONDENT 7

469   Automatic Promotion.

470   **QUESTION 7**

471   RESEARCHER

472   How do you manage time in your classroom?

473   RESPONDENT 4

474   We all struggle but we are used to it.

475   At upper primary, after your lesson it's the next teacher's lesson. You have to manage it
476   properly like to the introduction quickly.

477   RESPONDENT 6

478   Quickly have to do the lesson education whereby you have to put on the learner-centered and
479   teacher-centred report. You have to do it in each lesson and each   presentation to sum up
480   each lesson.

481   RESPONDENT 7

482   Yes I have to do it the next day.

483   In the afternoons. Sometimes we are fortunate that they are rested we call them in the
484   afternoon.

485   **QUESTION 8**

486   RESEARCHER

487   How do you maintain discipline in your classroom?

488   RESPONDENT 4

489   Truly a major problem. Now a days to be fair children must not be beaten. In the class we
490   don't beat the learners. I haven't seen a teacher's grade say they were beaten by a teacher.
491   But now the attitude of the learners the way we, even the parents have understanding totally,
492   it's totally cut off.

493   RESPONDENT 5

494   We can talk to them, reprimand, give extra work, by that we give ourselves extra work. If
495   you give a child extra work you must be there to watch them. I cannot tell a child by this
496   time this afternoon, sit there you must read its your punishment and I go and play golf.

497   RESPONDENT 6

498   The other thing is that we, what we are trying to do (discipline book)

499   If I punish the kid the parents will know it's in the discipline.

500   RESPONDENT 7

501   Children will also know maybe they misunderstand this story , if he did not write the
502   homework I can also not do anything. If I punish him and say write again that twenty words
503   and he will not write again, I cannot do anything and if the parents come in and say beat the
504   boy. But how?

505   **SECTION D**

506   **QUESTION 9**

507   RESEARCHER

508   Does your school have all the necessary resources that could enhance quality teaching and
509   learning? YES/NO

510   **QUESTION 10**

511   If yes, which resources are available?

512   **QUESTION 11**

513   If no, which do you still need?

514   RESPONDENT 4

515   No. I don't think we have the necessary one.

516   RESPONDENT 5

517   The principle of the school which guides us what must be done. Classroom contribution.

518   RESPONDENT 6

519   We have also got from Woolworths that we are following.

520   RESPONDENT 7

521   Yes. We still need a few

522

523 **QUESTION 12**

524 RESEARCHER:

525 Are all the national policies available at your school?

526 RESPONDENT 4

527 Yes

528 RESPONDENT 5

529 Yes

530 RESPONDENT 6

531 Yes

532 RESPONDENT 7

533 Yes

534 **QUESTION 13**

535 RESEARCHER

536 Does each subject at your school have the necessary syllabi, scheme of work, year plans, and
537 assessment documents?

538 RESPONDENT 4

539 Yes

540 RESPONDENT 5

541 Yes

542 RESPONDENT 6

543 Yes

544 RESPONDENT 7

545 Yes

546 **QUESTION 14**

547 RESEARCHER

548 Do the management members at your school visit classes and monitor teachers' work

549 regularly?

550 RESPONDENT 4

551 Yes

552 RESPONDENT 5

553 Yes

554 RESPONDENT 6

555 Yes

556 RESPONDENT 7

557 Regularly. This morning we had a check of the class

558 **QUESTION 15**

559 RESEARCHER

560 How would you describe the role of management at your school?

561 RESPONDENT 4

562 Very, very effective

563 RESPONDENT 5

564 Very dominating/demonstrating

565 RESPONDENT 6

566 Yes it's effective.

567 RESPONDENT 7

568 Very effective

569 **SECTION E**

570 **QUESTION 16**

571 RESEARCHER

572 Does your school belong to a cluster system of schools?

573 YES/NO

574 If yes, which cluster group does it belong to?

575 RESPONDENT 4

576 Yes. Omaruru

577 RESPONDENT 5

578 Yes. Omaruru

579 RESPONDENT 6

580 Yes. Omaruru

581 RESPONDENT 7

582 Yes. Omaruru

583 **QUESTION 17**

584 RESEARCHER

585 What, in your opinion, is the importance of a cluster system of schools?

586 RESPONDENT 1

587 We are sharing ideas.

588 RESPONDENT 2

589 Teachers come together; know each other once a term but if needed we come together.

590 RESPONDENT 3

591 Bring about change when working together.

592 RESPONDENT 4

593 Also, we share information like worksheets and examination papers.

594 **SECTION F**

595 **QUESTION 18**

596 RESEARCHER

597 Kindly suggest one way in which the quality of teaching and learning could improve

598 in the Namibian primary schools

599 RESPONDENT 1

600 When we have all the necessary equipment, here I mean textbooks everything that is
601 necessary for quality education

602 RESPONDENT 2

603 They can come to our school if the child sees the thing but don't know how its working. It
604 will be much better if thing can come to our school.

605 RESPONDENT 3

606 Quality education – teachers must be correctly qualified. They must put by their
607 qualifications. If you are qualified for primary then you must stay at primary. If you are
608 qualified for secondary then you must teach secondary. You must teach what you were
609 taught.

610 RESPONDENT 4

611 A school library.

612

613

614

615

616 **WILLEM BOCHARD PRIMARY SCHOOL (Participants 8-10)**

617 **RESPONDENT 8**

618

619 **SECTION A**

620 **QUESTION 1**

621 RESEARCHER

622 What, in your opinion, is the perceived quality of education in Namibian primary schools?

623 **RESPONDENT**

624 Quality of education in PS is improving because of Reading and numeracy skills.

625 **SECTION B**

626 **QUESTION 2**

627 RESEARCHER

628 Are the learners at your school exposed to computer training?

629 RESPONDENT

630 No

631 **QUESTION 3**

632 RESEARCHER

633 Are there enough computers for teachers to use?

634 RESPONDENT

635 We do not have any.

636 **QUESTION 4**

637 RESEARCHER

638 What, in your opinion, might the role of ICT play in the improvement of quality teaching and

639 learning in Namibian primary schools?

640 RESPONDENT

641   Learners can learn a lot from internet and can find their own information.

642 **SECTION C**

643 **QUESTION 5**

644 RESEARCHER

645 What, in your opinion, are the factors that might influence teaching and learning in the

646 classroom?

647 RESPONDENT

648 We need resources.

649 We need more qualified teachers.

650 **QUESTION 6**

651 RESEARCHER

652 How does quality teaching influence the learning process in the classroom?

653 RESPONDENT

654 Learners must be taught more information so that they can improve.

655 **QUESTION 7**

656 RESEARCHER:

657 How do you manage time in the classroom?

658 RESPONDENT

659 It is difficult to manage time because of our big classes.

660   I try to manage it by planning properly but this does not always work with the challenges

661 we face.

662 **QUESTION 8**

663 RESEARCHER

664 How do you maintain discipline in your classroom?

665 RESPONDENT

666 I try to maintain discipline because it is very, very important.

667 I have rules in my classroom and I also teach learners the importance of school rules.

668 **SECTION D**

669 **QUESTION 9**

670 RESEARCHER

671 Does your school have all the necessary resources that could enhance quality teaching and
672 learning? YES/NO

673 **QUESTION 10**

674 If yes, which resources are available?

675 **QUESTION 11**

676 If no, which do you still need?

677 RESPONDENT

678 No. By giving training to teachers regularly.

679 **QUESTION 12**

680 RESEACHER:

681 Are all the necessary policies available at your school?

682 RESPONDENT

683 Yes

684 **QUESTION 13**

685   RESEARCHER:

686   Does its subject at your school have the necessary syllabi, schemes of work, year plans, and

687   assessment documents?

688   RESPONDENT

689   Yes.

690   **QUESTION 14**

691   RESEARCHER

692   Do the management members at your school visit classes and monitor teachers' work

693   regularly?

694   RESPONDENT

695   Yes, Once per term.

696   **QUESTION 15**

697   RESEARCHER

698   How would you describe the role of management at your school?

699   RESPONDENT

700   They encourage us to give our best in the classrooms and that quality work is given.

701   **SECTION E**

702   **QUESTION 16**

703   RESEARCHER

704   Does your school belong to a cluster system? YES/NO

705   If yes, which cluster group does it belong to?

706   RESPONDENT

707   Yes. Karibib Cluster

708 **QUESTION 17**

709 RESEARCHER

710 What, in your opinion, is the importance of a cluster system of schools?

711 RESPONDENT

712 Setting of standards for schools and sharing information.

713 **SECTION F**

714 **QUESTION 18**

715 RESEARCHER

716 Kindly suggest one way in which the quality of teaching and learning could improve in the
717 Namibian primary schools.

718 RESPONDENT

719 Teachers have a lot of administrative work.

720 Teachers need to just concentrate on teaching and learning.

721

722   **RESPONDENT 9**

723 **SECTION A**

724 **QUESTION 1**

725 RESEARCHER

726 What, in your opinion, is the perceived quality of education in Namibian primary schools?

727 RESPONDENT

728 Improvement in the quality of education is very slow but there are signs of improvement.

729

730

731   **SECTION B**

732   **QUESTION 2**

733   RESEARCHER

734   Are the learners at your school exposed to computer training?

735   RESPONDENT

736   No.

737   They are not exposed to them.

738   **QUESTION 3**

739   RESEARCHER

740   Are there enough computers for teachers to use?

741   RESPONDENT

742   No.

743   We have no computers.

744   **QUESTION 4**

745   RESEARCHER

746   What, in your opinion, might the role of ICT play in the improvement of quality teaching and
747   learning in Namibian primary schools?

748   RESPONDENT

749   ICT is very important because with computers learners will be able to have excess to
750   information and then they can give good answers for their homework.

751

752

753

754 **SECTION C**

755 **QUESTION 5**

756 RESEARCHER

757 What, in your opinion, are the factors that might influence teaching and learning in the
758 classroom?

759 RESPONDENT

760 Not enough resources, classrooms are too full, and lack of discipline of learners.

761 **QUESTION 6**

762 RESEARCHER

763 How does quality teaching influence the learning process in the classroom?

764 RESPONDENT

765 Learners respond well to questions and participate in the learning process.

766 **QUESTION 7**

767 RESEARCHER:

768 How do you manage time in the classroom?

769 RESPONDENT

770 I come to school prepared and start teaching and learning immediately when learners enter
771 the classroom.

772 **QUESTION 8**

773 RESEARCHER

774 How do you maintain discipline in your classroom?

775 RESPONDENT

776 It is challenging and the community does not assist.

777 **SECTION D**

778 **QUESTION 9**

779 RESEARCHER

780 Does your school have all the necessary resources that could enhance quality teaching and
781 learning? YES/NO

782 **QUESTION 10**

783 RESEARCHER

784 If yes, which resources are available?

785 **QUESTION 11**

786 RESEARCHER

787 If no, which do you still need?

788 RESPONDENT

789 No.

790 We need improved materials, having computers having more workshops and getting
791 assistance from our advisory teachers.

792 **QUESTION 12**

793 RESEARCHER

794 Are all the necessary available at your school?

795 RESPONDENT

796 Yes

797 **QUESTION 13**

798 RESEARCHER

799 Does each subject at your school have the necessary syllabi, schemes of work, year plans, and
800 assessment documents?

801   RESPONDENT

802   Yes

803   **QUESTION 14**

804   RESEARCHER

805   Do the management members at your school visit classes and monitor teachers' work

806   regularly?

807   RESPONDENT

808   Yes, once per term.

809   **QUESTION 15**

810   RESEARCHER

811   How would you describe the role of management at your school?

812   RESPONDENT

813   They give advice and are helpful.

814   **SECTION E**

815   **QUESTION 16**

816   RESEARCHER

817   Does your school belong to a cluster system? YES/NO

818   If yes, which cluster group does it belong to?

819   RESPONDENT

820   Yes. Karibib cluster.

821   **QUESTION 17**

822   RESEARCHER

823   What, in your opinion, is the importance of a cluster system of schools?

824   RESPONDENT

825   We write the same examination papers and we exchange ideas. We have the same schemes

826   of work.

827   **SECTION F**

828   **QUESTION 18**

829   RESEARCHER

830   Kindly suggest one way in which the quality of teaching and learning could improve in the

831   Namibian primary schools.

832   RESPONDENT

833   Through access of the internet.

834   **RESPONDENT 10**

835   **SECTION A**

836   **QUESTION 1**

837   RESEARCHER

838   What, in your opinion, is the perceived quality of education in Namibian primary schools?

839   RESPONDENT

840   There should be quality time used in the classroom with learners during teaching and

841   learning.

842   Parental involvement will assist in improving the quality of education in schools.

843   **SECTION B**

844   **QUESTION 2**

845   RESEARCHER

846   Are the learners at your school exposed to computer training?

847

848   RESPONDENT

849   No.

850   **QUESTION 3**

851   RESEARCHER

852   Are there enough computers for teachers to use?

853   RESPONDENT

854   We have no computers.

855   **QUESTION 4**

856   RESEARCHER

857   What, in your opinion, might the role of ICT play in the improvement of quality teaching and
858   learning in Namibian primary schools?

859   RESPONDENT

860   With technology such as computers, we can become more practical where learners can find
861   information for themselves and they can become more knowledgeable.

862   **SECTION C**

863   **QUESTION 5**

864   RESEARCHER

865   What, in your opinion, are the factors that might influence teaching and learning in the
866   classroom?

867   RESPONDENT

868   Learners and parents do not understand the importance of schooling.

869   Teachers should deliver at all times and be prepared.

870

871

872 **QUESTION 6**

873 RESEARCHER

874 How does quality teaching influence the learning process in the classroom?

875 RESPONDENT

876 Learners are always busy and they have no time to play around.

877 **QUESTION 7**

878 RESEARCHER

879 How do you manage time in the classroom?

880 RESPONDENT

881 I am always prepared and start to work when learners enter the classroom.

882 **QUESTION 8**

883 RESEARCHER

884 How do you maintain discipline in your classroom?

885 RESPONDENT

886 It is difficult because of too many learners.

887 I keep them busy from the time they enter until they leave the classroom.

888 **SECTION D**

889 **QUESTION 9**

890 RESEARCHER

891 Does your school have all the necessary resources that could enhance quality teaching and
892 learning? YES/NO

893

894

895 **QUESTION 10**

896 RESEARCHER

897 If yes, which resources are available?

898 **QUESTION 11**

899 If no, which do you still need?

900 RESPONDENT

901 No. We need more classrooms, computers and teaching aids.

902 **QUESTION 12**

903 RESEARCHER

904 Are all the national policies available at your school?

905 RESPONDENT

906 Yes.

907 **QUESTION 13**

908 RESEARCHER

909 Does each subject at your school have the necessary syllabi, schemes of work, year plans, and
910 assessment documents?

911 RESPONDENT

912 Yes.

913 **QUESTION 14**

914 RESEARCHER

915 Do the management members at your school visit classes and monitor teachers' work
916 regularly

917

918   Yes, once per term.

919   **QUESTION 15**

920   RESEARCHER

921   *How would you describe the role of management at your school?*

922   RESPONDENT

923   They are always helpful and guide us in our work.

924   **SECTION E**

925   **QUESTION 16**

926   RESEARCHER

927   Does your school belong to a cluster system? YES/NO

928   If yes, which cluster group does it belong to?

929   RESPONDENT

930   Yes. Karibib cluster.

931   **QUESTION 17**

932   RESEARCHER

933   What, in your opinion, is the importance of a cluster system of schools?

934   RESPONDENT

935   Sharing of information.

936   Use the same schemes of work.

937   Write the same examination papers.

938

939

940

941 **SECTION F**

942 **QUESTION 18**

943 RESEARCHER

944 Kindly suggest one way in which the quality of teaching and learning could improve in the

945 Namibian primary schools.

946 RESPONDENT

947 Teachers are burdened with administrative work.

948 More resources are needed at schools.