

Dedication

This work is dedicated to my beloved parents, father Rutherford Mainga Samupwa and mother Veronica Siniko Maloboka for their resilience in insisting to educate me amidst the absolute poverty in which they raised me.

ACKNOWLEDGEMENTS

To God be the glory, for great things He has done, to allow me health and prosperity to finish this work in a foreign country very far from home.

There are a few people who are not luxuries but necessities for this work to have been produced. My wife, Lilian was the probably the greatest casualty of them all for having a heart to resign her job just to come over to Malaysia and support me.

My academic supervisor, Dr Abdul Ghani Kanesan Abdullah was just as patient and good to me. Words fail me to express how this talented and tactful man managed to swerve my work in the right direction. This comes amidst the background that I am a novice researcher.

The Ministry of Higher Education in Malaysia through the Commonwealth Scholarships provided funding for this study. I thank you for making sure I had bread on the table to enable me to sail through this noble task.

The Regional Director for Kunene, Mr Kabajani Kamwi, struggled with me through thick and thin, encouraging where I least expected it in every way possible. It is not an overstatement to say he, in fact, engineered my whole move to Malaysia. I owe him sincerity and honour.

The Caprivi Regional Director, Mr Lovemore Lupalezwi put the final pieces together when my leave was halted mid-way my studies. He granted me leave to complete my studies and leave him alone to run the Directorate. I am truly honoured to be associated with such a noble man.

Come to think of it, my uncle Barnard Kalimukwa Makwele laid a solid foundation for my primary school. Furthering his course, a very kind and humane teacher, Mr Francis Imenda, took me in for two solid years to ensure I graduate primary education after my uncle unceremoniously left his employment. Of course, my uncle Brendan Maloboka and his wife, Dorothy, finished it all.

Worthy to mention is my cousin, Linus Sipopo and his wife Winnie, who provided transport for the collection of data. Also, my cousin, Lister Lutiyo and my brother, Morgan, were always in touch even if I was very far. Of course, fellow Namibians who were with me on the same scholarship were also vital, Mr & Mrs Shikongo and Helena Amadhila. I also wish to mention the tireless efforts of the staff of the High Commission of Namibia in Malaysia for always checking on my welfare, especially Meme Ndamonongenda Haileka.

It is imperative to also mention Mr Sibuku from the Caprivi Regional Council who did preliminary work on data analysis on this work.

May God bless you all.

TABLE OF CONTENTS

	Page
DEDICATION	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF APPENDICES	ix
LIST OF DIAGRAMS	x
LIST OF TABLES	xi
ABSTRAK	xiii
ABSTRACT	xiv
CHAPTER ONE: INTRODUCTION	
1.1 Introduction	1
1.2 Background of Teacher Training in Namibia	1
1.2.1 Teacher Training Reform	1
1.2.2 Introduction of the Basic Education Teacher Training Programme (BETD) in Namibia	3
1.2.3 Approaches and Methods in BETD Teacher Training	7
1.2.4 The Challenges of Teacher Training in Namibia	9
1.2.5 Teacher Training in Caprivi Region	11
1.3 The Research Problem	13
1.4 Research Objectives	17
1.5 Research Questions	17
1.6 Research Hypotheses	18
1.7 Significance of the Study	19
1.8 Limitations of Study	20
1.9 Definitions of Terms	21
1.10 Summary	26

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction	27
2.2	The Concept of Training	27
2.2.1	The General Concept of Training	27
2.2.2	The Concept of Teacher Training	30
2.2.3	The BETD Training in Namibia	31
2.2.2.1	Rationale for the BETD Training Programme	31
2.2.2.2	Structure of the BETD Training Programme	35
2.2.2.3	Professional Standards of the BETD Training Programme	37
2.3	The Concept of Productivity	43
2.3.1	The General Concept of Productivity	44
2.3.2	Teacher Productivity	46
2.3.2.1	Teacher Productivity Variables	49
2.4	The Human Capital Theory	52
2.4.1	Background to the Concept of Human Capital Theory	53
2.4.2	Criticism of the Human Capital Theory	54
2.4.3	Human Capital Theory and Teacher Training	55
2.4.4	Review of Related Literature on Human Capital Theory And Teacher Training	57
2.4.5	Human Capital Theory and Teacher Productivity	64
2.4.6	Review of Related Research on Human Capital Theory and Teacher Productivity	64
2.5	Self-Esteem (Moderating Variable)	70
2.5.1	The Concept of Self-Esteem	71

2.5.2	Categories of Self-Esteem	72
2.5.3	Self-Esteem as a Moderator Variable between on the Relationship between Training and Productivity	73
2.6	Conceptual Framework	75
2.7	Summary	79

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	81
3.2	Design of the Study	81
3.3	Research Framework	82
3.4	Population and Sampling	84
3.5	Research Instruments	86
3.6	Pilot Study	91
	3.6.1 Content Validity of Instrument	92
	3.6.2 Reliability Test for Instrument	93
3.7	Data Collection Procedure	93
3.8	Data Analysis	95
3.10	Summary	97

CHAPTER FOUR: DATA ANALYSES

4.1	Introduction	98
4.2	Rate of Responses	99
4.3	Demographics	99
4.4	Reliability of Instrument	101

4.5	Descriptive Statistics	102
4.5.1	Descriptive Statistics for Training Variables	102
4.5.1.1	Item Analysis on Teaching Skills	103
4.5.1.2	Item Analysis on Interpersonal and Social Skills	104
4.5.1.3	Item Analysis on Professionalism	105
4.5.1.4	Item Analysis on Responsibility	106
4.5.1.5	Item Analysis on Communication Skills	107
4.5.2	Descriptive Analysis for Productivity Variables	108
4.5.2.1	Item Analysis on Work Behaviour	108
4.5.2.2	Item Analysis on Job Performance	110
4.5.2.3	Item Analysis on Organisational Effectiveness	111
4.6	Hypotheses Testing	112
4.6.1	The Relationship between Training and Work Behaviour	112
4.6.2	The Relationship between Training and Job Performance	113
4.6.3	The Relationship between Training and Organisational Effectiveness	114
4.6.4	The Moderating Effect of Self-Esteem on the Relationship Between Teacher Training and Productivity	117
4.6.4.1	The Moderating Effect of Self-Esteem on the Relationship between Teacher Training and Work Behaviour	117
4.6.4.2	The Moderating Effect of Self-Esteem on the Relationship between Teacher Training and Job Performance	120

4.6.4.3	The Moderating Effect of Self-Esteem on the Relationship between Teacher Training and Organisational Effectiveness	122
4.6.5	Prediction of Teacher Productivity	126
4.6.5.1	Training Variables that Best Predict Work Behaviour	126
4.6.5.2	Training Variables that Best Predict Job Performance	127
4.6.5.3	Training Variables that Best Predict Organisational Effectiveness	128
4.7	Summary	131

CHAPTER FIVE: DISCUSSION OF RESULTS AND CONCLUSION

5.1	Introduction	132
5.2	Summary of the Results for the Study	133
5.3	Discussion of Results	135
5.3.1	The Degree of Practice of Skills	135
5.3.2	The Relationship between Teacher Training and Work Behaviour	138
5.3.3	The Relationship between Teacher Training and Job Performance	140
5.3.4	The Relationship between Teacher Training and Organisational Effectiveness	141
5.3.5	The Moderating Effect of Self-Esteem on the Relationships between Teacher Training and Productivity	142
5.3.6	Best Predictors for Teacher Productivity	144
5.4	Implications of the Study for Theory and Practice in Education	145

5.4.1	Implications for Teachers	146
5.4.2	Implications for School Managers	146
5.4.3	Implications for Colleges of Education	147
5.5	Suggestions for Future Research	147
5.6	Conclusion	148
	REFERENCES	150

LIST OF APPENDICES

Appendix 1	Questionnaires (Pilot-Study)	162
	Section A: Training Questionnaire (Pilot Study)	162
	Section B: Productivity Questionnaire (Pilot Study)	163
	Section C: Coppersmith Self-Esteem Inventory (Pilot Study)	169
Appendix 2	Questionnaires (Final Study)	171
	Section A: Training Questionnaire (Final Study)	171
	Section B: Productivity Questionnaire (Final Study)	174
	Section C: Socio-demographic Information	177
	Section D: Coppersmith Self-Esteem Inventory (Final Study)	178
Appendix 3	Permission to conduct Research from the Under-Secretary	180
Appendix 4	Letter for Reminder	181

LIST OF DIAGRAMS		Page
Figure 2.1	A Basic Framework for thinking about Effective Teaching	49
Figure 2.2	The Conceptual Framework	77
Figure 3.1	Research Framework	83

LIST OF TABLES		Page
Table 1.1	Results of the National Basic Education: Namibia	11
Table 1.2	Regional Comparative Results for Basic Education in Namibia	13
Table 2.1	Major Specialisation Options in the BETD Training Programme	37
Table 2.2	Measures of Productivity used by Managers	45
Table 3.1	Variables and measuring Instruments	87
Table 3.2	Training Questionnaire with BETD Skills	88
Table 3.3	Teacher Productivity Questionnaire	90
Table 3.4	Reliability Test for Pilot Instrument	93
Table 3.5	Data Analysis Methods for the Hypotheses	96
Table 4.1	Questionnaire Response Rate	99
Table 4.2	Demographics	100
Table 4.3	Reliability of Instrument	101
Table 4.4	Mean and Standard Deviation of Training Variables	102
Table 4.5	Item Analysis on Teaching Skills	103
Table 4.6	Item Analysis on Interpersonal and Social Skills	104
Table 4.7	Item Analysis on Professionalism	105
Table 4.8	Item Analysis on Responsibility	106
Table 4.9	Item Analysis on Communication Skills	107
Table 4.10	Overall Mean and Standard Deviation for Productive Variable	108
Table 4.11	Item Analysis on Job Behaviour	109
Table 4.12	Item Analysis on Job Performance	110

Table 4.13	Item Analysis on Organisational Effectiveness	111
Table 4.14	The Relationship between Training and Work Behaviour	113
Table 4.15	The Relationship between Training and Job Performance	114
Table 4.16	The Relationship between Training and Organisational Effectiveness	115
Table 4.17	Summary of the Hypotheses Testing of the Relationship Between Training and Productivity	116
Table 4.18	The Moderating Effect of Self-Esteem on the Relationship Between Training and Work Behaviour	119
Table 4.19	The Moderating Effect of Self-Esteem on the Relationship between Training and Job Performance	121
Table 4.20	The Moderating Effect of Self-Esteem on the Relationship between Training and Organisational Effectiveness	124
Table 4.21	The Summary of Results for Hypotheses testing Relating to the Moderation of Self-Esteem on the relationship between Training and Productivity	125
Table 4.22	The Enter Regression Method on Best Predictor for Work Behaviour	126
Table 4.23	The Stepwise Regression Method on the Variables that Best Predict Work Behaviour	127
Table 4.24	The Enter Regression Method on Best Predictor For Job Performance	127
Table 4.25	The Stepwise Regression Method on the Variables that Best Predict Job Performance	128
Table 4.26	The Enter Regression Method on Best Predictor For Organisational Effectiveness	129
Table 4.27	The Stepwise Regression Method on the Variables that Best Predict Organisational Effectiveness	129
Table 4.28	The Summary of the Hypothesis Tests done to Test Best Predictors for Teacher Productivity	131

KESAN PROGRAM LATIHAN DIPLOMA PERGURUAN PENDIDIKAN ASAS (BETD) KE ATAS PRODUKTIVITI GURU DI WILAYAH CAPRIVI, NAMIBIA

ABSTRAK

Kajian ini bertujuan untuk mengenal pasti kesan program latihan pendidikan asas diploma perguruan di Negeri Caprivi, Namibia ke atas produktiviti guru. Secara khususnya kajian ini bertujuan untuk mencari hubungan antara kompetensi latihan perguruan dengan esteem sendiri dan produktiviti guru (perlakuan dan prestasi guru, keberkesanan organisasi). Kajian ini juga ingin turut mengenal pasti esteem sendiri sendiri sebagai moderator terhadap hubungan antara kompetensi latihan perguruan asas dengan produktiviti guru. Selain itu, kajian ini juga mengenal pasti peramal yang terbaik terhadap produktiviti guru. Sampel kajian ini terdiri daripada 225 orang pengurus dan 225 orang guru sekolah rendah, gabungan dan menengah rendah di Daerah Caprivi, Namibia yang dipilih secara rawak dengan menggunakan teknik sampling stratified. Data daripada responden diperoleh dengan menggunakan satu set soal selidik yang mengandungi 71 item. Semua data yang diperoleh daripada responden telah dianalisis dengan menggunakan min, frekuensi, korelasi Pearson dan regresi pelbagai aras. Dapatan kajian menunjukkan bahawa kemahiran mengajar (mean=4.04), dan interpersonal (mean=4.07) diamalkan dengan tinggi oleh para graduat Diploma BETD. Manakala aspek profesionalisme (mean=3.81) dan tanggungjawaban (mean=3.96) pula diamalkan dengan baik. Sementara itu, ketiga-tiga variabel produktiviti guru iaitu perlakuan guru (mean=3.86), prestasi kerja (mean=3.83) dan keberkesanan organisasi (mean=3.81) pula diamalkan dengan sederhana sahaja. Seterusnya dapatan juga menunjukkan bahawa terdapat hubungan yang signifikan antara variabel kompetensi latihan asas perguruan dengan variabel produktiviti guru. Kemahiran mengajar ($\beta=.265$), interpersonal dan sosial ($\beta=.126$), tanggungjawaban ($\beta=.375$), dan komunikasi ($\beta=.126$) didapati mempunyai hubungan yang signifikan dengan perlakuan guru pada $p<0.05$. Dapatan kajian juga menunjukkan bahawa kemahiran mengajar ($\beta=.577$) dan tanggungjawab ($\beta=.232$) mempunyai hubungan yang signifikan dengan prestasi kerja guru pada $p<0.05$. Selain itu, esteem sendiri guru pula didapati tidak muncul sebagai moderator terhadap hubungan antara kompetensi latihan perguruan asas dengan perlakuan kerja guru. Sebaliknya esteem sendiri muncul sebagai moderator terhadap hubungan antara kemahiran mengajar ($\beta=.370$), dan tanggungjawab guru ($\beta=.17$) dengan keberkesanan organisasi. Akhir sekali dapatan kajian menunjukkan bahawa tanggungjawaban muncul sebagai peramal yang terbaik terhadap perlakuan kerja guru ($\beta=.474$), dan keberkesanan organisasi ($\beta=.447$). Seterusnya, kemahiran mengajar guru ($\beta=.58$) pula didapati muncul sebagai peramal yang terbaik terhadap keberkesanan organisasi. Dapatan kajian ini memberi penekanan bahawa latihan perguruan secara automatik tidak menjamin membuahkan produktiviti guru yang tinggi. Malahan dapatan kajian ini juga turut memberi bukti secara empirikal tentang kekuatan dan kelemahan program latihan BETD di Namibia serta sumbangannya kepada kolej pendidikan di Namibia dalam menambahbaik keberkesanan latihan berasaskan kemahiran.

THE EFFECT OF THE BASIC EDUCATION TEACHER' DIPLOMA TRAINING PROGRAMME (BETD) ON TEACHER PRODUCTIVITY IN CAPRIVI REGION, NAMIBIA

ABSTRACT

This study is undertaken to determine the influence of the Basic Education Teacher Diploma (BETD) training programme in Caprivi Region on the productivity of the teachers. It is intended to seek evidence of the validity of the competencies of the BETD training programme by studying the teachers' work behaviour, job performance and organisational effectiveness. The study also looked at self-esteem as a moderator variable of the relationship between teacher training and productivity. Further, it looked at best predictors for teacher training. The sample for this study consisted of 225 school managers and 225 teachers of primary, combined and junior secondary schools in the Caprivi region of Namibia using stratified random sampling technique. Data was collected from the respondents using two sets of questionnaires consisting of 71 items, and was analysed by means of descriptive statistics, frequencies, Pearson Correlation and multiple regression techniques. The results of this study indicate that teaching skills (mean=4.04) and interpersonal skills (mean=4.07) are highly practiced by BETD graduates in their jobs, while professionalism (mean=3.81) and responsibility (mean=3.96) are moderately practiced. Similarly, there is also evidence that the communication skills of teachers are good. All the three teacher productivity variable of work behaviour (mean=3.86), job performance (mean=3.83) and organisational effectiveness (mean=3.81) are moderately practiced by teachers. Further findings are that there is a partial significant relationship between teacher training variables and productivity variables. Teaching skills ($\beta=.265$), interpersonal and social skills ($\beta=.126$) responsibility ($\beta=.375$) and communication skills ($\beta=.126$) were found to be significantly related to work behaviour at $p<0.05$. The results also indicate that teaching skills ($\beta=.577$) and responsibility ($\beta=.232$) are significantly related to job performance at $p<0.05$. Further, self-esteem does not moderate the relationship between teacher training and work behaviour, while teaching skills ($\beta=.370$) and responsibility's ($\beta=.171$) relationships with organisational effectiveness are moderated by self-esteem. Finally, responsibility was found to be the best predictor for work behaviour ($\beta=.474$) and organisational effectiveness ($\beta=.447$). Furthermore, teaching skills was found to be the best predictor for organisational effectiveness ($\beta=.581$). The findings of this research reinforces previous research that teacher training does not automatically and necessarily translate into teacher productivity. This study provides empirical evidence on the strengths and flaws of the BETD training programme. It is even more useful for Colleges of Education in Namibia as an indicator of the effectiveness of the skills-based training in the BETD programme.

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter intends to present the background to the research problem; the impact of training on productivity as perceived by school managers in Namibia, the statement of the problem, research objectives, significance of the study and assumptions. Lastly, it presents the operational definitions of terms used in the study.

1.2 Background of Teacher Training in Namibia

Namibia got her political independence from South African mandate on the 21st of March 1990. The country at that time inherited a fragmented system of education consisting of eleven ethnically based systems. This meant teacher training was also based on ethnicity. Teacher training for the blacks in the country had a maximum of two years, while the one for whites had a minimum of three years (Ministry of Education and Culture, Namibia, 1993). Therefore, the immediate challenge that faced the new government was to overhaul the education and unify it into one education system. This process saw the birth of the Ministry of Education.

1.2.1 Teacher Training Reform

Teacher training was considered one of the most important areas of reform at Independence, because of teacher's strategic role in the educational reform efforts (Government of the Republic of Namibia, 2000). Within then new

paradigm of education, teachers were seen to be both agents and implementers of change, and thus had to be adequately prepared for the task.

To meet the new expectations and demands for the reforming basic education system after independence, a mere re-organisation or integration of elements of the pre-independence teacher training programmes were neither politically acceptable, nor practically feasible. It is argued that for educational change to have any social significance, it has to restructure the way knowledge is organized (Schalock, Cowart & Stacbler, 1983).

It was recognised that teacher trainers hold the position of authority and control over the structure of knowledge to a certain extent, and therefore it was crucial to work with them on changing their beliefs, attitude and practices (Ministry of Education and Culture, Namibia, 1993). The role of the teacher had to be examined very closely in relation to the stated goals and policies, and had to be redefined to align them to the prevailing conditions and situation. The design of the new teacher training programme rested on the premise that deliberate and conscious interventions were to be made through the teacher trainers and the teacher training programme to meet the demands of the basic education system.

The then Ministry of Education and Culture (MEC) in its policy document, *Toward Education for All*, expressed itself on this issue as follows:

“Perhaps 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. More than anything else, it is the teacher who structures the learning environment. It is essential therefore, that we help our teachers develop the expertise and skills that will enable them to stimulate learning. Their professional education must begin before they enter the classroom and continue during the course of their professional careers”.

MEC (1993:37).

Within the new paradigm of education, teacher training, particularly pre-service teacher education, was seen as an initial step in an ongoing process of professional growth and development as a result of the rapidly increasing and changing state of knowledge, and the new and more complex demands which are made on the role and functions of the teacher, especially in a post-independent Namibia haunted by legacies of the apartheid regime (Swarts, 2000). Teacher education reform in Namibia has since independence been used as a spearhead in the efforts to transform the Namibian society within its social contract to contribute to a new and different society.

1.2.2 Introduction of the Basic Education Teacher Diploma Training Programme (BETD) in Namibia

The Ministry of Education and Culture introduced the Basic Education Teacher Diploma programme (BETD) in 1993 at the four Colleges of Education, founded on the principles of learned-centred pedagogy (Ministry of Higher Education, Vocational Training, Science and Technology & Ministry of Basic Education, Sport and Culture, Namibia, 1998).

The BETD programme aims to produce teachers who can meet the demands and rise to the challenges of the post-independence basic education system.

Student teachers are exposed to a variety of teaching and learning styles which will equip them to become competent and professional teachers.

“The goal of the BETD was to provide a national and common teacher preparation related to the needs of basic education, the educational community, and the nation at large. It strives to foster understanding and respect for cultural values and beliefs, “social responsibility,” “gender awareness and equity.” It also strives to instil an awareness of how to “develop a reflective attitude and creative, analytical and critical thinking; understanding of learning as an interactive, shared and productive process; and enabling the teacher to meet the needs and abilities of the individual learner”

(MHEVTST & MBESC, 1998: 39).

The BETD programme strikes a balance between subject knowledge on the one hand and professional skills and insight knowledge on the other. The BETD programme places a stronger emphasis on the professional aspects of teacher education than the pre-Independence programmes, i.e. the pedagogical and social aspects of teaching have a much larger portion in the school-based component of the programme of study (Swarts, 1998). It emphasises learner-centred, reflective, analytical and productive methods and approaches. It attempts to integrate various types of exposure to classroom situations so that theory and practice can be integrated meaningfully for the benefit of the student teacher.

The central concept in BETD programme is Critical Practitioner Inquiry (CPI) (Ministry of Basic Education, Sport and Culture, Namibia, 1995). Critical Practitioner Inquiry, a term used in Namibia since 1995, is an umbrella concept used in teacher education and professional development courses for teacher educators. CPI is a concept developed in the education sector in Namibia to establish a new relationship between educational practice and inquiry. In this

paradigm, teachers are viewed as researchers who can reflect critically on their own practice and the contexts in which they teach, change their practice according to the outcomes of their enquiry, while growing professionally and changing social reality in the process (Government of the Republic of Namibia, 2000). Drawing on research, (for example, Swarts, 1998; Swarts, 2000 & Pomuti, 2000) the assumptions underpinning CPI in the Namibian context are as follows:

- a) Teachers should not be regarded as “technicians” who are required to apply theoretical knowledge to practical situations uncritically.
- b) Teachers are active, independent learners and problem solvers rather than passive recipients of information.
- c) Teachers are assumed to have the required skills to critique the written knowledge.
- d) The process of understanding and improving one’s own teaching should start from reflection on one’s experience.
- e) The process of professional development is a dialectical one generating theory from practice and practice from theory.
- f) Knowledge for teaching is constructed when teachers have the opportunity to reflect on their own practice, and use a process of inquiry into their own sites to learn more about effective teaching.
- g) Improved practice results from practitioners reflecting critically on their educational practices.

The critical inquiry orientation to teacher training was favoured primarily by the Namibian policy makers, because it supports the post-independence goals and philosophy of education (Government of the Republic of Namibia, 2000). It emphasised the role of schools in promoting democratic values and reducing social inequalities, and therefore aimed at enabling prospective teachers to become aware of the social context of schools and of the social consequences of their actions as teachers.

This reflects an awareness of the importance of teacher's questions in the making of pedagogical theory. In this paradigm it is necessary for student teachers to view their questions and the challenges they come up against as avenues and opportunities leading to new insights and understandings (Pomuti, 2000). Critical inquiry recognises that practice takes place in certain contexts, and that the teacher as researcher must make these contexts clear and respond to them in appropriate ways (Guskey, 1999).

The situation at Namibian independence was that 16% of the nation's 13 000 teachers had no professional training (Ministry of Basic Education, Sport and Culture, Namibia, 2001). The Ministry placed in-service teacher training at the top of its priority list because of the large proportion of unqualified and under-qualified teachers. In-service teacher training for both unqualified and under-qualified teachers is regarded as one of the key strategies to ensure equitable access to education and training and to redress the past unjust educational practices. The Ministry of Education and Culture introduced the Basic Education Training Diploma in-service programme (BETD INSET) in 1994. It

was thus logically called for urgent intervention by the Government of the Republic of Namibia.

1.2.3 Approaches and Methods in BETD Teacher Training

Basic Education in Namibia, and therefore teacher training for Basic Education, is based on learner-centred principles. Central to these is the view that knowledge is not a static amount of content, but is what the learner actively constructs and creates from experience and interaction within the socio-cultural context (Ministry of Education and Culture, 1993). Teaching and learning in Basic Education continually build on the child's experience and active participation, aiming to make learning relevant and meaningful to the child.

According to a study by the Ministry of Education (2007) this approach to pedagogy will help students prepared to be able to stimulate the natural curiosity and eagerness of young people to investigate and make sense of a widening world through varying, challenging and meaningful tasks. Students will be enabled to organise teaching and learning so that the starting point at each stage of a learning process is each learners' existing knowledge, skills, interests and understanding, derived from previous experience in and out of school. They will be equipped with the knowledge and skills to organise, sustain, and evaluate learning environments and learning experiences, which are meaningful to the learner as part of the learning tool. And will be able to formatively and summatively assess each learner's progress and achievements by integrating ICTs into their classroom as an integral part of the teaching and learning process.

In terms of the methodology of teacher education, learning environments and learning experiences should be designed to promote the appropriate knowledge, skills and attitudes for teaching Basic Education (MHEST & MBESC, 1998). Amongst other approaches, student teachers experience the types of learning processes appropriate for learners in Basic Education. All teaching will be directly related to the classroom situation. Content and approach will be through the didactic filter of professional teacher education, covering professional insight, skills and development, and the necessary curriculum knowledge for the phases of education and subject area specialisation concerned and the know how of integrating technology in the classroom as a teaching tool (Pomuti, 2000).

Teaching is practically orientated, including participatory methods and observation, which lead to reflection in and on practice, and a clear understanding of principles and theory. A wide variety of methods are used, including class visits, demonstration teaching, micro-teaching, team teaching, group work, individual study and tasks, seminars, tutorials and lectures of which all the methods will include ICT integration opportunities at one time or another (World Bank, 2005). The teacher trainer thus has a flexible role as instructor, tutor, counselor, enabler and mentor. This will be reflected in the teacher educator's utilisation of time, which will include whole-class teaching, time spent between groups at work, small tutorial groups, individual guidance, and general supervision of tasks and assignments.

These aspects are in congruence with Namibia Vision 2030,s aspirations of what a new Namibian education system’s contribution to the economy ought to be.

“As required by this Vision, the country will operate a totally integrated, unified, flexible and high quality education and training system that prepares Namibian learners to take advantage of rapidly changing global environment, including developments in science and technology. This, in turn, would contribute to the economic and social development of citizens”

(Office of the President, 2004: 267).

Namibia Vision 2030 further has a wish to see a prosperous and industrialised Namibia, developed by her human resources, enjoying peace, harmony and political stability. This development by the human resources gives a task to the education sector to faithfully fulfil its function of supplying qualified and competent human resource to the labour market for the realisation of the goals. It is a recognition that the people (human capital) are the most important resource in the country, therefore, due consideration must be given in investing in them and institutions aligned with this task, in this instance teacher training colleges. This is the precondition for the desired social and economic transformation.

1.2.4 The Challenges of Teacher Training in Namibia

The Government of Namibia and civil society expect the resultant logic in teacher education and training as a translation into better productivity. Therefore, it is true to assert that:

"The best indicator of the quality of an education system is students' learning achievement. In the case of Namibia, diverse measures point to a decidedly ineffective system...students' performance on the 2001 JSE examinations show that more than half (53.6%) of the candidates failed to attain the minimum requirement for entry into senior secondary school"

(World Bank, 2005: 202).

The above is an example of how the Namibian system is failing, even after a huge injection of teacher education by the Government Republic of Namibia. It could suffice here to mention that all students admitted into the BETD programme automatically qualify for free tuition, free accommodation, free meals and a proceed for personal upkeep (Ministry of Basic Education, Sport and Culture, Namibia, 1995). Despite the above interventions, the performance of learners in basic education has not improved over the years. Commenting on the examination results for the academic year 2006, the secretary general of the Namibia National Teachers' Union bemoaned the performance as needing attention:

"...there is still a huge number of learners who leave school and become part of the unskilled workforce. Last year, only 4 393 from a total of 31 493 learners qualified to enter into senior secondary schooling. Our concern is, where will the rest be dumped by the system? The same applies to grade 12 results. Thus, one can conclude that the current education system produces approximately 40 000 dropouts every year."

(New Era Newspaper, 2 Feb 2008, p. 11).

Training efforts centre primarily on issues related to learning and learners. In all cases, they stem from and are related to school missions that emphasise the attainment of high learning standards by all students as the chief goal. The attainment levels in Namibia have not been impressive in the three years, that is, 2005-2007.

Table 1.1: Results of National Basic Education Examination: Namibia

Year	Total no. of students	Percentage pass
2005	29 678	45.6%
2006	30 059	46.3%
2007	31 493	45.5%)

Source: Ministry of Education (EMIS), page 12

The internal statistics for examinations hint why civil society is restless on the performance of learners that write the end of basic education's examinations. From Table 1.1 it can be observed that the Namibian basic education examinations had not produced even half of the learners who would qualify for senior secondary schooling. For example, in 2004, a percentage of 45.6% met the requirements to be admitted to grade 11, while there was a slight improvement in 2005 to 46.3%. However, in 2006, the pass dropped to 45.5%.

Conclusively, it can be seen that the training of teachers has some mixed signals on the achievement of learners. Consideration must be given here to the fact that the achievement of learners is a direct reflection on teachers' performance. This is contrary to the intention of educating teachers by the government and societal expectations. Consequently, economic growth and development are hard to come by. The scenario above makes questions the direct link between training and productivity of teachers at BETD level, which is the subject of this study.

1.2.5 Teacher Training in Caprivi Region

Caprivi region, with Katima Mulilo as its administrative centre, covers an area of approximately 25 000 square kilometres. A Director of Education is the head of education who in turn reports to the Permanent Secretary of the Ministry of Education in the Namibian capital, Windhoek. It has a population of 90 000 and

a college student population of 300, recruiting 120 per year. Caprivi is an interesting area in geographical, social and political terms. Named after German Baron Von Caprivi, it served as an import-export corridor to the rest of the southern Africa. And still does. It borders Angola, Zambia, Botswana and Zimbabwe (Sismey, 2001).

At the time of South African rule, Caprivi was unusual in having English as the lingua franca for the area. The rest of the country had Afrikaans. This situation has largely been attributed to its close proximity to English-speaking countries. This in itself was an inherent advantage over other regions of the country as the Government of Namibia after independence endorsed English as the medium of instruction in schools and official language (Edge, 1992).

Despite this advantage, spoken English is still not accurate and written work of learners and teachers is still poor. This is probably due to the low qualifications of teachers and lack of meaningful exposure before independence. This status quo has impacted badly on the passing rate at basic education level. Caprivi is nationally non-competitive and is haunted with the same challenges like any other region in the country (Ministry of Education, Namibia, 2007). Observe the trend in the table below:

Table 1.2 shows that 39.7% of the learners who set for the end of basic education examinations passed in 2004 compared to the best region Khomas, which had a 61.2%.

Table 1.2: Regional Comparative Results for Basic Education in Namibia

Region	2004	2005	2006	Improvement
Erongo	56.2	51.4	61.9	10.5
Khomas	61.2	56.9	58.2	1.3
Oshikoto	48.8	58.7	58.0	-0.7
Karas	64.7	53.4	52.4	-1.0
Hardap	54.4	50.6	50.7	0.1
Oshana	45.5	45.5	45.3	-0.2
Otjozondjupa	52.4	44.6	43.6	-1.0
Omaheke	38.2	45.3	43.1	-2.2
Kavango	35.4	39.3	42.6	3.3
Caprivi	39.7	38.1	40.0	1.9
Ohangwena	41.1	42.2	37.0	-5.2
Omusati	39.1	41.8	35.9	-5.9
Kunene	28.8	28.5	32.1	3.6

Source: Ministry of Education: Statistics (2007), p. 21

In 2005, there was a decline in the pass rate and Caprivi region had a dip as well, falling to a pass rate of 38.1% compared to Oshikoto region's 58.7%. In 2006, it managed to pass 40% of the learners. The observation here is that Caprivi region has consistently been in the bottom rung of the ladder clustering in the last four nationally out of the 13 regions (Ministry of Education, Namibia, 2007).

Teacher training in Caprivi region is offered at Caprivi College of Education, one of the four nationally. Graduates from other colleges are also employed in the region. The Caprivi College of Education was upgraded after national independence from the teacher training institution affiliated to Caprivi Senior Secondary School awarding one and two-year teacher certificates.

1.3 The Research Problem

Teacher training is important for two main reasons. Firstly, considering the vast resources which are being spent on education, and particularly training itself, it is essential to ensure that these financial resources are well utilised. Secondly,

the quality and quantity of the output in the form of well educated students with good attitudes will determine the type of leadership, management and workforce Namibia will have in future (Ministry of Education and Culture, Namibia,1993).

According to the Ministry of Education (2007), one of the world's most important issues concerning educational systems is preparing the students to get the highest possible achievement. The significance of this issue arises from the relationships between the educational system and other social, political and cultural organisations. The failure of the educational system to deal effectively with this issue leads to the under-achievement of students, reflecting a waste of spending worth millions of dollars.

The issues of achievement and underachievement among students have been studied by various studies (Mowes, 2007; Zimba et. al., 2007; Martins, 2004; Dearden et al., 2006 & Becker, 1975). However, not much attention have been paid to the aspect of the productivity of teachers. Instead, other aspects like those pertaining to inclusive education, special education and industrial activities have been studied.

For instance, Mowes (2007) investigated the effect of BETD training on the competence of teachers to handle inclusive classrooms in Namibia. The study concluded that the BETD programme is seriously deficient in this aspect. Yet another study by Zimba et al., (2007) was undertaken in Namibia with the purpose to determine BETD graduate teachers' support to students with

learning backlogs. The result of the study indicated that, while quantitatively teachers were found to have supported students in that category, qualitatively teachers did not ensure that all students followed their teaching throughout.

In the Namibia, a study by Pomuti (2000) found training to have a significant effect on teacher productivity. Her findings are noticeable as she estimate that a five percent increase in training was associated with a four percent increase in productivity- which led to a 1.6 percent increase in wages. Accordingly, the external benefits of training on productivity is greater, the more general, non-excludable and non-reversible the acquired skills are.

So, since the teacher training aspect plays an important role in influencing productivity, the present study aims at examining the effect of BETD teacher training course on the productivity of teachers. The BETD training course consists five professional competencies to be achieved by all pre-service training teachers in order to be certified (Ministry of Education, Namibia, 2007). These professional competencies will be employed as predictors to the dependent variables.

From the literature reviewed for this study (Schalock, et al., 1983; Kyriacou, 1988; Ling, 1985 & Rahimah, 1992), productivity will be looked upon as consisting of three variables: work behaviour, job performance and organisational effectiveness. Since, according to Swarts (1998), it has been known for more than 20 years that the effects of training on productivity vary widely as a function of differences in teachers' personal attributes and the

contexts in which implementation occurs, this study employs the personal attribute of self-esteem as a moderating variable to the relationship between the two main variables.

Kopelman (1986) pointed out that the changes in societal values seem to bear on the declining productivity growth rate in the United States. For example, in 1970, 34% of the Americans agreed that “work is the centre of my life”. Only 13% agreed to that in 1978 (Yankelovich, 1982). A study by the World Bank (2005) in Namibia used self-esteem, among other variables to moderate the relationship between school leadership and productivity. The result was that it had a moderate influence on the relationship.

In the light of the findings above, it would be interesting to see if similar findings will be found. Thus, it would be important to examine the effect of teacher training on teacher productivity in Namibia and employ self-esteem as a moderating variable to see if the results will be the same.

Therefore, the problem to be investigated by this research is to enquire whether the three-year training of teachers introduced by the Government Republic of Namibia helps prepare teachers adequately to meet the daily challenges of the teaching job. This implies a positive effect on the quality of teachers or simply, productivity. The relationship between teacher training and productivity is assumed to be moderated by the personal values upheld by the teachers themselves as elucidated by Kopelman (1986).

1.4 Research Objectives

The main objective of this study is to investigate the relationship between teacher training and productivity. Therefore, this study focussed on following objectives:

- a) To examine the degree of practicing the teacher training and productivity variables among BETD graduates;
- b) To investigate the degree of relationship between teacher training and work behaviour;
- c) To investigate the degree of relationship between teacher training and job performance;
- d) To investigate the degree of relationship between teacher training and organisational effectiveness;
- e) To investigate whether the relationships in (b)-(d) above are moderated by the teacher attribute of self-esteem.
- f) To determine what the best predictors are for teacher productivity.

1.5 Research Questions

This study will answer questions in line with the objectives of this study. Therefore, the five main research questions for this study are:

- a) What is the degree of practicing the teacher training and productivity variables among BETD graduates?

- b) Is there any significant relationship between teacher training and work behaviour of teachers?
- c) Is there any significant relationship between teacher training and job performance of teachers?
- d) Is there any significant relationship between teacher training and organisational effectiveness for schools?
- e) Does teachers' self-esteem significantly moderate the relationships between (b)-(d) above?
- f) What are the best predictors for teacher productivity?

1.6 Research Hypotheses

It has been argued by some economists that education and training raises the productivity of workers (Papageorgiou, 2003, & Thomas, 1992). This could be, however, an exception rather than a rule. Therefore, this study proposes to test the following hypotheses:

Ho 1: There is no significant relationship between teacher training and work behaviour;

Ho 2: There is no significant relationship between teacher training and job performance;

Ho 3: There is no significant relationship between teacher training and organisational effectiveness;

Ho 4: The relationship between teacher training and productivity is not significantly moderated by self-esteem;

Ho 5: There is no significant predictor for teacher productivity.

1.7 Significance of the Study

Teachers in Namibia have, invariably, passed the survival state of their craft, that is, they are able to control their classes, have a good rapport with their students and present their lessons systematically (Ministry of Education, 2007). The crucial worry is that they are solidly stuck there and have been unable to move beyond that. In short, ineffectiveness in the teaching profession creeps in because teachers do not know how to cater to the diverse needs of their learners and therefore results in less productivity despite the training they go through.

It is clear that from the literature that is available to the researcher, that the most significant problem faced by teacher training and their actual productivity thereafter is in the gulf between training and the actual demand of carrying out the teaching in the most effective and innovatory manner (World Bank, 2005). There is a strong indication that teacher programmes are remotely divorced from the actual problems encountered in actual teaching. The foundation of this research is the human capital concept that is widely used in estimating rates of return. Such concept raises two assumptions; one is that education enhances productivity and the other is that productivity enhances economic growth.

Extensive research has been conducted in this field in the United States and in the United Kingdom, but not extensively in Namibia. Thus, this research is one of the few studies conducted in Namibia to fill the knowledge gap. The study by the World Bank (2005) concentrated mainly on the effectiveness of the education as a whole. No analysis as to the relationship between BETD teacher

training and the concomitant productivity was conducted before. Policy makers, school managers and teachers would use this research to improve their practice. Future researchers could use this study as a guide for further research and investigation. It may also provide them with added advanced knowledge in both theoretical and practical experiences on this topic.

Hence, if this study can show that there is a positive relationship between training and productivity of teachers, then future training in the present mode should be encouraged in order to enhance student performance in Namibia.

1.8 Limitations of the Study

Like many other empirical studies (Devos et al., 2007) this study has both strengths and weaknesses. The weaknesses observed were as follows:

- a) Data were obtained using multiple choice questionnaires. This measure is adequate to gather a large amount of data within limited time. Though a longitudinal study would have been desirable, it was beyond the scope and possibilities of this study.
- b) This study has accounted for only teachers' Professional competencies as stipulated in the BETD training programme to measure the teachers' productivity. It would be interesting (for example, curricular focus) to include other professional aspects of teachers' professional training. This could test the effect of a hidden curriculum and whole-teacher training.
- c) Data were collected from the school managers and teachers of Caprivi region alone. There are twelve more regions in Namibia. Caprivi was

chosen through random sampling. As a relatively small and rural region, the teachers of Caprivi may have fewer teaching facilities than other region. This result could differ for other regions.

- d) Finally the size of the sample may not have had the sufficient statistical power for the moderating effects of self-esteem. This could be the reason that in some cases, this study has found non-significant interactions.

1.9 Definition of Terms

1.9.1 Teacher Training

The term involves imitating recipes, in establishing rituals that allow one to cope with what are often nerve wrecking circumstances in the work environment. Those rituals, however, must not be allowed into fossilised behaviour that betrays the knowledge of the principles behind the behaviour (Wise, 1991).

In this study, this term applies to the three year period that undertaken by candidates in Colleges of Education in Namibia enabling them to qualify to teach at schools at the level of basic education.

1.9.1.1 Teaching Skills

A study conducted by UNESCO (1986) suggests that teaching skills bears the principle of teachers being functional and effective in the sense of content delivery in the classroom. This study identifies teaching skills the same way but narrows down to show the ability of the BETD graduate teacher's ability to make content comprehensible to students and being able respond to the diverse

pedagogical needs of students to ensure that the learning and learning exercise is successful.

1.9.1.2 Interpersonal and Social Skills

DuFour (1997) sees interpersonal and social skills as encompassing, but not limited to how well the teacher presents him/herself in terms of dress and the ability of the teacher to mix with all colleagues without being selective using such criteria as religion, gender, and creed. This study advocates the definition being that the BETD graduate teacher should be able to construct meaningful relationships in order to promote efficient teaching and learning.

1.9.1.3 Professionalism

The World Bank (2005) defines professionalism as the opportunities to learn but which also require the opportunities to teach. In this study professionalism refers to the execution of tasks by teachers whereby they should be able to demonstrate professional behaviour and courtesy to fellow teachers, learners and parents. This includes the prowess to be able to handle problematic classes well, willing to take on extra workload, perseverance, tolerance and being resourceful (Ministry of Education and Culture, Namibia, 1993).

1.9.1.4 Responsibility

According to (Januch, Gluek and Osborn, 1978) in the Analysis of Civic studies, a countryman shows his loyalty mostly through the job they perform. In other words, whatever job one does, there is always that element of going an extra mile in realising that the country may or may not flourish as a result of personal

efforts. This study has a similar view on the definition, but further noting that the BETD graduate teacher bears responsibility by exhibiting dignity, dedication and ethics in their daily discharge of duty.

1.9.1.5 Communication Skills

Schalock, et al., (1983) identifies communication skills in teachers as the ability to freely open up to all stakeholders namely, learners, teachers and the parent community for the good flow of organisational system. This study looks at communication skills as involving skills in presentation and explanation, questioning and leading discussions as well as well as listening to children and interpreting what they say so that they can diagnose the challenges which are holding up or enhancing their learning.

1.9.2 Basic Education Teacher Diploma (BETD)

The term refers to the three year teacher training programme by teachers in Namibia intending to qualify them to teach at basic education (grades 1-10). Its foundations are learner-centred philosophy (Ministry of Education, 2007).

1.9.3 School Managers

School personnel in the category of teachers in ranked positions, particularly phase heads, subject heads principals and heads of department (Fullan & Stiegelbouret, 1991). This study adopts the definition above.

1.9.4 Teachers

Eagleton (1992) sees teachers as professionals intended to bring change in individual learners. This then requires the individual to have the acumen of implementing a very large number of diagnostic, managerial and therapeutic skills, tailoring behaviour in specific contexts for the grooming of learners. This study refers to teachers for basic education only in Namibian context.

1.9.5 Productivity

Is the output yield of an employee using limited resources (Ramachandrin, 1990).

In this study this term refers to how good teachers who are graduates of the BETD programme perform in the dimensions learned in the BETD programme (e.g. teaching skills, interpersonal and social skills) that are identified to be the important attributes of an excellent Namibian teacher.

1.9.5.1 Work Behaviour

Dean (2000) asserts that work behaviour refers to the characteristics of the context of the learning activity, usually classroom-based lesson, which may have some bearing on the success of the learning activity. Such variables may cover teacher characteristics (e.g. age, experience); pupil characteristics (e.g. age, ability); class characteristics (e.g. size, social mix); school characteristics (e.g. ethos, facilities); community characteristics (e.g. affluence, population density) and characteristics of the occasion (e.g. time of the day, preceding lesson). In this study work behaviour refers to such aspects as the punctuality,