

**THE TEACHERS' ROLE IN THE PROVISION OF A
SENSE OF SECURITY FOR LEARNERS**

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Vangile Catherine Moeketsane

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Vangile Catherine Moeketsane

SYNOPSIS

This investigation is part of the group project that a research team from the Department of Educational Sciences of the Rand Afrikaans University conducted. The project investigated the responsibilities of the teachers. The aim of this project was to determine the input by teachers in carrying out their professional responsibilities.

The professional responsibilities that were investigated included inter alia the provision of a sense of security for learners, building of the learner's self-concept, the learner's cognitive development, the learner's social development, parental guidance, career orientation and the view of the future of learners, evaluation responsibilities, lesson preparation and presentation, maintenance of authority and discipline as well as remedial work. Each member of the team has investigated the input made by teachers with respect to a particular aspect of the teachers' responsibilities.

This particular investigation focuses on the provision of a sense of security for learners as an aspect of the teachers' responsibilities. Teachers from both primary and secondary schools were asked to complete the questionnaire. They were specifically chosen because the research topic focused on the teachers' responsibilities. With those involved, it would be possible to determine the input that they make in carrying out their professional responsibilities.

The results of the empirical research indicate that the provision of a sense of security for learners is regarded as very important by teachers. This is one responsibility that is attended to by teachers.

The following specific findings have been made:

- No statistically significant relationships were found with respect to viewpoints on the provision of a sense of security for learners between teachers of different age groups, teachers who use different languages in teaching, teachers who occupy different professional ranks and teachers with different marital status.

- Statistically significant relationships have been detected between teachers with different teaching experience, teachers whose mother tongue differs, teachers with different educational qualifications, teachers who teach in different subject fields and also between teachers who have high and low average number of children in their classes.
- No statistically significant difference was found regarding viewpoints on the provision of a sense of security for learners between the proportion of teachers who have their own children and the proportion of teachers who have no children of their own.
- Statistically significant differences were found regarding viewpoints on the provision of a sense of security for learners between the proportion of male and the proportion of female teachers, and also between the proportion of primary and the proportion of secondary school teachers.

A larger proportion of female teachers than male teachers gives a larger proportion of input with respect to the provision of a sense of security for learners.

It was also found that a larger proportion of primary school teachers than secondary school teachers give a larger proportion of input with respect to the provision of a sense of security for learners.

The study finally revealed that the provision of a sense of security for learners is one of the responsibilities to which teachers give a high proportion of their input.

SAMEVATTING

Hierdie navorsing is deel van 'n groepprojek wat 'n navorsingspan van die Departement van Opvoedkundingswetenskappe aan die Randse Afrikaanse Universiteit uitgevoer het. Die projek het navorsing gedoen oor die verantwoordelikehede van onderwysers. Die doel van die projek was om te bepaal wat die bydrae van onderwysers is in die uitvoer van hulle professionele verantwoordelikehede.

Die professionele verantwoordelikehede wat nagevors was sluit onder andere die voorsiening van sekuriteit deur leerlinge, die bou van 'n leerling se selfbegrip, die leerling se kognitiewe ontwikkeling, die leerling se sosiale ontwikkeling, ouerlike leiding, beroepsoriëntasie en die uitkyk van toekomstige leerlinge, waardebehalings verantwoordelikehede, les voorbereiding en aanbieding, handhawing van gesag en dissipline so wel as remediërende werk. Elke lid van die span het navorsing gedoen aangaande die inset gedoen deur onderwysers, met verwysing na 'n spesifieke aspek van die onderwyser se verantwoordelikehede.

Hierdie spesifieke navorsing fokus op die voorsiening van sekuriteit deur leerlinge as 'n aspek van die onderwyser se verantwoordelikehede. Onderwysers vanaf beide primêre en sekondêre skole was versoek om die vraelys te voltooi. Hulle was spesifiek gekies omdat die navorsingsonderwerp juis gefokus op die onderwyser se verantwoordelikehede. Met hulle betrokke, sou dit moontlik wees om te bepaal wat die inset is van die onderwysers in die uitvoer van hulle professionele verantwoordelikehede.

Die uitslag van die proefondervindelike navorsing toon aan dat die voorsiening van sekuriteit deur leerlinge as baie belangrik beskou word deur onderwysers. Hierdie is een verantwoordelikheid waaraan aandag geskenk word deur onderwysers.

Die volgende spesifieke gevindings was gemaak:

- Geen noemenswaardige statistiese verhoudings is gevind ten opsigte van die voorsiening van sekuriteit deur leerlinge tussen onderwysers van verskillende ouderdomsgroepe, onderwysers wat verskillende taalgebruik het in onderwys, onderwysers wat verskillende gesag beklee en onderwysers met 'n verskillende huwelikstatus.
- Noemenswaardige statistiese verhoudings was opgemerk tussen onderwysers met verskillende onderwys ondervinding, onderwysers wat se moedertaal verskil, onderwysers met verskillende opvoedkundige kwalifikasies, onderwysers wat in verskillende onderwysvelde onderrig en ook tussen onderwysers wat 'n hoë en lae gemiddelde hoeveelheid kinders in klasse het.
- Geen noemenswaardige statistiese verskille was gevind tussen die verhouding van onderwysers wat hulle eie kinders het en die deel van onderwysers wat geen kinders van hulle eie het nie.
- Noemenswaardige statistiese verskille was gevind tussen die verhouding van manlike en die verhouding van vroulike onderwysers, asook die verhouding tussen primêre en sekondêre skool onderwysers.
 - 'n Groter gedeelte van vroulike onderwysers as manlike onderwysers gee 'n groter inset soverre die voorsiening van sekuriteit deur leerlinge.
 - Dit was ook bevind dat 'n groter gedeelte van primêre skool onderwysers as sekondêre onderwysers gee 'n groter gedeelte van die inset na gelang van die voorsiening van sekuriteit deur leerlinge.

Die studie het ten einde openbaar dat die voorsiening van sekuriteit deur leerlinge is een van die verantwoordlikhede waaraan onderwysers 'n hoë gedeelte van hulle insette gee.

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CHAPTER 1

ORIENTATION AND PLAN OF STUDY

1.1 GENERAL ORIENTATION

This research is part of a group project which investigates the responsibilities of teachers.

It is confined to the provision of a sense of security for learners as one of the responsibilities of teachers. Numerous responsibilities which confront teachers are investigated by different researchers. In the overarching research project the aim is to investigate the various responsibilities of teachers and teachers' input concerning these various responsibilities.

B. Richard (1996) investigates building of the learner's self-concept as one of the teacher's responsibilities. The learner's cognitive development is investigated by Roodt (1996). Nkuzana (1996) focuses on the learner's social development. Marsay (1996) concentrates on career orientation and the view of the future of learners. Evaluation responsibilities are investigated by V. Richard (1996). Masalesa (1996) investigates parental guidance. Ngobeni (1996) focuses on lesson preparation and presentation. Maintenance of authority and discipline is investigated by Nxumalo (1996). Vilakazi (1996) focuses on remedial work as one of the teacher's responsibilities.

1.2 INTRODUCTION

In the teaching-learning situation, the teacher is not only faced with the responsibility of teaching the learners. There are other numerous responsibilities and obligations which the teacher has to perform to make a teaching-learning interaction a success. The input that the teacher makes in carrying out other responsibilities is also important although teaching of learners is considered to be the principal objective.

To support what has been said above, Hughes (1991:5) maintains that learning of learners depends on the nature of the interactions in the classroom which include the words and actions of the teachers, experiences, thoughts and activities of the learners, the classroom climate organisation, the materials and facilities for learning and the interaction of teachers and learners, as well as the interaction between learners. This statement by Hughes (1991:5) certifies as true the allegation by Strom (1969:33) that there is a tendency among professors to overestimate teacher influence and underestimate the influence of the home. In essence, the learning of the learners in the classroom depends on both factors internal to the classroom, which are to a large extent determined by the teacher; as well as factors external to the classroom, which are determined by the social background of the learner.

In an attempt to specify factors internal to the classroom, which are largely determined by the teacher, Page, as cited by Beyer, Feinberg, Pagano and Whitson (1989:x), identifies a broad range of obligations confronting the teacher. He identifies among others:

- * responsibilities for learners' bodily health (together with learners' parents);
- * intellectual growth (including the proper order of study and manner of study);
- * moral training (mainly by example) and
- * religious training.

For the teacher to be able to execute the obligations mentioned above, he must instil a sense of security in his learners. According to Vrey (1979:206) the pedagogical encounter can succeed if the learner feels secure and is aware that the teacher is willing to be with him and intends looking after him. This aptly depicts that within the teaching-learning situation, one of the most important duties which confront teachers, is the provision of a sense of security for learners. It is also imperative for learners to experience feelings of security so that the objectives of the teaching-learning interaction can be realised without difficulty. Learners who experience feelings of security normally engage themselves actively in teaching-learning interactions. To such learners, making mistakes or doing some of the assigned tasks wrongly is a way of learning. This shows that feelings of security normally lead to a positive group atmosphere.

Hadfield (1992:80) maintains: "Feelings of insecurity play a large part in the build-up of a negative group atmosphere." This means that, contrary to secure learners, insecure learners do not normally engage actively in teaching-learning interactions, and this usually leads to a negative group atmosphere. The result is that learning objectives are achieved with difficulty.

According to Piek (1992:6) every class has its own individual atmosphere which depends essentially on the teacher's enthusiasm. Carlson (1992:185) concurs with Piek (1992:6) in that it is the teacher who has power in negotiating classroom order and atmosphere. This implies that teachers should be vested with adequate skills. It is for this reason that Hoyle and Megarry (1990:272) maintain that teachers must acquire:

- a) interpretative skills to be able to diagnose learning situations; and
- b) performance skills to be able to act on the situations they have diagnosed.

If teachers have interpretative skills, they will be in a position to diagnose the consequences that lack of provision of a sense of security to learners will have on the learning situation. After making this diagnosis, their performance skills will help them in that they will be in a position to engage in actions that will lead to provision of a sense of security for learners.

From what has been said above, it is evident that if feelings of insecurity prevail in the classroom, it is the teacher's attitudes and skills which could have led to that. It is therefore important that the teacher establishes a climate of trust among members of the group of learners in each class, so that learners can be confident to do and say things in front of others without fear (Hadfield,1992:80), and thus elevate feelings of security in class.

Teachers are confronted by numerous and often divergent duties during their professional career. It is disheartening to realise that such a workload makes it difficult for them to excel in performing such duties, particularly if feelings of security lack in class. Their difficulties are caused by inter alia:

- Insecurities about their ability to control learners (Fontana, 1986:6). Teachers are sometimes not sure as to how to handle certain groups of learners. Fontana (1986:163) maintains that this is particularly true when the teacher is facing a new class for the first time, or when facing one with which he has had difficulties in the past. If the teacher is experiencing feelings of insecurity with regard to performance of his duties, then he cannot be in a position to transfer feelings of security to learners with whom he comes into contact. That is, lack of security on the part of the teacher results in lack of security in the learners with whom he interacts.
- Very large class sizes. In 1988 the average size of a primary school class in the former Department of Education and Training (DET) was about 50 and in the homelands about 60 (Hartshorne, 1992:43). Such large class sizes result in the difficulty to put into practice the principle of individual instruction where a teacher gets to know his learners well. The result thereof is that learners could feel not fully attended to. This feeling of negligence leads to lack of security on the part of the learners. If learners do not experience feelings of security, the educational objectives are not easily achieved.
- Lack of instructional skills. Instructional skills require of a teacher to know his subject matter and also to know his group of learners. In this way, the teacher will be in a position to help learners interact with the subject matter. If learners cannot interact with the subject matter, they are gripped by fear and become insecure. These feelings of insecurity in turn hamper the educational process.

1.3 STATEMENT OF THE PROBLEM

According to Strom (1969:59) a number of dropouts retain a notion that "no one at school cares." Such dropouts maintain that they might have remained had anyone demonstrated a personal interest in them. Lack of interest in the learners with whom the teacher interacts results in lack of security in the said learners.

Eccles and Blumenfeld (1985:112) assert that it is important for teachers to provide encouragement and sincere praise for high ability and performance, but most teachers fail to do this. By so doing, they do not build a room to boost the learners' feelings of security.

In this manner, learners experience feelings of insecurity which eventually hamper their involvement in the teaching-learning interactions and thus also hamper their performance.

According to Piek (1992:7) the learners experience so much insecurity in the teaching-learning situation that they feel depersonalised because teachers do not recognise their individuality. Teachers fail to realise that learners, whether they are slow or bright, want to be recognised for what they are. Fontana (1986:4) maintains that many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts or reacts towards the learners concerned. Learners who feel neglected are very much insecure as they also feel unaccepted.

1.4 AIM OF THE STUDY

As it was stated under paragraph 1.1, this is a group project which aims at investigating various responsibilities of teachers and teachers' input concerning these responsibilities. The responsibilities under investigation include inter alia building of the learner's self-concept, the learner's cognitive development, the learner's social development, parental guidance, career orientation and the view of the future of learners, evaluation responsibilities, lesson preparation and presentation, maintenance of authority and discipline, as well as remedial work.

The research being described in this dissertation is the provision of a sense of security for learners as one of the teachers' responsibilities. The particular aim of this study is therefore to investigate the proportion of the teachers' input that is taken up engaging in responsibilities that result in the provision of a sense of security for learners. The aim is to investigate which responsibilities are given more input by teachers and which less, if any. It is for this reason that teachers were requested to indicate on a ten point scale the proportion of their total input with respect to each responsibility that has to do with the provision of a sense of security for learners.

To achieve the aim stated above, a quantitative research rather than a qualitative research is engaged into. This is because of the fact that this research does not investigate the quality of responsibilities that teachers execute with an aim of providing a sense of security for learners. It however concentrates on investigating the proportion of teachers' input that is taken up by each responsibility that has to do with the provision of a sense of security for learners. In this manner it concluded whether a large proportion of teachers have a greater or less amount of their input taken up providing a sense of security for learners.



1.5 MOTIVATION OF THE STUDY

The study about this topic is necessary in that it is imperative for teachers to be made aware of their responsibilities, particularly provision of a sense of security for learners; and the harm brought about by their failure to honour their responsibilities.

Once teachers become aware of the problems brought about by their failure to play a prominent role in the provision of a sense of security for learners, they will be in a position to redress the situation. For as long as they neither know nor anticipate that their negligence of their "not-so-important" duties does more harm, they will not redress the situation.

This study will also help planners of teacher education programmes to emphasise the importance of this responsibility in their programmes so that student teachers can later take up their profession with ample knowledge of this responsibility and the consequences

of its negligence.

In the following paragraph the key concepts in this research will be defined.

1.6 DEMARCATION OF KEY CONCEPTS

The key concepts that will be defined are "responsibility" and "security".

1.6.1 Responsibility

According to Good (1973:498) responsibility is the obligation that an individual assumes when he accepts a general work assignment or job to perform properly the functions and duties that have been assigned to him, to the best of his ability, in accordance with the directions of the executive to whom he is accountable. Hanks (1986:1301) defines responsibility as accountability or answerability for one's actions and decisions.

From these two definitions, it is evident that responsibility simply means charge for which one is accountable or answerable. By virtue of his profession, the teacher is in *loco parentis*, and thus he is responsible for the welfare of his learners.

1.6.2 Security

Hawes and Hawes (1982:303) define security as the individual's sense of feeling safe and confident. According to Reber (1985:674) security is a sense of confidence, safety and freedom from fear or anxiety, particularly with respect to fulfilling one's present (and future) needs. Good (1973:523) defines security as "The feeling of personal worth, self-assurance, confidence and acceptance by the group, developed in the child by giving him ample recognition, by paying attention to his needs and enabling him to become aware of his own abilities."

For the purpose of this study, the definition by Good (1973:523) will be used because to experience a feeling of security, the learner:

- has to be confident and accepted by other learners;
whether or not he/she is quiet or boisterous, bright or slow, wants to be recognised as a

person;

- has potentialities which the teacher should help him/her to discover and actualise to experience personal worth;
- has to acknowledge his/her weaknesses so that he/she accepts himself/herself with such weaknesses.

1.7 PLAN OF STUDY

The first chapter serves to introduce the problem under investigation. It comprises general orientation; statement of the problem; the aim of the study; motivation of the study as well as the demarcation of the key concepts.

In the second chapter a review of the relevant literature is discussed with the aim of formulating a theoretical framework on which the study can be based.

In the third chapter, concentration is on methodology which is descriptive in nature. A questionnaire on teachers' responsibilities will be designed and administered to the teachers who will be selected from schools in Johannesburg under the Gauteng Department of Education.

In the fourth chapter, data collected will be analysed and interpreted.

Chapter five is a concluding chapter. It comprises conclusions and recommendations.

1.8 SUMMARY

In this chapter, the researcher introduced the study and what it aims to achieve. In the following chapter, literature on one of the responsibilities of teachers, viz. the provision of a sense of security for learners, will be reviewed.

CHAPTER 2

PROVISION OF A SENSE OF SECURITY FOR LEARNERS IN THE TEACHING- LEARNING SITUATION

2.1 INTRODUCTION

In the previous chapter it was emphasised that teachers are faced with numerous duties which they have to perform. Vrey (1979:201) maintains that it is primarily the teacher's task to structure the educational process. This means that the success of the educational process is largely dependent on the input made by the teacher. Vrey (1979:201) further states that even if the learner is eager to make contact with his teacher, this contact is only possible if the teacher is also willing to achieve it and his willingness is determined by the input made by the teacher in accepting responsibility for the learner. That is, if the teacher views the learner's success as one of his responsibilities, then he willingly meets the demands which this task makes on him.

One of the demands made on the teacher by his profession is that of providing a sense of security for the learners. According to Van der Stoep and Louw (1984:58) the teacher must ensure that the learners experience an atmosphere of stability, security, safety and acceptance in the teaching-learning situation before they will be able to venture fully into the details of the situation.

The researcher believes that the research will show that teachers are aware of their professional responsibilities. She expects the research to show that some of the responsibilities that result in a provision of a sense of security for learners are given little attention, particularly in primary schools which have average classes of forty or more learners.

Maslow's theory of motivation suggests that personal needs which consist of physiological needs and needs associated with survival and security, should be satisfied before the intellectual needs can be satisfied (Fontana, 1981:213; Papalia and Olds, 1988:464). This notion is supported by Vrey (1979:236) when he also argues that a teaching-learning situation in which the learner experiences psychological safety and security, is conducive to the elevation of the self-concept. Vrey (1979:234) further argues that since the teacher takes the lead in many events occurring in the educational situation, he can therefore exercise tremendous influence on the motivation of the learner.

As one of the strategies for providing security for learners, Bernard (1972:55) suggests that teachers should scale tasks such that every learner has some experience of success.

He advocates this due to the fact that feelings of security are dependent upon the learner's knowledge of what he can accomplish. This, therefore suggests that feelings of security will be enhanced when classroom tasks are distributed in a way that all learners may feel that they are contributors.

According to Van der Stoep and Louw (1984:58-59) security is a fundamental pre-condition for the learner to realise the teaching aims in the educational situation. They further maintain that without stability and an atmosphere of safety, the learner becomes uncertain and doubtful and his desire to venture into the educational situation is diminished to the extent that the quality of his involvement with the learning content is seriously impaired. It is imperative that the teacher's actions be geared to providing a sense of security for learners in the educational situation.

The following paragraphs concentrate on several ways through which the teacher can provide a sense of security for learners in the teaching-learning situation.

2.2 ASSISTING INDIVIDUAL LEARNERS WITH THEIR RATE OF LEARNING

One of the ways through which the teacher can provide a sense of security for learners is by assisting individual learners with their rate of learning. This assistance can only be possible if the teacher knows every learner as a unique individual (Louw, 1993:1). This suggests that the teacher should know his learners so as to be in a position to render relevant assistance to each individual learner. For the teacher to have ample knowledge of individual learners so as to render relevant assistance, practices such as home visits and coaching in sports are valuable and can add to teacher's knowledge of the learners.

According to Bernard (1972:172) learners are by no means alike, and the teacher's success will largely depend on understanding such learner differences and capitalising on them. Fontana (1981:176) concurs with him when he also maintains that learners are individuals and each of them works at his own pace. According to Lindgren (1972:378) learners cannot be expected to learn the same things in the same ways, but they are bound to learn different things and in different ways even when they are in the same classroom and under the guidance of the same teacher. Lindgren (1972:378) further blames the teachers in that, although they know that patterns and rates of learning are highly individual, they still conduct their educational programmes as though learners are standardised. Strom (1969:6) blames this practice on the failure of teachers to distinguish between recognition of differences among learners and respecting these differences. As Strom (1969:6) puts it:

" ...When respect is lacking the teacher makes no attempt to retain the identity of every student. Instead he establishes uniform expectations, fosters conformity and tries to make all students alike..."

In this regard, Wright (1987:117) maintains that despite the tendency by teachers towards establishing group norms of behaviour in the classroom, every learner remains an individual with unique strength and limitations.

Both Strom (1969:6) and Bernard (1972:308) suggest that to show that the teacher recognises and respects individual differences, he should modify lessons and assignments, both in nature and length to correspond with the capacity of each learner. That is, the teacher should implement various styles of teaching, seek insight and new ways of assisting each learner to profit from classroom instruction. Van der Stoep and Louw (1984:61) concur with both Strom (1969:6) and Bernard (1972:308) when they maintain that a teacher should maintain a balanced instructional rate so as to ensure that the gifted learners are not bored, and at the same time, that the slow learners are not left behind. In an attempt to cater for individual differences in the teaching-learning situation, in their article, Skuy, Archer and Roth (1987:53-57) maintain that Feuerstein and his associates have implemented a dynamic assessment - and - intervention model which tests individual learners' learning processes, identifies specific methods by which they can be taught and also provides for the development and modification of cognitive processes.

In the following paragraphs focus will be on two types of learners with special needs and how they can be assisted with their rate of learning. Focus will first be on how teachers can assist slow learners with their rate of learning.

2.2.1 Assisting slow learners with their rate of learning

According to Fontana (1981:176) the earlier a slow learner (slow when he is compared with his classmates or slow at grasping new work but tend to catch up later) is diagnosed and offered appropriate assistance, the better. He suggests that slow learners should not be put in special classes but that they should be given remedial education. Fontana (1981:178) concurs with Bernard (1972:325) in that the slow learner should be helped to use the potential that they have by allowing them to enjoy as good classroom and general facilities as everyone else, by giving them positions of trust and responsibility and involving them in general educational activities, so as to avoid further deflation of their ego. Both Fontana (1981: 178) and Bernard (1972:326) suggest that immediate rewards, short term goals, praise and encouragement, should be used as they are effective motivators of slow learners.

The following paragraphs look at how teachers can assist gifted learners with their rate of learning.

2.2.2 Assisting gifted learners with their rate of learning

According to Bernard (1972:328) gifted learners should be assisted with their rate of learning by giving them many difficult problems. He maintains that teachers make the mistake of giving gifted learners more problems rather than more difficult ones or problems with ramifications, and repetition is boring to these learners who want greater challenge.

In their article, Green, Naicker and Naude (1995:1-5) concur with Behr (1983:59-63) in that gifted learners should not be given special education but they should be catered for in regular classrooms. Breen (1984:180) further suggests that in the same way that the school caters for slow learners by providing a remedial teacher, schools should also have a remedial teacher for gifted learners.

In the following paragraph, offering of praise and encouragement by the teacher is discussed as a way of providing a sense of security for learners.

2.3 NEED TO OFFER PRAISE AND ENCOURAGEMENT TO LEARNERS

According to Eccles and Blumenfeld in Wilkinson and Marret (1985:112) it is important for teachers to provide encouragement and sincere praise to learners, but they maintain that most teachers fail to do this. Provision of security for learners therefore also necessitates that the learner be offered as much praise and encouragement as possible to assure him that he is progressing well. According to Vrey (1979:212) the learner must be enabled to direct his psychic vitality toward an objective that is meaningful and attainable to him, and to this end he also needs the praise that will assure him that he is on the way to achieving his objective. To support this, Ames (1992: 261-271) maintains that learners' beliefs that they can accomplish a task with specific effort, can be enhanced when specific and short term goals are set.

For the learner to be motivated, constant encouragement is important. Dinkmeyer Jr, Carlson and Dinkmeyer Sr., (1994:152) support this when they maintain that, in the day-to-day activities of the classroom, encouragement is a very important and effective form of motivation. In this regard Strom (1969:6) maintains that teachers need to discontinue parasitic relations which occur when a learner's comment is halted on the insulting assumption that what he is going to say is wrong. He further maintains that teachers normally discourage learners when they prematurely interrupt a learner on the premise that his response is irrelevant, whereas in essence for most learners, answers may begin with what teachers consider extraneous information before pertinent data is given.

The experience of success, recognition and praise for success, means more to the learner than threats, punishment and anxiety because they assure the learner that the path he has chosen will lead to his goal and because they enhance his self-esteem (Vrey, 1979:212). According to Travers (1982:465) numerous studies have shown that, even with the dull and uninteresting tasks like drawing a line three inches long over and over again, a person will continue to perform the task over long periods of time, and perhaps without improvement, provided he is told after each trial how well he is doing. It is evident that praise not only encourages and motivates the learner, but it also enhances the learner's feelings of security.

According to Dinkmeyer et al (1994:152) the learner can be encouraged by:

- valuing him as he is, not as his reputation indicates nor as the teacher hopes he will be;
- showing faith in him;
- having faith in his ability;
- giving recognition for his efforts as well as tasks well done; and
- identifying and focusing on his strengths rather than his mistakes.

The statements above imply that teachers can help in encouraging learners by avoiding to criticise them, but instead recognise their efforts even though the task might not be well done. Pretorius (1993:108) supports this when he maintains that acknowledgement (in the form of positive comment, praise, reward and approval) can be used by the teacher to motivate learners since it evokes feelings of warmth and security within the learner.

In the following paragraphs, the need for the teachers' knowledge of learners' problems, fears and expectations is discussed.

2.4 KNOWING LEARNERS' PROBLEMS, FEARS AND EXPECTATIONS

It is imperative for the teacher to know his learners' problems, fears and expectations so as to be of help to his learners. If teachers know their learners, Wright (1987:125) maintains, they can become better teachers who are more sensitive to demands of their learners, and thus better equipped to manage the learning process. As Strom (1969:32) also asserts: "...if the school systematically sought from every parent their store of information about aspects of the child's out-of-school life including his goals, fears, friends and areas of excellence, classroom learning might proceed more effectively towards appropriate ends." Robertson (1989:81) supports this when he maintains that knowledge of relevant factors in the learner's background can contribute to an understanding of that learner. This suggests that the teacher must know each individual learner who has unique problems, fears and expectations, if he is to assume his proper guidance role. Although it is imperative for the teacher to know his learners, Louw (1993:2) maintains that it is often difficult for the teacher to get to know his learners well, particularly in large classes of about forty or more learners. To support him, Robertson (1989:80) maintains that in primary schools, where there is a prolonged contact with the same group of learners, it is difficult to attend to one learner for any length of time. He further states that in secondary schools, teachers have limited contact with whole classes, let alone individual learners. Nevertheless, it is very important for teachers to reach out to learners (Payne, in Weis, Ferrar and Petrie, 1989:114).

In view of the above, it is expected that the research will reveal that the proportion of input with respect to the provision of a sense of security for learners will be lower for secondary school teachers in comparison to primary school teachers. This is due to the fact that secondary school teachers have limited contact with their learners due to subject teaching.

According to Salmon (1988:116) learners do not wait passively for what is to happen at school, but they bring their own wills and expectations, their hopes and interests, or conversely, their resentment, frustration, boredom and restlessness. These demands and expectations of the learners mean that the teacher must acknowledge and know every learner as a unique individual (Louw, 1993:1). The teacher therefore has to know and understand the learners under his care, as transactions of the classroom will be a product of the behaviour of the teacher and learners, caused by different factors which each brings into the classroom. In the light of this, it will also be expected that teachers who have children of their own will emphasise this responsibility, as they are likely to treat learners as they would like their children to be treated.

As one of the methods through which the teacher can know his learners' problems, fears and expectations, Green et al (1995:1-5) suggest that self-assessment should be encouraged where learners are involved in creating personal profiles indicating strengths, interests, expectations, fears and aspirations. They maintain that this method will make it easier for teachers to know their learners, unlike where a teacher is expected to compile on his own a file on each learner in his class.

It is important for the teacher to know his learners as his success will largely depend on understanding the learners' differences and capitalising on them (Bernard, 1972:172). The relationships that the teacher helps to build in class will determine the degree to which a teacher provides a sense of security for learners in class. The following paragraphs will focus on the building of relationships in class as one of the ways through which a teacher can provide a sense of security for learners.

2.5 BUILDING RELATIONSHIPS IN CLASS

According to Maylor, in Blair, Holland and Sheldon (1994:44) a good teacher is one who is able to create an environment in which all children can grow and develop. It is therefore the responsibility of the teacher to build relationships which are based on trust and respect for one another in class. According to Strom (1969:6) the manner in which the teacher listens and communicates concern and regard, determines whether learners perceive that they are viewed as respected persons or not. To concur with this statement, Vrey (1979:236) maintains that the learner should be treated as a person and with respect as, "whenever we embarrass or humiliate him, we are likely to build disrespect in him, both for himself and for others."

According to Spackman (1991:58) as well as Van der Stoep and Louw (1984:60) the teacher has the primary responsibility of initiating and establishing relationships in the teaching-learning situation in which mutual trust and acceptance are evident.

Merret (1993:180) concurs with these writers when he also maintains that acceptance and approval are very effective foundations of healthy relationships in the teaching-learning situation. When the teacher accepts the learners unconditionally, they trust him and their feeling of security are elevated. Relationships which result out of such a situation are stable and conducive to learning processes.

If a relationship of trust and respect prevails in class, it enhances the feelings of security in the learners. According to Strom (1969:6) respect is important because it distinguishes one as a unique individual, and if it exists in class, learners tend to learn more rapidly. In such a situation, the learners also hold the teacher in high esteem as he gives consideration to their desires and feelings.

The following paragraphs focus on rewarding of good behaviour and excellent performance as a way through which a teacher can provide a sense of security for learners.

2.6 REWARDING OF GOOD BEHAVIOUR AND EXCELLENT PERFORMANCE

It is imperative for the teacher to reward good behaviour and excellent performance by the learner since each individual desires a personal response to his actions (Strom, 1969:6). If the learner is rewarded for good behaviour and excellent performance, he feels more secure since he realises that the teacher recognises him as an individual and shows interest in his actions.

Rewards should not only motivate learners within the classroom situation, but they should lead to intrinsic motivation of the learner. According to Bernard (1972:215) rewards for learning should be so engineered that they lead the learner to independent learning and learning activities beyond the classroom. Robertson (1989:127-128) also maintains that if unwanted behaviour is ignored, then it is essential for teachers to make the desired alternative behaviour as attractive as possible by rewarding it. He however, warns against continuous rewards which normally cause the desired behaviour to disappear once they are withdrawn. "... If rewards are given intermittently, then the desired behaviour is more likely to continue when they are withdrawn..." (Robertson, 1989:128)

According to Fontana (1981:365) rewards motivate the problem learners to a great extent, hence he suggests that if the problem learner displays an improved behaviour and performance, that should be acknowledged by a reward from the teacher. Merret (1993:24) also suggests that teachers should not wait for perfect performances but that they should reward any behaviour or action which approximates the desired one. This is important because the individual learner's value as a person is reflected in the teacher's attitude towards the learner and his behaviour (Dinkmeyer, et al, 1994:153). Rewards not only enhance good behaviour and improve performance, but they also boost the learner's self-esteem as he realises that he is recognised and accepted in his own right. This boosts his feelings of security hence it should be emphasised.

The following paragraphs focus on empathising with the learner as one of the methods through which the teacher can provide a sense of security for the learners.

2.7 EMPATHISING WITH THE LEARNERS

Bernard (1972:245) defines empathy as a feeling of oneness, identity and mature sharing which goes beyond having sympathy for another and wanting to help, but which is the sensing and experiencing of state of another. According to several writers (Salmon, 1988:34; Bernard, 1972:309; Vrey, 1979:203) the ideal teacher is described as possessing the capacity for empathy with others. This suggests, therefore, that the teacher should be a warm person who perceives and empathises with others in their circumstances and problems. That is, he should manifest feelings of oneness with people in different situations.

Salmon (1988:34) maintains that the teacher should be an honest, truthful person, not someone who puts on a false front from time to time. He maintains that if teachers pretend to feel what they do not feel or disguise their real responses, they cannot hope to inspire learners to trust their own deepest feelings.

Although empathy is very important in the teaching-learning situation, Lindgren (1972:113) maintains that the teachers' difficulty is one of low empathy. While teachers should be understanding and empathetic, they are unable to put themselves in the same frame of reference as learners and to see things as learners see them (Dinkmeyer et al, 1994:153).

2.8 SUMMARY

In this chapter concentration was on literature which reveals activities in which teachers can engage themselves so as to provide a sense of security for learners. The following chapter will focus on the research design and methods of investigation.

CHAPTER 3

RESEARCH DESIGN AND PLAN OF RESEARCH

3.1 INTRODUCTION

The purpose of this chapter is to analyse the research instrument used. It will also cover the discussion on the respondents and how they were selected. Finally, the focus will be on the feedback and administration of the research instrument.

3.2 THE RESEARCH INSTRUMENT

3.2.1 Choice of the reseach instrument

The research instrument that was chosen to accomplish the aim of this project was a questionnaire. The questionnaire was chosen because it can be administered to various respondents in various places within the same period of time. It therefore makes it easier for the researcher to elicit information from many respondents within a short period of time, unlike an interview.

3.2.2 Format of the instrument

The questionnaire was designed such that the first part required relevant personal particulars of the respondents. For instance, the respondent was required to indicate his/her gender, age, language and other information which might have a direct bearing on the input that the respondent makes in performing some of his/her professional responsibilities.

The second major part of the questionnaire incorporated all questions about the research topics covered by all researchers taking part in this group project (see Chapter 1, par 1.1). All in all, there were 98 items in the questionnaire (See Appendix 1). All of them were closed questions which were to be answered using a scaling technique. The respondent was supposed to mark his/her opinion by circling the appropriate number on the scale provided for each question. The scale ranged from 0 (zero), which indicated no input, to 9 (nine) which indicated a great amount of input.

3.2.3 Scaling technique of the instrument

In paragraph 3.2.2 it was pointed out that a ten point scale was chosen to be used in relation to each item. It was chosen to indicate responsibilities that have to do with the provision of a sense of security for learners that are given more input and those that are given less (see chapter 1, par 1.4). The scaling technique was chosen because of the following advantages:

- a) Each item can be evaluated according to its own merit by the respondent.
- b) It enables one to use a great variety of statistical techniques.
- c) All the questions can be formulated in the same format and the same anchor points can be used for each item.
- d) A ten-point scale was chosen to allow the respondents to give refined shades of opinions.

3.2.4 Question items on the teachers' role in providing a sense of security for learners

For the purpose of this research, which focuses on the provision of a sense of security for learners as one of the teacher's responsibilities, there were six items, ranging from number 41 to 46 of the questionnaire (see appendix 1). As indicated earlier the respondent was supposed to indicate on a scale provided "which proportion of his/her total input" as a teacher is taken up by each responsibility.

The items dealt with the following aspects of the provision of a sense of security for learners:

■ **Assisting individual pupils with their rate of learning (Appendix 1, item 41)**

This question was asked because it is important for the teacher to assist each individual learner with his/her rate of learning to instil a sense of security in the learner. As it was argued in paragraph 2.2 that learners are not alike, it is therefore the teacher's task to ensure that each learner develops at his own rate so as to experience a sense of security in the educational situation. In 2.2.1 and 2.2.2 a discussion was given on slow learners and gifted learners and how they can be assisted. This discussion was given due to the fact that these are extremes when it comes to learners' rates of learning.

■ **Offering praise and encouragement to pupils (Appendix 1, item 42).**

It was stated in 2.3 that teachers need to offer praise and encouragement to learners so as to motivate them and also enhance their feelings of security. If a learner is encouraged and praised for attempts he/she makes, he/she becomes aware that he/she is on the right track, and hence his/her feelings of security could be boosted.

■ **Studying your pupils' problems, fears and expectations (Appendix 1, item 43).**

It was argued in 2.4 that teachers can become better teachers if they know their learners. Wright (1987:125) maintains that teachers can become better teachers who are more sensitive to demands of their learners if they know their learners. If the teacher shows sensitivity to the learner's needs, the learner's sense of security is enhanced.

■ **Building healthy relationships in class (Appendix 1, item 44).**

It was stated in 2.5 that it is the responsibility of the teacher to build relationships which are based on trust and respect in class. If mutual trust and respect are established between the learner and the teacher, and between the learners themselves, feelings of security might be elevated in class. Learners are aware that if mutual trust and respect prevail in class, there is no room for embarrassments and humiliations amongst members of the group.

■ Rewarding good behaviour and excellent performance by pupils (Appendix 1, item 45)

In 2.6 it was argued that it is important for the teacher to reward good behaviour and excellent performance since this elevates the learner's feelings of security. The learner realises that the teacher recognises him/her as an individual and shows interest in his/her actions, and this boosts his/her feelings of security.

■ Empathising with the learner, irrespective of the nature of the problem (Appendix 1, item 46)

It was argued in 2.7 that teachers should be able to put themselves in the same frame of reference as learners, and to see things as learners see them. This is important in that if the teacher empathises with the learners, their feelings of security are elevated because it shows his/her concern and caring for them .

3.3 RESPONDENTS

3.3.1 Choice of respondents

Since the research topic focuses on teachers' responsibilities, the respondents were teachers themselves, including principals, drawn from primary and secondary schools (see also paragraph 3.3.3).

3.3.2 Motivation for biographical data

To make a detailed and comparative analysis of teachers' responsibilities, information about the following was requested: gender, age, teaching experience, mother tongue, language of teaching, educational qualifications, subject field mostly taught, level of teaching post, average number of pupils in class and the type of school. It was argued that these aspects could be related to the teachers' responsibilities. Their responsibilities might be influenced by their culture, beliefs, roles, different situation in which they find themselves and other factors that have a direct bearing on the biographical data. For instance, by virtue of their ranks in the teaching field, a teacher and a principal who work in the same school have different obligations, hence the input that each gives to certain responsibilities might not be the same.

3.3.3 Choice of the universum

The universum was all the schools in the Johannesburg district of the Gauteng Department of Education. The schools in Johannesburg were chosen because of their proximity to the researchers. This choice would also result in the low cost of data collection. These schools were also chosen to accelerate the process of data collection as it would be easier to deliver and also collect the questionnaires within a short period of time. Johannesburg was also chosen because it has a cluster of both primary and secondary schools which are close to each other and thus making data collection easier. There were 656 schools from which to choose the sample. These schools comprised all primary and secondary schools, public and private schools, urban and rural schools, schools with only one population group and those that have different population groups, schools that have a shortage of teachers and those that have adequate teachers. That is, each school had an equal chance of being randomly drawn to be part of the sample irrespective of its characteristics.



3.3.4 Sampling procedure

A sample of 50 schools, primary, secondary, public and private, was randomly drawn using a random number table from a population of 656 schools in the Johannesburg school district. Another 10 extra schools were drawn in case one or some of the 50 schools drawn earlier did not respond.

3.3.5 Distribution of the questionnaires

The 50 schools selected were divided amongst the members of the group project who resided closest to the chosen schools. These group members personally delivered questionnaires in schools allocated to them. Questionnaires were left with the principal of each school to distribute amongst all members of his/her teaching staff. The completed questionnaires were collected after the two weeks from the principals. The group members had to ensure that the exact number of questionnaires delivered were also returned.

A total of 1004 questionnaires were distributed to the respondents in different schools. Some 578 questionnaires were completed and returned to the research team.

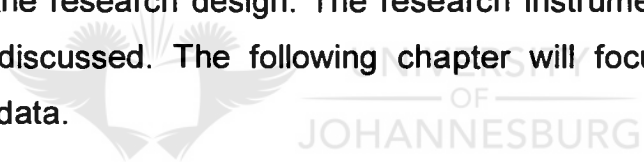
3.4 FEEDBACK AND ADMINISTRATION

A majority of schools were willing to co-operate. They showed interest such that many of them asked for the results on the completion of the project.

On receiving the responses, each returned questionnaire was checked for completeness. Thereafter responses were computerised by the Rand Afrikaans University computer centre.

3.5 SUMMARY

This chapter focused on the research design. The research instrument, the respondents and the feedback were discussed. The following chapter will focus on analysis and interpretation of empirical data.



CHAPTER 4

ANALYSIS AND INTERPRETATION OF EMPIRICAL DATA

4.1 INTRODUCTION

In chapter three the focus was on the research design. This chapter focuses on analysis and interpretation of empirical data which was elicited from the respondents through the items which were part of the composite questionnaire. For the purpose of this research, the items appear as questions G41 to G46 on the questionnaire (compare Appendix 1).

This chapter focuses on the analysis and interpretation of empirical data. Thereafter, the hypotheses will be stated and tested on the basis of the analysed data. The results will be expressed in the form of tables and thereafter analysed and interpreted.

4.2 INTERPRETATION OF BIOGRAPHICAL DATA OF RESPONDENTS

When the questionnaires were scrutinised, it was realised that some of the respondents did not fully complete the questions regarding certain biographical data (compare Appendix 1, questions 1 to 13). However, all the questionnaires, totalling 578 were used for data analysis.

Of the 50 schools to which the questionnaires were distributed, 38 returned them. This caused a drop in the target number of respondents.

When analysing data it was found that 27,8% of the questionnaires were completed by male teachers, while 72,2% were completed by female teachers. It was also found that 25,6% of the respondents were 29 years of age and younger, 34,0% were between 30 and 39 years of age, while 40,4% were 40 years of age and older. Of all these teachers, 18,9% had 4 years or less teaching experience, 27,9% had between 5 and 10 years teaching experience and 53,2% had 11 years or more teaching experience.

It was further found that 23,2% of these teachers considered Afrikaans as their mother tongue, 45,7% English and 31,1% considered other languages (mostly African languages) as their mother tongue. There were also 13,1% teachers who teach in Afrikaans, 74,7% in English and 7,6% in other languages. It was further found that 4,8% of teachers had standard 10 or lower educational qualifications, 50,0% had postschool diplomas, 28,8% comprised teachers who had a Bachelor's degree and a degree plus a diploma, while 16,4% had post graduate qualifications. Of all these teachers, 21,3% teach Languages, 16,1% comprise teachers who teach Physical Sciences and Technical and Practical subjects, 15,4% comprise teachers who teach Human and Economic Sciences, 24,0% are junior primary teachers while 19,6% are senior primary teachers. It was further found that 45,3% of these teachers teach at a secondary school while 54,7% teach at a primary school.

The sample comprised 77,7% teachers, 15,1% heads of department and 7,3% principals and deputy principals. A total of 34,6% teachers had average classes of 29 pupils and less, 42,6% had average classes of 30 to 39 pupils and 23,0% had average classes of 40 pupils and more. It was further found 64,5% of teachers are married, 24,7% are unmarried and 10,7% comprise teachers who are divorced, estranged and widowed. Of all these teachers, 65,2% have children of their own while 34,8% do not have children.

4.3 VALIDITY

Content validity was determined by reviewing literature which put an emphasis on the importance of the provision of a sense of security for learners in the educational situation and how the provision of security can be operationalised, as it was discussed in chapter 2. It was ascertained that the content of the question items reflected the theoretical concepts.

4.4 ANALYSIS OF RESPONSES CONCERNING THE EXTENT TO WHICH TEACHERS PROVIDE A SENSE OF SECURITY FOR LEARNERS

The reader should take into consideration that the respondents were asked to indicate the proportion of their total input as teachers that is taken up providing a sense of security for learners. A ten point scale was used. Responses of 0 to 6 indicated none or little input, while 7 to 9 indicated large input. Following below is the analysis of the teachers'

responses.

*** Offering praise and encouragement to pupils? (Q 42, Table 4.1)**

A total of 84,1% of the respondents indicated that a large proportion of their input is taken up by this responsibility. Only 15,9% of the respondents marked their input from 0 to 6 on the ten point scale. The average is 7,84 and the standard deviation is 1,52.

*** Building healthy relationships in class? (Q44, Table 4.1)**

A high proportion of respondents (82,5%) indicated that a large proportion of their input is taken up by this responsibility. The average is 7,71 and the standard deviation is 1,51.

***Rewarding good behaviour and excellent performance by pupils? (Q45, Table 4.1)**

A majority of respondents (81,5%) indicated that a large proportion of their input is taken up by this responsibility. The average is 7,69 and the standard deviation is 1,60.

***Empathising with pupils, irrespective of the nature of the problem? (Q46, Table 4.1)**

A majority of respondents (74,2%) have a large proportion of their input taken up by this responsibility. A quarter (25,8%) of the respondents indicated that none or little proportion of their input is taken up by this responsibility. The average is 7,34 and the standard deviation is 1,77.

***Studying your pupil's problems, fears and expectation? (Q43, Table 4.1)**

More than half of the respondents (59,0%) have a large proportion of their input taken up by this responsibility. The average is 6,63 and the standard deviation is 2,21.

*** Assisting individual pupils with their rate of learning? (Q41 , Table 4.1)**

More than half of the respondents (58,8%) have a large proportion of their input taken up by

this responsibility. The average is 6,51 and the standard deviation is 2,22.

TABLE 4.1. AVERAGES, STANDARD DEVIATIONS AND RANK ORDERS OF AVERAGES CONCERNING PROVISION OF A SENSE OF SECURITY FOR LEARNERS AS TEACHERS' PROFESSIONAL RESPONSIBILITIES.

ITEM	AVERAGE	STANDARD DEVIATION	RANK ORDER
Which proportional of your total input as a teacher is taken up :			
Q42 Offering praise and encouragement to pupils ?	7,84	1,52	1
Q44 Building healthy relationships in class ?	7,71	1,51	2
Q45 Rewarding good behaviour and excellent performance by pupils ?	7,69	1,60	3
Q46 Empathising with pupils, irrespective of the nature of the problem ?	7,34	1,77	4
Q43 Studying your pupils problems, fears and expectations ?	6,63	2,21	5
Q41 Assisting individual pupils with their rate of learning ?	6,51	2,22	6

From Table 4.1 it is evident that teachers spend a large proportion of their professional input providing a sense of security for learners. The averages range between 6,51 and 7,84 on the ten point scale. The item that is at the top of the list is that regarding offering praise and encouragement to pupils. On the other hand, assisting individual pupils with their rate of learning is rated as the lowest responsibility, although the researcher thought that it would be the highest on the list. This might be attributed to the fact that large classes make it difficult for teachers to assist learners individually.

In the following paragraphs, hypotheses will be stated and tested using the information given in the various Tables.

4.5 HYPOTHESES AND ANALYSES

Since the questions in the questionnaire were formulated in terms of "...which proportion of your total input ...", the respondent had to indicate his/her proportion of input on a ten point scale which ranged from 0 to 9. Responses of 0 to 6 were joined in one category indicating "little input" and responses of 7 to 9 indicated "large input."

Hypotheses are formulated on the basis of the following independent variables: gender, age, teaching experience, mother tongue, language mostly used in teaching, educational qualifications, mostly taught subject fields, primary or secondary school, current level of teachers' professional rank, marital status, number of pupils in class and whether the teacher has own children or not.

The respondents' input with respect to the dependent variable, namely, the teachers' role in the provision of a sense of security for learners, and the independent variables, namely, the biographical data, are joined in contingency tables. For this study, use is made of 2x2, 3x2, 4x2 and 5x2 contingency tables.

In the case of 3x2, 4x2 and 5x2 contingency tables, the findings are given concerning the relationships between the independent and the dependent variables. In the case of 2x2 contingency tables, the findings are given concerning the proportion of one group of respondents' input with respect to the specific independent variable in comparison to the proportion of another group of respondents' input of the same variable.

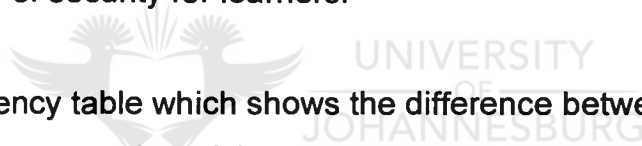
4.5.1 Gender

Following are hypotheses with gender as an independent variable.

Ho: There is no statistically significant difference between the proportion of male teachers and the proportion of female teachers concerning the proportion of their input with respect to the provision of a sense of security for learners.

Ha: There is a statistically significant difference between the proportion of male teachers and the proportion of female teachers concerning the proportion of their input with respect to the provision of a sense of security for learners.

Table 4.2 is a 2x2 contingency table which shows the difference between male and female teachers with respect to the proportion of their input taken up providing a sense of security for learners.



Interpretation:

According to Table 4.2 H_0 is rejected in favour of H_a with regard to offering praise and encouragement to pupils (G_{42} , $P=0,037$), building healthy relationships in class (G_{44} , $P=0,033$) and rewarding good behaviour and excellent performance by pupils (G_{45} , $P=0,031$). With respect to these items, there is a statistically significant difference on the 5% level of significance between the proportion of male teachers and the proportion of female teachers with respect to their proportion of input with respect to the provision of a sense of security for learners. A significantly larger proportion of female than male teachers is giving a high input concerning the proportion of their input with respect to the provision of a sense of security for learners regarding offering praise and encouragement to pupils, building healthy relationships in class and also rewarding good behaviour and excellent performance by pupils. A possible reason for this could be the fact that female teachers might be more caring than male teachers. Flax, in Blair, Holland and Sheldon (1994:152) supports this when he maintains that nurturing, mothering, taking care of and being in relation with others, are all associated with females.



TABLE 4.2. DIFFERENCE BETWEEN PROPORTION OF MALE AND PROPORTION OF FEMALE TEACHERS WITH RESPECT TO THE PROPORTION OF INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS.

ITEM	GENDER	LOW	HIGH	T	Chi-sq'	P
G41 Assisting individual pupils with their rate of learning.	Males F RP	75 0,469	85 0,531	160	2,791	0,095
	Females F RP	161 0,388	254 0,612	415		
	T	236	339	575		
G42 Offering praise and encouragement to pupils.	Male F RP	34 0,213	126 0,787	160	4,348	0,037 *
	Female F RP	57 0,137	358 0,863	415		
	T	91	484	575		
G43 Studying your pupils' problems, fears and expectations'	Male F RP	72 0,450	88 0,550	415	1,217	0,270
	Female F RP	164 0,395	251 0,605	415		
	T	236	339	575		
G44 Building healthy relationships in class.	Male F RP	37 0,231	123 0,769	160	4,535	0,033 *
	Female F RP	63 0,152	352 0,848	415		
	T	100	475	575		
G45 Rewarding good behaviour and excellent performance by pupils.	Male F RP	39 0,244	121 0,756	160	4,669	0,031 *
	Female F RP	67 0,161	348 0,839	415		

	T		106	469	575		
G46 Empathising with pupils, irrespective of the nature of the problem.	Male	F	50	110	160	3,362	0,067
		RP	0,313	0,687			
	Female	F	97	318	415		
		RP	0,234	0,766			
	T		147	428	575		

** = Level of significance

F = Frequency

* = 5% Level of significance

RP = Row Proportion

Degrees of Freedom = 1

T = Total

4.5.2 Age

The following are hypotheses with age as an independent variables.

Ho: There is no statistically significant relationship between teachers' age and the proportion of their input concerning the provision of a sense of security for learners.

Ha: There is a statistically significant relationship between teachers' age and the proportion of their input concerning the provision of a sense of security for learners.

Table 4.3 is a 3x2 contingency table which shows the relationship between the teachers' age and the proportion of their input taken up providing a sense of security for learners.

Interpretation:

From Table 4.3 it is evident that Ho is supported with respect to all items. This indicates that age does not influence the proportion of input taken up by the provision of a sense of security for learners. From Table 4.3 it is clear that teachers of different age groups have almost the same proportion of their input taken up by the same responsibility. It seems as if young teachers are equally conscious of this responsibility as older teachers.

TABLE 4.3. RELATIONSHIP BETWEEN THE TEACHERS' AGE AND THE PROPORTION OF THEIR INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS.

ITEM	AGE		LOW	HIGH	T	Chi-sq'	P
G41 Assisting individual learners with their rate of learning.	21-29 years	F RP	67 0,453	81 0,547	148	2,176	0,466
	30-39 years	F RP	82 0,418	114 0,582	196		
	40+ years	F RP	88 0,378	145 0,622	233		
	Total		237	340	577		
G42 Offering praise and encouragement to pupils.	21-29 years	F RP	24 0,162	124 0,838	480	0,164	0,736
	30-39 years	F RP	34 0,173	162 0,827	196		
	40+ years	F RP	34 0,146	199 0,854	233		
	Total		92	485	577		
G43 Studying your pupils' problems, fears and expectations.	21-29 years	F RP	67 0,453	81 0,547	148	1,596	0,450
	30-39 years	F RP	78 0,398	118 0,602	196		
	40+ years	F RP	91 0,391	142 0,609	233		
	Total		236	341	577		

G44 Building healthy relationships in class.	21-29 years	F	26	122	148	3,047	0,218
		RP	0,176	0,824			
	30-39 years	F	27	169	196		
		RP	0,138	0,862			
	40+ years	F	47	186	233		
		RP	0,202	0,798			
	Total		100	477	577		
G45 Rewarding good behaviour and excellent performance by pupils.	21-29 years	F	28	120	148	2,327	0,312
		RP	0,189	0,811			
	30-39 years	F	30	166	196		
		RP	0,153	0,847			
	40+ years	F	49	184	233		
		RP	0,210	0,790			
	Total		107	470	577		
G46 Empathising with pupils, irrespective of the nature of the problem.	21-29 years	F	45	103	148	2,778	0,249
		RP	0,304	0,696			
	30-39 years	F	51	145	196		
		RP	0,260	0,740			
	40+ years	F	53	180	233		
		RP	0,227	0,773			
	Total		149	428	577		

** = 1% Level of significance

* = 5% Level of significance

Degrees of freedom = 2

F = frequency

RP = Row proportion

T = Total

4.5.3 Teaching experience

Hypotheses with teaching experience as an independent variable.

Ho: There is no statistically significant relationship between teachers' teaching experience and the proportion of their input concerning the provision of a sense of security for learners.

Ha: There is a statistically significant relationship between teachers' teaching experience and the proportion of their input concerning the provision of a sense of security for learners.

Table 4.4 is a 3x2 contingency table which shows the relationship between teachers' teaching experience and the proportion of their input taken up providing a sense of security for learners.

Interpretation:

From Table 4.4 it follows that Ho is rejected in favour of Ha on the 1% level of significance with respect to assisting individual pupils with their rate of learning (G41, $P=0,001$), and also on the 5% level of significance with respect to studying your pupils' problems, fears and expectations (G43, $P=0,044$) and empathising with pupils, irrespective of the nature of the problem (G46, $P=0,012$). There is a statistically significant relationship between teachers' teaching experience and the proportion of their input with respect to these items.

Teachers who have 11 years and more teaching experience give the largest proportion of their input with respect to the provision of a sense of security for learners, while teachers who have 0 to 4 years teaching experience give the lowest input when compared to teachers with 5 to 10 years teaching experience and teachers with 11 years and more teaching experience. A similar trend is present also with respect to studying pupils' problems, fears and expectations (G43), as well as with empathising with pupils irrespective of the nature of the problem (G46). A reason for this could be the fact that teachers who are new in the teaching profession still have to acquaint themselves with the teaching environment and cannot interact with learners on a personal or individual level; while those who are long in the profession are used to the situation and can interact with learners.

TABLE 4.4. RELATIONSHIP BETWEEN TEACHERS' TEACHING EXPERIENCE AND THE PROPORTION OF THEIR INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS.

<i>ITEM</i>	<i>TEACHING EXPERIENCE</i>		<i>LOW</i>	<i>HIGH</i>	<i>T</i>	<i>Chi-sq'</i>	<i>P</i>
G41 Assisting individual pupils with their rate of learning.	0 - 4 years	F RP	61 0,560	48 0,440	109	13,472	0,001 **
	5 -10 years	F RP	66 0,410	95 0,590	161		
	10 + years	F RP	110 0,358	197 0,642	307		
		T	237	340	577		
G42 Offering praise and encouragement to pupils.	0-4 years	F RP	23 0,211	86 0,789	109	2,879	0,237
	5-10 years	F RP	22 0,137	139 0,863	161		
	10+ years	F RP	47 0,153	260 0,847	307		
		T	92	485	577		
G43 Studying your pupils' problems, fears and expectations.	0-4 years	F RP	56 0,514	53 0,486	109	6,269	0,044 *
	5-10 years	F RP	64 0,398	97 0,602	161		
	10+ years	F RP	116 0,378	191 0,622	307		
		T	236	341	577		

G44 Building healthy relationships in class.	0-4 years	F RP	22 0,202	87 0,798	109	0,985	0,611
	5-10 years	F RP	25 0,155	136 0,845	161		
	10+ years	F RP	53 0,173	254 0,827	307		
		T	100	477	577		
G45 Rewarding good behaviour and excellent performance by pupils.	0-4 years	F RP	25 0,229	84 0,771	109	2,826	0,243
	5-10 years	F RP	24 0,149	137 0,851	161		
	10+ years	F RP	58 0,189	249 0,811	307		
		T	107	470	577		
G46 Empathising with pupils, irrespective of the nature of the problem.	0-4 years	F RP	40 0,367	69 0,633	109	8,902	0,012*
	5-10 years	F RP	41 0,255	120 0,745	161		
	10+ years	F RP	68 0,221	239 0,779	307		
		T	149	428	577		

** = 1% Level of significance

F = frequency

* = 5% Level of significance

RP = Row proportion

Degrees of freedom =2

T = Total

With respect to offering praise and encouragement to pupils (G42), building healthy relationships in class (G44) and rewarding good behaviour and excellent performance by pupils (G45) Ho is supported. It is realised that all teachers are capable of performing these responsibilities that have to do with the provision of a sense of security for learners. This can be seen from the large proportion of respondents having a high input

4.5.4 Mother tongue

In the following hypotheses the mother tongue is an independent variable.

Ho: There is no statistically significant relationship between teachers' mother tongue and the proportion of input with respect to the provision of a sense of security for learners.

Ha: There is a statistically significant relationship between teachers' mother tongue and the proportion of input with respect to the provision of a sense of security for learners.

Table 4.5 is a 3x2 contingency table which shows the relationship between teachers' mother tongue and the proportion of their input with respect to the provision of a sense of security for learners.

Interpretation:

According to Table 4.5 Ho is rejected in favour of Ha on the 1% level of significance with respect to assisting individual pupils with their rate of learning (G41), offering praise and encouragement to pupils (G42), studying his/her pupils' problems, fears and expectations (G43) and empathising with the pupils, irrespective of the nature of the problem (G46). There is therefore, a statistically significant relationship between teachers' mother tongue and the proportion of their input with respect to these aspects of the provision of a sense of security for learners. A larger proportion of teachers whose mother tongue is neither Afrikaans nor English, is giving the highest input concerning the provision of security for learners regarding assisting individual pupils with their rate of learning, offering praise and encouragement to pupils and studying their pupils' problems, fear and expectations. With respect to empathising with pupils, irrespective of the nature of the problem (G46) this is not the case. A larger proportion of teachers whose mother tongue is Afrikaans, gives the largest input in this regard, while teachers whose mother tongue is other languages give the lowest input.

TABLE 4.5. RELATIONSHIP BETWEEN TEACHERS' MOTHER TONGUE AND THE PROPORTION OF THEIR INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS.

<i>ITEM</i>	<i>MOTHER TONGUE</i>		<i>LOW</i>	<i>HIGH</i>	<i>T</i>	<i>Chi-sq'</i>	<i>P</i>
G41 Assisting individual pupils with their rate of learning	Afrikaans	F RP	58 0,433	76 0,567	134	25,888	0,000 **
	English	F RP	133 0,504	131 0,496	264		
	Others	F RP	46 0,261	130 0,739	176		
		T	237	337	574		
G42 Offering praise and encouragement to pupils	Afrikaans	F RP	34 0,254	100 0,746	134	11,445	0,003 **
	English	F RP	36 0,136	228 0,864	264		
	Others	F RP	22 0,125	154 0,875	176		
		T	92	482	574		
G43 Studying your pupils' problems, fears and expectations	Afrikaans	F RP	66 0,493	68 0,507	134	15,788	0,000 **
	English	F RP	118 0,447	146 0,553	264		
	Others	F RP	51 0,290	25 0,710	176		
		T	235	339	574		

G44 Building healthy relationships in class	Afrikaans	F	20	114	134	3,127	0,209
		RP	0,149	0,851			
	English	F	54	210	264		
		RP	0,205	0,795			
	Others	F	26	150	176		
		RP	0,148	0,852			
		T	100	474	574		
G45 Rewarding good behaviour and excellent performance by pupils	Afrikaans	F	24	110	134	0,364	0,834
		RP	0,179	0,821			
	English	F	52	212	264		
		RP	0,197	0,803			
	Others	F	31	145	176		
		RP	0,176	0,824			
		T	107	467	574		
G46 Empathising with pupils, irrespective of the nature of the problem	Afrikaans	F	21	113	134	9,344	0,009 **
		RP	0,157	0,843			
	English	F	76	188	264		
		RP	0,288	0,712			
	Others	F	51	125	176		
		RP	0,290	0,710			
		T	148	426	574		

** = 1% Level of significance

F = Frequency

* = 5% Level of significance

RP = Row Proportion

Degrees of freedom = 2

T = Total

4.5.5 Language mostly used in teaching

Following are hypotheses with language mostly used in teaching as an independent variable.

Ho: There is no statistically significant relationship between teachers' mostly used language in teaching and the proportion of their input concerning the provision of a sense of security for learners.

Ha: There is a statistically significant relationship between teachers' mostly used language in teaching and the proportion of their input concerning the provision of a sense of security for learners.

Table 4.6 is a contingency table which shows the relationship between teachers' mostly used language in teaching and the proportion of their input with respect to the provision of a sense of security for learners.

Interpretation:

From Table 4.6 it is evident that Ho is supported with respect to all items but item G46. This, therefore, indicates that there is no statistically significant relationship between teachers' mostly used language in teaching and the proportion of their input concerning the provision of a sense of security for learners. Ho is rejected in favour of Ha on the 5% level of significance with respect to empathising with pupils, irrespective of the nature of the problem (G46). Teachers who teach in Afrikaans give the highest input in this aspect, compared to teachers who teach in other languages. A possible reason for a high input on the part of teachers who teach in Afrikaans could be that they attempt to understand all situations their learners find themselves in.

TABLE 4.6. RELATIONSHIP BETWEEN TEACHERS' MOSTLY USED LANGUAGE IN TEACHING AND THE PROPORTION OF THEIR INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS.

ITEM	LANGUAGE USED		LOW	HIGH	T	Chi-sq'	p
G41 Assisting individual pupils with their rate of learning	Afrikaans	F	28	48	76	4,344	0,114
		RP	0,368	0,632			
	English	F	186	246	432		
		RP	0,431	0,569			
Others	F	12	31	43			
	RP	0,279	0,721				
	T	226	325	551			
G42 Offering praise and encouragement to pupils	Afrikaans	F	15	61	76	1,278	0,528
		RP	0,197	0,803			
	English	F	64	368	432		
		RP	0,148	0,852			
Others	F	6	37	43			
	RP	0,140	0,860				
	T	85	466	551			
G43 Studying your pupils' problems, fears and expectations	Afrikaans	F	31	45	76	1,217	0,544
		RP	0,408	0,592			
	English	F	178	254	432		
		RP	0,412	0,588			
Others	F	14	29	43			
	RP	0,326	0,674				
	T	223	328	551			
G44 Building healthy relationships in class	Afrikaans	F	13	63	76	1.053	0,590
		RP	0,171	0,829			
	English	F	77	355	432		
RP		0,178	0,822				
Others	F	5	38	43			
	RP	0,116	0,884				

		T	95	456	551		
G45 Rewarding good behaviour and excellent performance by pupils	Afrikaans	F	13	63	76	0,044	0,978
		RP	0,171	0,829			
	English	F	77	355	432		
		RP	0,178	0,822			
G46 Empathising with pupils, irrespective of the nature of the problem	Others	F	8	35	43	8,082	0,018*
		RP	0,186	0,814			
		T	98	453	551		
	Afrikaans	F	11	65	76		
	RP	0,145	0,855				
	English	F	113	319	432		
		RP	0,262	0,738			
	Others	F	16	27	43		
		RP	0,372	0,628			
		T	140	411	551		

** = 1% Level of significance

* = 5% Level of significance

Degrees of freedom = 2

F = Frequency

RP = Row proportion

T = Total

4.5.6 Educational qualifications

Following are hypotheses with educational qualifications as an independent variable.

Ho: There is no statistically significant relationship between teachers' educational qualification and the proportion of their input concerning the provision of a sense of security for learners.

Ha: There is a statistically significant relationship between teachers' educational qualification and the proportion of their input concerning the provision of a sense of security for learners.

Table 4.7 is a 4x2 contingency table which shows the relationship between teachers' educational qualifications and the proportion of their input with respect to the provision of a sense of security for learners.

TABLE 4.7. RELATIONSHIP BETWEEN TEACHERS' EDUCATIONAL QUALIFICATION AND THE PROPORTION OF INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS.

ITEM	QUALIFICATION		LOW	HIGH	T	Chi-sq'	P
G41 Assisting individual pupils with their rate of learning	STD 10 & LOWER	F RP	5 0,179	23 0,821	28	19,330	0,000 **
	POST SCHOOL DIPLOMA	F RP	104 0,360	185 0,640	289		
	B. DEGREE & P. SCH. DIPLOMA	F RP	76 0,458	90 0,542	166		
	POST GRADUATE	F RP	53 0,558	42 0,442	95		
		T	238	340	578		
G42 Offering praise and encouragement to pupils	STD 10 & LOWER	F RP	2 0,071	26 0,929	28	9,318	0,025 *
	POST SCHOOL DIPLOMA	F RP	36 0,125	253 0,875	289		
	B. DEGREE & P. SCH. DIPLOMA	F RP	32 0,193	124 0,807	166		
	POST GRADUATE	F RP	22 0,232	73 0,768	95		
		T	92	486	578		

G43 Studying pupils' problems, fears and expectations	STD 10 & LOWER	F RP	6 0,214	22 0,786	28	6,864	0,076
	POST SCHOOL DIPLOMA	F RP	115 0,398	174 0,602	289		
	B.DEGREE & P.SCH.DIPLOMA	F RP	70 0,422	96 0,578	166		
	POST GRADUATE	F RP	46 0,484	49 0,516	95		
		T	237	341	578		
G44 Building healthy relationships in class	STD 10 & LOWER	F RP	3 0,107	25 0,893	28	2,474	0,480
	POST SCHOOL DIPLOMA	F RP	50 0,173	239 0,827	289		
	B.DEGREE & P. SCH. DIPLOMA	F RP	27 0,163	139 0,837	166		
	POST GRADUATE	F RP	21 0,221	74 0,779	95		
		T	101	477	578		
G45 Rewarding good performance and excellent performance by pupils	STD 10 & LOWER	F RP	3 0,107	25 0,893	28	2,893	0,408
	POST SCHOOL DIPLOMA	F RP	58 0,201	231 0,799	289		
	B.DEGREE & P. SCH. DIPLOMA	F RP	26 0,157	140 0,843	166		
	POST GRADUATE	F RP	20 0,211	75 0,789	95		
		T	107	471	578		

G46 Empathising with pupils, irrespective of the nature of the problem	STD 10 & LOWER	F RP	7 0,250	21 0,750	28	0,028	0,999
	POST SCHOOL DIPLOMA	F RP	75 0,260	214 0,740	289		
	B.DEGREE & P. SCH. DIPLOMA	F RP	43 0,259	123 0,741	166		
	POST GRADUATE	F RP	24 0,253	71 0,747	95		
		T	149	429	578		

** = 1% Level of significance

F = frequency

* = 5% Level of significance

RP = Row proportion

Degree of freedom = 3

T = Total

P. SCH. DIPLOMA = POST SCHOOL DIPLOMA

Interpretation:

According to Table 4.7 H_0 is supported with respect to items G43, G44, G45 and G46. There is thus no statistically significant relationship between teachers' educational qualification and the proportion of their input concerning the provision of a sense of security for learners concerning these aspects. H_0 is rejected in favour of H_a for items G41 on the 1% level of significance and G42 on the 5% level of significance. A larger proportion of teachers who have standard 10 and lower educational qualifications, have the largest proportion of their input taken up providing a sense of security for learners regarding assisting individual pupils with their rate of learning (G41) and offering praise and encouragement to pupils (G42). On the other hand, teachers who have post graduate qualifications have the lowest input taken up by these responsibilities. A possible reason for this could be the fact that teachers who have standard 10 and lower educational qualifications teach in junior primary classes where learners need to be assisted individually and praise and encouragement is essential.

4.5.7 Mostly taught subject fields

Following are hypotheses with subject fields mostly taught as an independent variable.

Ho: There is no statistically significant relationship between teachers' mostly taught subject fields and the proportion of their input concerning the provision of a sense of security for learners.

Ha: There is a statistically significant relationship between teachers' mostly taught subject fields and the proportion of their input concerning the provision of a sense of security for learners.

Table 4.8 is a 5x2 contingency table which shows the relationship between teachers' mostly taught subject fields and the proportion of their input with respect to the provision of a sense of security for learners.

Interpretation:

From Table 4.8 it is evident that Ho is rejected in favour of Ha on the 1% level of significance for all items. There is thus a statistically significant relationship between teachers' mostly taught subject fields and the proportion of their input concerning the provision of a sense of security for learners. Teachers who teach junior primary subject fields have the largest proportion of their input taken up providing a sense of security for learners (see also par. 4.5.6). On the other hand, teachers who teach Physical Sciences as well as Technical and practical subjects have the lowest proportion of their input taken up by this responsibility.

TABLE 4.8. RELATIONSHIP BETWEEN TEACHERS' MOSTLY TAUGHT SUBJECT FIELDS AND THE PROPORTION OF INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS.

ITEM	SUBJECT FIELD		LOW	HIGH	T	Chi-sq'	P
G41 Assisting individual pupils with their rate of learning	Languages	F RP	51 0,415	72 0,585	123	45,149	0,000 **
	Physical Science & Technical subjects	F RP	60 0,645	33 0,355	93		
	Humans & Economic Sciences	F RP	46 0,517	43 0,483	89		
	Junior primary	F RP	33 0,237	106 0,763	139		
	Senior primary	F RP	38 0,336	75 0,664	113		
		T	228	329	557		
G42 Offering praise and encouragement to learners	Languages	F RP	23 0,187	100 0,813	123	48,020	0,000 **
	Physical Science & Technical subjects	F RP	32 0,344	61 0,656	93		
	Human & Economic Sciences	F RP	18 0,202	71 0,796	89		
	Junior primary	F RP	3 0,022	136 0,978	139		
	Senior primary	F RP	12 0,106	101 0,894	113		
		T	88	469	557		

G43 Studying your pupils' problems, fears and expectations	Languages	F RP	60 0,488	63 0,512	123	54,806	0,000 **
	Physical Science & Technical subjects	F RP	62 0,667	31 0,333	93		
	Human & Economic Sciences	F RP	44 0,494	45 0,506	89		
	Junior primary	F RP	32 0,230	107 0,770	139		
	Senior primary	F RP	34 0,301	79 0,699	113		
		T	232	325	557		
G44 Building healthy relationships in class	Languages	F RP	22 0,179	101 0,821	123	30,062	0,000 **
	Physical Science & Technical subjects	F RP	30 0,323	63 0,677	93		
	Human & Economic Sciences	F RP	93 0,213	70 0,787	89		
	Junior primary	F RP	7 0,050	132 0,950	139		
	Senior primary	F RP	19 0,168	94 0,832	113		
		T	97	460	557		

G45 Rewarding good behaviour and excellent performance by pupils	Languages	F RP	28 0,228	95 0,772	123	19,047	0,001 **
	Physical Sciences & Technical subjects	F RP	24 0,258	69 0,742	93		
	Human & Economic Sciences	F RP	22 0,247	67 0,753	89		
	Junior primary	F RP	11 0,079	128 0,921	139		
	Senior primary	F RP	16 0,142	97 0,858	113		
		T	101	456	557		
G46 Empathising with learners, irrespective of the problem	Languages	F RP	34 0,276	89 0,724	123	22,635	0,000 **
	Physical Sciences & Technical subjects	F RP	38 0,409	55 0,591	93		
	Human & Economic Sciences	F RP	29 0,326	60 0,674	89		
	Junior primary	F RP	26 0,187	113 0,813	139		
	Senior primary	F RP	18 0,159	95 0,841	113		
		T	145	412	557		

** = 1% Level of significance

F = frequency

* = 5% Level of Significance

RP = Row proportion

Degrees of freedom = 4

T = Total

4.5.8 Secondary/Primary school

Following are hypotheses with the level of school in which the teacher teaches as an independent variable.

Ho: There is no statistically significant difference between the proportion of secondary school teachers and the proportion of primary school teachers concerning their input with respect to the provision of a sense of security for learners.

Ha: There is a statistically significant difference between the proportion of secondary school teachers and the proportion of primary school teachers concerning their input with respect to the provision of a sense of security for learners.

Table 4.9 is a 2x2 contingency table which shows the difference between secondary and primary school teachers with respect to the proportion of their input taken up providing a sense of security for learners.

Interpretation:

According to Table 4.9 Ho is rejected in favour of Ha on the 1% level of significance for all items. There is, therefore, a statistically significant difference between the proportion of secondary school teachers and the proportion of primary school teachers concerning the proportion of their input with respect to the provision of a sense of security for learners. A possible reason for this could be the fact that primary school teachers, are subjected to class teaching unlike secondary school teachers who are subjected to subject teaching (see also par. 4.5.6 and 4.5.7 above). In the primary school, the teacher has ample time to get to know and help learners as unique individuals since he/she teaches the same group of learners throughout the year.

TABLE 4.9. DIFFERENCE BETWEEN THE PROPORTION OF SECONDARY AND THE PROPORTION OF PRIMARY SCHOOL TEACHERS WITH RESPECT TO THE PROPORTION OF INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS

ITEM	SCHOOL		LOW	HIGH	T	Chi-sq'	P
G41 Assisting individual learners with their rate of learning	Secondary	F RP	149 0,550	122 0,450	271	39,080	0,000 **
	Primary	F RP	89 0,290	218 0,710	307		
		T	238	340	578		
G42 Offering praise and encouragement to learners	Secondary	F RP	68 0,251	203 0,749	271	30,817	0,000 **
	primary	F RP	24 0,078	283 0,922	307		
		T	92	486	578		
G43 Studying your pupils' problems, fears and expectations	Secondary	F RP	147 0,542	124 0,458	271	35,950	0,000 **
	Primary	F RP	90 0,293	217 0,707	307		
		T	237	341	578		
G44 Building healthy relationships in class	Secondary	F RP	62 0,229	209 0,771	307	9,460	0,002 **
	Primary	F RP	39 0,217	268 0,873	307		
		T	101	477	578		

G45 Rewarding good behaviour and excellent performance by pupils	Secondary	F	71	200	271	19,039	0,000 **
		RP	0,262	0,738			
	Primary	F	36	271	307		
		RP	0,117	0,883			
		T	107	471	578		
G46 Empathising with pupils, irrespective of the nature of the problem	Secondary	F	92	179	271	17,004	0,000 **
		RP	0,339	0,661			
	Primary	F	57	250	307		
		RP	0,186	0,814			
		T	149	429	578		

** = 1% Level of significance

F = Frequency

* = 5% Level of significance

RP = Row Proportion

Degree of freedom = 1

T = Total

4.5.9 Current level of teachers' rank

Ho: There is no statistically significant relationship between the teachers' professional rank and the proportion of their input concerning the provision of a sense of security for learners.

Ha: There is a statistically significant relationship between the teachers' professional rank and the proportion of their input concerning the provision of a sense of security for learners.

Table 4.10 is a 3x2 contingency table which shows the relationship between teachers' professional rank and the proportion of their input taken up providing a sense of security for learners.

TABLE 4.10. RELATIONSHIP BETWEEN TEACHERS' PROFESSIONAL RANK AND THE PROPORTION OF INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS

ITEM	PROFESSIONAL RANK		LOW	HIGH	T	Chi-sq'	P
G41 Assisting individual pupils with their rate of learning	PRINCIPAL / DEPUTY	F RP	16 0,381	26 0,619	42	2,194	0,334
	H.O.D.	F RP	42 0,483	45 0,517	87		
	TEACHER	F RP	180 0,401	269 0,599	449		
		T	238	340	578		
G42 Offering praise and encouragement to pupils	PRINCIPAL/DEPUTY	F RP	8 0,190	34 0,810	42	1,493	0,474
	H.O.D.	F RP	17 0,195	70 0,805	87		
	TEACHER	F RP	67 0,149	382 0,851	449		
		T	92	486	578		
G43 Studying your pupils' problems, fears and expectations	PRINCIPAL/ DEPUTY	F RP	11 0,262	31 0,738	42	4,135	0,127
	H.O.D.	F RP	36 0,414	51 0,586	87		
	TEACHER	F RP	190 0,423	259 0,577	449		
		T	237	341	578		

G44 Building healthy relationships in class	PRINCIPAL/ DEPUTY	F	11	31	42	2,421	0,298
		RP	0,262	0,738			
	H.O.D.	F	14	73	87		
		RP	0,161	0,839			
G45 Rewarding good behaviour and excellent performance by pupils	PRINCIPAL/ DEPUTY	F	8	34	42	1,414	0,493
		RP	0,190	0,810			
	H.O.D.	F	20	67	87		
		RP	0,230	0,770			
G46 Empathising with pupil, irrespective of the nature of the problem	PRINCIPAL/ DEPUTY	F	7	35	42	4,589	0,101
		RP	0,167	0,833			
	H.O.D.	F	17	70	87		
		RP	0,195	0,805			
	TEACHER	F	125	234	449		
		RP	0,278	0,722			
		T	149	429	578		

** = 1% Level of significance

* = 5% Level of significance

Degrees of freedom =2

H.O.D. = Head of Department

F = frequency

RP = Row proportion

T = Total

Interpretation

Table 4.10 shows that H_0 is supported for all items. There is thus no significant relationship between teachers' professional rank and the proportion of their input with respect to the provision of a sense of security for learners. This clearly shows that teachers view their responsibilities from the same point of view, irrespective of their professional ranks.

4.5.10 Marital status

The following hypotheses have marital status as an independent variable.

H_0 : There is no statistically significant relationship between teachers' marital status and the proportion of their input with respect to the provision of a sense of security for learners.

H_a : There is a statistically significant relationship between teachers' marital status and the proportion of their input with respect to the provision of a sense of security for learners.

Table 4.11 is a 3x2 contingency table showing the relationship between teachers' marital status and the proportion of their input with respect to the provision of a sense of security for learners.

Interpretation:

According to Table 4.11 H_0 is supported for all items. There is, therefore, no statistically significant relationship between teachers' marital status and the proportion of their input with respect to the provision of a sense of security for learners. This shows that teachers view their responsibilities from the same point of view, irrespective of their marital status.

TABLE 4.11. RELATIONSHIP BETWEEN TEACHERS' MARITAL STATUS AND THE PROPORTION OF INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS

ITEM	MARITAL STATUS		LOW	HIGH	T	Chi-sq'	P
G41 Assisting individual pupils with their rate of learning	Married	F	158	215	373	4,271	0,118
		RP	0,424	0,576			
	Single	F	62	81	143		
		RP	0,434	0,566			
	Others	F	18	44	62		
		RP	0,290	0,710			
		T	238	340	578		
G42 Offering praise and encouragement to pupils	Married	F	64	309	373	1,259	0,532
		RP	0,172	0,828			
	Single	F	19	124	143		
		RP	0,133	0,867			
	Others	F	9	53	62		
		RP	0,145	0,855			
		T	92	486	578		
G43 Studying your pupils' problems, fears and expectations	Married	F	153	220	373	0,189	0,910
		RP	0,410	0,590			
	Single	F	60	83	143		
		RP	0,420	0,580			
	Others	F	24	38	62		
		RP	0,387	0,613			
		T	237	341	578		

G44 Building healthy relationships in class	Married	F	65	308	373	0,004	0,998
		RP	0,174	0,826			
	Single	F	25	118	143		
		RP	0,175	0,825			
	Others	F	11	51	62		
		RP	0,177	0,823			
		T	101	477	578		
G45 Rewarding good behaviour and excellent performance by pupils	Married	F	66	307	373	0,859	0,651
		RP	0,177	0,823			
	Single	F	27	116	143		
		RP	0,189	0,811			
	Others	F	14	48	62		
		RP	0,226	0,774			
		T	107	471	578		
G46 Empathising with pupils, irrespective of the nature of the problem	Married	F	98	275	373	0,845	0,655
		RP	0,263	0,737			
	Single	F	38	105	143		
		RP	0,266	0,734			
	Others	F	13	49	62		
		RP	0,210	0,790			
		T	149	429	578		

** = 1% Level of significance

F = frequency

* = 5% Level of significance

RP = Row proportion

Degrees of freedom = 2

T = total

4.5.11 Class average

In the following hypotheses the number of pupils in class is an independent variable.

Ho: There is no statistically significant relationship between teachers' average number of pupils in class and the proportion of their input concerning the provision of a sense of security for learners.

Ha: There is a statistically significant relationship between teachers' average number of pupils in class and the proportion of their input concerning the provision of a sense of security for learners.

Table 4.12 is a 3x2 contingency table which shows the relationship between teachers' average number of pupils in class and the proportion of their input with respect to the provision of a sense of security for learners.

Interpretation:

From Table 4.12 it is evident that Ho is supported with respect to building healthy relationships in class (G44), rewarding good behaviour and excellent performance by pupils (G45) and empathising with pupils, irrespective of the nature of the problem (G46). With respect to these responsibilities, teachers give the same proportion of input, irrespective of the average number of pupils in class. Ho is however rejected in favour of Ha on the 1% level of significance with respect to assisting individual pupils with their rate of learning (G41) and studying your pupils' problems, fears and expectations (G43) and also on the 5% level of significance with respect to offering praise and encouragement to pupils (G42). Teachers with high average number of pupils in class (40 and more pupils) give the highest proportion of their input to these responsibilities when compared with teachers who have class averages of 2-29 and 30-39 pupils.

TABLE 4.12. RELATIONSHIP BETWEEN TEACHERS' AVERAGE NUMBER OF PUPILS IN CLASS AND THE PROPORTION OF INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS

ITEM	AVERAGE NUMBER		LOW	HIGH	T	Chi-sq'	P
G41 Assisting individual pupils with their rate of learning	2 - 29	F RP	84 0,420	116 0,580	200	15,924	0,000 **
	30 - 39	F RP	118 0,482	127 0,518	245		
	40 +	F RP	36 0,271	97 0,729	133		
		T	238	340	578		
G42 Offering praise and encouragement to pupils	2 - 29	F RP	26 0,130	174 0,870	200	7,804	0,020 *
	30 - 39	F RP	51 0,208	194 0,792	245		
	40 +	F RP	15 0,113	118 0,887	133		
		T	92	486	578		
G43 Studying your pupils' problems, fears and expectations	2 - 29	F RP	85 0,425	115 0,575	200	1,430	0,006 **
	30 - 39	F RP	113 0,461	132 0,539	245		
	40 +	F RP	39 0,293	94 0,707	133		
		T	237	341	578		

G44 Building healthy relationships in class	2 - 29	F RP	32 0,160	168 0,840	200	3,631	0,163
	30 -39	F RP	51 0,208	194 0,792	245		
	40 +	F RP	18 0,135	115 0,865	133		
		T	101	477	578		
G45 Rewarding good behaviour and excellent performance by pupils	2 - 29	F RP	34 0,170	166 0,830	200	2,152	0,341
	30 -39	F RP	52 0,212	193 0,788	245		
	40 +	F RP	21 0,158	112 0,842	133		
		T	107	471	578		
G46 Empathising with pupils, irrespective of the nature of the problem	2 -29	F RP	43 0,215	157 0,785	200	3,028	0,220
	30 -39	F RP	70 0,286	175 0,714	245		
	40 +	F RP	36 0,271	97 0,729	133		
		T	149	429	578		

**** = 1% Level of significance**

*** = 5% Level of significance**

Degrees of freedom = 2

F = Frequency

RP = Row Proportion

T = Total

4.5.12 Own children

In the following hypotheses having one's own children is an independent variable.

Ho: There is no statistically significant difference between the proportion of teachers who have their own children and the proportion of teachers who have no children with respect to the proportion of their input concerning the provision of a sense of security for learners.

Ha: There is a statistically significant difference between the proportion of teachers who have their own children and the proportion of teachers who have no children with respect to the proportion of their input concerning the provision of a sense of security for learners.

Table 4.13 is a 2x2 contingency table showing the difference between teachers who have their own children and teachers with no children with respect to the proportion of their input concerning the provision of a sense of security for learners.

Interpretation:

According to Table 4.13 Ho is supported for all items. There is thus no statistically significant difference between the proportion of teachers who have their own children and proportion of teachers who have no children with respect to the proportion of their input taken up providing a sense of security for learners. Teachers give the same proportion of input, whether they have children of their own or not. The researcher expected teachers who have children of their own to give a high proportion of their input with respect to this responsibility.

TABLE 4.13 DIFFERENCE BETWEEN THE PROPORTION OF TEACHERS WITH OWN CHILDREN AND THE PROPORTION OF TEACHERS WITH NO CHILDREN WITH RESPECT TO THE PROPORTION OF INPUT CONCERNING THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS

ITEM	OWN CHILDREN		LOW	HIGH	T	Chi-sq'	P
G41 Assisting learners with their rate of learning	Yes	F RP	153 0,406	224 0,594	377	0,095	0,758
	No	F RP	85 0,423	116 0,577	201		
		T	238	340	578		
G42 Offering praise and encouragement to pupils	Yes	F RP	61 0,162	316 0,838	377	0,0140	0,906
	No	F RP	31 0,154	170 0,846	201		
		T	92	486	578		
G43 Studying your pupils' problems, fears and expectations	Yes	F RP	155 0,411	222 0,589	377	0,000	1,000
	No	F RP	82 0,408	119 0,592	201		
		T	237	341	578		
G44 Building healthy relationships in class	Yes	F RP	70 0,186	307 0,814	377	0,494	0,405
	No	F RP	31 0,154	170 0,846	201		
		T	101	477	578		

G45 Rewarding good behaviour and excellent performance by pupils	Yes	F RP	70 0,186	307 0,814	377	0,000	1,000
	No	F RP	37 0,184	164 0,816	201		
		T	107	471	578		
G46 Empathising with pupils irrespective of the nature of the problem.	Yes	F RP	100 0,265	277 0,735	377	0,214	0,644
	No	F RP	49 0,244	152 0,756	201		
		T	149	429	578		

** = 1% Level of significance

* = 5% Level of significance

Degrees of freedom = 1

F = Frequency

RP = Row Proportion

T = Total

4.6 SUMMARY



This chapter focused on the analysis and the interpretation of data collected by means of the questionnaires. The hypotheses were stated and tested in the light of analysed data. The following chapter will focus on the research findings and recommendations.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS REGARDING THE TEACHER'S ROLE IN THE PROVISION OF A SENSE OF SECURITY FOR LEARNERS

5.1 INTRODUCTION

In the previous chapter the data was analysed and interpreted. In this chapter focus will be on the discussion of the research findings. Since this study is part of a group project (see par 1.1), it should be noted that findings will be made only concerning the teachers' role in the provision of a sense of security for learners. It should also be noted that such findings might either be different from or similar to other studies conducted under this project. After the discussion of the findings, focus will be on educational implications and recommendations.

5.2 SUMMARY OF RESEARCH FINDINGS

Hargreaves (1994:145) maintains that primary school teachers care more and feel concern, affection and love for their learners than secondary school teachers. In the light of this, it was stated in 2.4 that it is expected that the proportion of input with respect to the provision of a sense of security for learners will be larger for primary school teachers than for secondary school teachers. It was also stated in 2.4 that it is expected that the proportion of input taken up by the provision of a sense of security for learners will be larger for female teachers than male teachers. This is expected due to the fact that women are associated with activities like nurturing, mothering, taking care of and being in relation with others (Flax, in Blair, Holland and Sheldon, 1994:152).

The data that was collected with a questionnaire was analysed, and the following paragraphs discuss the major findings.

- It was found that there is a no significant difference between the proportion of teachers who have their own children and the proportion of teachers who have no children of their own with respect to the proportion of their input concerning the provision of a

sense of security for learners (see par. 4.5.12).

- Statistically significant differences were found between the proportion of male and the proportion of female teachers, and also between the proportion of primary school teachers and the proportion of secondary school teachers with respect to the proportion of their input concerning the provision of a sense of security for learners.
 - It was noted that a larger proportion of female teachers than male teachers gives a larger proportion of input with respect to the provision of a sense of security for learners (see par. 4.5.7).
 - Primary school teachers also indicated that a larger proportion of their input is given to the provision of a sense of security for learners, than compared to secondary school teachers (see par. 4.5.8).
 - Statistically significant relationships were not found between the following groups of teachers with respect to provision of a sense of security for learners: teachers of different age groups, teachers who occupy different professional ranks, teachers who use different languages in teaching and also teachers with different marital status.
 - It was found that there are statistically significant relationships between teachers with different teaching experience, teachers whose mother tongue differs, teachers with different educational qualifications, teachers who teach in different subject fields and also teachers who have high and low average number of children in a class.
 - Teachers who have 11 years and more teaching experience have indicated that they give a large proportion of their input with respect to the provision of a sense of security for learners. On the other hand, teachers who have little or no teaching experience (0-4 years) give the lowest input when compared to teachers with 5 to 10 years and also 11 years and more teaching experience (see Table 4.4).
 - Teachers who have lower educational qualifications (standard 10 and lower) have indicated that they have a large proportion of their input taken up providing a sense of security for learners (see Table 4.7).
 - It was noted that teachers who teach junior primary subjects have the largest proportion of their input taken up providing a sense of security for learners, when compared to those who teach languages, Physical Science and Technical subjects, human and economic sciences and also those who teach senior primary subjects (see Table 4.8).
- Teachers who have large average numbers of learners in class have indicated that

they give the highest input concerning the provision of a sense of security for learners (see Table 4.12).

5.3 EDUCATIONAL IMPLICATIONS

- While female teachers give a higher proportion of input than male teachers concerning the provision of a sense of security for learners, it is worth noting that the proportion of input given by male teachers is also high. Education institutions do not have much to do in this regard since gender does not play a role in this kind of input (see Table 4.2).
- Of all the tasks that the teachers perform to provide a sense of security for learners, it was found that assisting individual learners with their rate of learning, was rated as the least important responsibility by teachers. Nevertheless, it is still highly rated as the average is 6.51 on the ten-point scale (see Table 4.1). Teacher education institutions should therefore emphasise the principle of individual instruction in their programmes so that it can find application in schools. This is particularly true with respect to secondary schools where 45.0% of the teachers give a high input in this aspect as compared to 71.0% of the primary school teachers (see Table 4.9. item G41)
- It was pointed out that teachers who have little or no teaching experience (0 to 4 years) have the lowest proportion of their input taken up providing a sense of security for learners. The study revealed that the more the experience gained the higher the proportion of input, particularly with respect to these aspects: assisting individual pupils with their rate of learning (G41), studying your pupils' problems, fears and expectations (G43), and empathising with pupils, irrespective of the nature of the problem (G46). In view of this, it is recommended that teaching practice sessions by student teachers be extended, as the study reveals that the more time spent in schools, the higher the input. This might also require the extension of the teacher education programmes over more years.

5.4 CONCLUSION

From the study it is ascertained beyond any doubt that the provision of a sense of security

for learners is one of the responsibilities to which teachers give a high proportion of their input. The item on assisting individual learners with their rate of learning was rated as the least important of the aspects that have to do with the provision of a sense of security for learners. Nevertheless, it is worth noting that more than half of the teachers (58.8%) rate this responsibility highly (see par. 4.4).

5.5 FURTHER RESEARCH

Despite the outcome of this study, certain questions remain unanswered. It is clear that the provision of a sense of security for learners is attended to more by primary school teachers than secondary school teachers. Is it because younger children need more support concerning the provision of a sense of security for learners?

A question also arises as to the extent of the damage caused by the secondary school due to the fact that there is less emphasis with respect to the provision of a sense of security for learners. It is noted that secondary school teachers give a low proportion of their input, particularly with respect to assisting individual learners with their rate of learning (G41) to which 49.0% give a high input compared to 71.0% of primary school teachers, and also with respect to studying their pupils problems, fears and expectations (G 43) to which 45.8% give a high input as compared to 70.7% of primary school teachers (see Table 4.9). Further research can help in evaluating the statement by Deyoung, Huffman and Turner, in Weis, Farrar and Petrie (1989:69) who maintain that "... early school leavers have experienced frustration and lack of concern by adults throughout their educational careers." Does lack of the provision of a sense of security for learners lead to high dropout rates in secondary schools?

5.6 CRITICAL EVALUATION OF THE STUDY

This study could not reach its target number of the sample, but the questionnaires were completed by 578 respondents. This difficulty was caused by the fact that, of the 50

schools to which the questionnaires were distributed, 38 schools returned the questionnaires. The other reason for this drop in the respondents is that the researcher held a belief that the average number of teachers in secondary schools is 40 and 25 in primary schools. Unfortunately most of the schools that were randomly selected have a lower number of teachers.

Despite the state of affairs discussed above, it is expected that the drop in the number of respondents will not have a negative influence on the findings since a large proportion of the target schools was covered.



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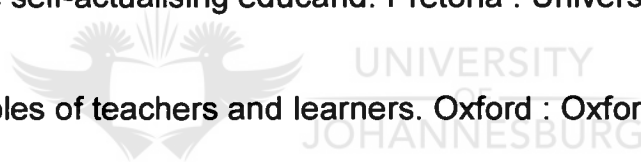
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RAND AFRIKAANS UNIVERSITY**DEPARTMENT OF EDUCATIONAL SCIENCES****ENGLISH**

Dear Colleague,

A research team at the RAND AFRIKAANS UNIVERSITY is currently investigating teachers' responsibilities in teaching. It has become necessary to assess the reality of the situation in order to know which adjustments possibly have to be made in our teacher education programmes.

Teachers have a wide variety of tasks which they are responsible for. But the question is:

*** which of these responsibilities require more of teachers' INPUT and which less?** Some of the tasks and responsibilities in the questionnaire may not be applicable to every teacher as all teachers are not necessarily responsible for all of these.

Would you kindly assist us in this endeavour? We believe it is of great importance to the profession. Approximately 25-30 minutes of your time is needed to complete the questionnaire. Thank you very much.

Please keep the following in mind when you complete the questionnaire:

- * Do not write your name on the questionnaire - it remains anonymous.
- * There are no correct or incorrect answers - we require your honest opinion.
- * Please answer **ALL** the questions.
- * If you would like to change an answer, do so by clearly crossing out the incorrect one.
- * Please return this questionnaire to the person from whom it was received after having completed it.
- * **PS:** This questionnaire will be returned to the Rand Afrikaans University directly for statistical analyses. These questionnaires will then be destroyed. No employer will at any time have access to this questionnaire. The outcome of the research will be published in scientific journals.

Thank you once again for your friendly assistance.

Prof JC Kok
Prof CPH Myburgh
Dr MP van der Merwe
April 1996

RANDSE AFRIKAANSE UNIVERSITEIT

DEPARTEMENT OPVOEDINGSWETENSKAPPE

AFRIKAANS

Geagte Kollega,

'n Navorsingspan by die RANDSE AFRIKAANSE UNIVERSITEIT is tans besig om te probeer vasstel watter verantwoordelikhede onderwysers deesdae het om na te kom. Ons moet vasstel wat die werklike toedrag van sake is, sodat ons kan weet waar ons aanpassings in ons onderwysersopleidingsprogram behoort te maak. Onderwysers het 'n groot verskeidenheid take om te verrig.

*** Maar wat neem baie en wat neem minder van u INSET in beslag?** Van die sake wat in die vraelys voorkom het dalk nie op u betrekking nie. Alle onderwysers doen nie van alles nie.

Sal u nie so vriendelik wees om ons asb. te help nie? Dit is die belang van die professie. Die beantwoording sal u sowat 25-30 min. besig hou.

U samewerking is vrywillig en dit sal hoog waardeer word. Baie dankie.

Voor u begin, let asseblief op die volgende:

- * U bly anoniem. Moenie u naam op die vraelys skryf nie.
- * Daar is geen regte of verkeerde antwoorde nie - ons benodig net u eerlike oordeel.
- * Reageer asb. op **ALLE** vrae.
- * As u reaksie wil verander, krap dit net duidelik uit.
- * Gee dit asb. weer aan die persoon van wie u dit gekry het terug sodra u klaar is.
- * **NB:** Hierdie vraelys kom direk na die RAU toe om die gegewens op rekenaar te plaas en sal daarna vernietig word. Geen werkgewer sal hierin insae kry nie. Die uitkoms van ons ontledings sal in wetenskaplike tydskrifte gepubliseer word.

Nogmaals baie dankie vir u vriendelike samewerking.

Prof. J.C. Kok
Prof. C.P.H. Myburgh
Dr. M.P. van der Merwe
April 1996

PROF. C.P.H. MYBURGH PROF. J.C. KOK DR. MP. VAN DER MERWE

KINDLY COMPLETE THE FOLLOWING PERSONAL PARTICULARS (CIRCLE THE RELEVANT BLOCK)
SAL U ASSEMBLIEF DIE VOLGENDE BESONDERHEDE IN VERBAND MET USELF VERSTREK (OMKRING DIE TOEPASLIKE BLOKKIE)

EXAMPLE/VOORBEELD:

1. Gender/Geslag: Male/Manlik

1
2

Female/Vroulik

Office use/Kantoor gebruik					
					(1-4)
Card number/Kaartnommer					
			<table border="1" style="display: inline-table;"><tr><td style="text-align: center;">1</td></tr></table>	1	(5)
1					

1. Gender/Geslag: Male/Manlik

1
2

Female/Vroulik

(6)

2. Your age in years?/U ouderdom in jare?

--	--

(7-8)

3. Teaching experience (number of years)
Aantal jare onderwys-ervaring

--	--

(9-10)

4. Which language do you regard as your **MOTHER TONGUE?**
Watter taal beskou u as u **MOEDERTAAL?**

- Afrikaans
- English/Engels
- Ndbele
- Northern Sotho/Noord-Sotho
- Southern Sotho/Suid-Sotho
- Swati
- Tsonga
- Tswana
- Venda
- Xhosa
- Zulu/Zoeloe
- Other/Ander (specify/noem)

01
02
03
04
05
06
07
08
09
10
11
12

(11-12)

5. In which language do you **MOSTLY** teach?
In watter taal gee u **OORWEGEND** onderrig?

- Afrikaans
- English/Engels
- Afrikaans & English/Afrikaans & Engels
- Ndbele
- Northern Sotho/Noord-Sotho
- Southern Sotho/Suid-Sotho
- Swati
- Tsonga
- Tswana
- Venda
- Xhosa
- Zulu/Zoeloe
- Other/Ander(specify/noem)

01
02
03
04
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07
08
09
10
11
12
13

(13-14)

6. Your highest educational qualification?
U hoogste onderwyskwalifikasie?

- Lower than Std. 10/Laer as St. 10
- Std. 10/St. 10
- Post school diploma/Diploma na St. 10
- B-degree/B-graad
- Degree plus a diploma/Graad en 'n diploma
- Post graduate qualification/Nagraadse kwalifikasie

1
2
3
4
5
6

(15)

7. Which of the following subject fields do you **MOSTLY** teach?
In watter van die volgende vakgroepe gee u **OORWEGEND** onderrig?

- Languages/Tale
- Physical Sciences/Natuurwetenskappe
- Human Sciences/Geesteswetenskappe
- Economic Sciences/Ekonomiese wetenskappe
- Technical and practical subjects/Tegniese en praktiese vakke
- Junior primary/Junior primêr
- Senior primary/Senior primêr
- Other/Ander(specify/spesifiseer)

1
2
3
4
5
6
7
8

(16)

8. I am currently teaching at a:
Ek gee tans onderrig by 'n:

Secondary school/Hoërskool

1
2

Primary school/Laerskool

(17)

9. Current level of your post?
Watter posvlak beklee u tans?

Principal/Hoof

1
2
3
4

Deputy principal/Adjunk-hoof

Head of a department/Departementshoof

Teacher/Onderwyser

(18)

10. Marital status?
U huwelikstatus?

Married/Getroud

1
2
3
4
5

Unmarried/Ongetroud

Divorced/Geskei

Estranged/Vervreem

Widow/widower//Weduwee/wewenaar

(19)

11. What is the **average number** of pupils in your **classes**?
Wat is die **gemiddelde aantal** leerlinge in u **klasse**?

--	--

(20-21)

12. Do you have children of your own? Yes/Ja

1
2

Het u eie kinders? Nee/No

(22)

13. The school where you teach is a:
Die skool waar u onderig gee is 'n:

State school/Staatskool

1
2
3

State supported school/Staatsondersteunde skool

Private school/Privaatskool

(23)

WHEN ANSWERING THIS QUESTIONNAIRE:

1. MARK YOUR OPINION BY **CIRCLING** THE APPROPRIATE NUMBER ON THE SCALE PROVIDED FOR EACH QUESTION.
2. **0** indicates **no input** in this responsibility, while **9** indicates a **great amount of input**. All teachers are not necessarily responsible for each and every responsibility mentioned.
3. Indicate on the scale provided which PROPORTION of your TOTAL INPUT as a teacher is taken up by the following responsibilities:

WANNEER U DIE VRAELYS INVUL:

1. GEE U OORDEEL DEUR TELKENS DIE TOEPASLIKE NOMMER OP DIE SKAAL WAT BY ELKE VRAAG VOORSIEN IS, **TE OMKRING**.
2. **0** dui **geen inset** aan, terwyl **9** 'n **baie groot inset** aandui. Alle onderwysers is nie noodwendig verantwoordelik vir elkeen van die verantwoordelikhede genoem nie.
3. Dui op die gegewe skaal aan watter PROPORSIE van u TOTALE INSET as onderwyser deur die volgende verantwoordelikhede in beslag geneem word:

A: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE SOSIALE ONTWIKKELING VAN LEERLINGE

1. teaching pupils to be trustworthy and reliable in interpersonal relationships.
leerlinge te leer om betroubaar en deeglik in hul interpersoonlike verhoudings te wees

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (24)

2. teaching pupils acceptance of the uniqueness of each individual.
leerlinge te leer om elke persoon as uniek te aanvaar en te akkommodeer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (25)

3. helping pupils to distance themselves from group thinking.
leerlinge te help om hulself van groepdenkwyse te distansieer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (26)

4. teaching pupils to conform to socially acceptable behaviour
leerlinge te leer om by sosiaal aanvaarbare gedrag aan te pas.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (27)

5. teaching pupils to respect human dignity.
leerlinge te leer om menswaardigheid te respekteer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (28)

6. setting problems for pupils to solve in teams.
probleme te stel wat deur leerlinge in groepe opgelos moet word.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (29)

7. advising pupils to associate with others.
leerlinge te adviseur om met ander te assosieer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (30)

B: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE LESSON PREPARATION AND PRESENTATION

PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN LESVOORBEREIDING EN - AANBIEDING

8. preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.
die voorbereiding van media/onderwys hulpmiddels soos skuifies, prente, kaarte, videos, ens.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (31)

9. consulting/researching material or sources relevant to the lesson.
die raadpleeg van bronne en ander navorsingsmateriaal wat verband hou met die les.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (32)

10. preparing notes or worksheets which will be given to pupils during the lesson.
die voorbereiding van notas en werkskaarte om gedurende die les uit te handig.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (33)

11. preparing assignments or homework exercises.
die uitwerk van werkskaarte en tuiswerk oefeninge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (34)

12. preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.
die doelwit van die les en hoe verskillende dele van die les met mekaar skakel voor die aanvang van die les vas te stel.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (35)

13. making provision for individual differences between pupils - in their interests, needs and abilities.
voorsiening te maak vir die individuele verskille tussen leerders byvoorbeeld hulle belangstellings, behoeftes en vermoëns.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (36)

14. making provision for the active participation by the pupils during the lesson, i.e. indicating to what extent the pupils are to participate in the lesson.
die voorsiening van aktiwiteite vir aktiewe deelname van leerlinge gedurende die les, byvoorbeeld die aanduiding van leerlingdeelname.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (37)

15. setting and administrating written tests/examinations.
die opstel en administrasie van geskrewe toetse/eksamens.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (38)

**C: PROPORTION OF YOUR TOTAL INPUT EVALUATION WITH REGARD TO EVALUATION
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN EVALUERING**

16. analysing the results of tests/examinations after marking.
analiserings van toetse/eksamenuitslae nadat dit nagesien is.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(39)

17. assessing individual pupils progress.
evaluering van individuele leerlinge se vordering.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(40)

18. developing self-evaluation skills of pupils.
ontwikkeling van selfevalueringsvaardighede by leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(41)

19. assessing sports skills for selection of teams.
evaluering van sportvaardighede vir die kies van spanne.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(42)

20. assessing pupils' skills in activities, eg. art competitions and leadership roles.
evaluering van leerlingvaardighede in aktiwiteite soos kunskompetisies en leierskapeienskappe.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(43)

**D: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE DEVELOPMENT OF PUPILS' SELF-CONCEPT
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE ONTWIKKELING VAN LEERLINGE SE SELFKONSEP**

21. giving positive feedback to pupils.
positiewe terugvoering aan leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(44)

22. planning to meet individual needs of learners.
beplanning om individuele behoeftes van leerlinge in ag te neem.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(45)

23. encouraging pupils to believe in their own abilities.
aanmoediging van leerlinge om in hul eie vermoëns te glo.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(46)

24. making pupils feel competent.
hulp aan leerlinge om bemagtig te voel.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(47)

E: PROPORTION OF YOUR TOTAL INPUT REGARD TO THE ESTABLISHING AUTHORITY AND DISCIPLINE
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE HANDHAWING VAN GESAG EN DISSIPLINE

25. rewarding acceptable behaviour.
beloning van aanvaarbare gedrag.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (48)

26. punishing unacceptable behaviour.
onaanvaarbare gedrag te straf.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (49)

27. maintaining positive leadership to ensure good behaviour.
handhawing van positiewe leierskap om goeie gedrag te verseker.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (50)

28. establishing and implementing rules and procedures for behaviour in the classroom.
instelling en implementering van reëls en prosedures vir gedrag in die klaskamer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (51)

29. the implementing of appropriate disciplinary measures to prevent or rectify negative or unacceptable behaviour.
die implementering van voldoende dissiplinêre stappe vir die voorkoming en regstelling van negatiewe of onaanvaarbare gedrag.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (52)

30. leading pupils toward the realisation of self discipline.
leerlinge te lei na 'n besef van selfdissipline.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (53)

31. listening to pupils' misbehaviour or misconduct.
te luister na leerlinge se wangedrag.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (54)

32. discussing of good and proper or appropriate behaviour.
die bespreking van goeie en aanvaarbare gedrag.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (55)

33. teaching pupils respect for others and their property.
onderrig aan leerlinge sodat hulle respek sal betoon teenoor ander mense en hulle besittings.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (56)

F: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE CAREER AND FUTURE ORIENTATION
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN LOOPBAAN EN TOEKOMSORIËNTERING

34. providing pupils with information about occupations.
die voorsiening van beroepsinligting aan leerlinge.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(57)
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35. simulating practical career experience to illustrate the relevance of the subject you teach.
simulasie van praktiese beroeps ondervinding wat toepaslik is by die vak wat u gee.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(58)
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36. helping pupils individually to set realistic goals for their future.
hulp aan leerlinge op individuele vlak om realistiese doelstellings vir hulle toekoms te formuleer.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(59)
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37. assisting pupils to prioritize their life-values.
hulp aan leerlinge om hulle lewenswaardes in volgorde van belangrikheid te stel.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(60)
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38. teaching decision-making skills.
die onderrig van besluitnemingsvaardighede.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(61)
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39. discussing the manpower needs of the country (community) with pupils.
bespreking van die mannekragbehoefte van die land (gemeenskap) met leerlinge.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(62)
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40. assisting pupils in choosing the appropriate subjects they should study.
hulp aan leerlinge met betrekking tot die stel van vakkeuses.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(63)
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G: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE SECURITY OF PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE GEBORGENHEID VAN LEERLINGE

41. assisting individual pupils with their rate of learning.
ondersteuning van individuele leerlinge met hul leertempo.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(64)
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42. offering praise and encouragement to pupils.
aanbieding van prys en aanmoediging aan leerlinge.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(65)
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43. studying your pupils' problems, fears and expectations.
bestudering van leerlinge se probleme, vrese en verwagtinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(66)

44. building healthy relationships in class.
gesonde verhoudinge in die klas te bou.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(67)

45. rewarding good behaviour and excellent performance by pupils.
beloning van goeie gedrag en uitstekende prestasie van leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(68)

46. empathising with pupils, irrespective of the nature of the problem.
empatiseer met leerlinge, nie teenstaande die aard van die probleem.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(69)

H: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE COGNITIVE DEVELOPMENT OF PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE LEERLING SE KOGNITIEWE ONTWIKKELING

47. developing pupils' language.
leerlinge se taal te ontwikkel.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(70)

48. developing the memorization skills of pupils.
leerlinge se vermoë om te memoriseer te bevorder.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(71)

49. intensifying pupils' observation.
leerlinge se waarnemingsvermoë te verskerp.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(72)

50. teaching pupils to come to logical conclusions.
leerlinge te leer om logiese afleidings te maak.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(73)

51. guiding the pupils to solve problems creatively.
leerlinge te help om tot kreatiewe probleemoplossings te kom.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(74)

52. guiding pupils to understand symbols.
leerlinge te lei om simbole te verstaan.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(75)

53. developing pupils' skills relating to figures including size, measurements, etc..
leerlinge se syfervaardighede te ontwikkel - ook met betrekking tot inhoude, groottes, mates, ens..

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(76)

I: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO **REMEDIAL WORK**
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN **REMEDIERENDE WERK**

54. identifying learning problems.
die indentifisering van leerprobleme.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(77)
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55. analysing factors which cause learners to experience learning problems.
aan die analise van faktore wat aanleiding gee tot leerprobleme by kinders.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(78)
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56. preparing remedial work for pupils who experience learning difficulties.
die voorbereiding van remediërende werk vir leerlinge wat leerprobleme ondervind.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(79)
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Kantoorgebruik/Office use				
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57. assisting individual pupils to solve their learning difficulties.
individuele hulpverlening om leerlinge in staat te stel om hulle leerprobleme op te los.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(6)
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58. discussing preventative strategies with pupils with regards to their learning difficulties.
die bespreking van voorkomende strategieë met leerlinge ten opsigte van hulle leerprobleme.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(7)
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59. discussing the typical problems identified in written assignments, classwork or tests.
die bespreking van tipiese probleme wat geïdentifiseer word in skriftelike opdragte, klaswerk of toetse.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(8)
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60. designing and preparing learning and teaching aids for remedial purposes.
die ontwikkeling en voorbereiding van beide leer-en onderrighulpmiddels vir remediëringsdoeleindes.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(9)
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J: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE NORMATIVE AND RELIGIOUS DEVELOPMENT OF PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE LEERLING S
NORMATIEWE EN GODSDIENSTIGE ONTWIKKELING

61. making pupils aware of religious values.
 leerlinge bewus te maak van godsdienstige waardes.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (10)

62. teaching pupils to distinguish between right and wrong.
 leerlinge te laat onderskei tussen reg en verkeerd.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (11)

63. strengthening pupils faith in their creator.
 leerlinge se geloof in hul skepper te versterk.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (12)

64. making pupils aware of life's principles.
 lewensbeginsels aan leerlinge te toon/hul bewus te maak daarvan.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (13)

K: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO DEVELOPING RESPONSIBILITY IN PUPILS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN
VERANTWOORDELIKHEIDSONTWIKKELING VAN DIE LEERLING

65. holding pupils responsible for their own behaviour.
 leerlinge verantwoordelik te maak vir eie gedrag.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (14)

66. holding pupils responsible for their own possessions.
 leerlinge verantwoordelik te maak vir eie besittings.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (15)

67. holding pupils responsible for their own work/performances.
 leerlinge verantwoordelik te maak vir hulle werk/prestasies.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (16)

68. teaching pupils to accept the blame for their mistakes/transgressions.
 leerlinge self blaam te laat aanvaar vir hulle foute/oortredings.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (17)

69. teaching pupils to accept responsibility for the welfare of others.
 verantwoordelikheid aan te wakker by leerlinge vir ander se welsyn.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (18)

L: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE PHYSICAL DEVELOPMENT AND CARE OF PUPILS

PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN DIE LEERLING SE FISIESE ONTWIKKELING EN VERSORGING

70. perceptual motor development of pupils.
die perseptueel-motoriese ontwikkeling van die leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(19)

71. teaching pupils habits of hygiene.
die leerlinge higiëniese gewoontes aan te leer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(20)

72. teaching pupils good physical exercise.
die leerlinge te leer om fisies goeie oefening te kry.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(21)

73. teaching pupils to apply illness preventative measures.
die leerlinge te leer om siekte voorkomende maatreëls aan te leer en toe te pas.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(22)

M: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO ADMINISTRATIVE AND ORGANIZATIONAL OBLIGATIONS

PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN ADMINISTRATIEWE EN ORGANISATORIESE VERPLIGTINGE

74. checking pupils' attendance at school.
leerlinge se teenwoordigheid op skool te kontroleer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(23)

75. administrating pupils' marks.
leerlinge se punte te administreer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(24)

76. attending staff or comitee meetings.
vergaderings van die personeel of komitees by te woon.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(25)

77. organisational tasks.
organisatoriese funksies te verrig.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(26)

78. controlling other colleagues work.
kontrole in verband met kollegas se werk uit te voer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(27)

N: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO SPORTS AND CULTURAL OBLIGATIONS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN SPORT-EN KULTUREL VERPLIGTINGE

79. coaching sport.
Sport af te rig.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(28)

80. coaching cultural activities.
kultuuraktiwiteite af te rig.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(29)

81. organising or coaching sport/cultural gatherings.
sport/kultuurbyeenkomste af te rig of organiseer.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(30)

82. attending sport and/or cultural competitions against other schools.
sport en/of kultuurkompetisies teen ander skole by te woon.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(31)

83. acting as a team leader/guardian of a group at an extramural activity.
op te tree as 'n span bestuurder/voog van 'n groep by 'n buitemuurse aktiwiteit.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(32)

84. attending a course to improve your knowledge or skills regarding an extramural activity.
kurses te volg/by te woon om 'n kundigheid of vaardigheid ten opsigte van 'n buitemuurse aktiwiteit te verbeter.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(33)

85. to act as a referee or judge.
om as 'n skeidsregter of beoordeelaar op te tree.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(34)

O: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO DEVELOPING PERSONAL KNOWLEDGE AND SKILLS
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN ONTWIKKELING VAN EIE KENNIS EN VAARDIGHEDE

86. undertaking further studies - degree/diploma.
'n verdere studie te onderneem - graad/diploma.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(35)

87. in-service training courses.
indiensopleidingskursusse.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot

(36)

88. attending conferences.
bywoon van konferensies.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(37)

90. participating in events/activities at education centres.
deelneem aan geleenthede/aktiwiteite van onderwysentrums.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(38)

91. delivering articles in your subject for journals/brochures/reports
boeke of artikels in u vak te lewer vir tydskrifte/brosjures/verslag in u vak/onderwys.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(39)

**P: PROPORTION OF YOUR TOTAL INPUT REGARD TO PARENTAL GUIDANCE
PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN OUERBEGELEIDING**

92. parent/teacher meetings/associations.
ouer-onderwyser vergaderings/verenigings.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(40)

93. visiting parents at home.
tuisbesoeke van onderwysers.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(41)

94. informal meetings with parents.
informele ontmoetings met ouers.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(42)

95. parents' class visitation.
ouers se klasbesoeke.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(43)

96. telephoning parents.
ouers te telefoneer.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(44)

97. listening to parents.
na ouers te luister.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(45)

98. To what extent are you satisfied with your occupation as a teacher?
In watter mate is u tevrede met u werk as onderwyser?

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot
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(46)

Thank you/Dankie

