

**THE TEACHERS' RESPONSIBILITY REGARDING
LESSON PREPARATION
AND PRESENTATION**

BY

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(ii)



**Dedicated to my son
Hlayiseka Desmond**

*THE TEACHERS' RESPONSIBILITY
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PREPARATION AND PRESENTATION*



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ABSTRACT

Teaching is only successful if it leads to effective learning. In order to be successful in their teaching, teachers need skills and techniques that can be used simultaneously so that they can attain predetermined aims and objectives.

There can be no doubt that teaching is a complex task, and in order to accomplish this demanding task successfully, teachers need to focus on the different aspects in the preparation of their lessons. The major objective of this study was to investigate the amount of the teachers' professional input with reference to the different aspects of lesson preparation and presentation.

The research was based on the assumption that for prospective and serving teachers to teach effectively they should prepare their lessons thoroughly beforehand. In order to understand this problem in its total context, a study of the literature on lesson preparation and presentation as a teacher's responsibilities was done. The most important points to be considered when planning and presenting lessons were discussed.

In order to gather information concerning the research problem questionnaires were administered to teachers. The results obtained in this research indicated the following:

- female teachers are the ones who are giving a higher input concerning lesson preparation and presentation.
- teachers who speak other languages put more effort into preparing their lessons than Afrikaans and English speaking teachers.
- junior primary school teachers put more effort into preparing their lessons than secondary school teachers.
- principals, deputy principals and Heads of Departments put less effort into the different aspects of their lesson preparations.
- teachers who teach large classes are the ones who are giving a high input into lesson preparation and presentation than those teaching smaller classes.

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CHAPTER 1

GENERAL ORIENTATION, MOTIVATION, STATEMENT OF THE PROBLEM, AIM OF STUDY, MAIN CONCEPTS AND PLAN OF STUDY.

1.1 INTRODUCTION

The teacher's fundamental responsibility is of an educational nature. Teachers normally accept many responsibilities, both inside as well as outside the classroom. Kruger and Muller (1995:2) assert that teaching is a professional responsibility, and therefore a practical activity which is challenging, and at the same time demands reflection and insight. The act of teaching demands that teachers as professionals should perform teaching activities skilfully.

In taking responsibility for their profession, teachers must be aware of the depth of the commitment they have made in choosing teaching as a career. Traditionally, the central task of the teacher was to transmit specific knowledge and beliefs to the pupils. With regard to the current and apparent responsibilities of the teacher, there are changes which are taking place in the way in which society at large sees the teacher and his role (Cohen and Manion, 1977:5).

One of the many duties of a teacher is to plan particular courses of action with a view to evaluate problems that are existing in their work. Lesson planning is therefore one of the essential parts of this process.

The practice of teaching as a profession has been regarded as being complex and cognitively demanding (John, 1993:2). Lesson preparation is an integral part of this complexity.

According to John (1993:6) a great deal of the research into teacher planning activities has been necessitated by a willingness to understand the complexities of teacher thinking. He further asserts that the approach of getting teachers to explain their thinking as well as their actions as they plan and prepare lessons reveals both complexity and intimacy of teacher planning and therefore throws light onto their motivation, concerns, anxieties, etc.

This study forms part of an ongoing research concerning the responsibilities of teachers. It also focusses on researching teacher opinion on teachers' activities and on educational issues. This research group concentrates on each of the following factors of teachers' responsibilities:

- | | | |
|-----|--|-----------------|
| 1. | Providing security for learners. | (Moeketsane C.) |
| 2. | Building of the learner's self-concept. | (Richard B.) |
| 3. | The learner's cognitive development. | (Roodt L.) |
| 4. | The learner's social development. | (Nkuzana F.) |
| 5. | Parental guidance. | (Masalesa M.) |
| 6. | Career orientation and view of the future of learners. | (Marsay G.) |
| 7. | Evaluation responsibilities. | (Richard V.) |
| 8. | Maintenance of authority and discipline. | (Nxumalo J.) |
| 9. | Remedial work. | (Vilakazi L.) |
| 10. | Lesson preparation and presentation. | (Ngobeni A.) |

The intention of this particular researcher is to determine the efforts which teachers put in preparing and presenting good lessons.

1.2 MOTIVATION

Effective teaching depends on adequate preparation. Mwamwenda (1995:505) asserts that in order for teachers to be effective they should make sure that they

prepare well for their lessons. He further states that the better prepared teachers are, the more confident they will be in presenting the lesson to the pupils and this will probably enhance effective learning.

Hamacheck (1990:404) contends that "...good or effective teaching is not simply something that happens among a gifted few born with natural talents, but is, moreover, a consequence of hard work and thorough preparation".

The researcher has noticed that lack of proper preparation can create a situation in which the teaching profession begins to lose its credibility. It therefore needs to be pointed out that planning involves much more than only writing out lesson notes. Farrant (1968:223) states it clearly that "A well prepared lesson can be taught without any notes but a good lesson cannot be taught without preparation".

Jansen (1994, vol.40:2) points that some teachers think that they are competent enough to teach without having prepared beforehand, and feel that only inexperienced or unqualified teachers need to prepare a lesson. No matter how experienced a teacher is, there is always a need for preparation.

Henson (1996:68) supports this idea by stating that "A teacher who attempts to teach without a lesson plan is like a pilot taking off for an unknown destination without a map". In this study the researcher will make an investigation on how teachers plan and prepare their lessons.

1.3 STATEMENT OF THE PROBLEM

What proportion of a teachers' professional input is taken up by the various tasks involved in lesson preparation? For the sake of teachers and their training, we need to know more about the teaching skills they apply in different

circumstances; how they plan their lessons and what they want to achieve at the end of such lessons.

It has been discovered that teachers spend more time planning and preparing work compared with the time they spend teaching in the classroom. Because of the stressfulness of the teaching profession, there have been several arguments on the necessity of preparation or the form it must take if it is to be done.

The complexity of the teaching activity and the many aspects of lesson preparation are such that teachers have to attend to many aspects of lesson preparation, for example:

- taking their time to prepare different teaching aids before the lesson;
- researching material or sources relevant to the lesson;
- preparing notes or worksheets which will be given to pupils;
- taking into account pupils' individual differences (their interest, needs and abilities);
- preparing assignments or homework exercises to be given to pupils at the end of the lesson;
- stating the aim of the lesson beforehand and determining how it links the separate parts of the lesson, and
- setting and administering written tests/examinations.

Again, the researcher is trying to determine the teachers' input or the activities they perform in connection with lesson preparation, as well as whether there are differences in this regard between high school and primary school teachers; male and female teachers; younger and older teachers; black, indian, coloured or white teachers; etc. With this information available teacher development and training programmes may be revised.

1.4 AIM OF THE STUDY

From the foregoing paragraphs, it is apparent that teachers need to take much of their time in planning and preparing lessons, paying special attention to the different aspects of their preparation as indicated in paragraph 1.3. Because teachers are the persons who are professionally and didactically trained and who are qualified, as far as their respective subjects and their occupation are concerned, (Fraser, Loubser and Van Rooy, 1990:15) they need to carry out their duties effectively in this regard. It is therefore on this basis that the aim of this research is:

- to determine from the available literature what are the kinds of actions teachers take to prepare their lessons.
- to operationalize the various actions in order to establish a suitable instrument to do an empirical survey.
- to compare teachers according to different biographical data to see if differences exist.
- to come to conclusions that may lead to proposals regarding teacher training.

1.5 DEFINITION OF CONCEPTS

For the purpose of this study the following meanings will apply to the concepts appearing below:

1.5.1 Lesson Planning

Borich (1988:55) defines planning as “the process of deciding what and how the students should learn”. According to Engelbrecht and Lubbe (1976:45) the written exposition of the teacher’s plan for the lesson is known as the lesson plan. This is the outlay of what he wants to achieve with the pupils in a given

lesson period, how he wishes to do this, how he plans to involve pupils and which teaching aids he proposes to use. Planning entails what the teacher intends to do during a specific period, and it forms a most important part of the teacher's daily task.

For Steyn, Badenhorst and Yule (1981:55) lesson planning is of great importance, for they say that "In order for any task to be fulfilled successfully, some planning beforehand is of utmost necessity. A teacher should regard a lesson as a task to be fulfilled and should plan accordingly".

The lesson plan guides the teacher through the course of a given lesson period in the school. Shipley, Cann, Hildebrand & Mitchell (1972:65) put it clearly that "A lesson plan is simply a detailed plan prepared in advance for the teaching of the daily lesson".

1.5.2 Lesson Presentation

Kyriacou (1991:33) defines lesson presentation as "...the learning experiences you set up to achieve the intended learning outcomes by pupils". Lesson presentation can be regarded as the ways and means by which the teacher teaches the learner by using particular learning content.

Fraser et al. (1990:150) state that this is possibly the most important aspect of teaching practice. Furthermore, the lesson can be regarded as the curriculum at the classroom level and all the components of the curriculum are in fact relevant to some extent during lesson presentation. It also includes activities planned for learners to perform in order to allow them to master skills or knowledge.

1.6 METHOD OF RESEARCH

The research will fall into two categories, namely a literature study and an empirical investigation, so as to establish the activities undertaken by teachers with regard to lesson preparation and presentation. The literature study will be confined to a review of recent literature regarding this topic. On the strength of the literature study, a selection of variables for the empirical investigation will be made. The literature study will therefore provide theoretical background to conduct an empirical study.

A suitable instrument will be needed and be developed to gather the required information systematically for scientific analysis.

1.7 THE PLAN OF STUDY

Chapter one gave an orientation to the problem to be studied as well as the aim of research.

In chapter two the theoretical framework regarding a teacher's responsibilities for the preparation and presentation of his/her lesson will be outlined.

In chapter three the design of the empirical study will be presented. In this chapter, the sample, the instrument to be used and the administration will be described.

In chapter four the empirical findings will be presented or tabled, analysed and discussed. The hypotheses will be tested and will either be supported or disapproved.

In chapter five a brief summary of the project will be given. The implications, limitations and recommendations will be made and the study will be evaluated.



CHAPTER 2

A TEACHER'S RESPONSIBILITIES FOR THE PREPARATION AND PRESENTATION OF HIS/HER LESSON.

2.1 INTRODUCTION

It has been pointed out in chapter 1 that the preparation and writing of lesson plans is very important for every teacher, irrespective of the number of years experience in the classroom. Perrot (1982:12) regards planning as a vital element in teaching. Engelbrecht, Yssel, Griessel and Verster (1983:9) state that at school, the teacher is the substitute and representative of the parents and as such he has the responsibility to extend and complement the education the children receive at home.

Kruger and Muller (1995:5) are of the opinion that in order for teachers to teach effectively, they should have adequate knowledge of the subject they teach. They should accompany and guide the pupils to realize worthwhile goals. They should also take individual differences among their pupils into consideration. Du Plooy, Griessel and Oberholzer (1987:175) contend that it is a misconception to believe that a specific group of pupils in a specific class is homogeneous, and that these children therefore can be instructed in exactly the same way.

It is the responsibility of teachers to create a favourable atmosphere in which learning will take place. The planning, presentation and evaluation of each lesson comprises the teacher's field of endeavour.

Because a lesson has a structure with certain components and procedural moments, Kruger and Muller (1995:6) are of the opinion that it is the

responsibility of the teacher to constantly analyze and evaluate in order to optimize teaching and learning.

Behr (1977:89) contends that the degree of preparation which a lesson receives both in substance and on paper will usually determine whether or not the lesson achieves its purpose. He further points out that the unprepared or poorly prepared lesson is always recognized by some or all of the following features: disorderly presentation of information; subject matter that is either incorrect or incomplete; the absence of any or adequate teaching aids or illustrative materials. It can therefore be stated emphatically and without any doubt that teachers are the most influential educative force in the lives of pupils and that they have a role to play in shaping the pupils' future by presenting well-prepared lessons.

Engelbrecht, Yssel, Griessel and Verster (1985:91) concur with Stuart, Van Niekerk, McDonald and De Klerk (1987:51) in that thorough planning and preparation of lessons are essential for any successful teaching. Therefore, every teacher must continue the discipline of careful and thorough preparation of his lessons throughout his professional service, even though experience has made him master of his craft.

This is also emphasized by Engelbrecht et al. (1985:91) by stating that even the teacher with many years of experience should not enter a classroom without having designed a plan of action for that specific class.

Booth, Furlong and Wilkin (1990:321) align themselves with this notion as they assert that "The main purpose of lesson planning is to reveal subject matter to pupils so that maximum learning takes place".

2.2 CLARIFICATION OF CONCEPTS

For the purpose of this study, the following meanings will apply to the concepts appearing below.

2.2.1 Teaching

The Oxford dictionary defines the term teaching as the act of imparting knowledge or skills. Van Rensburg and Landman (1988:496) view teaching as a medium of education. They further assert that not all teaching is educative. Kruger and Muller (1988:2) regard teaching as a practical activity. They stress that teaching is concerned with teaching activities which are brought into effect for particular reasons'. In this context, teaching is the way in which teachers, as professional educators impart their knowledge to pupils.

Teaching may also be regarded as the provision of opportunities for students to learn. However, students may not always learn what is intended and they may, sometimes also learn notions which teachers do not intend them to learn (Brown and Atkins, 1988:2). Teaching is also done out of school, and similarly schools exist not merely for learning but also for education, provided by means of instruction.

2.2.2 Teaching Method

A teaching method can be defined as a well thought out method intended to achieve a particular aim (Fraser et al. 1990:193). Strydom (1981:110) defines a method as a well-considered way of doing something for the purpose of realizing a particular aim. In planning and preparation the teacher has to devise ways and means in order to reach his/her aim.

Teaching methods play a vital role during the planning of a teacher's daily activities in the school at which he teaches. A method is designed so that pupils can learn and understand the content of the subject in the best possible way. A method is therefore a blanket term used to describe the sorts of strategies and techniques used to bring about learning.

2.2.3 Teaching Media

Fraser et al. (1990:149) as well as Stuart et al. (1987:78) define a teaching medium as a person, material, object or event which is employed and used purposefully by a teacher to uncover learning content to pupils with the purpose of realizing learning objectives. Therefore, teachers should always ask themselves whether a selected teaching medium will actually contribute to more effective disclosure of the learning content.

2.2.4 Learning Content

Learning content refers to what the teacher intends to impart to pupils. This can be regarded as the means of teaching and educating the learner with a view to achieve the aims of the curriculum (Engelbrecht and Lubbe 1976:7). Learning content signifies aspects of reality which are selected and organized for the purpose of educative teaching.

Van der Stoep and Louw (1984:105) contend that learning content represents an unknown aspect of the living world which the child has still to examine and make his own.

2.3 POINTS TO BE CONSIDERED IN THE PLANNING AND PREPARATION OF A LESSON

Teachers should bear in mind that no lesson can be considered in isolation. Every lesson should be regarded as a link in a series of lessons; as an integral

part of a larger whole (Engelbrecht et al. 1985:92). Again, it needs to be pointed out that the basis of any learning activity and the success of a lesson lie in the proper preparation and planning. A lesson can be effective if the teacher has applied some skills while planning it. It is therefore the responsibility of the teacher to plan every aspect of the lesson he wishes to present. Here follows a discussion of the important points to be considered in the planning and preparation of a lesson.

2.3.1 The Aim

One of the major pitfalls in teaching is to neglect thinking about the aim of the lesson. Watson and Osibodu (1987:63) maintain that "It is impossible to teach without first deciding what we aim to present". Romiszwoki (1988:138) asserts that the learners deserve to receive the lesson's objectives, clearly stated right at the beginning of the lesson. Teachers should bear in mind that didactic activities have to pursue certain aims.

Duminy and Steyn (1983:116) contend that the teacher must specify precisely what he wants his pupils to know or do at the end of the lesson.

If aims are not taken into consideration, teaching is random and disorganised. Every lesson should have a definite aim which is clear and concise. Behr (1977:90) maintains that if the teacher can visualize and state with clarity beforehand what he intends to have accomplished when the lesson is over, he is well set on the road towards effective teaching. Fraser et al. (1990:101) point out the following roles and functions of aims:

- They form a basis for selection and organisation of learning content.
- They help the teacher to determine the teaching methods and learning activities to be used.

- They provide guidelines and criteria for evaluation.
- If the teacher can formulate the aims clearly, this can motivate the learner and direct his activities towards the achievement of goals.
- Aims provide the teacher with important insights, guidelines and perspectives.

John (1993:31) emphasizes the role of aims by stating that “if you do not know where you are going from the outset, then not only are you likely to get lost on the way, but you may not even know when you have arrived”. Doveton, Farhangpour, Langa, Mbokazi, Mjadu, Nowlan, Steyn, & Tait, (1991:34) hold the same view as they point out that “If a teacher does not know where he or his pupils are supposed to go, how will he know whether and when the objectives were reached?”.

2.3.2 Prior Knowledge Of The Pupils

Engelbrecht et al. (1985:94), Duminy and Steyn (1983:119) are of the opinion that in almost every lesson the teacher must rely and build on knowledge previously acquired by the pupils. In his planning and preparation he should take into consideration what the pupils already know.

This idea is supported by Stuart et al. (1987:26) as they also contend that the pupils have to be in possession of certain prior knowledge before they can proceed to a new theme. Frazee and Rudnitski (1995:217) assert that the teacher should set a purpose of the lesson by relating new information to previous learning or prior knowledge. Capel, Leask and Turner (1995:216) assert that “The most important single factor influencing learning is what the learner already knows; ascertain this and teach him accordingly”. It can therefore be deduced from the above quotation that it is the responsibility of the

subject teacher to find out what his pupils already know so that he can link it with the new knowledge.

2.3.3 Teaching Media

According to Kruger and Muller (1995:102) learning content cannot always be described purposefully by using the spoken word. There are certain parts of it which could often be better and well-presented by using suitable teaching media. This is also supported by Duminy and Steyn (1983:117) as they contend that children do not learn by means of words alone. They further state that the teacher must consider very carefully beforehand what reference books and apparatus he will need in order to teach his lesson effectively, and what learning aids could be given to pupils.

Gerlach (1980:256) states that "... the selection of an instructional medium cannot be made without a view to the use which this medium will have". Therefore, selection of a teaching medium must be based on a consideration of how it will be used in actual instruction or teaching.

In this regard Fraser et al. (1990:149) are of the opinion that when selection and using teaching media, teachers should always ask themselves whether a given medium will actually contribute to more effective disclosure of the learning content.

The proper choice of teaching media is essential and needs careful planning and preparation. Teachers should also make it a point that they use teaching media correctly, and they should select them beforehand. If the teacher has to look for the teaching medium during a lesson, or if he does not use it correctly, the lesson loses its value and the pupils will not master the subject matter.

Conradie (1979:3) asserts that teaching aids were originally intended to present theoretical matter in a concrete form. The idea that pupils must proceed from the concrete to the theoretical to gain a better understanding of the subject matter is to an important extent still a reason for using teaching aids. Since reality is not always physically accessible to learners, teaching media are used to make direct substitute learning experiences possible for learners (Fraser et al. 1990:151). Yule and Steyn (1987:2) regard teaching aids as being representative since they represent aspects of reality. The teacher must always remember that a teaching medium should be selected for a particular moment in the lesson, with specific purpose in mind.

It can therefore be stated that a teaching medium is essentially used to make teaching more effective.

2.3.4 Choice Of Learning Content

Print (1989:109) contends that once objectives arising from a situation analysis have been formulated, it then becomes possible for the teacher to make a selection of appropriate content to meet those objectives.

John (1993:36) asserts that an important area of planning a lesson is the decision made about its' content. He regards the selection of the appropriate content as a complex skill.

Although it is the duty of the Department of Education to prescribe the subject matter to be taught in a specific standard, Engelbrecht et al. (1985:94), Duminy and Steyn (1983:115) assert that the teacher also has the responsibility to make a more detailed choice of what he intends to discuss in every lesson, and therefore to make a finer selection of what is to be covered by the pupils.

Teachers should however, make sure that they select the most suitable content, i.e. they should make a decision as to what is important and what is not.

The choice of the subject content will largely determine whether the aims of education will be achieved. If the wrong choice is made, the teacher might achieve the wrong aim. Kruger and Muller (1995:58) assert that learning content occupies a central place in teaching and learning, and when the selection is made, the mode of presentation should be taken into consideration.

All related issues are taken into account when a decision is made as to what learning content is the most suitable for a particular teaching situation.

John (1993:44) and Fraser et al. (1990:119) hold the same views as regards the various criteria used for selecting learning content. These criteria include:

- **Validity and significance**

Learning content selected should be verifiable not misleading. Fraser et al. (1990:119) state that teachers should make it a point that the selected learning content should contribute to the development of the skills that the teacher wishes his pupils to acquire as a result of teaching.

- **Learnability**

Teachers should not assume that learning content which is mastered by one group of learners will be mastered by another group of learners. It is therefore important to make sure that the chosen learning content coincides with the learner's intellectual abilities and level of development.

- **Utility/Usefulness**

Teachers should choose content according to its usefulness for future learning both inside and outside the classroom.

- **Interest**

The learning content selected will be considered interesting if it coincides with the learner's objectives, experiences, expectations, needs and problems. John (1993:44) asserts that the teacher should see to it that the content is interesting to help foster successful learning.

This, however, does not necessarily mean that only interesting content must be taught (Fraser et al. 1990:122).

2.3.5 Methods of Teaching

Frazer and Rudnitski (1995:203) maintain that teachers should be empowered to select from the variety of methods and materials that meet the students' ability in a classroom. There is a wide variety of teaching methods that may be used. It should be remembered that there is no single perfect method for all possible educational aims. The teacher who is successful in his teaching employs a variety of methods or a combination of them under different circumstances. Even in one lesson his methods may vary. Bendeich (1988:5) maintains that anyone can teach, but for teaching to be effective and learning to take place, a suitable method has to be used. The following important factors have to be considered in the choice of a teaching method:

- **The teacher**

Judge (1980:341) defines a teacher as "... someone who is paid to instruct according some programme, pupils choosing or being compelled by law to follow that programme within a formally defined institution". From this definition it can be deduced that the teacher endeavours to educate the child in totality by means of subject content. Elliot (1984:5) asserts that "Personality defects, irritating mannerism and an indifferent and unsympathetic attitude are examples of

teacher traits that may be an impediment to effective student learning". Therefore, the personality of the teacher is a very important factor in the choice of a teaching method (Engelbrecht et al., 1985:65; Duminy and Steyn, 1983:71).

One teacher may have success using one method while another teacher may use the very same method for the same work and yet have little success or no success at all.

Capel et al. (1995:8) align themselves with this idea and they assert that teaching is a very personal activity and while certain teaching styles, strategies and methods might suit one teacher, they might not be appropriate for another.

- **The pupils**

As regards the pupils, the most important factors are their individuality and their different stages of development (Engelbrecht et al. 1985:65). Joyce and Weil (1992:391) contend that individual differences are to be taken into consideration because they are the expression of the uniqueness of personalities. Shipley et al. (1972:65) assert that the teacher must know the children's needs, interests and differing abilities; and therefore provide for individual differences. This assertion is supported by Gunter (1986:141) who points out that the teacher must carefully take into account the nature and needs of the child. It is for this reason that the researcher pointed out in paragraph 1.3 that teachers have to consider this point in their preparation of lessons.

Du Toit (1989:119) states that individual needs of each child should be considered both in the planning and implementation of his education. Different children demand different approaches and different teaching methods.

- **The aims of education**

Each aim is achieved in a different way. That is why different methods are necessary. The method used in achieving the aim with regard to e.g. physical development will differ from the method used to achieve the aim with regard to social, moral or mental development (Engelbrecht et al. 1985:66).

- **The subject matter**

The nature of the subject matter has a strong influence on the choice of a teaching method.

Methods that may be used successfully e.g. in Mathematics may prove unsuccessful when dealing with prescribed books or sentence analysis (Engelbrecht et al. 1985:68).

- **Teaching aids**

Shipley et al. (1972:220) state that the sole purpose of selecting any teaching aid should be to help pupils learn effectively, and it is the responsibility of the subject teacher to accomplish this purpose. The teaching aids the teacher has at his disposal will influence the method he will use. Because there are so many teaching aids, it follows that there will be many teaching methods and vice versa. In view of what has been said on teaching aids, it can be stated that the success of the teaching method depends on the effectiveness of the medium used.

It is evident from the foregoing exposition that knowledge of the methods of teaching is essential for good lesson presentation. For learning to be effective, teachers must be conversant with and be able to apply teaching methods practically and purposefully.

2.3.6 Pupil Participation

In his preparation and planning the teacher must make provision for pupil participation during the lesson. Frazee and Rudnitski (1995:217) assert that the teacher must allow students to become involved in planning and participation.

They must also be allowed to create, choose, share and develop ideas and activities in order to make learning more meaningful. The teacher must also consider the pupils' natural interests and curiosity and try to make use of them during the lesson. The success of any lesson depends to a large extent on opportunities created for active participation by the pupils.

To add strength to this contention, Duminy and Steyn (1983:119) assert that "The teacher who does not make provision for pupil participation in his lessons is doing himself and his pupils a great disservice".

2.4 PRESENTING THE LEARNING CONTENT

After the teacher has planned and prepared the lesson, and after this planning and preparation have been written down, the next step is the presentation. Steyn (1991:76) asserts that experienced teachers usually employ a variation of strategies, skills and methods in the actual presentation of a lesson. Lesson presentation is probably the most important aspect of teaching practice. During a lesson, all the different theoretical aspects of the disciplines of education are integrated into a whole.

Pupils should be given notes or worksheets during the lesson. This will serve as a supplement to what the teacher teaches them. Jansen (1994:37) states that the teacher may plan to write his/her notes on the chalkboard either during or

after the presentation of the lesson. He should then let the pupils copy the notes down. Steyn (1991:92) points out that during the presentation of a lesson, there is a continuous application of various presentation skills.

These skills enable the teacher to present the subject matter in specific lesson forms in such a way that the learner can assimilate the knowledge meaningfully without becoming confused or misled.

2.5 EVALUATION

Hills (1981:1) maintains that teachers cannot escape the necessity of evaluating the progress of their students. Watson and Osibodu (1987:79) also stress the importance of evaluation by stating that "... in our lessons we must evaluate how effective we are, how much the children are progressing in the direction we planned for them".

Olivia (1988:445) points out that one advantage of evaluation is that it is possible to make a diagnosis of learner difficulties and as such it is even possible to implement changes and corrections along the way.

Teachers can use homework exercises as well as assignments in order to evaluate the effectiveness of their teaching. Duminy and Steyn (1983:87) assert that homework is necessary because it consolidates work learnt in class, and at the same time encourage pupils to work on their own.

Bluestein (1989:315) aligns herself with this idea as she states that "Homework extends learning beyond the classroom". She further points out that assigning homework builds responsibility and independent learning skills.

Another form of evaluation can be through tests and examinations. Van der Stoep and Louw (1984:228) regard evaluation, assessment and the conducting

of examinations and tests as the most common of the many activities of the teacher.

They further assert that of all the professional responsibilities of a teacher evaluation and setting of tests and examinations are the most complex and difficult ones. Engelbrecht et al. (1985:122) contend that testing and examining are necessary to determine how efficient a course is as well as to make teaching and learning more meaningful and purposeful. In short, they indicate whether teaching has been successful or not.

In administering tests and examinations teachers will be able to discover learning problems experienced by individual pupils and by the class as a whole. Van der Stoep and Louw (1984:229) maintain that tests and examinations serve to encourage pupils to improve and to learn those things which will be of permanent value to them.

A test should cover as many aspects of the syllabus as possible. In a test a variety of questions for all levels of ability should be set, and this will enable even the weakest pupils to answer some questions correctly (Educamus, vol. 39(4), 1993:11). Sumner (1987:Xii) contends that testing should be the most suitable of the forms of assessment.

2.6 CONCLUSION

It is evident from the review of the relevant literature presented in this chapter that the success of preparing good lessons rests upon the teacher. Teachers therefore need to take their time in performing this complex activity professionally. The next chapter will focus on the research design, the methods of investigation and the instrument to be used.



CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

The literature study presented in chapter two laid a theoretical framework regarding a teacher's responsibilities for the preparation and presentation of his/her lesson, i.e. the extent to which teachers take their time to attend to the many aspects of lesson preparation and presentation. In this chapter the research design will be discussed and the instrument used to collect data will be described.

3.2 THE RESEARCH INSTRUMENT

3.2.1 *Choice And Design*



In order to cover a wider spectrum of the research problem stated in paragraph 1.3, the researcher has made an attempt in this study to use questionnaires, because as Jacobs, Oosthuizen, Le Roux, Olivier, Bester and Mellet (1992:124) state, a questionnaire is regarded as a relative instrument for collecting data. According to Vockell (1983:78), a questionnaire is a data collecting instrument, other than an achievement or ability test on which the respondents directly supply their own answers to a set of questions.

It is a self-report instrument used for gathering information about variables of interest to an investigator.

Again, a questionnaire is used to obtain factual data, opinions and attitudes in a structured framework from respondents not contacted on a face to face basis.

Jacobs et al. (1992:100) assert that one advantage of using a questionnaire is that it can reach a large group of people simultaneously. It also places less pressure on respondents because they can complete it in their own time and return it. Sax (1979:245) contends that a questionnaire allows each respondent to answer the same set of questions phrased in exactly the same way. Therefore a questionnaire was considered to be the most suitable instrument in this study.

3.2.2 Lesson Preparation And Presentation

The questionnaire designed to serve this study dealt with the following aspects of lesson preparation and presentation:

- **preparing teaching media / teaching aids such as slides, pictures, maps, videos, etc. before the lesson**

It was pointed out in paragraph 2.3.3 that the proper choice of teaching media is essential and needs careful planning and preparation. The respondents were asked to indicate the proportion of their total input in this regard (Item 8).

- **consulting / researching material or sources relevant to the lesson**

Paragraph 2.1 indicated that the components of the lesson such as researching material or sources relevant to the lesson demands special teaching skills.

This means that teachers need to seek for relevant sources before presenting their lessons. Respondents were required to indicate the proportion of their total input in this regard (Item 9).

- **preparing notes or worksheets which will be given to pupils during the lesson**

According to paragraph 2.4 teachers could prepare notes or worksheets which may be given to pupils during the lesson. This will probably enable pupils to refer to the notes after the lesson. Respondents were asked to indicate the proportion of their total input regarding this aspect (Item 10).

- **preparing assignments or homework exercises**

It has been stated in paragraph 2.5 that the teacher should indicate in his/her planning the assignments and/or exercises to be given to pupils after the lesson. These serve as a form of evaluation and at the same time enable the pupils to have an idea of the types of questions they can expect in a test or examination. Respondents were required to indicate the proportion of their input with regard to this aspect (Item 11).

- **preparing the aim of the lesson beforehand and how it connects the separate parts of the lesson**

In paragraph 2.3.1 the aim of the lesson is discussed. It is asserted that the learners should be informed about the lesson's objectives, clearly stated right at the beginning of the lesson.

The teacher would mostly specify precisely what he wants his pupils to know at the end of the lesson. Respondents were required to indicate the proportion of their total input regarding the formulation of aims (Item 12).

- **making provision for individual differences amongst pupils - in their interests, needs and abilities**

Paragraph 2.3.5 indicated that teachers should provide for individual differences when presenting learning content and therefore they need to know their pupils' needs, interests and differing abilities.

Respondents were required to indicate the proportion of their total input with regard to this aspect (Item 13).

- **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**

In paragraph 2.3.6 an assertion was made that the success of any lesson depends to a large extent on opportunities created for active participation by the pupils during lesson presentation. Respondents were asked to indicate the proportion of their total input with regard to this aspect (Item 14).

- **setting and administrating written tests / examinations**

Paragraph 2.5 indicates that teachers should evaluate their teaching by administering tests and examinations after presenting their lessons. These contribute towards the child's learning achievements and the teacher's teaching. Respondents were required to indicate the proportion of their total input with regard to setting and administrating tests and examinations (Item 15).

3.2.3 Format of Questions

The research team decided to use the closed or structured format of questionnaires.

This format is advantageous because it limits the number of answers that can be given, is less time consuming and is relatively objective (Jacobs et al. 1992:102).

Each question was carefully formulated and weighed to determine whether the response would help to provide the best answers to the research problem. The research team chose to use a nine point scale. 0 indicates no input regarding a particular responsibility, while 9 indicates a great amount of input.

3.2.4 Scaling Technique

It was stated in paragraph 3.2.3 that a nine point scale was used. This scaling technique was chosen because of the following advantages:

- each question can be evaluated according to its own merit by the respondent.
- it enables one to use a greater variety of statistical techniques.
- to allow the respondents the opportunity to give refined shades of opinion nuances.
- all questions were formulated in the same format and the same anchor points were used in the response to each question.

3.3 EMPIRICAL INVESTIGATION

3.3.1 Respondents

- **Teachers**

In order to gain insight into the current situation of teaching it is important to base such arguments on the views of those concerned. It is for this reason that

teachers of both primary and secondary schools were requested to complete questionnaires on lesson preparation and presentation. Their co-operation was voluntary.

- **Universum**

In this project the universum was chosen to be all the teachers of schools of the Johannesburg district in the Gauteng Province, with an exception of special schools. The Johannesburg district was selected for the following reasons:

- ⇒ It was within reach of the members of the research team and therefore economically feasible.
- ⇒ It would represent a wide variety of schools, namely primary, secondary, comprehensive and private schools.

- **Sample and sampling procedure**

Mulder (1982:55) defines a sample as “a group which is selected from the population and is thus less than the population, while remaining as representative as possible”.

Vockell and Asher (1995:170) view sampling as a strategy that is used by researchers to pick a more manageable group and use it as a basis for making inferences about the population.

The sample must always be viewed as an approximation of the whole rather than as a whole in itself (Baily, 1982:86). The main principle is that the sample must be representative of the population, which means that any conclusions drawn from the research should apply to the population.

In this study random sampling was chosen as a sampling strategy. In random sampling, each member of the population has an equal chance of being selected for the sample.

The names of schools were supplied by the Department of Education, and a sample of 50 schools, primary, high, public and private schools was randomly drawn from a population of 656 schools in the Johannesburg school district. Each school in the list provided was assigned a number and a table of random numbers was used to select 50 schools. The same procedure was used to compile a reserve list, consisting of 10 schools. In the event of a school being unable to participate in the survey due to some reason, the school following on the reserve list would replace it.

- **Distribution of questionnaires**

Principals of the selected schools were approached and their co-operation requested. Members of the research team handed the questionnaires to principals for distribution amongst the teachers of their schools. Completed questionnaires were collected a few days later from the schools by the same members of the research team who took them to the schools. In general, most principals were co-operative. Many of them were even interested in knowing the results of the research. In some instances, though, it was not possible to collect data from selected schools due to a lack of co-operation, for example, four schools declined to complete the questionnaires, and as a result four schools were taken from the reserve list. In total 1004 questionnaires were distributed and 578 were returned in a usable condition.

3.3.2 Motivation For Biological Data

To make a detailed and comparative analysis of the teachers' responsibilities concerning lesson preparation and presentation, information about the following concerning respondents was requested: gender (item 1), age (item 2), teaching experience (item 3), mother tongue (item 5), highest educational qualifications (item 6), current level of teaching post (item 9), marital status (item 10) and

dependent children (item 12). It was considered that these variables could have a bearing on how the respondents could react to the questions.

3.4 FEEDBACK AND ADMINISTRATION

On receiving the returned questionnaires they were controlled to determine whether they were useful. If biographical data was not furnished completely, such a questionnaire was declared useless and invalid, and as such it was ignored. Hereafter the responses were computerized by the Statistical Consultation Services of RAU. The data sheets were checked for any mistakes before any analysis was performed.

3.5 CONCLUSION

In this chapter the research instrument was discussed and the layout of the empirical investigation was also given. In the next chapter the empirical findings will be presented or tabled, analysed and described, and a detailed comparative analysis of data collected from the responses to the questionnaires administered to teachers will be made. The hypotheses will also be formulated.



CHAPTER 4

TABLING, ANALYSIS AND INTERPRETATION OF EMPIRICAL DATA

4.1 INTRODUCTION

In chapter three the research design was discussed and the instrument used to collect data was also described. Question items were used in order to determine the amount of input of teachers as professional educators in the preparation and presentation of their lessons. The question items appear as B8, B9, B10, B11, B12, B13, B14 and B15 on the questionnaire (Appendix 1). In this chapter a discussion will be given of the data and how it is analysed as well as a description of biographical variables. The hypotheses will also be formulated and tested.

4.2 INTERPRETATION OF THE BIOGRAPHICAL DATA OF RESPONDENTS

It was noticed that not all respondents did fully complete the questions regarding biographical particulars (Appendix 1, question 1-13). Such questionnaires were ignored on the affected dependent variable. The greatest problem was failure on the part of teacher to return the completed questionnaires. Only 38 of the 50 schools randomly selected returned questionnaires.

It was found that 27,8% of the questionnaires were completed by males whereas 72,2% were completed by females. Of these respondents 25,6% were below 30 years of age, 34% were aged between 30 and 39 and 40,3% were 40 years older. It was also found that 18,8% had 4 years and less of teaching experience,

28% had between 5 and 10 years' experience and 53,1% had 11 years and more teaching experience.

The analysis show that 23,2% of the respondents considered Afrikaans as their mother tongue, 45,7% were English speaking and 31,1% considered other languages as their mother tongue. It was also found that 13,1% used Afrikaans language as the language which they taught, 74,7% used English and 7,9% taught in other languages. 4,3% of the respondents used both Afrikaans and English as teaching medium.

With regard to the respondents' highest educational qualification 4,9% had a qualification of Standard 10 and lower, 50% possessed a post school diploma, 28,7% were in possession of a degree plus a diploma and 16,4% were post graduates. Concerning the subject fields the respondents mostly taught it was realised that 21,3% taught languages, 16,1% taught physical science, technical and practical subjects, 15,4% taught human and economic sciences, 24% taught Junior Primary subjects and 19,6% taught Senior Primary subjects. 3,6% of the respondents did not actually specify the subject fields in which they taught.

The researcher also found that 45,3% taught at Secondary schools while 54,7% taught at Primary schools; 7,2% were principals and deputy principals, 15,1% were Heads of Departments and 77,7% were teachers.

With regard to marital status of the respondents, the researcher found that 64,5% were married, 24,7% unmarried and 10,7% were either divorced, estranged or widows and widowers. Of these respondents 65,2% had children of their own whereas 34,8% did not have children.

Lastly, it was realised that 34,6% of all the respondents taught in classes with an average number of pupils of between 2 and 29, 42,3% of them taught between 30 and 39 pupils while 23,1% taught 40 pupils or more.

4.3 VALIDITY

This is an extremely important concept, since it determines the confidence we can have in the decisions we make with regard to the outcome variables we are trying to measure. Mouly (1978:166) defines validity as follows: "Validity addresses the question of whether or not a measurement technique is really measuring what it purports to be measuring". In other words it refers to the extent or degree to which an instrument really succeeds in measuring what it has been designed or set to measure. In this regard the content validity was determined by presenting the question items (as outlined in Appendix 1) to lecturers in the field of Education for them to judge their relevancy or to ascertain whether they were valid in terms of the responsibilities of teachers and how they perceive their responsibilities as far as lesson preparation and presentation and it was found that the questions were relevant.

4.4 ANALYSIS OF RESPONSES CONCERNING THE TEACHERS' PROPORTION OF THEIR INPUT WITH REGARD TO LESSON PREPARATION AND PRESENTATION

Respondents were requested to give their opinions in terms of the effort they put in preparing and presenting their lesson.

The reader should take note of the fact that two groups of teachers were formed, a low and a high input group: (0-6) indicates "low" input whereas (7-9) indicates "high" input.

From Table 4.1 one can notice that the variable dealing with the preparation of notes or worksheets which teachers have to give pupils during the lesson has been rated highly. It is quite surprising to note that the variable dealing with the preparation of teaching media/teaching aids before the lesson has been rated the lowest. One would have expected respondents to have rated this aspect high, as it is believed that pupils grasp learning content more easily when teaching aids are used. Again, it would have been expected that the aspect dealing with the preparation of the aim of the lesson beforehand be rated the highest. It is worth pointing out that one of the major pitfalls in teaching is to neglect thinking about the aim of the lesson.

All teachers spend a great deal of time reflecting about and evaluating how well they are performing their work with regard to their classroom teaching. It is therefore astonishing to take cognizance of the fact that the variable dealing with the setting and administration written tests/examinations has a low average. It was asserted in paragraph 2.3.5 that teachers have to take their pupils' individual differences into account when presenting the learning content. Regardless of this contention, evidence show that teachers rate this aspect of lesson preparation and presentation low, hence an average of 6,62.

TABLE 4.1 AVERAGES, STANDARD DEVIATION AND RANK ORDER OF THE AVERAGES OF ITEMS CONCERNING LESSON PREPARATION AND PRESENTATION

ITEM	AVERAGE	STANDARD DEVIATION	RANK ORDER
What proportion of a teacher's professional input is taken up by the following aspects involved in lesson preparation and presentation:			
B10. Preparing notes or worksheets which will be given to pupils during the lesson.	7,42	2,08	1
B14. 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.	7,29	1,78	2
B11. Preparing assignments or homework exercises.	7,06	2,24	3
B12. Preparing the aim of the lesson before hand and how it links the separate parts of the lesson.	7,00	2,09	4
B15. Setting and administrating written tests/examinations.	6,99	2,62	5
B9. Consulting/researching material or sources relevant to the lesson.	6,78	2,15	6
B13. Making provision for individual differences between pupils - in their interests, needs and abilities.	6,62	2,09	7
B8. Preparing teaching media/teaching aids such as slides, pictures, maps, videos, etc. before the lesson.	5,79	2,56	8

4.5 STATEMENTS OF HYPOTHESES

Schumacher and McMillan (1993:88) define a research hypothesis as "a tentative statement of the expected relationship between two or more variables".

They further contend that the hypothesis should state the expected relationship or differences between two or more variables. In this dissertation hypotheses in terms of frequency analysis are stated. The hypotheses to be tested in each case will precede the Tables (4.2 - 4.13).

VARIABLE 1: GENDER

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 lesson preparation and presentation.

Ha1: 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 lesson preparation and presentation. Male teachers put more effort into lesson preparation and presentation than female teachers.

Ha2: 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 lesson preparation and presentation. Female teachers put more effort into lesson preparation and presentation than male teachers.

According to Table 4.2 (p 37) Ho is rejected in favour of Ha2 for items B10, B11, B12 and B13. There is thus 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 lesson preparation and presentation.

TABLE 4.2 DIFFERENCES BETWEEN MALE AND FEMALE TEACHERS WITH RESPECT TO THE PROPORTION OF THEIR INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	GENDER	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.	1. Males F RP	93 0,581	67 0,419	160	0,918	0,338
	2. Females F RP	221 0,533	194 0,467	415		
	T	314	261	575		
B9 Consulting/researching material or sources relevant to the lesson.	1. F RP	61 0,381	99 0,619	160	0,206	0,650
	2. F RP	148 0,357	267 0,643	415		
	T	209	366	575		
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1. F RP	54 0,338	106 0,662	160	14,857	0,000 *
	2. F RP	76 0,183	339 0,817	415		
	T	130	445	575		
B11 Preparing assignments or homework exercises.	1. F RP	58 0,362	102 0,638	160	4,323	0,038 **
	2. F RP	112 0,270	303 0,730	415		
	T	170	405	575		
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1. F RP	69 0,431	91 0,569	160	9,932	0,002 *
	2. F RP	120 0,289	295 0,711	415		
	T	189	386	575		
B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1. F RP	82 0,513	78 0,487	160	8,968	0,003 *
	2. F RP	154 0,371	261 0,629	415		
	T	236	339	575		
B14 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.	1. F RP	53 0,331	107 0,669	160	2,176	0,140
	2. F RP	110 0,265	305 0,735	415		
	T	163	412	575		
B15 Setting and administering written tests/examinations.	1. F RP	48 0,300	112 0,700	160	0,072	0,788
	2. F RP	118 0,284	297 0,716	415		
	T	166	409	575		

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 1

F = Frequency
 RP = Row proportion
 T = Total

A larger proportion of female teachers is giving a higher input than male teachers concerning the following aspects of lesson preparation and presentation: preparing notes or worksheets which will be given to pupils during the lesson; preparing assignments or homework exercises; preparing the aim of the lesson beforehand and making provision for individual differences between pupils.

A possible reason for this could be the fact that female teachers are more duty conscious than male teachers or that more of them are regular teachers than men who may be filling advanced positions in schools.

VARIABLE 2: AGE

Ho: There is no statistically significant relationship between teachers' age and the proportion of their input concerning lesson preparation and presentation.

Ha: There is a statistically significant relationship between teachers' age and the proportion of their input concerning lesson preparation and presentation

According to Table 4.3 (p 39) Ho is rejected in favour of Ha for item B11. This means that there is a statistically significant relationship (at the 5% level of significance) between the teachers' age and the proportion of their input concerning the preparation of the assignments or homework exercises.

Teachers aged between 30 and 39 seem to put more effort into this aspect of lesson preparation compared to the other teachers. This may be so because these teachers may be seen as being more committed to their profession. They also seem to find more time to prepare and mark assignments.

TABLE 4.3 RELATIONSHIP BETWEEN TEACHERS' AGE AND THE PROPORTION OF THEIR INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	AGE	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.	1.21 - 29yrs F	86	62	148	1,529	0,466
	RP	0,581	0,419			
	2.30 - 39yrs F	101	95	196		
	RP	0,515	0,485			
3.40 + yrs	F	129	104	233		
	RP	0,554	0,446			
	T	316	261	577		
B9 Consulting/researching material or sources relevant to the lesson.	1. F	64	84	148	4,677	0,097
	RP	0,432	0,568			
	2. F	63	133	196		
	RP	0,321	0,679			
3.	F	82	151	233		
	RP	0,352	0,648			
	T	209	368	577		
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1. F	32	116	148	0,692	0,708
	RP	0,216	0,784			
	2. F	42	154	196		
	RP	0,214	0,786			
3.	F	57	176	233		
	RP	0,245	0,755			
	T	131	446	577		
B11 Preparing assignments or homework exercises.	1. F	44	104	148	6,513	0,039 **
	RP	0,297	0,703			
	2. F	46	150	196		
	RP	0,235	0,765			
3.	F	81	152	233		
	RP	0,348	0,652			
	T	171	406	577		
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1. F	49	99	148	0,681	0,711
	RP	0,331	0,669			
	2. F	60	136	196		
	RP	0,306	0,694			
3.	F	80	153	233		
	RP	0,343	0,657			
	T	189	388	577		
B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1. F	61	87	148	0,962	0,618
	RP	0,412	0,588			
	2. F	75	121	196		
	RP	0,383	0,617			
3.	F	100	133	233		
	RP	0,429	0,571			
	T	236	341	577		
B14 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.	1. F	40	108	148	0,213	0,899
	RP	0,270	0,730			
	2. F	55	141	196		
	RP	0,281	0,719			
3.	F	68	165	233		
	RP	0,292	0,708			
	T	163	414	577		
B15 Setting and administering written tests/examinations.	1. F	46	102	148	1,009	0,604
	RP	0,311	0,689			
	2. F	52	144	196		
	RP	0,265	0,735			
3.	F	70	163	233		
	RP	0,300	0,700			
	T	168	409	577		

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 2

F = Frequency
 RP = Row proportion
 T = Total

VARIABLE 3: TEACHING EXPERIENCE

Ho: There is no statistically significant relationship between teaching experience and the teachers' proportion of input concerning lesson preparation and presentation.

Ha: There is a statistically significant relationship between teaching experience and the teachers' proportion of input concerning lesson preparation and presentation.

Table 4.4 indicates that there is no statistically significant relationship between teaching experience and the teachers' proportion of input concerning lesson preparation and presentation. Ha is therefore rejected in favour of Ho. No further analysis is possible.

TABLE 4.4 RELATIONSHIP BETWEEN TEACHING EXPERIENCE AND THE TEACHERS' PROPORTION OF INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	Teaching experience	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.	1. 0-4yrs F	63	46	109	0,540	0,764
	RP	0,578	0,422			
	2. 5-10yrs F	86	75	161		
	RP	0,534	0,466			
	3. 11yrs + F	167	140	307		
RP	0,544	0,456				
	T	316	261	577		
B9 Consulting/researching material or sources relevant to the lesson.	1. F	46	63	109	4,046	0,132
	RP	0,422	0,578			
	2. F	63	98	161		
	RP	0,391	0,609			
	3. F	100	207	307		
RP	0,326	0,674				
	T	209	368	577		
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1. F	28	81	109	0,699	0,705
	RP	0,257	0,743			
	2. F	36	125	161		
	RP	0,224	0,776			
	3. F	67	240	307		
RP	0,218	0,782				
	T	131	446	577		
B11 Preparing assignments or homework exercises.	1. F	35	74	109	0,617	0,735
	RP	0,321	0,679			
	2. F	49	112	161		
	RP	0,304	0,696			
	3. F	87	220	307		
RP	0,283	0,717				
	T	171	406	577		
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1. F	37	72	109	1,040	0,595
	RP	0,339	0,661			
	2. F	57	104	161		
	RP	0,354	0,646			
	3. F	95	212	307		
RP	0,309	0,691				
	T	189	388	577		

TABLE 4.4 CONTINUE

B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1.	F	52	57	109	2,594	0,273
		RP	0,477	0,523			
	2.	F	64	97	161		
		RP	0,398	0,602			
B14 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.	1.	F	32	77	109	0,122	0,941
		RP	0,294	0,706			
	2.	F	46	115	161		
		RP	0,286	0,714			
B15 Setting and administering written tests/examinations.	1.	F	38	71	109	2,154	0,341
		RP	0,349	0,651			
	2.	F	45	116	161		
		RP	0,280	0,720			
	3.	F	85	222	307		
		RP	0,277	0,723			
		T	163	414	577		
		T	168	409	577		

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 2

F = Frequency
 RP = Row proportion
 T = Total

VARIABLE 4: MOTHER TONGUE

Ho: There is no statistically significant relationship between teachers' mother tongue and the proportion of input concerning lesson preparation and presentation.

Ha: There is a statistically significant relationship between teachers' mother tongue and the proportion of input concerning lesson preparation and presentation.

According to Table 4.5 Ho is rejected in favour of Ha at the 1% level of significance for items B9, B11, B12 and B15. There is thus a statistically significant relationship between the teachers' mother tongue and the proportion of their input concerning lesson preparation and presentation. Compared with Afrikaans and English speaking teachers, the proportion of teachers who speak other languages is giving more input into the preparation of their lessons. It is possible that since most of the subjects are taught in Afrikaans and English, these teachers make sure that they prepare thoroughly, taking into account that they are not teaching in their mother tongue.

TABLE 4.5 RELATIONSHIP BETWEEN MOTHER TONGUE AND THE TEACHERS' PROPORTION OF INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	MOTHER TONGUE	LOW	HIGH	T	Chi ²	P		
B8 Preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.	1. Afrikaans F	79	55	134	1,619	0,445		
	RP	0,590	0,410					
	2. English F	144	120	264				
	RP	0,545	0,455					
3. Other	F	91	85	176				
	RP	0,517	0,483					
	T	314	260	574				
B9 Consulting/researching material or sources relevant to the lesson.	1. F	63	71	134	9,157	0,010 *		
	RP	0,470	0,530					
	2. F	90	174	264				
	RP	0,341	0,659					
3.	F	55	121	176				
	RP	0,313	0,687					
	T	208	366	574				
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1. F	29	105	134	0,110	0,947		
	RP	0,216	0,784					
	2. F	61	203	264				
	RP	0,231	0,769					
3.	F	40	136	176				
	RP	0,227	0,773					
	T	130	444	574				
B11 Preparing assignments or homework exercises.	1. F	40	94	134	19,358	0,000 *		
	RP	0,299	0,701					
	2. F	98	166	264				
	RP	0,371	0,629					
3.	F	31	145	176				
	RP	0,176	0,824					
	T	169	405	574				
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1. F	47	87	134	11,069	0,004 *		
	RP	0,351	0,649					
	2. F	101	163	264				
	RP	0,383	0,617					
3.	F	41	135	176				
	RP	0,233	0,767					
	T	189	385	574				
B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1. F	58	76	134	3,650	0,161		
	RP	0,433	0,567					
	2. F	116	148	264				
	RP	0,439	0,561					
3.	F	62	114	176				
	RP	0,352	0,648					
	T	236	338	574				
B14 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.	1. F	45	89	134	3,555	0,169		
	RP	0,336	0,664					
	2. F	75	189	264				
	RP	0,284	0,716					
3.	F	42	134	176				
	RP	0,239	0,761					
	T	162	412	574				
B15 Setting and administering written tests/examinations.	1. F	33	101	134	21,171	0,000 *		
	RP	0,246	0,754					
	2. F	101	163	264				
	RP	0,383	0,617					
3.	F	33	143	176				
	RP	0,188	0,812					
	T	167	407	574				

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 2

F = Frequency
 RP = Row proportion
 T = Total

VARIABLE 5: MEDIUM OF INSTRUCTION

Ho: There is no statistically significant relationship between medium of instruction and the teachers' proportion of input concerning lesson preparation and presentation.

Ha: There is a statistically significant relationship between medium of instruction and the teachers' proportion of input concerning lesson preparation and presentation.

The data presented on Table 4.6 leads the researcher to reject Ha in favour of Ho because there is no statistically significant relationship between medium of instruction and the teachers' proportion of input concerning lesson preparation and presentation. No further analysis is possible.

TABLE 4.6 RELATIONSHIP BETWEEN MEDIUM OF INSTRUCTION AND THE TEACHERS' PROPORTION OF INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	LANGUAGE OF TEACHING	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.	1.Afrikaans F	45	31	76	3,472	0,176
	RP	0,592	0,408			
	2.English F	237	195	432		
	RP	0,549	0,451			
	3.Other F	18	25	43		
	RP	0,419	0,581			
	T	300	251	551		
B9 Consulting/researching material or sources relevant to the lesson.	1. F	36	40	76	5,215	0,074
	RP	0,474	0,526			
	2. F	147	285	432		
	RP	0,340	0,660			
	3. F	14	29	43		
	RP	0,326	0,674			
	T	197	354	551		
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1. F	17	59	76	0,994	0,608
	RP	0,224	0,776			
	2. F	99	333	432		
	RP	0,229	0,771			
	3. F	7	36	43		
	RP	0,163	0,837			
	T	123	428	551		
B11 Preparing assignments or homework exercises.	1. F	25	51	76	1,984	0,371
	RP	0,329	0,671			
	2. F	130	302	432		
	RP	0,301	0,699			
	3. F	9	34	43		
	RP	0,209	0,791			
	T	164	387	551		
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1. F	22	54	76	2,707	0,258
	RP	0,289	0,711			
	2. F	148	284	432		
	RP	0,343	0,657			
	3. F	10	33	43		
	RP	0,233	0,767			
	T	180	371	551		

TABLE 4.6 CONTINUE

B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1.	F	31	45	76	1,562	0,458
		RP	0,408	0,592			
	2.	F	183	249	432		
		RP	0,424	0,576			
B14 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.	3.	F	14	29	43	0,942	0,624
		RP	0,326	0,674			
		T	228	323	551		
	1.	F	24	52	76		
B15 Setting and administering written tests/examinations.		RP	0,316	0,684		4,294	0,117
	2.	F	122	310	432		
		RP	0,282	0,718			
	3.	F	10	33	43		
		RP	0,233	0,767		0,294	0,117
		T	156	395	551		
	1.	F	23	53	76		
		RP	0,303	0,697			
	2.	F	136	296	432	4,294	0,117
		RP	0,315	0,685			
	3.	F	7	36	43		
		RP	0,163	0,837			
	T	166	385	551			

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 2

F = Frequency
 RP = Row proportion
 T = Total

VARIABLE 6: QUALIFICATIONS



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Ho: There is no statistically significant relationship between teachers' qualifications and the proportion of their input concerning lesson preparation and presentation.

Ha: There is a statistically significant relationship between teachers' qualifications and the proportion of their input concerning lesson preparation and presentation.

According to Table 4.7 Ho is rejected in favour of Ha for item B12 because there is a statistically significant relationship (at the 5% level of significance) between qualification and the teachers' proportion of input concerning the preparation of the aim of the lesson beforehand and how it links the separate parts of the lesson.

It seems as if teachers with the lowest qualification put more effort into this aspect of lesson preparation. A possible explanation for this phenomenon could be that these teachers are less sure about teaching and are giving more attention to aims that may help them to know what to do.

TABLE 4.7 RELATIONSHIP BETWEEN QUALIFICATION AND THE TEACHERS' PROPORTION OF INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	Qualifications	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps videos etc. before the lesson	1. Std. 10 and lower F RP	15 0,536	13 0,464	28	0,541	0,909
	2. Post school Diploma F RP	154 0,533	135 0,467	289		
	3. B-degree and post sch. dipl F RP	94 0,566	72 0,434	166		
	4. Post Graduate F RP	53 0,558	42 0,442	95		
	T	316	262	578		
B9 Consulting/researching material or sources relevant to the lesson.	1. F RP	10 0,357	18 0,643	28	0,029	0,999
	2. F RP	105 0,363	184 0,637	289		
	3. F RP	61 0,367	105 0,633	166		
	4. F RP	34 0,358	61 0,642	95		
	T	210	368	578		
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1. F RP	7 0,250	21 0,750	28	1,545	0,672
	2. F RP	69 0,239	220 0,761	289		
	3. F RP	32 0,193	134 0,807	166		
	4. F RP	23 0,242	72 0,758	95		
	T	131	447	578		
B11 Preparing assignments or homework exercises.	1. F RP	5 0,179	23 0,821	28	6,489	0,090
	2. F RP	90 0,311	199 0,689	289		
	3. F RP	41 0,247	125 0,753	166		
	4. F RP	35 0,368	60 0,632	95		
	T	171	407	578		

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 3

F = Frequency
 RP = Row proportion
 T = Total

TABLE 4.7 CONTINUE

Item	Qualifications	LOW	HIGH	T	Chi ²	P
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1. Std. 10 and lower F RP	3 0,107	25 0,893	28	9,414	0,024 **
	2. Post school Diploma F RP	89 0,308	200 0,692	289		
	3. B-degree and post sch. dipl F RP	63 0,380	103 0,620	166		
	4. Post Graduate F RP	35 0,368	60 0,632	95		
	T	190	388	578		
B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1. F RP	12 0,429	16 0,571	28	3,841	0,279
	2. F RP	107 0,370	182 0,630	289		
	3. F RP	75 0,452	91 0,548	166		
	4. F RP	43 0,453	52 0,547	95		
	T	237	341	578		
B14 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.	1. F RP	7 0,250	21 0,750	28	3,309	0,346
	2. F RP	73 0,253	216 0,747	289		
	3. F RP	51 0,307	115 0,693	166		
	4. F RP	32 0,337	63 0,663	95		
	T	163	415	578		
B15 Setting and administering written tests/ examinations.	1. F RP	7 0,250	21 0,750	28	2,196	0,533
	2. F RP	91 0,315	198 0,685	289		
	3. F RP	42 0,253	124 0,747	166		
	4. F RP	28 0,295	67 0,705	95		
	T	168	410	578		

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 3

F = Frequency
 RP = Row proportion
 T = Total

VARIABLE 7: SUBJECT FIELDS

Ho: There is no statistically significant relationship between the subject fields and the teachers' proportion of input concerning lesson preparation and presentation.

Ha: There is a statistically significant relationship between the subject fields and the teachers' proportion of input concerning lesson preparation and presentation.

TABLE 4.8 RELATIONSHIP BETWEEN SUBJECT FIELD AND THE TEACHERS' PROPORTION OF INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	Subject fields	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps videos etc. before the lesson.	1. Languages F RP	70 0,569	53 0,431	123	11,404	0,022 **
	2. Physical + Tech. + Practical	56 0,602	37 0,398	93		
	3. Human & Economic sciences	59 0,663	30 0,337	89		
	4. Junior Primary F RP	63 0,453	76 0,547	139		
	5. Senior Primary F RP	59 0,522	54 0,478	113		
	T	307	250	557		
B9 Consulting/researching material or sources relevant to the lesson.	1. F RP	42 0,341	81 0,659	123	10,262	0,036 **
	2. F RP	45 0,484	48 0,516	93		
	3. F RP	35 0,393	54 0,607	89		
	4. F RP	51 0,367	88 0,633	139		
	5. F RP	31 0,274	82 0,726	113		
	T	204	353	557		
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1. F RP	27 0,220	96 0,780	123	9,970	0,041 **
	2. F RP	25 0,269	68 0,731	93		
	3. F RP	28 0,315	61 0,685	89		
	4. F RP	26 0,187	113 0,813	139		
	5. F RP	17 0,150	96 0,850	113		
	T	123	434	557		
B11 Preparing assignments or homework exercises.	1. F RP	26 0,211	97 0,789	123	13,440	0,009 *
	2. F RP	27 0,290	66 0,710	93		
	3. F RP	31 0,348	58 0,652	89		
	4. F RP	50 0,360	89 0,640	139		
	5. F RP	22 0,195	91 0,805	113		
	T	156	401	557		

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 4

F = Frequency
 RP = Row proportion
 T = Total

TABLE 4.8 CONTINUE

Item	Subject fields	LOW	HIGH	T	Chi ²	P
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1. Languages F RP	32 0,260	91 0,740	123	23,161	0,000 *
	2. Physical + Tech. + Practical	44 0,473	49 0,527	93		
	3. Human & Economic sciences	40 0,449	49 0,551	89		
	4. Junior Primary F RP	35 0,252	104 0,748	139		
	5. Senior Primary F RP	30 0,265	83 0,735	113		
	T	181	376	557		
B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1. F RP	51 0,415	72 0,585	123	28,364	0,000 *
	2. F RP	52 0,559	41 0,441	93		
	3. F RP	42 0,483	46 0,517	89		
	4. F RP	33 0,237	106 0,763	139		
	5. F RP	51 0,451	62 0,549	113		
	T	230	327	557		
B14 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.	1. F RP	34 0,276	89 0,724	123	19,880	0,000 *
	2. F RP	37 0,398	56 0,602	93		
	3. F RP	35 0,393	54 0,607	89		
	4. F RP	26 0,187	113 0,813	139		
	5. F RP	25 0,221	88 0,779	113		
	T	157	400	557		
B15 Setting and administering written tests/ examinations.	1. F RP	23 0,187	100 0,813	123	50,771	0,000 *
	2. F RP	20 0,215	73 0,785	93		
	3. F RP	28 0,315	61 0,685	89		
	4. F RP	69 0,496	70 0,504	139		
	5. F RP	16 0,142	97 0,858	113		
	T	156	401	557		

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 4

F = Frequency
 RP = Row proportion
 T = Total

According to Table 4.8 H_0 is rejected and an alternative hypothesis H_a supported. This implies that there is a statistically significant relationship between subject fields and the teachers' proportion of input concerning lesson preparation and presentation.

For items B9, B10, B11 and B15 Senior Primary teachers seem to put more effort with regard to lesson preparation and presentation than others whereas for items B8, B12, B13 and B14 Junior Primary teachers seemingly are giving a higher input compared to teachers teaching other subjects. A possible explanation could be that primary school pupils are not old enough to make inferences from subject content and they are more inquisitive as compared to secondary school pupils. This compels primary school teachers to prepare their lessons thoroughly.

VARIABLE 8: SCHOOL

Ho: There is no statistically significant difference between the proportion of secondary school teachers and the proportion of primary school teachers concerning the proportion of their input with regard to lesson preparation and presentation.

Ha1: There is 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 lesson preparation and presentation. Secondary school teachers put more effort into lesson preparation and presentation than primary school teachers.

Ha2: There is 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 lesson preparation and presentation. Primary school teachers put more effort into lesson preparation and presentation than secondary school teachers.

TABLE 4.9 DIFFERENCES BETWEEN SECONDARY AND PRIMARY SCHOOL TEACHERS REGARDING THE PROPORTION OF THEIR INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	SCHOOL	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.	1.Secondary F RP	171 0,631	100 0,369	271	13,992	0,000 *
	2.Primary F RP	145 0,472	162 0,528	307		
	T	316	262	578		
B9 Consulting/researching material or sources relevant to the lesson.	1. F RP	112 0,413	159 0,587	271	5,107	0,024 **
	2. F RP	98 0,319	209 0,681	307		
	T	210	368	578		
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1. F RP	79 0,292	192 0,708	271	11,562	0,000 *
	2. F RP	52 0,169	255 0,831	307		
	T	131	447	578		
B11 Preparing assignments or homework exercises.	1. F RP	80 0,295	191 0,705	271	0,000	1,000
	2. F RP	91 0,296	216 0,704	307		
	T	171	407	578		
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1. F RP	111 0,410	160 0,590	271	14,441	0,000 *
	2. F RP	79 0,257	228 0,743	307		
	T	190	388	578		
B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1. F RP	136 0,502	135 0,498	271	17,071	0,000 *
	2. F RP	101 0,329	206 0,671	307		
	T	237	341	578		
B14 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.	1. F RP	99 0,365	172 0,635	271	16,722	0,000 *
	2. F RP	64 0,208	243 0,792	307		
	T	163	415	578		
B15 Setting and administering written tests/examinations.	1. F RP	65 0,240	206 0,760	271	5,932	0,015 **
	2. F RP	103 0,336	204 0,664	307		
	T	168	410	578		

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 1

F = Frequency
 RP = Row proportion
 T = Total

The data presented on Table 4.9 leads to the rejection of H_0 in favour of H_{a2} for items B8, B9, B10, B12, B13 and B14. There is thus 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 lesson preparation and presentation. In all cases a larger proportion of primary school teachers is giving a higher input into preparing their lessons than secondary school teachers. A reason for this could be the one stated for variable 7.

For item B15 H_0 is rejected in favour of H_{a1} at the 5% level of significance. The implication of H_0 being rejected shows that the proportion of secondary school teachers differ statistically significantly from the proportion of primary school teachers regarding the proportion of their input. A larger proportion of secondary school teachers puts more effort into setting and administrating written tests and examinations. This could be attributed to the fact that secondary school teachers evaluate pupils more regularly and formally than primary school teachers.

VARIABLE 9: POST LEVEL



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H_0 : There is no statistically significant relationship between post level and the teachers' proportion of input concerning lesson preparation and presentation.

H_a : There is a statistically significant relationship between post level and the teachers' proportion of input concerning lesson preparation and presentation.

According to Table 4.10 H_0 is rejected in favour of H_a for items B12 and B14 (at the 1% and 5% level of significance respectively). There is thus a statistically significant relationship between the teachers' post level and the proportion of their input with regard to lesson preparation and presentation.

In both cases ordinary teachers put more effort into preparing the aim of the lesson beforehand and how it links the separate parts of the lesson, as well as making provision for the active participation by the pupils during the lesson, as compared to principals, deputy principals and Heads of Departments. A possible explanation for this phenomenon could be that principals, deputy principals and Heads of Departments are faced with managerial and administrative responsibilities of the school, to an extent that they have less time for concentrating on the aspects of lesson preparation mentioned above.

TABLE 4.10 RELATIONSHIP BETWEEN POST LEVEL AND THE TEACHERS' PROPORTION OF INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	POST LEVEL	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.	1. Principal F + Deputy RP	27 0,643	15 0,357	42	2,219	0,329
	2. Head of Dept. F RP	50 0,575	37 0,425	87		
	3. Teacher F RP	239 0,532	210 0,468	449		
	T	316	262	578		
B9 Consulting/researching material or sources relevant to the lesson.	1. F RP	18 0,429	24 0,571	42	1,427	0,489
	2. F RP	28 0,322	59 0,678	87		
	3. F RP	164 0,365	285 0,635	449		
	T	210	368	578		
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1. F RP	15 0,357	27 0,643	42	5,763	0,056
	2. F RP	23 0,264	64 0,736	87		
	3. F RP	93 0,207	356 0,793	449		
	T	131	447	578		
B11 Preparing assignments or homework exercises.	1. F RP	18 0,429	24 0,571	42	4,973	0,083
	2. F RP	29 0,333	58 0,667	87		
	3. F RP	124 0,276	325 0,724	449		
	T	171	407	578		
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1. F RP	20 0,476	22 0,524	42	9,966	0,007 *
	2. F RP	37 0,425	50 0,575	87		
	3. F RP	133 0,296	316 0,704	449		
	T	190	388	578		

TABLE 4.10 CONTINUE

B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1.	F	22	20	42	4,536	0,104
		RP	0,524	0,476			
	2.	F	41	46	87		
		RP	0,471	0,529			
B14 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.	3.	F	174	275	449	6,961	0,031 **
		RP	0,388	0,612			
		T	237	341	578		
	1.	F	19	23	42		
B15 Setting and administering written tests/examinations.		RP	0,452	0,548		3,038	0,219
	2.	F	26	61	87		
		RP	0,299	0,701			
	3.	F	118	331	449		
	RP	0,263	0,737		1,68	410	578
	T	163	415	578			
	F	16	26	42	0,381	0,619	
	RP	0,381	0,619				
	F	29	58	87	0,333	0,667	
	RP	0,333	0,667				
	F	123	326	449	0,274	0,726	
	RP	0,274	0,726				
	T	168	410	578			

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 2

F = Frequency
 RP = Row proportion
 T = Total

VARIABLE 10: MARITAL STATUS

Ho: There is no statistically significant relationship between marital status and the teachers' proportion of input concerning lesson preparation and presentation.

Ha: There is a statistically significant relationship between marital status and the teachers' proportion of input concerning lesson preparation and presentation.

The data presented on Table 4.11 (p 54) leads the researcher to reject Ha in favour of Ho since there is no statistically significant relationship between marital status and the teachers' proportion of input concerning lesson preparation and presentation. No further analysis is possible.

TABLE 4.11 RELATIONSHIP BETWEEN MARITAL STATUS AND THE TEACHERS' PROPORTION OF INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	MARITAL STATUS	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.	1.Married F	207	166	373	2,589	0,274
	RP	0,555	0,445			
	2.Unmarried F	81	62	143		
	RP	0,556	0,434			
B9 Consulting/researching material or sources relevant to the lesson.	3.Other F	28	34	62	1,663	0,435
	RP	0,452	0,548			
	T	316	262	578		
	1. F	134	239	373		
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	RP	0,359	0,641		3,915	0,141
	2. F	57	86	143		
	RP	0,399	0,601			
	3. F	19	43	62		
B11 Preparing assignments or homework exercises.	RP	0,306	0,694		0,272	0,873
	T	210	368	578		
	1. F	77	296	373		
	RP	0,206	0,794			
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	2. F	41	102	143	0,985	0,611
	RP	0,287	0,713			
	3. F	13	49	62		
	RP	0,210	0,790			
B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	T	131	447	578	2,523	0,283
	1. F	110	263	373		
	RP	0,295	0,705			
	2. F	41	102	143		
B14 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.	RP	0,287	0,713		1,334	0,513
	3. F	20	42	62		
	RP	0,323	0,677			
	T	171	407	578		
B15 Setting and administering written tests/examinations.	1. F	124	249	373	1,690	0,429
	RP	0,332	0,668			
	2. F	49	94	143		
	RP	0,343	0,657			
B15 Setting and administering written tests/examinations.	3. F	17	45	62	1,690	0,429
	RP	0,274	0,726			
	T	190	388	578		
	1. F	154	219	373		
B15 Setting and administering written tests/examinations.	RP	0,413	0,587		1,690	0,429
	2. F	63	80	143		
	RP	0,441	0,559			
	3. F	20	42	62		
B15 Setting and administering written tests/examinations.	RP	0,323	0,677		1,690	0,429
	T	237	341	578		
	1. F	110	263	373		
	RP	0,295	0,705			
B15 Setting and administering written tests/examinations.	2. F	39	104	143	1,690	0,429
	RP	0,273	0,727			
	3. F	14	48	62		
	RP	0,226	0,774			
B15 Setting and administering written tests/examinations.	T	163	415	578	1,690	0,429
	1. F	103	270	373		
	RP	0,276	0,724			
	2. F	43	100	143		
B15 Setting and administering written tests/examinations.	RP	0,301	0,699		1,690	0,429
	3. F	22	40	62		
	RP	0,355	0,645			
	T	168	410	578		

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 2

F = Frequency
 RP = Row proportion
 T = Total

VARIABLE 11: NUMBER OF PUPILS

Ho: There is no statistically significant relationship between the average number of pupils in classes and the teachers' proportion of input concerning lesson preparation and presentation.

Ha: There is a statistically significant relationship between the average number of pupils in classes and the teachers' proportion of input concerning lesson preparation and presentation.

According to Table 4.12 (p 56) Ho is rejected in favour of Ha for items B11 and B12. This implies that there is a statistically significant relationship between the average number of pupils in classes and the teachers' proportion of input with regard to lesson preparation and presentation. In both of these cases teachers with an enrolment of 40 pupils and more in their classes put more effort into preparing assignments and homework exercises as well as preparing the aim of the lesson beforehand and how it links the separate parts of the lesson than teachers teaching smaller classes. A reason for this could be that these teachers cannot detect each and every pupil's problems. The situation in which teachers with many pupils find themselves compels them to prepare thoroughly in order to meet all their pupils' needs.

TABLE 4.12 RELATIONSHIP BETWEEN THE AVERAGE NUMBER OF PUPILS IN CLASSES AND THE TEACHERS' PROPORTION OF INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	NUMBER OF PUPILS	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.	1. = 29	F RP 0,585	83 0,415	200	2,225	0,329
	2. 30 - 39	F RP 0,514	126 0,486	245		
	3. 40 +	F RP 0,549	73 0,451	133		
		T	316	262		
B9 Consulting/researching material or sources relevant to the lesson.	1.	F RP 0,335	67 0,665	133 200	1,612	0,447
	2.	F RP 0,392	96 0,608	149 245		
	3.	F RP 0,353	47 0,647	86 133		
		T	210	368		
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1.	F RP 0,235	47 0,765	153 200	1,429	0,489
	2.	F RP 0,204	50 0,796	195 245		
	3.	F RP 0,256	34 0,744	99 133		
		T	131	447		
B11 Preparing assignments or homework exercises.	1.	F RP 0,315	63 0,685	137 200	8,557	0,014 **
	2.	F RP 0,335	82 0,665	163 245		
	3.	F RP 0,195	26 0,805	107 133		
		T	171	407		
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1.	F RP 0,370	74 0,630	126 200	9,700	0,008 *
	2.	F RP 0,355	87 0,645	158 245		
	3.	F RP 0,218	29 0,782	104 133		
		T	190	388		
B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1.	F RP 0,405	81 0,595	119 200	0,757	0,685
	2.	F RP 0,429	105 0,571	140 245		
	3.	F RP 0,383	51 0,617	82 133		
		T	237	341		
B14 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.	1.	F RP 0,285	57 0,715	143 200	3,064	0,216
	2.	F RP 0,310	76 0,690	169 245		
	3.	F RP 0,226	30 0,774	103 133		
		T	163	415		
B15 Setting and administering written tests/examinations.	1.	F RP 0,315	63 0,685	137 200	5,380	0,068
	2.	F RP 0,314	77 0,686	168 245		
	3.	F RP 0,211	28 0,789	105 133		
		T	168	410		

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 2

F = Frequency
 RP = Row proportion
 T = Total

VARIABLE 12: OWN CHILDREN

Ho: There is no statistically significant difference between the proportion of teachers with dependent children and the proportion of teachers without children concerning the proportion of their input with respect to lesson preparation and presentation.

Ha1: There is a statistically significant difference between the proportion of teachers with dependent children and the proportion of teachers without children concerning the proportion of their input with respect to lesson preparation and presentation. Teachers with dependent children put more effort into preparing their lessons than teachers without children.

Ha2: There is a statistically significant difference between the proportion of teachers with dependent children and the proportion of teachers without children concerning the proportion of their input with respect to lesson preparation and presentation. Teachers without dependent children put more effort into preparing their lessons than teachers with children.

According to Table 4.13 (p 58) Ha is rejected in favour of Ho because there is no statistically significant difference between the proportion of teachers with dependent children and the proportion of teachers without children concerning the proportion of their input with respect to lesson preparation and presentation.

4.13 DIFFERENCES BETWEEN TEACHERS WITH AND WITHOUT OWN CHILDREN AND THE PROPORTION OF THEIR INPUT CONCERNING LESSON PREPARATION AND PRESENTATION

Item	CHILDREN	LOW	HIGH	T	Chi ²	P
B8 Preparing teaching media/teaching aids such as slides, pictures, maps, videos etc. before the lesson.	1. Yes	F RP	209 0,554	168 0,446	377	0,176 0,675
	2. No	F RP	107 0,532	94 0,468	201	
		T	316	262	578	
B9 Consulting/researching material or sources relevant to the lesson.	1.	F RP	141 0,374	236 0,626	377	0,410 0,522
	2.	F RP	69 0,343	132 0,657	201	
		T	210	368	578	
B10 Preparing notes or worksheets which will be given to pupils during the lesson.	1.	F RP	82 0,218	295 0,782	377	0,377 0,539
	2.	F RP	49 0,244	152 0,756	201	
		T	131	447	578	
B11 Preparing assignments or homework exercises.	1.	F RP	109 0,289	268 0,711	377	0,152 0,697
	2.	F RP	62 0,308	139 0,692	201	
		T	171	409	578	
B12 Preparing the aim of the lesson beforehand and how it links the separate parts of the lesson.	1.	F RP	121 0,321	256 0,679	377	0,204 0,652
	2.	F RP	69 0,343	132 0,657	201	
		T	190	388	578	
B13 Making provision for individual differences between pupils - in their interests, needs and abilities.	1.	F RP	152 0,403	225 0,597	377	0,137 0,712
	2.	F RP	85 0,423	116 0,577	201	
		T	237	341	578	
B14 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.	1.	F RP	110 0,292	267 0,708	377	0,382 0,537
	2.	F RP	53 0,264	148 0,736	201	
		T	163	415	578	
B15 Setting and administering written tests/examinations.	1.	F RP	112 0,297	265 0,703	377	0,137 0,712
	2.	F RP	56 0,279	145 0,721	201	
		T	168	410	578	

* = 1% level of significance
 ** = 5% level of significance
 Degrees of freedom = 1

F = Frequency
 RP = Row proportion
 T = Total

4.6 CONCLUSION

In this chapter the empirical data was presented, tabled, analysed and interpreted. In chapter five a summary of the findings will be given. A critical evaluation of the research as well as recommendations will be made.



CHAPTER 5

OVERVIEW, SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 OVERVIEW

In the first chapter of this study it was indicated that there is a need to investigate the teachers' proportion of input concerning lesson preparation and presentation. Therefore a brief reflection of the problem, aim of the study as well as clarification of the core concepts were done.

In the second chapter a literature survey on lesson preparation and presentation was made. Various points to be considered in the planning and preparation of a lesson were discussed.

In the third chapter an empirical study of the teachers' proportion of input towards lesson preparation and presentation was made. The questionnaire, as the measuring instrument used in the study, was described as well as the plan of the research.

The data was analysed in chapter four. Here the researcher concentrated on the description and interpretation of the findings relating to the questionnaire.

This chapter presents a summary, conclusions, critical evaluation and recommendations of the study.

5.2 SUMMARY OF FINDINGS

The purpose of this study was to determine the teachers' proportion of input with regard to lesson preparation and presentation. An analysis of the results of the research reveals the following:

5.2.1 Gender

Analysis of the empirical data indicated that there is a relationship between gender and the teachers' proportion of input. Female teachers are the ones who are giving a higher input concerning lesson preparation and presentation, than male teachers.

5.2.2 Age

The data indicated that age does not have an influence on the teachers' proportion of input concerning lesson preparation and presentation. All teachers, irrespective of their age, indicated that they put a reasonable effort into the preparation of their lessons. However, when considering the aspect dealing with the preparation of assignments and homework exercises, those teachers aged between 30 and 39 indicated that their input is higher than that of the other age groups.

5.2.3 Teaching Experience

Evidence from the data collected indicated that teaching experience does not play an important role in the input of teachers' preparation and presentation of their lessons.

The high percentages indicate that all teachers rate all aspects of lesson preparation and presentation highly, with an exception to the preparation of teaching media/teaching aids.



5.2.4 Mother Tongue

In comparing language groups of teachers it was found that this variable does have a relation with the teachers' proportion of input concerning lesson preparation and presentation.

The fact that the input of Afrikaans and English speaking teachers is lower than that of the other language groups suggests that since most of the subjects are taught in English and Afrikaans, these teachers feel that there is less need to prepare thoroughly as they won't have a problem of imparting the subject matter to their pupils.

5.2.5 Medium of Instruction

It is clear from the results that the medium of instruction teachers use does not make any difference in the proportion of their input with regard to lesson preparation and presentation.

5.2.6 Qualifications

From the data collected one can deduce that the teachers' qualifications do not exert any influence on the proportion of their input concerning lesson preparation and presentation.

All teachers, regardless of their qualifications, are giving a reasonable input concerning the different aspects of lesson preparation, except for the preparation of the aim of the lesson beforehand, where teachers with qualifications of standard 10 and lower are the ones who are giving a higher input than the others.

5.2.7 Subject Fields

There seems to be a relationship between subject fields and the teachers' proportion of input with regard to lesson preparation and presentation.

Junior primary and senior primary teachers put more effort into preparing their lessons than high school subjects teachers.

5.2.8 School

According to the data there are differences with regard to the level of school and the teachers' proportion of input concerning lesson preparation and presentation. In most cases primary school teachers are the ones who are giving a higher input than secondary school teachers. This could be due to the fact that these teachers are teaching young pupils, hence they have to prepare more materials and refined content.

5.2.9 Post Level

It is evident from the data that the teachers' post level does influence the proportion of their input with respect to lesson preparation and presentation. The fact that principals, deputy principals and Heads of Departments are involved in both managerial and administrative responsibilities of the school, leads to a situation where they put less into the different aspects of their lesson preparations.

5.2.10 Marital Status

From the collected empirical data one can deduce that marital status does not play a role in the teachers' proportion of input concerning lesson preparation and presentation.

5.2.11 Number of Pupils

The average number of pupils teachers have in their classes does influence the proportion of their input with regard to lesson preparation and presentation. Teachers who teach more pupils are the ones who are giving a higher input. These teachers think of the responsibility they have and as such they prepare in such a way that they accommodate each pupil's needs in their classes.

5.2.12 Own Children

Whether teachers have own children or not, does not make any difference in the proportion of their input concerning lesson preparation and presentation

5.3 CRITICAL EVALUATION OF THE RESEARCH

After completion of the empirical research some shortcomings were identified:

- Distance, time and financial constraints have put restrictions on the size of the sample. The selection of respondents involved in the sample was confined to the Johannesburg district in the Gauteng province only.
- The ideal situation should have been a sample from parts of all the provinces, but due to the factors mentioned above, this was not possible.
- Some schools did not co-operate and many teachers did not return the questionnaires.

5.4 RECOMMENDATIONS AND POSSIBLE FUTURE RESEARCH

This short study has succeeded in achieving its aims as stipulated in paragraph 1.4 and at the same time answered the research question posed in paragraph

1.3. However, in the light of the literature survey presented in chapter 2, the following are recommendations for possible future research:

- The present study was confined to an urban part of the Gauteng province. It would be interesting to find out whether teachers from rural areas would have responded in the same way or not.
- The fact that the preparation of teaching media/teaching aids before the lesson is rated the lowest by respondents should receive immediate attention.

Teachers should bear in mind that teaching aids supplement the spoken word, and if they employ a variety of them in their lessons there is no doubt that they would achieve the aim of the lesson quite easily.

- This study has but highlighted a few aspects concerning lesson preparation and presentation. It is therefore recommended that similar research be conducted to investigate those areas which are not covered by this investigation, such as lesson management: the skills involved in managing and organising the learning activities taking place during the lesson.
- Teacher training institutions should strive to equip student teachers with appropriate knowledge and skills that will enable them to prepare and present good lessons. It is therefore recommended that teacher-training programs should be designed in such a manner that they include this aspect.

5.5 CONCLUSION

An important conclusion is that in chapter one it was maintained that due to the complexity and the stressfulness of the teaching profession, teachers do not take enough time to prepare lessons. The empirical study, however, proves that this assumption may not be true.

The view of teachers is that they put quite some effort into lesson preparation and presentation. This is evident from the high scaling of their input as indicated on Tables 4.2 - 4.13.

In the light of the above it remains a constant and continual challenge for the teachers to make concerted efforts to understand what competent or effective teaching is, and they should therefore increase their efforts in preparing their lessons in such a way that they maintain the objectives of entering into a class. It is the wish of this researcher that this study will make an additional contribution to the effectiveness of teaching in schools.



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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

Afrikaans / b.o.

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 ASSEBLIEF DIE VOLGENDE BESONDERHEDE IN VERBAND MET USELF VERSTREK (OMKRING
DIE TOEPASLIKE BLOKKIE)

EXAMPLE/VOORBEELD:

1. Gender/Geslag: Male/Manlik
Female/Vroulik

1
2

Office use/Kantoor gebruik				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(1-4)
Card number/Kaartnommer				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(5)

1. Gender/Geslag: Male/Manlik
Female/Vroulik

1
2

(6)

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

<input type="text"/>	<input type="text"/>
----------------------	----------------------

(7-8)

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

<input type="text"/>	<input type="text"/>
----------------------	----------------------

(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
05
06
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
---	---	---	---	---	---	---	---	---	---

 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
---	---	---	---	---	---	---	---	---	---

 Very large/Baie groot (25)

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

None/Geen

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 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
---	---	---	---	---	---	---	---	---	---

 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
---	---	---	---	---	---	---	---	---	---

 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
---	---	---	---	---	---	---	---	---	---

 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.
analisering 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
---	---	---	---	---	---	---	---	---	---

 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	Very large/Baie groot	(48)
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26. punishing unacceptable behaviour.
onaanvaarbare gedrag te straf.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(49)
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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	Very large/Baie groot	(50)
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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	Very large/Baie groot	(51)
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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	Very large/Baie groot	(52)
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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	Very large/Baie groot	(53)
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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	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	Very large/Baie groot	(55)
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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	Very large/Baie groot	(56)
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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
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 Very large/Baie groot (57)

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
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 Very large/Baie groot (58)

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
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 Very large/Baie groot (59)

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
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 Very large/Baie groot (60)

38. teaching decision-making skills.
die onderrig van besluitnemingsvaardighede.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (61)

39. discussing the manpower needs of the country (community) with pupils.
bespreking van die mannekragbehoeftes van die land (gemeenskap) met leerlinge.

None/Geen

0	1	2	3	4	5	6	7	8	9
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 Very large/Baie groot (62)

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
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 Very large/Baie groot (63)

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
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 Very large/Baie groot (64)

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
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 Very large/Baie groot (65)

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
---	---	---	---	---	---	---	---	---	---

 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
---	---	---	---	---	---	---	---	---	---

 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
---	---	---	---	---	---	---	---	---	---

 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
---	---	---	---	---	---	---	---	---	---

 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 REMEDIËRENDE WERK

54. identifying learning problems.
die indentifisering van leerprobleme.

None/Geen

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

(77)

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
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 Very large/Baie groot

(78)

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
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 Very large/Baie groot

(79)

Kantoorgebruik/Office use				
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Kaartnommer/Card number				
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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
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 Very large/Baie groot

(6)

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
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 Very large/Baie groot

(7)

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
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 Very large/Baie groot

(8)

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
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 Very large/Baie groot

(9)

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 SE 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	Very large/Baie groot	(10)
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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	Very large/Baie groot	(11)
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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	Very large/Baie groot	(12)
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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	Very large/Baie groot	(13)
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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	Very large/Baie groot	(14)
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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	Very large/Baie groot	(15)
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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	Very large/Baie groot	(16)
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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	Very large/Baie groot	(17)
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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	Very large/Baie groot	(18)
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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 KULTURELE VERPLIGTINGE

79. coaching sport.
Sport af te rig.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(28)
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80. coaching cultural activities.
kultuuraktiwiteite af te rig.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(29)
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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	Very large/Baie groot	(30)
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82. attending sport and/or cultural competitions against other schools.
sport en/of kultuurkmpetisies teen ander skole by te woon.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(31)
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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	Very large/Baie groot	(32)
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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	Very large/Baie groot	(33)
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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	Very large/Baie groot	(34)
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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	Very large/Baie groot	(35)
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87. in-service training courses.
indiensopleidingskursusse.

None/Geen	0	1	2	3	4	5	6	7	8	9	Very large/Baie groot	(36)
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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)