

**THE LEARNERS' SOCIAL DEVELOPMENT
AS A RESPONSIBILITY
OF THE TEACHER**

by

MISAVENI FLORENCE NKUZANA

MINI-DISSERTATION

submitted in partial fulfilment of the requirements
for the degree



PSYCHOLOGY OF EDUCATION

in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

SUPERVISOR: DR MP VAN DER MERWE

NOVEMBER 1996

ACKNOWLEDGEMENTS

My gratitude to the following people cannot be adequately expressed:

- * **Dr MP van der Merwe**, my supervisor, without whose wisdom, support and guidance this project would never have been accomplished.
- * Prof CPH Myburgh, for his help with statistics generated by this dissertation.
- * Prof JC Kok, for his continued interest and inspirational leadership.
- * The Statistical Consultation Service of the RAU, for the statistical processing and preparation of data used in this study.
- * My team-mates in the project, who have always been willing to engage in discussions with regard to the research.
- * Miss A du Plessis, for efficient and speedy typing of the dissertation.
- * My dear mother, Emily N'wa-France, for support and long-enduring faith.
- * My brothers, Reuben, Benjamin and Joseph, and sisters, Betty and Maria, for their interest and encouragement.
- * Mr and Mrs Natal Baloyi of Randburg, for accommodating me on many days that I had to attend lectures at the Rand Afrikaans University.
- * **Vukatimuni, Vulani and Mulunghisi**, for being loving, supportive and encouraging children.
- * **K.J.**, my husband, for his constant love, assistance and advice.
- * **The Almighty God**, for inspiration and the zeal to work tenaciously.

DEDICATION



UNIVERSITY
OF
JOHANNESBURG

Dedicated to my late son, **Vongani**.

OPSOMMING

Hierdie studie het ondersoek ingestel na onderwysers se mening oor die grootte van hul inset ten opsigte van die sosiale ontwikkeling van leerlinge as een van hul verantwoordelikhede.

Die kind is 'n sosiale wese van geboorte af en bevind hom-/haarself in die teenwoordigheid van sy/haar medemens. Die kind is "volwassewordende". Om hierdie rede word daar na die kind as 'n "hulp-soeker" verwys. Om ten volle deur sy/haar medemens aanvaar te word, moet die kind egter sosiale kennis en bepaalde vaardighede verwerf en aanleer. Belangrike aspekte van die kind se sosiale ontwikkeling sluit in

- * die aanvaarding van die uniekheid van ander;
- * die handhawing van norme en waardes wat sosiaal en sedelik aanvaarbare gedrag waarborg;
- * respek vir ander se menswaardigheid;
- * assosiasie met ander;
- * probleemoplossing in groepsverband en die eie, selfstandige stellingname.

Om die grootte van inset van onderwysers ten opsigte van die onderrig van hierdie aspekte van sosiale ontwikkeling te bepaal, is 'n navorsingsinstrument ontwerp, waarna 'n empiriese ondersoek onderneem is. Die respondente was onderwysers uit primêre en sekondêre skole in die Johannesburg-distrik van die Gauteng Provinsie.

Die belangrikste bevindinge van die studie is soos volg:

- * Onderwysers is oor die algemeen van mening dat hulle 'n groot deel van hul inset aan die sosiale ontwikkeling van leerlinge wy.

* Enkele statistiese verskille en verwantskappe is ook ten opsigte van die volgende onafhanklike veranderlikes blootgelê:

- geslag
- ouderdom
- ondervinding
- taal - moedertaal
- vakke - vakgroepe wat oorwegend onderrig word
- skooltipes
- posvlak
- huwelikstaat.

Die belangrikste gevolgtrekkings- en aanbevelings- is-soos- volg:

* Onderwysers wy 'n groot deel van hul inset aan die sosiale ontwikkeling van leerlinge.

* Groter klem is in onderwysersopleiding en indiensopleiding nodig ten opsigte van

- probleemoplossing in groepsverband;
- assosiasie met ander; en
- die distansiëring van groepdenke, sodat leerlinge se sosiale ontwikkeling ongehinderd kan voltrek.

TABLE OF CONTENTS

PAGE

CHAPTER 1:

MOTIVATION OF THE STUDY: STATEMENT OF THE PROBLEM, PRINCIPAL AIM OF THE STUDY AND RESEARCH METHOD

1.1	INTRODUCTION	1
1.2	MOTIVATION OF THE STUDY	2
1.3	STATEMENT OF THE PROBLEM	6
1.4	PRINCIPAL AIM OF THE STUDY	6
1.5	RESEARCH METHOD	6
1.6	PLAN OF THE STUDY	7
1.7	CONCLUSION	7

CHAPTER 2:

THE LEARNER'S SOCIAL DEVELOPMENT AS A RESPONSIBILITY OF THE TEACHER

2.1	INTRODUCTION	8
2.2	THE TEACHER'S ASSISTANCE IN THE DEVELOPMENT OF RELATIONSHIPS	9
2.2.1	The relationship of knowing	10

	PAGE	
2.2.1.1	Knowledge of the child's physical development	10
2.2.1.2	Knowledge of the child's emotional development	11
2.2.1.3	Knowledge of the child's moral development	12
2.2.2	The relationship of understanding	13
2.2.3	The relationship of acceptance	14
2.2.4	The relationship of trust	16
2.2.5	The relationship of respect	16
2.3	TEACHING LEARNERS TO CONFORM TO SOCIALLY ACCEPTABLE BEHAVIOUR	17
2.4	TEACHING PUPILS TO ASSOCIATE WITH OTHERS	18
2.4.1	Group work as a form of association	19
2.4.2	Play as a form of association	20
2.5	HELPING PUPILS TO DISTANCE THEMSELVES FROM GROUP THINKING	21
2.6	CONCLUSION	21

**CHAPTER 3:
THE RESEARCH DESIGN**

3.1	INTRODUCTION	23
3.2	RESEARCH INSTRUMENT	23
3.2.1	Teaching pupils to be trustworthy and reliable in interpersonal relationships	24
3.2.2	Helping pupils to distance themselves from group thinking	24
3.2.3	Teaching pupils acceptance of the uniqueness of individuals	25
3.2.4	Teaching pupils to conform to socially acceptable behaviour	25
3.2.5	Teaching pupils to respect human dignity	25
3.2.6	Setting problems for pupils to solve in teams	25
3.2.7	Advising pupils to associate with others	25
3.3	SCALING TECHNIQUE	26
3.4	RESPONDENTS	26
3.4.1	Teachers	26
3.4.2	Universum	27
3.4.3	Sampling and sampling procedure	27
3.4.4	Collection of data	27

	PAGE	
3.5	FEEDBACK AND ADMINISTRATION	28
3.6	CONCLUSION	28

CHAPTER 4:

ANALYSIS OF THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THEIR RESPONSIBILITY IN RESPECT OF THE SOCIAL DEVELOPMENT OF LEARNERS

4.1	INTRODUCTION	29
4.2	DESCRIPTIVE ANALYSIS OF THE INDEPENDENT VARIABLES (BIOGRAPHICAL DATA) IN RESPECT OF RESPONDENTS	29
4.2.1	Gender as an independent variable	29
4.2.2	Age as an independent variable	29
4.2.3	Teaching experience as an independent variable	30
4.2.4	Mother-tongue as an independent variable	30
4.2.5	Language of instruction as an independent variable	30
4.2.6	Qualifications as an independent variable	30
4.2.7	Subject mostly taught as an independent variable	30
4.2.8	Secondary/Primary school as an independent variable	31
4.2.9	Current post level as an independent variable	31
4.2.10	Marital status as an independent variable	31

	PAGE	
4.2.11	Average number of pupils in the class as an independent variable	31
4.2.12	Parental status of the teacher as an independent variable	31
4.3	VALIDITY	32
4.4	DESCRIPTIVE ANALYSIS REGARDING ITEMS RELATED TO TEACHERS' RESPONSIBILITIES IN RESPECT OF THE SOCIAL DEVELOPMENT OF PUPILS	33
4.5	STATISTICAL ANALYSIS REGARDING THE PROPORTION OF TEACHERS' INPUT IN REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	36
4.5.1	The relationship between gender and the proportion of teachers' total input in regard to the social development of pupils	36
4.5.1.1	Hypothesis	36
4.5.2	The relationship between teachers' age and the proportion of their input in regard to the social development of pupils	39
4.5.2.1	Hypothesis	39
4.5.3	The relationship between teachers' teaching experience and the proportion of their input in regard to the social development of pupils	42
4.5.3.1	Hypothesis	42
4.5.4	The relationship between the mother-tongue of the teachers and the proportion of their input in regard to the social development of pupils	45
4.5.4.1	Hypothesis	45

	PAGE	
4.5.5	The relationship between the language of instruction and the proportion of teachers' input in regard to the social development of pupils	48
4.5.5.1	Hypothesis	48
4.5.6	The relationship between the teachers' qualifications and the proportion of their input in regard to the social development of pupils	50
4.5.6.1	Hypothesis	50
4.5.7	The relationship between the subjects mostly taught and the proportions of teachers' input in regard to the social development of pupils	53
4.5.7.1	Hypothesis	53
4.5.8	The relationship between the type of school and the proportion of teachers' input in regard to the social development of pupils	58
4.5.8.1	Hypothesis	58
4.5.9	The relationship between the position held by teachers and the proportion of their input in regard to the social development of pupils	61
4.5.9.1	Hypothesis	61
4.5.10	The relationship between the marital status of the teachers and the proportion of their input in regard to the social development of pupils	64
4.5.10.1	Hypothesis	64
4.5.11	The relationship between the number of children in the class and the proportion of the teachers' input in regard to the social development of pupils	66
4.5.11.1	Hypothesis	66
4.5.12	The relationship between the parental status of the teachers and the proportion of their input in regard to the social development of pupils	69
4.5.12.1	Hypothesis	69
4.6	CONCLUSION	72

CHAPTER 5:
SUMMARY OF THE FINDINGS, CONCLUSIONS
BASED ON THE FINDINGS, RECOMMENDATIONS
AND LIMITATIONS OF THE STUDY

5.1	SUMMARY	73
5.2	SUMMARY OF THE FINDINGS	73
5.2.1	Findings of table 4.1	
5.2.2	Conclusions based on the findings	79
5.2.3	Recommendations	79
5.2.4	Limitations of the study	80
5.3	CONCLUSION	80
	LIST OF SOURCES CONSULTED	82
	APPENDIX	87



UNIVERSITY
OF
JOHANNESBURG

LIST OF TABLES

TABLE 4.1	AVERAGES, STANDARD DEVIATIONS AND RANK ORDER OF AVERAGES CONCERNING THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	33
TABLE 4.2	THE RELATIONSHIP BETWEEN GENDER AND THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	37
TABLE 4.3	THE RELATIONSHIP BETWEEN TEACHERS' AGE AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	40
TABLE 4.4	THE RELATIONSHIP BETWEEN TEACHERS' TEACHING EXPERIENCE AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	42
TABLE 4.5	THE RELATIONSHIP BETWEEN THE MOTHER-TONGUE OF THE TEACHERS AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	45
TABLE 4.6	THE RELATIONSHIP BETWEEN THE LANGUAGE OF INSTRUCTION AND THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	48
TABLE 4.7	THE RELATIONSHIP BETWEEN THE TEACHERS' QUALIFICATIONS AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	51
TABLE 4.8	THE RELATIONSHIP BETWEEN THE SUBJECTS MOSTLY TAUGHT AND THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	54

	PAGE
TABLE 4.9 THE RELATIONSHIP BETWEEN THE TYPE OF SCHOOL AND THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	58
TABLE 4.10 THE RELATIONSHIP BETWEEN THE POSITION HELD BY THE TEACHERS AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	62
TABLE 4.11 THE RELATIONSHIP BETWEEN THE MARITAL STATUS OF THE TEACHERS AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	65
TABLE 4.12 THE RELATIONSHIP BETWEEN THE NUMBER OF CHILDREN IN THE CLASS AND THE PROPORTION OF THE TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	67
TABLE 4.13 THE RELATIONSHIP BETWEEN THE PARENTAL STATUS OF THE TEACHERS AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS	70

CHAPTER 1

MOTIVATION OF THE STUDY, STATEMENT OF THE PROBLEM, PRINCIPAL AIM OF THE STUDY AND RESEARCH METHOD

1.1 INTRODUCTION

This study forms part of a research project concerning the responsibilities of teachers. The project focuses on the opinions of teachers as to the size or proportion of their total input with regard to teaching. The following areas will be investigated:

- a) The social development of pupils (Nkuzana, 1997).
- b) Lesson preparation and presentation (Ngobeni, 1997).
- c) Evaluation (Richard, 1997).
- d) Establishing authority and discipline (Nxumalo, 1997).
- e) Development of pupils' self-concept (Richard, 1997).
- f) Career and future orientation (Marsay, 1997).
- g) Security of pupils (Moeketsane, 1997).
- h) The cognitive development of learners (Roodt, 1997).
- i) Remedial work (Vilakazi, 1997).
- j) Parental guidance (Masalesa, 1997).

This study will specifically focus on the primary and secondary school learner's social development as a responsibility of the teacher.

1.2 MOTIVATION OF THE STUDY

The initiation of the teaching situation is the responsibility of the teacher. To teach implies that he who is going to do so, has been instructed or commissioned to carry out a task, and that he has accepted that task (Duminy, 1993:9-10). As the director or manager of his class, the teacher does not only concentrate on the development of the children's intellect, but also on helping the children to develop the social skills which will help them to be accommodated by the members of their community as fully fledged social beings (Gunter, 1980:121).

Teachers are there in the education situation to further the interests of parents. These interests are to equip children with the norms and values of their culture. Norms that will help children to know what is good or bad, right or wrong, acceptable and unacceptable in various communities and cultures. It is for this reason that teachers are said to be transmitters of culture (Lindhard, 1990:73), because it is through the teacher that pupils meet the cultural norms and values.

It is the primary function of the teacher to assist and guide the child to acquire knowledge of social life. This includes teaching the child to initiate relations with the world around him, because people's world is a world of relations which requires an adult teacher to reveal it to the child (Patrick, 1986:72).

By accepting this profession, the teacher binds himself to the pupil and assumes responsibility knowing that, without his help, the pupil will be unable to become what he ought to (Patrick, 1986:81).

The world is rapidly changing and this leads to the change of social order and social responsibilities. Society is becoming more lawless, violent and undisciplined and this trend is most apparent among the younger generation. The standards of behaviour

among the young have fallen (Eggleston, 1992:35). The school as a social institution is affected by this change. This is evident in the changed responsibilities of teachers. They are seen as failing in their moral, social and educational obligations and, for this reason, teachers are seen as no longer delivering the goods to their clients (learners), because the children that they teach do not know as much as they should concerning both moral and social skills and they are ill equipped with life skills in general. This also accentuates the assumption that teachers are not doing enough to impart the right norms and values to learners to ensure that their behaviour be socially acceptable (Straughan, 1988:1-3).

South Africa finds itself in the midst of a transition, which brings about different conceptions of learners, especially in education and in black areas. The effectiveness of education is questioned in these areas. The South African society blames this situation on teachers. This allegation is supported by Dr Louw's article in the Sowetan (The Sowetan, 11 October 1996:12), in which he emphasizes the concern that parents show with regard to the education of their children. He pointed out that parents would like the education of their children to change from what it is to give the black child the opportunity and privileges which are enjoyed by white children. The problem which they face is the teachers' unions, which do not seem to care about the interests of the children, but only about those of the teachers.

It seems that the unions do not care whether teachers teach or not as long as their conditions of service are catered for. Dr Louw (The Sowetan, 11 October 1996:12) has the following examples which are proof of the fact that teachers no longer put the effort into their responsibilities and the demands of their profession:

- Classes are grouped together to give teachers the opportunity to have more free periods, as the union determines how many hours per day they need to work.

- Children are sent home during second break so that teachers can also go home - many pupils don't return for the last two periods. They roam the streets with nothing to do and are prime targets for drug dealers and other criminals. What happened to the principle that the school is responsible for the child during school hours?
- The Unions prevent teachers from presenting extramural activities. Therefore, the development of sports grounds, halls for cultural activities and other facilities is not regarded a priority in township communities any more.
- On Fridays, there is no one at a black township school after 11:30 am. Children are sent home, so that teachers can go do shopping and other things.
- When the matric examination starts on October 20, all black township high schools will close. From Std. 6 to 9, all pupils will only be allowed to come to school when they write an examination paper. All marking is done during school hours.

Although the communities are worried about the education that their children receive, there are those within the same community whose involvement in education has become a threat to the teacher profession. This is also supported by Louis (1973:4) when he points out that the control that modern community in education has in the name of the so-called "Civic Associations" seems to be a particularly serious threat to the teachers' responsibilities by claiming to be the only people who know what is relevant and useful in education.

Prof. Bengu, the Minister of National Education (The Sowetan, 12 June 1996:3), stated, therefore, that:

As I travel around the country, I am appalled by the reports I receive that significant numbers of teachers are bringing their profession and their own integrity into disrepute by chronic absenteeism, late reporting for duty, early knocking off and disreputable behaviour such as drunkenness

to show the deteriorating education situation in the country. Teachers no longer respect reporting to work on a daily basis. If they do come, they arrive late at school or go home early.

Apart from the accusations from the society, teachers themselves are no longer sure of their responsibilities in the education situation. This is evident from the words of a certain teacher who once visited a prison. He said:

I visited a prison last week and I came back bothered and burdened. I can't escape thinking about my responsibilities as a teacher. Every adult murderer was once a child who spent years at school. Every thief had teachers who presumably taught him values and morals. Every criminal was educated by teachers. Every prison is a dramatic demonstration of the failure of our system (Ginott, 1972:29).

From what is quoted above, teachers should ask themselves questions such as: What are our schools producing? This question shows that schools have, therefore, opted out of providing a clear moral lead, teachers don't have enough time, interest and attention is not being devoted to the business of teaching children to be good and to be respected in the whole of the social world (Straughan, 1988:2).

From what has been stated, it is clear that teachers are one of the probable factors that could be isolated as being responsible for the decline of the quality of education and, by implication, the total development of children is affected. Schools, through their teachers, can fulfil the responsibility of socializing the child by acting in response to recent trends and innovations in education.

1.3 STATEMENT OF THE PROBLEM

From the above information, it is clear that schools as social institutions have neglected their task of teaching and socializing their learners. Teachers have moved away from their responsibilities not only to impart academic knowledge to learners but also to provide knowledge of moral skills and social skills which, after internalizing, the child would reach adulthood. The knowledge of social skills would be his passport to being accepted in society, which expects him to behave normatively. The research question, therefore, is mainly to determine the proportion of the teachers' total input with regard to the social development of learners.

1.4 PRINCIPAL AIM OF THE STUDY

The principal aim of the project is to investigate teachers' opinions regarding the proportion of input in their total responsibilities, as discussed in paragraph 1.1 above.

This study is specifically aimed at analysing the teachers' proportion of input in respect of the social development of pupils by eliciting teachers' opinions.

1.5 RESEARCH METHOD

A normative approach was used in this research. In the literature study, historical exploration was conducted to gain an understanding of the concept and the situation of social development of pupils (Mvamwenda, 1989:79). The systems theory approach was used to explain the relevant factors to the problem as they occur in society (Kerckhoff, 1990:153). The various concepts pertaining to this problem were

analysed and described, and the essential aspects of social development were elucidated through a phenomenological analysis. These aspects will be operationalised in the form of questions, which will be used in a quantitative field-study which was undertaken to collect data to determine the size or proportion of teachers' input with regard to the social development of pupils (Vockell, 1995:81).

1.6 PLAN OF THE STUDY

Chapter 2

Terms such as **responsibility** and **social development** will be defined. The literature study on social development will be undertaken.

Chapter 3

The research design and research instruments will be the main focus of this chapter.

Chapter 4

The findings will be tabulated, analysed and interpreted in this chapter. Hypotheses will be set and tested.

Chapter 5

This chapter concludes the study. Findings, limitations of the study, as well as recommendations for future research will be given.

1.7 CONCLUSION

From the above information, it is clear that the learners' social development should be the educational focus, which is to provide the child with knowledge of social aspects that are morally and socially acceptable in the community within which the child lives. It is also important to note that pupils' successful socialization requires the active involvement of all educators. The information above leads the researcher to embark on the literature study in order to gain information on the basis of the learners' needs and the teachers' responsibility in respect of these needs. Chapter two will serve this purpose.

CHAPTER 2

THE LEARNER'S SOCIAL DEVELOPMENT AS A RESPONSIBILITY OF THE TEACHER

2.1 INTRODUCTION

It is of vital importance to begin this discussion by defining concepts such as "social development", "socialization" and "responsibility".

According to Van den Aardweg (1988:214), the term **social development** refers to the development of relationships and associations with others. He further points out that this social development is marked by mutual interaction and generality with the aim to enjoy the society or companionship of others. What should be taken note of is that social development is not inherited but acquired through the process of socialization. **Socialization** is that learning process related to the growth of social relationships and social behaviour, which encourages the acceptable assimilation of the individual into society (Van den Aardweg, 1988:214). It is the process of learning and the internalizing of values, attitudes, roles, competencies and ways of perceiving the world that are shared by one's family, community and society. Later in life, it is the modification of attitudes, expectations and behaviours to coordinate with those of the people with whom one interacts.

Responsibility, on the other hand, implies being answerable, accountable, having a charge, a trust and a duty (Van den Aardswet, 1988:199). In an education situation, it is the teacher's responsibility to ensure that socialization takes place in order to

broaden the social experience of pupils. This occurs when the pupil learns with other children from different social backgrounds, especially when he becomes exposed to different views. It is through this responsibility that the teacher awakens the social conscience of children by promoting the fact that children should be taught to understand and to accept others and by ensuring that others are not exploited in any way, as well as by assisting children to select social influences, which will contribute towards social development (Duminy, 1992:62).

Questions that Walker (1980:6) asks help to clarify the responsibility of the teacher. He says: "What makes us behave as we do towards self, others and the environment?" He went on to ask how can people change their behaviour and the behaviour of others from inappropriate to appropriate, from unacceptable to acceptable, from destructive to constructive and from bad to good? In the educational situation, it is the teacher's responsibility to see to it that the child is taught that behaviour which is socially acceptable to all stakeholders, i.e. the learners' family, school, peers and the community.

The questions that Walker has posed call for the co-operation of all stakeholders in the education situation to help today's generation to master the life skills, attitudes, norms and values which they need now and in the future.

As the initiator, motivator and facilitator in the learning situation, the teacher should, therefore, ensure that a favourable social relationship exists in his or her class, between himself and his or her pupils and between pupils and pupils, in order for important social stimulation to take place.

2.2 THE TEACHER'S ASSISTANCE IN THE DEVELOPMENT OF RELATIONSHIP

The term **relationship** refers to the association between two or more people or objects (Vrey, 1980:20).

In order to help the child to develop his or her social aspect, the teacher should encourage the child to establish relationships with his or her peers and class elders, such as his teachers. In developing these interpersonal relationships, the child should be made aware of certain characteristics that are required for any sound relationship.

2.2.1 The relationship of knowing

Du Plooy (1984:85) says that the possibility to know is given with man. For that reason, it is maintained that the child is somebody who wants to know. The child wants to know other people, including his teachers. Although the child is a being who wants to be equipped with such knowledge, he must first acquire genuine self-knowledge. It is the responsibility of the teacher in an education situation to help the child to acquire whatever knowledge he would like to gain, which is of vital importance for his social development.

To be able to provide knowledge about the reality to the child, the teacher should also know something about the child. The teacher should know the child's personality. This entails his physical, emotional and social aspects of life (Verster, 1991:9). The teacher should also know the nature and destination of the child he is working with. The implication here is that both the teacher and the learner must, of necessity, reach a relationship of knowing. It is also essential for the teacher to know that each learner, as well as himself, are individuals with distinct personality structure (Lindhard, 1993:63). Teachers can contribute to the child's social development by providing knowledge of human personality that can be of great help in paving the way for the child to explore knowledge of the world around him (Verster, 1991:11).

2.2.1.1 Knowledge of the child's physical development

The child should know that a person is his body. He should also know that he cannot exist without the body and it is his body which makes it possible for him to live in the world in which he sees, hears, eats, learns, works, meets others and plays with them.

The child should also know that it is his body that will help him meet life demands, such as the ability and the skills of running, jumping, kicking and climbing (Venant, 1990:49). This implies that the teacher should see to it that he teaches the learner to look after his body correctly. This means that the child must not hurt himself or others. The teachers should also teach the learner good habits of personal hygiene, such as washing his body every day, brushing his teeth and putting on clean clothes (Verster, 1991:3). To promote this aspect, the teacher can ensure that his learners get enough exercise in associating with others (Engelbrecht, 1992:68).

2.2.1.2 Knowledge of the child's emotional development

Emotions have to do with human feelings. This refers to a person's attitude towards other people, a person's likes and dislikes, anxiety, anger, joy, jealousy, moods, etc. (Van den Aardweg, 1988:77). The task of the teacher is to get to know the child's needs, problems, both from home and the school. The child also must know his teacher. The child must know what his teacher wants, likes and what the teacher expects from him. The personal life and example of the teacher are of great importance. If the teacher's emotional life is healthy and under control, he will be a good example, may be disturbed by anxiety feelings and may display all sorts of unnatural orry observant of their attitude towards them. They are able to see if the teacher likes them or not. Once such a behaviour has been identified, the child should be helped by teaching him to learn to control his feelings and to channel them in a positive direction. Once the child has mastered the skill of controlling his behaviour, it will help him in interpersonal relationships, because even if he is depressed or angry, he must adapt himself to such a situation (Vrey, 1993:74).

Through this practical problem in their daily lives, you will train them to consider a number of responses before they decide to act. It will also help them to realize that, in order to be able to live and associate with other people, a person must learn to control his feelings.

2.2.1.3 Knowledge of the child's moral development

Moral education is, among other things, the teaching of the behaviour that encourages good relationships (Vrey, 1993:73). Moral development is concerned with learning to distinguish between right and wrong, good and bad, acceptable and unacceptable behaviours within a particular society in which the learner lives (Van den Aardweg, 1988:148). For the child to know what is right or wrong and good or bad, the teacher must teach the child the elements of the moral aspect, namely: the norms and the values. A norm is a rule that governs human behaviour (Dubbs, 1987:25). These norms vary from culture to culture (Van den Aardweg, 1988:156). The teacher should teach the child about these norms in order for the child to be socially acceptable. For example, a Shangaan child may be taught that to use insulting words in the presence of elderly people is wrong. But with the Venda culture, on the other hand, the use of such words is not taken as anything serious (Dubbs, 1987:28). The learners can be made aware of the fact that it is not acceptable in black culture to put on mini skirts, and boys may be taught not to wear their hats when entering the classroom. The teacher should try and encourage his class to master these norms and make them part and parcel of their daily lives.

The teacher can contribute towards the development of this aspect by identifying the various cultural activities that the community within which he works approves (Mumford, 1982:21). After this identification, he can then try gradually to transmit these activities to his pupils.

Once the teacher has gained knowledge of the above examples of the elements of the child's personality, the child will gradually realize the teacher's concern for his welfare, and this will reinforce the confidence that the child has in his teacher (Landman, 1992:114).

2.2.2 The relationship of understanding

The teacher should teach the child that good social relationships are characterized by understanding. If one has knowledge of his fellow man, it will be very easy to understand him and his problems. The teacher's personal attitude to the pupils' problems is of great importance here. The teacher must try to be an understanding person himself. An understanding person is a caring person (Landman, 1988:17). This will teach their pupils that teachers are prepared to care for them before they can expect their pupils to care for others.

The relationship between the class and the teacher will flourish. His pupils will not only understand their teacher when he has problems, but they shall have learnt to understand even their peers and the society (Landman, 1992:71). The teacher can reinforce this characteristic of understanding by teaching his pupils to acquire interpersonal understanding, i.e. teach them the ability to infer what other persons are thinking and feeling and to differentiate between their own perspective and those of others. Learners can use this ability to figure out how classmates are feeling and to resolve disagreements (Seifert, 1991:90). Selman (*in* Seifert, 1991:90) maintains that this interpersonal understanding develops in stages, such as subjective perspective-taking, reciprocal perspective-taking and mutual perspective-taking. The first and second perspective-taking processes are concerned with the primary-school children's understanding of how others feel and the intentions of actions toward them. Teachers can help these children by continually challenging them to take one another's perspective into account. They can help in this connection by asking the right question at the right time, such as: "How do you think she feels when you walk right past her without saying good morning?" Teachers can also teach this ability to their pupils by arranging the learning experience that requires his pupils to attend to each other's perspectives. A group discussion can serve this purpose (Seifert, 1991:92).

Mutual perspective-taking, on the other hand, is that ability which should be taught to adolescents. The teacher can teach these adolescents the ability to generalize perspectives and can help them to balance their life experiences by pointing out how differences in life experiences can influence learners' perspectives.

Teachers should try and encourage their pupils to develop the awareness of others' feelings and perspectives by planning activities that involve interaction and which require them to listen to one another. This requires the teacher to teach his class communication skills by setting up situations, preferably small groups, in which are expected to be good group members (Westmacott, 1982:87).

2.2.3 The relationship of acceptance

As the initiator of the teacher-pupil relationship, the teacher should accept the child as his own. The teacher himself must try and accept his pupils unconditionally (Lindhard, 1993:74). For example, in his class there are those pupils who are highly gifted and talented and there are those who are less gifted or underachieving. The teacher should accept both groups without reservations. Teachers must be aware of the fact that pupils are very observant of their attitude towards them. They can tell if the teacher likes them or not. Once they have realized that the teacher accepts them without reservation, they feel free when they are with their teacher and accept their teacher as a caring parent whom they can rely on for any problem they may experience. The teacher must try and teach his class to be aware of the fact that, throughout their lives, they will meet people from various cultures, races, religions and customs from all walks of life and that, for this reason, they must learn to accept those people as they are (Landman, 1992:75).

Teachers also need to teach learners that interaction between people with different value and normative systems does not only require acceptance between participants, but also tolerance of others as they are. The teacher must teach his class that the

relationship of acceptance does not only refer to the acceptance of other cultural beliefs, but also to the acceptance of other people's viewpoints. The teacher can organize a debate that leads to various points of views and with it, he can train his learners to listen with open minds to someone else's view and to respect one another's opinions.

This will teach the learners that, in life, a person may accept someone else's right to a different opinion and this does not necessarily mean that one agrees with him, but that one is merely recognising that he has a right to be different from you (Lindhard, 1993:74).

The teacher must, therefore, try and emphasize the understanding of the viewpoints and feelings of other people. The teachers' responsibility should be to encourage the pupils to acquire the skill to take the perspective of other people, both emotionally and cognitively, into account. The teacher must also teach his pupils that, in life, they must try to accept and accommodate the uniqueness of people. They must be taught that people are different and unique individuals and that, for the sake of harmoniously living together, they must accept these differences (Duminy, 1992:108).

The teacher can encourage this behaviour by helping his learners to accept their emotions, as well as their thoughts. For example, the teacher can express his own emotions in a constructive manner in front of his class by allowing himself to cry, laugh, raise his voice in anger, extend sympathetic compassion and admit to anxiety and fear. Let his class see that strong emotions are not always destructive. The way the teacher handles his feelings can encourage his young pupils through the impact of his example to be open and accept his young people when they express their emotions (Olson, 1987:408-9). Self-acceptance and the acceptance by others can be reinforced to the learners by showing them that, as their teacher, you do not only accept their good behaviour, but that the teacher can also accept his learners' weaknesses. For example, the teacher should encourage and accept his pupils when they fail.

2.2.4 The relationship of trust

In all interpersonal relationships, even teacher-child relationships, trust is the underlying factor (Gunter, 1980:38). When they are together in the education situation, both the teacher and the child should trust each other. The child is in need of someone whom he can trust, because he is in the process of venturing into the unknown world of people and, for this reason, he must have confidence as he dares the unknown (Griessel, 1990:60).

The child, therefore, is a help seeker, because he is looking for someone he can rely on and, in this way, gain a foothold in life, today, tomorrow and in the days to follow (Du Plooy, 1982:95). The child wants to make sure that life is meaningful and that his participation in life and reality is not without significance (Hargreaves, 1989:183). The confidence that the child is longing for stems from the teacher and manifests itself in his conduct and his convictions, his genuineness and his faith in him (Du Plooy, 1982:96). Once the child has realized that his teacher is faithful to him, it will also excite reciprocal faith in the child (Bredenmeier, 1989:96). The teacher should, therefore, make sure that his attitude towards the child is an inviting one and, once the child has realized that his needs and helplessness are high on the teacher's priority list, he will experience genuine trust in their togetherness (Du Plooy, 1984:82). The teacher must be willing to trust the child and give him some responsibilities. The child will seize this opportunity to show that he is trusted (Van den Aardweg, 1988:193).

2.2.5 The relationship of respect

An interpersonal relationship requires respect for human dignity (Gunter, 1980:39). The teacher-child relationship is the relationship of unequals; but because they are both human, they have equal human dignity, which is to be respected by both of them. The child as a human being also has to respect all people that are found around him and, in return, he also wants respect.

The teacher should respect the dignity of the child. The teacher should recognise the human dignity of his pupils. If the teacher treats his pupils with respect, they will learn to respect themselves and, later, to respect others (Gerber, 1986:45). The teacher should try not to violate the child's dignity by referring to every mistake he makes, but the teacher should teach the child to accept his own possibilities and limitations in order to build his self-respect. The teacher should also support the child by means of sympathetic and authoritative guidance, so that he can gain freedom towards responsibility in order to be considered a respected human being (Botes, 1990:38). The teacher should teach the child to demonstrate respect for other people by showing them that he cares about their well-being and by considering their uniqueness (Fox, 1993:146). The teacher should also teach his pupils to behave in such a way that they are respected by other people.

2.3 TEACHING LEARNERS TO CONFORM TO SOCIALLY ACCEPTABLE BEHAVIOUR

According to Glover (1990:298), social behaviours are the sum total of people's interactions within a particular environment or geographical location. Social behaviours are promoted by actions of other people and are usually either reinforced or punished by others as well.

From the above definition it is clear that there are socially acceptable behaviours that are encouraged by society, and others for which a person could even be punished. This is why the child comes to school, because socially acceptable behaviours are not inherited but acquired from adults who already know what life expectations are and, in an educational situation, it is the teacher who must teach the child (Engelbrecht, 1980:28). This brings us to the fact that the child's coming to school has a purpose and it is that the child comes to school because he is a help seeker, he needs someone to help him to acquire knowledge, but not only academic knowledge which will only help him to pass examinations, but knowledge that will open the way for him to be accepted in the entire community. The child wants to know all those things or actions that are not accepted in both the school and his community, such as staying away

from school. He also wants to know all that is good or bad and right or wrong in order to make decisions in his life. Above all, the child wants to acquire all that is best and acceptable in any decent society. In other words, the child wants to be taught everything that is socially accepted inside and outside the school.

The responsibility of the teacher is to teach the child about when and where to conform (Mouly, 1990:204-5). The teacher should teach the child that a human being can conform in two ways, namely in either a positive or a negative way, depending on the situation in which he finds himself (Olson, 1987:213). The teacher should, therefore, warn his pupils not to conform in a negative way, such as being pressurised by peers to do wrong or bad things, which may even put them into trouble, such as being influenced by peers to smoke dagga, to play truancy or even to join strikes or damage school property, like the burning of administrative buildings, copying in the examinations, always telling lies to teachers and taking anything that does not belong to you. The teacher can teach his pupils to conform in a positive way, such as encouraging peers to adopt the attitude of friendliness, and to help other classmates to be hard working and well behaved, by showing respect to teachers, principals and prefects and to tolerate other people's uniqueness (Engelbrecht, 1991:22).

The teacher can also teach his pupils to conform to school norms, such as to obey school rules, to do his own homework, to accept others' viewpoints and to complete an assignment by a set date (Botes, 1990:38).

2.4 TEACHING PUPILS TO ASSOCIATE WITH OTHERS

As a social being, the child wants to be with other human beings. The child wants to become somebody, and this process takes place in the presence of other people. The child wants to look after his own potentialities and put them to a test. This happens only in his association with other people. The child wants to learn to make a choice between alternative actions himself. The child wants to be a free individual and, in associating with others, the child will increasingly understand his being a person (Griesel, 1989:39).

Teaching the child to associate with other people is a process that should start in the classroom between the teacher and his pupils (Hugh, 1980:293). The teacher and the child must become educationally involved with each other and, by so doing, they are forming the bases for other associations. What the teacher should do in this togetherness with the child is to afford the child an opportunity to experience freedom to imitate acceptable behaviour in the community (Guillaume, 1990:14). This freedom must be channelled by the authority of the teacher that, in reality, the child should experience in association with his teacher (Gunter, 1980:157). The teacher's responsibility is to afford him an opportunity to be free to make a choice between alternative actions while directing him to live a life worthy of being human. This association will enable the child to increase his general knowledge and to direct his choices and actions (Hugh, 1980:290). The teacher contributes towards this by organising group work.

2.4.1 Group work as a form of association

The teacher can help the child to associate with his fellow classmates by giving him a task to do with the help of a team. This can be achieved by organizing group work within his classroom. Each child should be given an opportunity to be a member of a group. The teacher should teach his pupils to choose between different viewpoints that will be stated by members of the group. By so doing, the child will learn to value other people's views and to judge his own actions (Fontana, 1988:79).

The teacher should alert his pupils to the attitudes they should adopt towards other members and, once pupils have mastered the skill, they will strive to improve their conduct. This will be like a platform from which they will improve social skills such as respecting others and accepting the uniqueness of individuals, and they will learn to identify different behaviours and to take a decision in situations where peers force them to do things that are not socially acceptable. Association with their fellow learners will help one another to try to live up to expectations, especially to do what

is proper (Ugwuegbu, 1988:156). It is imperative that teachers should promote association between the learners, because it is in this association that the child discovers his hidden talents, improves his weak points, forges friendship and learns the importance of interdependence and sees members of a group as supportive. This association will help him to venture further and further in and outside the school and, by doing this, the teachers are performing their duty of socializing (Cass, 1983:33).

2.4.2 Play as a form of association

Association can take place not only through formal games such as acting out a drama in the classroom, but through various informal games that can promote togetherness amongst school children. The responsibility of teachers is to encourage learners to be in school teams which represent different types of games such as snooker, athletics, tennis, basketball and many more. In these different teams, the child will learn to control his emotions which is a very important matter in any friendship. Through these games, the child will come to identify his weak and strong points. They will also help the child to pit his actions against those of others. Teachers should encourage the child to take part in various sports in order to increase the child's opportunities to see and experience the ways in which many other children get along with one another. The child will also be given an opportunity to evaluate group thinking and to decide whether or not it has a negative or a positive effect on social and various other relationships (Chapman, 1980:106).

2.5 HELPING PUPILS TO DISTANCE THEMSELVES FROM GROUP THINKING

Children are aware of the fact that other people have different perspectives, thoughts and feelings about things, because they are in different situations and have different information about things and other people. They are also aware that, when they are with their peers, they do not think the same as when they are alone or with family members, but there are times that group thinking dominates their own thinking

(Mussen, et al., 1990:432). Group thinking may even cause the child to behave in a socially unacceptable way. This happens when the child conforms to the values and customs of peer culture out of fear of rejection by his peers without thinking of the consequences attached to such behaviour. The child may even play truancy and miss lessons because of group pressure. His friends might force him to go to town to watch a movie during school hours and, because he needs acceptance by his peers, he is forced to conform to their values (Mussen, et al., 1990:602).

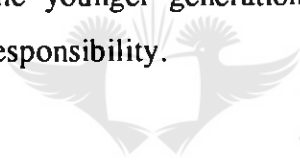
The responsibility of the teacher is to teach pupils decision-making skills. The teacher should stress to his pupils the importance of peers in one's social life but, at the same time, alert them to the dangers that they might find themselves in when they do not take a good decision before they conform to peers' wishes (Thomas, 1988:75). The teacher should teach pupils to follow peers only when they do good things. The teacher should encourage group discussions when studying. Different school teams in sports should be encouraged. These will help pupils to see the need for togetherness. The teacher should discourage bad behaviour such as drug-taking, stealing, playing truancy and destroying public property.

2.6 CONCLUSION

It is clear from the discussion that man is a social being who cannot afford to be isolated from being with his or her fellow human beings. This need for togetherness involves all people of all age groups, especially children, who are in the process of growing up and, before they become what they ought to be, they have to acquire certain social skills so that, by the time they have reached, adulthood, they could be regarded as well-equipped adults who, through association and interaction with their fellow man, are able to establish various relationships with various people. The child will know that, in interpersonal relationships, self-knowledge - which will help him to evaluate himself - is very important. He will also come to realise that the success of interpersonal relationships lies in the acceptance of others. He will also come to accept whoever crosses his path, because he shall have been skilled to accept that people are unique and different, and for that reason, he will accommodate them as

they are, without attempting to change their personalities. All these skills are not inherited, though, but acquired through education and with the assistance of teachers. This further implies, therefore, that teachers are responsible for the social development of pupils. Teachers accepted this challenge from the first day of qualifying in this profession and they have to intervene and provide the child with knowledge about norms and values obtaining to his community and school. Armed with these norms, the child will come to learn what behaviour is expected of him by both the school and the people around him. The teacher should help the child to identify those actions that are socially acceptable in order for the child to know what is right and what is wrong, which will, in turn, help him to adjust his action, if need be.

Although teachers are aware of this responsibility, research in this regard is very important in the sense that there is mounting concern about the amount of time that teachers devote to the assistance they provide in the socializing process of the members of the younger generation. The following chapter will focus on the investigation responsibility.



UNIVERSITY
OF
JOHANNESBURG

CHAPTER 3

THE RESEARCH DESIGN

3.1 INTRODUCTION

The objective of this chapter is to discuss the research design which is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Selltz *et al.* in Mouton *et al.* 1992:3). The words **arrangement of conditions for collection and analysis of data** refer to the fact that the research design is the plan and structure of the investigation used to obtain evidence to answer research questions (Schumacher and McMillan, 1993:30).

Research design aims at planning and structuring a given research project in such a manner that the eventual validity of the research findings is maximized (Mouton *et al.* 1992:33). The manner in which the research instrument is constructed will also be indicated.

It was decided that the research should take the form of a questionnaire because this is regarded as the best method of ascertaining the responses of teachers with regard to the proportion of their total input taken up by the various responsibilities.

3.2 RESEARCH INSTRUMENT

The research instrument is a scientific tool that is used to test a hypotheses (Wallen, 1991:99).

The questionnaire as a measuring instrument has been chosen by the research team as the most suitable means for conducting an investigation of this study because:

- It is a practical means of gathering data from a large sample of respondents.
- It ensures the confidentiality and identity of the respondents.
- The tabulation and comparison of respondents are accomplished more easily and more scientifically because of the uniformity of questions put to respondents (De Wet, 1981:163).
- It is a proper way of collecting information quickly and relatively cheaply.
- It has a measure of objectivity, validity and reliability (Bell, 1988:58).

The research team decided that a questionnaire would be a suitable research instrument to reveal the opinions of teachers as to the proportion of their input with respect to the responsibilities of teachers being researched by the team as mentioned in chapter one. The questionnaire consists of 98 self-designed questions, of which seven purport specifically to measure the proportion of teachers' total input with regard to the social development of pupils. The questions are as follows:

3.2.1 Teaching pupils to be trustworthy and reliable in interpersonal relationships

In chapter two paragraph 2.2.4 it is mentioned that the child is in need of someone whom he can trust. The teacher's task is to avail himself to the child and show him that as an adult, he has confidence in the child by assigning responsibilities such as organising an educational trip, arranging for a debate session, controlling noise in the afternoon studies, re-arrangement of classroom furniture in the morning before the lesson starts, closing of windows after school, collecting books for homework and many more. The child will take this opportunity to show that he is trusted.

3.2.2 Helping pupils to distance themselves from group thinking

The child's social development is dominated by the peers and this has an influence in the child's behaviour. Teachers should intervene in the child's life and teach the child decision-making skills which will help the child to know what is good and what is bad. Chapter two paragraph 2.4.1 contains literature review on this issue.

3.2.3 Teaching pupils acceptance of the uniqueness of individuals

In chapter two paragraph 2.2.3 reference is made to the fact that the teacher teaches the child to accept himself before he can accept his fellow man. The teacher should teach the child that people are different and should be accepted as they are without trying to change their personality.

3.2.4 Teaching pupils to conform to socially acceptable behaviour

In chapter two paragraph 2.3 we refer to the child being taught when and where to conform with regard to the acceptable and unacceptable behaviour such as the taking of drugs.

3.2.5 Teaching pupils to respect human dignity

It is important that the child should be taught to respect itself in order to be in a position to respect other people such as teachers, principals and his classmates. This point is clearly discussed in paragraph 2.2.5 of this study.

3.2.6 Setting problems for pupils to solve in teams

A topic on which pupils discuss in groups is given to them in order to integrate the different viewpoints which will lead to the solution of a problem. Paragraph 2.4 elaborates on this fact in detail.

3.2.7 Advising pupils to associate with others

In chapter two paragraph 2.4 mention is made of the teachers' task of encouraging togetherness through which the child can learn to acquire self-knowledge, identify unknown talents and be able to improve his weak points. This association can be promoted by organising different games, such as tennis, snooker etc. and by advising pupils and give them work to do.

3.3 SCALING TECHNIQUE

A ten point scale is provided to answer the above-mentioned questions. The respondents had a choice of selecting an answer between low to high input. The scaling technique was chosen because of the following advantages:

- * each question can be evaluated on its own merit by the respondent;
- * it enables the researcher to use a greater variety of statistical techniques;
- * a ten point scale was chosen to allow the respondents the opportunity to give refined shades of opinion and nuances;
- * all questions were formulated in the same format and the same anchor points were used in the response to each question.

3.4 RESPONDENTS



UNIVERSITY
OF
JOHANNESBURG

3.4.1 Teachers

The research team decided that teachers from a variety of different schools should be used to give opinions regarding their input into certain responsibilities of teachers. For the purpose of detailed and comparative analyses of the proportions of teachers' input with regard to various teachers' responsibilities, the following biographical data were collected: gender, age, teaching experience, mother-tongue, most common language used in teaching, highest educational qualification, subjects most commonly taught, primary school or secondary school teacher, level of post held, marital status, average number of pupils in the class, parental status of teacher, category of school. These biographical data were chosen because in the past research groups regarded these as the independent variables most likely to have a relation to the research undertaken.

3.4.2 Universum

The universum consisted of 50 schools which include primary and secondary, comprehensive, private and public schools, which were selected randomly from 656 schools in the Johannesburg district of Gauteng Department of Education. The reasons for choosing schools from this area are the following:

- * schools, in this area represent all people from different cultural, political, social and economical groups to enable the researcher to draw conclusions which may be representative of the universum.
- * schools in this area are within easy reach because of the well-developed transport infrastructure.

3.4.3 Sampling and sampling procedure

The Department of Education Rand Afrikaans University provided a list of schools which were numbered. From this list 50 schools were selected randomly and ten more schools were put aside in a reserve list in case cooperation at one of the randomly chosen 50 schools was not forthcoming.

3.4.4 Collection of data

The research team handed the questionnaires to principals for distribution to the teachers. An explanation on how the questionnaire should be completed was given. After a week the completed questionnaires were collected. Unfortunately, not all schools were able to return the questionnaires. This fact was very disappointing because 12 schools failed to respond positively and this reduced the sample number.

The total of questionnaires handed out	=	1004
Number of questionnaires returned which were usable	=	576
Percentage of usable questionnaires	=	57,6%

On the whole principals and schools cooperated very well.

3.5 FEEDBACK AND ADMINISTRATION

The data obtained were computerised, corrections were made and the data were analysed at the statistical computer service of the Rand Afrikaans University. The responses of the questionnaire were analysed and presented in tables in chapter 4.

3.6 CONCLUSION

The research instrument was discussed in this chapter. In chapter four interpretations of obtained data will be dealt with whereby hypotheses will be stated and tested.



CHAPTER 4

ANALYSIS OF THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THEIR RESPONSIBILITY IN RESPECT OF THE SOCIAL DEVELOPMENT OF LEARNERS

4.1 INTRODUCTION

In chapter 3 the research design was stated and the theory was operationalised in terms of questions. In the case of the research pertaining to social development of learners, the questions appear as A1, A2, A3, A4, A5, and A7 in the questionnaire (compare Appendix A). In this chapter a description of biographical variables and the dependent variables of the research will be given. The hypotheses will be stated and tested on the basis of the analysed data.

4.2 DESCRIPTIVE ANALYSIS OF THE INDEPENDENT VARIABLES (BIOGRAPHICAL DATA) IN RESPECT OF RESPONDENTS

4.2.1 Gender as an independent variable

It was found that 160 which is 27% questionnaires were completed by male teachers, while 415 (72,2%) were completed by female teachers.

4.2.2 Age as an independent variable

It was also found that of the 577 respondents 148 (25,6%) were between 21-29 years of age, 196 (34%) were between 30-39 years of age and 233 (40,4%) were over 40 years. The average age of teachers is 37,3 years.

4.2.3 Teaching experience as an independent variable

Again 109 (18,9%) were those teachers who had 0-4 years of teaching experience, 161 (29,8%) had 5-10 years and 307 (51,3%) had 11 years and above. The average teaching experience of teachers is 12,9 years.

4.2.4 Mother-tongue as an independent variable

It was also found that 23,2% respondents considered Afrikaans to be their mother-tongue, 45,7% English and 31,1% considered another language (mostly an African language) as their mother-tongue.

4.2.5 Language of instruction as an independent variable

It was further found that 13,1% of the respondents mostly teach in the medium of Afrikaans, 74,8% teach through the medium of English and 7,1% teach through the medium of other languages.

4.2.6 Qualifications as an independent variable

Of the 578 respondents, 4,8% had passed Standard 10, 50% have a teachers' diploma, 28,8% have a degree and a diploma and 16,4% were post-graduates. More than 90% of the respondents indicated that they had some form of formal training in education.

4.2.7 Subject mostly taught as an independent variable

It was also found that 21,3% of the teachers teach languages, 16,1% teach physical science and technical subjects, 15,4% teach human and economic sciences, 24% teach junior primary school and 19,6% teach senior primary school and 3,65% teach other subjects. The last group was regarded as too small for effective statistical analysis and was discarded.

4.2.8 Secondary/Primary school as an independent variable

Of the total number of teachers (578) 45,3% teach in secondary schools while 54,7% teach in primary schools. This indicates that a slight majority of teachers teach in primary schools.

4.2.9 Current post level as an independent variable

Those teachers who occupy posts of principals and deputy principals are a very small group of 7,3%; those who are heads of department are 15% and 77,7% are ordinary teachers. This study focuses on the responsibilities of teachers who occupy ordinary teaching posts and the large group of teachers is therefore gratifying for statistical analyses' purposes.

4.2.10 Marital status as an independent variable

It was also found that 373 (64,5%) of teachers are married, 143 (24,8%) are unmarried and 62 (10,7%) of them are either divorced, estranged or widowed. This indicates that the majority of teachers are married and this should encourage them to put more effort into the social development of learners to prepare them for future life.

4.2.11 Average number of pupils in the class as an independent variable

34,6% of the teachers have less than 29 pupils in a class; 53% of teachers have between 30 and 39 pupils in a class and 11,6% of the teachers have 40 or more pupils in a class. This is an indication that 65,4% teachers have more than 30 pupils in their classes. The average number of pupils in a class is 31.

4.2.12 Parental status of the teacher as an independent variable

It was found that of the 578 respondents, 65% have children of their own and 34,8% do not have children of their own.

4.3 VALIDITY

The term **validity** is concerned with the extent to which an instrument measures what it purports to measure (Vockell, 1995:99). Three types of validity are distinguished: construct validity, criterion related validity and content validity. Content validity is of great importance in this research and the following procedures were followed in the establishment of the content validity:

- * The literature review was undertaken to determine the content which should be included in the questionnaire.
- * Most elements of the content areas which are related to the social development of pupils were identified. This can be found in chapter two.
- * These elements were operationalised in the form of questions. Chapter three has this information.
- * The research team discussed the questions in order to determine content validity and these questions were examined by experts in the field of education for their judgement in terms of valid operationalisation of aspects of teachers' responsibility to the learners' social development.

An attempt was made to ensure external validity by selecting a sample of respondents randomly which the project group thought it would represent people from different cultural groups. Gauteng was selected because of its universality and diversity of its population.

4.4 DESCRIPTIVE ANALYSIS REGARDING ITEMS RELATED TO TEACHERS' RESPONSIBILITIES IN RESPECT OF THE SOCIAL DEVELOPMENT OF PUPILS

TABLE 4.1

AVERAGES, STANDARD DEVIATIONS AND RANK ORDER OF AVERAGES CONCERNING THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEMS	% Low Input	% High Input	Mean	Standard Deviation	Rank order
Proportion of your total input with regard to the social development of pupils					
A5 teaching pupils to respect human dignity	16,8	83,2	7,88	1,85	1
A4 teaching pupils to conform to socially acceptable behaviour	21,5	78,5	7,53	1,78	2
A2 teaching pupils acceptance of the uniqueness of each individual	31,8	68,2	7,05	2,08	3
A1 teaching pupils to be trustworthy and reliable in interpersonal relationships	35,1	64,0	6,97	2,06	4
A7 advising pupils to associate with others	35,5	64,5	6,84	2,20	5
A6 setting problems for pupils to solve in teams	32,5	44,5	5,91	2,39	6
A3 helping pupils to distance themselves from group thinking	54,5	45,5	5,75	2,64	7

The rank order of questions in table 4.1 is as follows:

*** Teaching people to respect human dignity (A5)**

This item was judged to top the list. This proves beyond doubt that teachers regard respect for human dignity as a very important social skill that every teacher would like to teach. They have a high input of 83,2% which indicates that teachers are of

the opinion that the proportion of their input with regard to teaching pupils to respect human dignity is fairly adequate. The average response was 7,88 (refer to chapter 2.2.5).

* **Teaching pupils to conform to socially acceptable behaviour (A4)**

This aspect was placed second in rank order. From table 4.1 it is also clear that more than half of the teachers 78,5% have a high input in teaching what is acceptable in society. This percentage indicates that a very large number of teacher regard their input as high. The average response was 7,53. This skill is very important and it should be acquired by each pupil in order to be able to establish good relationship with others. Teachers therefore are of the opinion that this is their responsibility to provide the child with information of the behaviour which is socially acceptable (refer to 2.3.8).

* **Teaching pupils acceptance of the uniqueness of each individual (A2)**

This item was judged third in rank order. 68,2% of the respondents regard their input high. This item proves the fact that acceptance of the uniqueness of individuals is the key to developing a positive and healthy personality which is important in the social world of people. The average is 7,05. This implies that teachers regard this item as one of their priorities in the teaching and learning situation (refer to 2.2.3).

* **Teaching pupils to be trustworthy and reliable in interpersonal relationship (A1)**

This item was judged fifth in rank order. 64% of the respondents rated their input high. This indicates clearly that teachers regard teaching pupils to be trustworthy in interpersonal relationships as a part of their responsibility. The average score was 6,97.

* **Advising pupils to associate with others (A7)**

This item was judged fifth in rank order. 64,5% of the respondents rated their input high. This shows clearly that teachers' input in teaching pupils to associate with others is high. The average score was 6,84. This proves that the learners' social development is seen by the teachers' as their responsibility because teachers' opinions do indicate their concern for the tasks they should do in this regard. This high input also indicates that without encouraging the learners to associate with others the socialization cannot be accomplished (refer to 2.4).

* **Setting problems for pupils to solve in teams (A6)**

This aspect was judged sixth in rank order. Less than half, 45,5% of the respondents regarded their input as low, while slightly more than a half, 55,5% of the respondents regarded their input as high. The average responses was 5,91. This shows that setting problems for pupils to solve in a group as an important aspect for the social development of the pupils is not always regarded as paramount by the respondents (refer to 4.1).

* **Helping pupils to distance themselves from group thinking (A3)**

This item was judged seventh in rank order. Slightly more than half the respondents 54,5% regard their input low, while 45,5% respondents regard their input high. The average response was 5,75. Teachers therefore do put a proportion of their input into this responsibility, but one would probably expect the input to be higher in a new "democratic" South Africa.

4.5 STATISTICAL ANALYSIS REGARDING THE PROPORTION OF TEACHERS' INPUT IN REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

The respondents in this research project were asked to indicate the proportion of their input with respect to the social development of pupils on a ten point scale, from 0-9. Since many respondents marked 7, 8 and 9 as an answer, the project team decided to transform the data for the purpose of the statistical analyses. The data were transformed in the following manner:

- All responses of 0 to 6 were combined into one group and regarded as a new response 1 which indicates a lesser proportion of input.
- All other responses of 7, 8 and 9 were also combined into one group and regarded as new response 2, which indicates a higher proportion of input.

The purpose of this was to ensure the correct implementation of the statistical analyses by ensuring that some cells were not too small to be included in the particular statistical techniques employed in the study. This was the case at the lower and higher ends of the scale.

4.5.1 The relationship between gender and the proportion of teachers' total input in regard to the social development of pupils

4.5.1.1 Hypothesis

The hypothesis to be empirically tested is the null (and its alternative) hypothesis.

Ho 1 There is no statistically significant relationship between gender and the proportion of input concerning the social development of pupils.

Ha 1 There is a statistically significant relationship between gender and the proportion of input concerning the social development of pupils.

Ho 2 There is no statistically significant difference between the proportion of female teachers and the proportion of male teachers concerning the proportion of their input with regard to the social development of pupils.

Ha 2 There is a statistically significant difference between the proportion of female teachers and the proportion of male teachers concerning the proportion of their input with regard to the social development of pupils.

TABLE 4.2

THE RELATIONSHIP BETWEEN GENDER AND THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEM	GENDER	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationship	MALE	F RP	56 0,350	104 0,650	160	0,00	1,000
	FEMALE	F RP	146 0,352	269 0,648	415		
	TOTAL	F RP	202 0,351	373 0,649	575		
A2 Teaching pupils acceptance of the uniqueness of individuals	MALE	F FP	53 0,331	107 0,669	160	0,10	0,753
	FEMALE	F FP	130 0,313	285 0,687	415		
	TOTAL	F RP	183 0,318	392 0,682	575		
A3 Helping pupils to distance themselves from group thinking	MALE	F RP	88 0,550	72 0,450	160	0,01	0,000**
	FEMALE	F RP	225 0,542	190 0,458	415		
	TOTAL	F RP	313 0,544	262 0,456	575		
A4 Teaching pupils to conform to socially acceptable behaviour	MALE	F RP	40 0,250	120 0,750	160	1,28	0,258
	FEMALE	F RP	84 0,202	331 0,798	415		
	TOTAL	F RP	124 0,216	451 0,784	575		
A5 Teaching pupils to respect human dignity	MALE	F RP	36 0,225	124 0,775	160	4,81	0,028*
	FEMALE	F RP	60 0,145	355 0,855	415		
	TOTAL	F RP	96 0,167	479 0,833	575		

A6	Setting problems for pupils to solve in teams	MALE	F RP	97 0,606	63 0,394	160	2,10	0,147
		FEMALE	F RP	222 0,535	193 0,465	415		
		TOTAL	F RP	319 0,555	256 0,445	575		
A7	Advising pupils to associate with others	MALE	F RP	64 0,400	96 0,600	160	1,72	0,190
		FEMALE	F RP	140 0,337	175 0,663	415		
		TOTAL	F RP	204 0,355	371 0,645	575		

Degree of freedom = 1

** = Significant at 1% level of significance

* = Significant at 5% level of significance

X² = Pearson's chi-square

F = Frequency

RP = Row proportion

With regard to table 4.2 the Ho 1 is rejected and the Ha 1 is supported for:

- the proportion of input regarding helping pupils to distance themselves from group thinking (A3) at the 1% level of significance, and
- the proportion of input regarding teaching pupils to respect human dignity (A5) at 5% level of significance.

There is a statistically significant **relationship** between gender (males and females) and their proportion of input regarding the mentioned questions of the social development of pupils.

Furthermore, Ho 2 is rejected in favour of Ha 2 at the 1% level of significance for question A3 (P = 0,000) and at the 5% level of significance for question A5 (P = 0,028).

There is a statistically significant **difference** between males and females regarding:

- helping pupils to distance themselves from group thinking (A3). Female teachers are of the opinion that they have a higher proportion of input (prop 0,458) than male teachers (prop 0,450). Apart from this statistical difference it is interesting to note that the proportion of high input for this question is relatively lower than for the other questions for both males and females.
- teaching pupils to respect human dignity (A5). Female teachers are again of the opinion that they put in a higher proportion of input into teaching pupils to respect human dignity (prop 0,855) than male teachers (prop 0,775).

Ho 1 is supported for questions A1, A2, A4, A6 and A7. No statistically significant relationship could be found between gender and these questions. It is necessary to note that although no statistical relationship was found, both genders are of the opinion that they have a high input into all these aspects regarding the social development of pupils.

4.5.2 The relationship between teachers' age and the proportion of their input in regard to the social development of pupils

4.5.2.1 Hypothesis

Ho 1 There is no statistically significant relationship between teachers' age and the proportion of input concerning the social development of pupils.

Ha 1 There is a statistically significant relationship between teachers' age and the proportion of input concerning the social development of pupils.

TABLE 4.3

THE RELATIONSHIP BETWEEN TEACHERS' AGE AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEM	TEACHERS AGE	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationship	21-29	F RP	60 0,405	88 0,595	148	2,71	0,258
	30-39	F RP	64 0,327	132 0,673	196		
	40+	F RP	78 0,335	155 0,665	233		
	TOTAL	F RP	202 0,350	375 0,650	577		
A2 Teaching pupils acceptance of the uniqueness of individuals	21-29	F FP	53 0,358	95 0,642	148	2,38	0,304
	30-39	F FP	55 0,281	141 0,719	196		
	40+	F RP	75 0,322	158 0,678	233		
	TOTAL	F RP	183 0,317	394 0,683	577		
A3 Helping pupils to distance themselves from group thinking	21-29	F RP	88 0,585	60 0,405	148	1,97	0,374
	30-39	F RP	105 0,536	91 0,464	196		
	40+	F RP	122 0,524	111 0,476	233		
	TOTAL	F RP	315 0,546	262 0,454	577		
A4 Teaching pupils to conform to socially acceptable behaviour	21-29	F RP	41 0,277	107 0,723	148	5,90	0,052
	30-39	F RP	33 0,168	163 0,832	196		
	40+	F RP	50 0,215	183 0,785	233		
	TOTAL	F RP	124 0,215	453 0,785	577		
A5 Teaching pupils to respect human dignity	21-29	F RP	36 0,243	112 0,757	148	9,04	0,011*
	30-39	F RP	24 0,122	172 0,878	196		
	40+	F RP	37 0,159	196 0,841	233		
	TOTAL	F RP	97 0,168	480 0,832	577		

A6	Setting problems for pupils to solve in teams	29-29	F RP	74 0,500	74 0,500	148	3,45	0,178
		30-39	F RP	108 0,551	88 0,449	196		
		40+	F RP	139 0,597	94 0,403	233		
		TOTAL	F RP	321 0,556	256 0,444	577		
A7	Advising pupils to associate with others	20-29	F RP	59 0,399	89 0,601	148	2,90	0,214
		30-39	F RP	61 0,311	135 0,689	196		
		40+	F RP	84 0,361	149 0,639	233		
		TOTAL	F RP	204 0,354	373 0,646	577		

Degree of freedom = 1

** = Significant at 1% level of significance

* = Significant at 5% level of significance

X² = Pearson's chi-square

F = Frequency

RP = Row proportion

With regard to table 4.3 Ho 1 is rejected in favour of Ha 1 at the 5% level of significance for question (A5) teaching pupils to respect human dignity (P = 0,011). This means that there is a statistically significant relationship between the proportion of different age groups and the proportion of teachers' input regarding this aspect of social development.

Respondents in the age group 21-29 years have a lower proportion of input (prop 0,751) in teaching pupils respect for human dignity than the proportion of input in the age group 30-39 years (prop 0,878) and the proportion of input in the age group 40+ years (prop 0,841). This may be due to the fact that the older the teachers the more experience they have in establishing certain social and moral rules.

Ho 1 is supported for questions A1, A2, A3, A4, A6 and A7. There is no statistically significant relationship between the proportion of different age groups and the proportion of their input regarding these aspects of social development.

4.5.3 The relationship between teachers' experience and the proportion of their input in regard to the social development of pupils

4.5.3.1 Hypothesis

Ho 1 There is no statistically significant relationship between teaching experience and the proportion of teachers' input concerning the social development of pupils.

Ha 1 There is a statistically significant relationship between teaching experience and the proportion of teachers' input concerning the social development of pupils.



TABLE 4.4

THE RELATIONSHIP BETWEEN TEACHERS' TEACHING EXPERIENCE AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEM	TEACHING EXPERIENCE	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationships	0-4yrs	F RP	52 0,477	57 0,523	109	10,41	0,005**
	5-10yrs	F RP	47 0,292	114 0,708	161		
	11+	F RP	103 0,336	204 0,664	307		
	TOTAL	F RP	202 0,350	375 0,650	577		
A2 Teaching pupils acceptance of the uniqueness of individuals	0-4yrs	F FP	45 0,413	64 0,587	109	5,69	0,058
	5-10yrs	F FP	48 0,298	113 0,702	161		
	11+	F RP	90 0,293	217 0,707	307		
	TOTAL	F RP	183 0,317	394 0,683	577		

A3 Helping pupils to distance themselves from group thinking	0-4yrs	F RP	71 0,651	38 0,349	109	6,39	0,041*
	5-10yrs	F RP	87 0,540	74 0,460	161		
	11+	F RP	157 0,511	150 0,489	307		
	TOTAL	F RP	315 0,546	262 0,454	577		
A4 Teaching pupils to conform to socially acceptable behaviour	0-4yrs	F RP	36 0,330	73 0,670	109	10,69	0,004**
	5-10yrs	F RP	29 0,180	132 0,820	161		
	11+	F RP	59 0,192	248 0,808	307		
	TOTAL	F RP	124 0,215	453 0,785	577		
A5 Teaching pupils to respect human dignity	0-4yrs	F RP	32 0,294	77 0,706	109	15,16	0,000**
	5-10yrs	F RP	23 0,143	138 0,857	161		
	11+	F RP	42 0,137	265 0,863	307		
	TOTAL	F RP	97 0,168	480 0,832	577		
A6 Setting problems for pupils to solve in teams	0-4yrs	F RP	60 0,550	49 0,450	109	1,30	0,521
	5-10yrs	F RP	84 0,522	77 0,478	161		
	11+	F RP	177 0,577	130 0,423	307		
	TOTAL	F RP	321 0,556	256 0,444	577		
A7 Advising pupils to associate with others	0-4yrs	F RP	47 0,431	62 0,569	109	3,59	0,166
	5-10yrs	F RP	55 0,342	106 0,658	161		
	11+	F RP	102 0,332	205 0,668	307		
	TOTAL	F RP	204 0,354	373 0,646	577		

Degree of freedom = 2

** = 1% level of significance

* = 5% level of significance

X^2 = Pearson's chi-square

F = Frequency

RP = Row proportion

With regard to table 4.4 H_0 is rejected in favour of H_a 1. This means that there is a statistically significant relationship between teaching experience and the proportion of teachers' input in respect of:

- teaching pupils to be trustworthy and reliable in interpersonal relationship (A1) at the 1% level of significance ($P = 0,0045$). Of all the groups the proportion of input of teachers with 5-10 years experience is higher (prop 0,708) than the proportion of input of teachers with 0-4 years experience (prop 0,523) and the proportion (prop 0,664) teachers with 11 years of experience. This may be due to the fact that the more experience the teachers have the greater the proportion of their input delivered in teaching this aspect of social development (refer to higher proportions in table 4.4).
- teaching pupils to confirm to socially acceptable behaviour (A4) at the 1% level of significance ($P = 0,004$). Of all the groups the proportion of input of teachers with 5-10 years experience (prop 0,820) and the proportion of input (prop 0,808) of teachers with 11 years experience are higher than the proportion of input (prop 0,670) of teachers with 0-4 years experience. More experienced teachers seem to have enough experience in teaching the content and aspects related to it and they can put more of their input into teaching this social aspect.
- teaching pupils to respect human dignity (A5) at the 1% level of significance ($P = 0,000$). All the groups compared have a high proportion of input with regard to teaching this aspect. The proportion of input of teachers with 11+ years experience is slightly higher (prop 0,876) than the proportion of input of teachers with 5-10 years experience (0,875) and the proportion of input of 0-4 years (prop 0,706) experience. Again, more experienced teachers are of the opinion that they deliver a higher proportion of their input.
- teaching pupils to distance themselves from group thinking (A3) at the 5% level of significance ($P = 0,041$). In all the groups the proportion of their input is lower compared to the other questions. The proportion of input of teachers with 0-4 years experience (prop 0,349) is lower than the proportion of input of teachers with 5-10 years experience (prop 0,460) and the proportion of input (prop 0,489) of teachers with 11+ years experience. This is a disturbing because teaching this aspect should be regarded as one of their

priorities concerning the social development of the pupils. People need to be able to distance themselves from group thinking in order to develop to mature, independent citizens of a community.

Ho 1 is supported for questions A2, A6 and A7. There is no statistically significant relationship between teaching experience and the proportion of input concerning these aspects of social development.

4.5.4 The relationship between the mother-tongue of the teachers and the proportion of their input in regard to the social development of pupils

4.5.4.1 Hypothesis

Ho 1 There is no statistically significant relationship between mother-tongue of the teacher and the proportion of teachers' input concerning the social development of pupils.

Ha 1 There is a statistically significant relationship between mother-tongue of the teacher and the proportion of teachers' input concerning the social development of pupils.

TABLE 4.5

THE RELATIONSHIP BETWEEN THE MOTHER-TONGUE OF THE TEACHERS AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEM	MOTHER TONGUE	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationship	Afrikaans	F RP	50 0,373	84 0,627	134	0,67	0,715
	English	F RP	94 0,356	170 0,644	264		
	Other	F RP	58 0,330	118 0,670	176		
	TOTAL	F RP	202 0,352	372 0,648	574		

A2	Teaching pupils acceptance of the uniqueness of individuals	Afrikaans	F RP	41 0,306	93 0,694	134	2,79	0,248
		English	F RP	93 0,352	171 0,648	264		
		Other	F RP	49 0,278	127 0,722	176		
		TOTAL	F RP	183 0,319	391 0,681	574		
A3	Helping pupils to distance themselves from group thinking	Afrikaans	F RP	65 0,485	69 0,515	134	3,82	0,147
		English	F RP	144 0,545	120 0,455	264		
		Other	F RP	105 0,597	71 0,403	176		
		TOTAL	F RP	314 0,547	260 0,453	574		
A4	Teaching pupils to conform to socially acceptable behaviour	Afrikaans	F RP	26 0,194	108 0,806	134	0,46	0,793
		English	F RP	59 0,223	205 0,777	264		
		Other	F RP	38 0,216	138 0,784	176		
		TOTAL	F RP	123 0,214	451 0,786	574		
A5	Teaching pupils to respect human dignity	Afrikaans	F RP	20 0,149	114 0,851	134	7,76	0,020*
		English	F RP	56 0,212	208 0,788	264		
		Other	F RP	20 0,114	156 0,886	176		
		TOTAL	F RP	96 0,167	478 0,833	574		
A6	Setting problems for pupils to solve in teams	Afrikaans	F RP	84 0,627	50 0,373	134	18,48	0,000**
		English	F RP	160 0,606	104 0,394	264		
		Other	F RP	74 0,420	102 0,580	176		
		TOTAL	F RP	318 0,554	256 0,446	574		
A7	Advising pupils to associate with others	Afrikaans	F RP	58 0,433	76 0,567	134	20,13	0,000**
		English	F RP	107 0,405	157 0,595	264		
		Other	F RP	39 0,222	137 0,778	176		
		TOTAL	F RP	204 0,355	370 0,645	574		

Degree of freedom = 2

** = 1% level of significance

* = 5% level of significance

X² = Pearson's chi-square

F	= Frequency
RP	= Row proportion

With regard to table 4.5 Ho 1 is rejected and Ha 1 supported. These is a statistically significant relationship between mother-tongue of the teacher and the proportion of teachers' input in respect of:

- teaching pupils to respect human dignity (A5) at the 5% level of significance ($P = 0,020$). According to this data, all the groups tend to have a similar perception with regard to the proportion of their input. It is gratifying to note that all the groups have a high proportion of input regarding teaching pupils respect for human dignity. The proportion of the input (prop 0,886) of other language groups is higher than the proportion of input (prop 0,788) of English group and the proportion of the input (prop 0,851) of the Afrikaans group.
- setting problems for pupils to solve in teams (A6) at the 1% level of significance ($P = 0,000$). The proportion of other language speakers (prop 0,580) is greater than the proportion of English speakers (prop 0,394) and the proportion of input of Afrikaans (prop 0,373) speakers. It is interesting to note that all three groups have a relatively "low" proportion of input.
- advising pupils to associate with others (A7) at the 1% level of significance ($P = 0,000$). From this data it was found that the proportion of input of other language groups (prop 0,778) is greater than the proportion of input of the English speakers (prop 0,595) and the proportion of input of the Afrikaans speakers (prop 0,567).

A possible reason for the higher proportions of the other language groups with respect of A6 and A7 is that this group is predominantly made up of African language speakers who generally have a stronger collective disposition.

Ho 1 is supported for questions A1, A2, A3 and A4. There is no statistically significant relationship between mother-tongue of the teacher and the proportion of their input with respect of teaching these aspects of social development.

4.5.5 The relationship between the language of instruction and the proportion of teachers' input in regard to the social development of pupils

4.5.5.1 Hypothesis

Ho 1 There is no statistically significant relationship between language of instruction and the proportion of input concerning the social development of pupils.

Ha 1 There is a statistically significant relationship between language of instruction and the proportion of input concerning the social development of pupils.

TABLE 4.6

THE RELATIONSHIP BETWEEN LANGUAGE OF INSTRUCTION AND THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEM	LANGUAGE OF INSTRUCTION	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationship	Afrikaans	F RP	26 0,342	50 0,658	76	2,862	0,239
	English	F RP	156 0,361	276 0,639	432		
	Rest	F RP	10 0,233	33 0,767	43		
	TOTAL	F RP	192 0,348	359 0,652	551		
A2 Teaching pupils acceptance of the uniqueness of individuals	Afrikaans	F FP	20 0,263	56 0,737	76	1,645	0,439
	English	F FP	145 0,336	287 0,664	432		
	Rest	F RP	13 0,302	30 0,698	43		
	TOTAL	F RP	178 0,323	373 0,677	551		

A3	Helping pupils to distance themselves from group thinking	Afrikaans	F RP	39 0,513	37 0,487	76	0,948	0,622
		English	F RP	239 0,553	193 0,447	432		
		Rest	F RP	26 0,605	17 0,395	43		
		TOTAL	F RP	304 0,552	247 0,448	551		
A4	Teaching pupils to conform to socially acceptable behaviour	Afrikaans	F RP	17 0,224	59 0,776	76	0,246	0,884
		English	F RP	93 0,215	339 0,785	432		
		Rest	F RP	8 0,186	35 0,814	43		
		TOTAL	F RP	118 0,214	433 0,786	551		
A5	Teaching pupils to respect human dignity	Afrikaans	F RP	9 0,118	67 0,882	76	2,830	0,242
		English	F RP	79 0,183	353 0,817	432		
		Rest	F RP	5 0,116	38 0,884	43		
		TOTAL	F RP	93 0,169	458 0,831	551		
A6	Setting problems for pupils to solve in teams	Afrikaans	F RP	51 0,671	25 0,329	76	5,378	0,068
		English	F RP	240 0,556	192 0,444	432		
		Rest	F RP	20 0,465	23 0,535	43		
		TOTAL	F RP	311 0,564	240 0,436	551		
A7	Advising pupils to associate with others	Afrikaans	F RP	26 0,342	50 0,658	76	9,367	0,010**
		English	F RP	161 0,373	271 0,627	432		
		Rest	F RP	6 0,140	37 0,860	43		
		TOTAL	F RP	193 0,355	358 0,650	551		

Degree of freedom = 2

** = 1% level of significance

* = 5% level of significance

X^2 = Pearson's Chi-square

F = Frequency

RP = Row proportion

With regard to table 4.6 H_0 1 is rejected and H_a 1 is supported. There is a statistically significant relationship between the language of instruction and the proportion of input with respect to:

- Advising pupils to associate with others (A7) at the 1% level of significance ($P = 0,010$). Of all the groups, the proportion of the respondents who teach through the medium of other languages is higher (prop 0,860) than the proportion of input of teachers who teach in the medium of Afrikaans (prop 0,658) and English (prop 0,627). This may be attributed to the fact that the other language groups is made up of a variety of African languages and Africans today believe in collective bargaining. This can motivate teachers to teach this aspect to pupils with the aim of encouraging them to associate more strongly.

Ho 1 is supported for question A1, A2, A3, A4 and A6. There is no statistically significant relationship between the language of instruction and the proportion of teachers' input concerning these aspects of social development.

4.5.6 The relationship between teachers' qualifications and the proportion of their input in regard to the social development of pupils

4.5.6.1 Hypothesis

Ho 1 There is no statistically significant relationship between teachers' qualification and the proportion of input concerning the social development of pupils.

Ha 1 There is a statistically significant relationship between teachers' qualifications and the proportion of input concerning the social development of pupils.

TABLE 4.7

THE RELATIONSHIP BETWEEN THE TEACHERS' QUALIFICATIONS AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEM	HIGHEST EDUC. QUALIF.	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationship	Std. 10	F RP	9 0,321	19 0,679	28	4,68	0,197
	Dipl	F RP	90 0,311	199 0,689	289		
	B + Dipl	F RP	66 0,398	100 0,602	166		
	Post Grade	F RP	38 0,400	57 0,600	95		
	TOTAL	F RP	203 0,351	375 0,649	578		
A2 Teaching pupils acceptance of the uniqueness of individuals	Std. 10	F FP	8 0,286	20 0,714	28	4,09	0,252
	Dipl	F RP	86 0,298	203 0,702	289		
	B + Dipl	F FP	63 0,380	103 0,620	166		
	Post Grade	F RP	27 0,284	68 0,716	95		
	TOTAL	F RP	184 0,318	394 0,682	578		
A3 Helping pupils to distance themselves from group thinking	Std. 10	F RP	15 0,536	13 0,464	28	2,44	0,486
	Dipl	F RP	163 0,564	126 0,436	289		
	B + Dipl	F RP	92 0,554	74 0,446	166		
	Post Grade	F RP	45 0,474	50 0,526	95		
	TOTAL	F RP	315 0,545	263 0,455	578		
A4 Teaching pupils to conform to socially acceptable behaviour	Std. 10	F RP	6 0,214	22 0,786	28	2,97	0,396
	Dipl	F RP	55 0,190	234 0,810	289		
	B + Dipl	F RP	43 0,259	123 0,741	166		
	Post Grade	F RP	20 0,211	75 0,789	95		
	TOTAL	F RP	124 0,215	454 0,785	578		

A6	Setting problems for pupils to solve in teams	Std. 10	F RP	14 0,500	14 0,500	28	6,59	0,086
		Dipl	F RP	155 0,536	134 0,464	289		
		B + Dipl	F RP	88 0,530	78 0,470	166		
		Post Grade	F RP	64 0,674	31 0,326	95		
		TOTAL	F RP	321 0,555	257 0,445	578		
A7	Advising pupils to associate with others	Std. 10	F RP	3 0,107	25 0,893	28	15,32	0,001**
		Dipl	F RP	91 0,315	198 0,685	289		
		B + Dipl	F RP	72 0,434	94 0,566	166		
		Post Grade	F RP	39 0,411	56 0,589	95		
		TOTAL	F RP	205 0,355	373 0,645	578		

Degree of freedom = 2

** = 1% level of significance

* = 5% level of significance

X² = Pearson's chi-square

F = Frequency

RP = Row proportion

With regard to table 4.7 Ho 1 is rejected in favour of Ha 1. This indicates that there is a statistically significant relationship between teacher' qualifications and the proportion of teachers' input with respect of:

- Advising pupils to associate with others (A7) at the 1% level of significance (P = 0,001). This data show that a greater proportion of teachers with matriculation qualification or less are of the opinion that they have a higher input (prop 0,893) when compared with the proportion of high input of teachers with a diploma (prop 0,685), the proportion of high input of teachers with a degree and diploma (prop 0,566) and the proportion of high input of post graduates (prop 0,589). This may be due to the fact that teachers with

matriculation might have been given the lower standards to teach and classes are generally large in these cases and the need for working together is much greater.

Ho 1 is supported for questions A1, A2, A3, A4, A5 and A6. There is no statistically significant relationship between teachers' qualifications and proportion of teachers' input in teaching these aspects of social development.

4.5.7 The relationship between the subjects mostly taught and the proportions of teachers' input concerning the social development of pupils

4.5.7.1 Hypothesis

Ho 1 There is no statistically significant relationship between the subjects mostly taught by the teachers and the proportion of input concerning the social development of pupils.

Ha 1 There is a statistically significant relationship between the subjects mostly taught by teachers and the proportion of input concerning the social development of pupils.



TABLE 4.8

THE RELATIONSHIP BETWEEN THE SUBJECTS MOSTLY TAUGHT AND THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS .

ITEM	SUBJECTS MOSTLY TAUGHT	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationship	LANGUAGE	F RP	55 0,447	68 0,553	123	38,12	0,000**
	PHYS.SC. & TECHNICAL	F RP	50 0,538	43 0,462	93		
	HUMAN & ECON SCIENCES	F RP	34 0,382	55 0,618	89		
	JUNIOR PRIMARY	F RP	26 0,187	113 0,813	139		
	SENIOR PRIMARY	F RP	32 0,283	81 0,717	113		
	TOTAL	F RP	197 0,354	360 0,646	557		
A2 Teaching pupils acceptance of the uniqueness of individuals	LANGUAGES	F FP	43 0,350	80 0,650	123	30,41	0,000**
	PSYS.SC. & TECHNICAL	F FP	48 0,516	45 0,484	93		
	HUMAN & ECON SCIENCES	F RP	32 0,360	57 0,640	89		
	JUNIOR PRIMARY	F RP	27 0,194	112 0,806	139		
	SENIOR PRIMARY	F RP	28 0,248	85 0,752	113		
	TOTAL	F RP	178 0,320	379 0,680	557		
A3 Helping pupils to distance themselves from group thinking	LANGUAGES	F RP	63 0,512	60 0,488	123	8,42	0,077
	PSYS.SC. & TECHNICAL	F RP	60 0,645	33 0,355	93		
	HUMAN & ECON SCIENCES	F RP	55 0,618	34 0,382	89		
	JUNIOR PRIMARY	F RP	67 0,482	72 0,518	139		
	SENIOR PRIMARY	F RP	61 0,540	52 0,460	113		
	TOTAL	F RP	306 0,549	251 0,451	557		

A4	Teaching pupils to conform to socially acceptable behaviour	LANGUAGES	F RP	32 0,260	91 0,740	123	26,22	0,000**
		PHYS.SC. & TECHNICAL	F RP	31 0,333	62 0,667	93		
		HUMAN & ECON SCIENCES	F RP	23 0,258	66 0,742	89		
		JUNIOR PRIMARY	F RP	11 0,79	128 0,921	139		
		SENIOR PRIMARY	F RP	21 0,186	92 0,814	113		
		TOTAL	F RP	118 0,212	439 0,788	557		
A5	Teaching pupils to respect human dignity	LANGUAGES	F RP	22 0,179	101 0,821	123	20,00	0,000**
		PHYS.SC. & TECHNICAL	F RP	28 0,301	65 0,699	93		
		HUMAN & ECON SCIENCES	F RP	16 0,180	73 0,820	89		
		JUNIOR PRIMARY	F RP	11 0,79	128 0,921	139		
		SENIOR PRIMARY	F RP	17 0,150	96 0,850	113		
		TOTAL	F RP	94 0,169	463 0,831	557		
A6	Setting problems for pupils to solve in teams	LANGUAGES	F RP	71 0,577	52 0,423	123	10,96	0,027*
		PHYS.SC. & TECHNICAL	F RP	59 0,634	34 0,366	93		
		HUMAN & ECON SCIENCES	F RP	53 0,596	36 0,404	89		
		JUNIOR PRIMARY	F RP	76 0,547	63 0,453	139		
		SENIOR PRIMARY	F RP	48 0,425	65 0,575	113		
		TOTAL	F RP	307 0,551	250 0,449	557		
A7	Advising pupils to associate with others	LANGUAGES	F RP	49 0,398	74 0,602	123	31,78	0,000**
		PHYS.SC. & TECHNICAL	F RP	51 0,548	42 0,452	93		
		HUMAN & ECON SCIENCES	F RP	35 0,393	54 0,607	89		
		JUNIOR PRIMARY	F RP	29 0,209	110 0,791	139		
		SENIOR PRIMARY	F RP	33 0,292	80 0,708	113		
		TOTAL	F RP	197 0,354	360 0,646	557		

Degree of freedom	= 2
**	= 1% level of significance
*	= 5% level of significance
X^2	= Pearson's chi-square
F	= Frequency
RP	= Row proportion

With regard to table 4.8 H_0 1 is rejected and H_a 1 is supported. There is a statistically significant relationship between subject mostly taught and the proportion of the teachers' input in respect of Questions A1, A2, A4, A5, A6 and A7.

In all the cases the junior and senior primary school teachers are of the opinion that they deliver a higher proportion of input than the other subject groups. Taking into account that primary school children are still in their formative years, especially with regard to social development, this finding is quite acceptable.

It is further interesting that teachers teaching Physical Sciences and Technical subjects are consistently of the opinion that they do not deliver as high a proportion of input with respect of social development compared to the other groups.

The specific statistical differences are:

- teaching pupils to be trustworthy and reliable in interpersonal relationships (A1) at the 1% level of significance ($P = 0,000$).
 - * The proportion of input of junior primary (prop 0,813).
 - * The proportion of input of senior primary (prop 0,717).
 - * The proportion of input of Physical Science and Technical subjects (prop 0,462).
- teaching pupils acceptance of the uniqueness of each individual (A2) at the 1% level of significance ($P = 0,000$).

- * The proportion of input of junior primary (prop 0,806).
 - * The proportion of input of senior primary (prop 0,752).
 - * The proportion of input of Physical Science and Technical subjects (prop 0.484).
- teaching pupils to conform to socially acceptable behaviour (A4) at the 1% level of significance ($P = 0,000$).
- * The proportion of input of junior primary (prop 0,921).
 - * The proportion of input of senior primary (prop 0,814).
- teaching pupils to respect human dignity (A5) at the 1% level of significance ($P = 0,000$).
- * The proportion of input of junior primary (prop 0,921).
 - * The proportion of input of senior primary (prop 0,850).
 - * The proportion of input of Physical Science and Technical subjects (prop 0,699).
- advising pupils to associate with others (A7) at the 1% level of significance ($P = 0,000$).
- * The proportion of input of junior primary (prop 0,791).
 - * The proportion of input of senior primary (prop 0,708).
 - * The proportion of input of Physical Science and Technical subjects (prop 0,452).
- setting problems for pupils to solve in teams (A6) at the 5% level of significance ($P = 0,027$).
- * The proportion of input of junior primary (prop 0,453).
 - * The proportion of input of senior primary (prop 0,575).
 - * The proportion of input of Physical Science and Technical subjects (prop 0,366).



Concerning A6, it is interesting to note that in all the cases the proportion of teachers' input with respect of teaching pupils this social aspect is lower than all the other aspects of social development.

4.5.8 The relationship between the type of school and the proportion of teachers' input in regard to the social development of pupils

4.5.8.1 Hypothesis

Ho 1 There is no statistically significant relationship between the type of school and the proportion of teachers' input concerning the social development of pupils.

Ha 1 There is a statistically significant relationship between the type of school and the proportion of teachers' input concerning the social development of pupils.

Ho 2 There is no statistically significant difference between the type of school and the proportion of teachers' input concerning the social development of pupils:

Ha 2 There is a statistically significant difference between the type of school and the proportion of the teachers' input concerning the social development of pupils:

TABLE 4.9

THE RELATIONSHIP BETWEEN THE TYPE OF SCHOOL AND THE PROPORTION OF TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEM	SCHOOL	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationship	Secondary	F RP	124 0,458	147 0,542	271	25,327	0,000**
	Primary	F RP	79 0,257	228 0,743	307		
	TOTAL	F RP	203 0,351	375 0,649	578		
A2 Teaching pupils acceptance of the uniqueness of individuals	Secondary	F FP	108 0,399	163 0,601	271	15,118	0,000**
	Primary	F RP	76 0,248	231 0,752	307		
	TOTAL	F RP	184 0,318	394 0,682	578		

A3	Helping pupils to distance themselves from group thinking	Secondary	F RP	161 0,594	110 0,406	271	4,963	0,032*
		Primary	F RP	154 0,502	153 0,498	307		
		TOTAL	F RP	315 0,545	263 0,455	578		
A4	Teaching pupils to conform to socially acceptable behaviour	Secondary	F RP	78 0,288	193 0,712	271	16,264	0,000**
		Primary	F RP	46 0,150	261 0,850	307		
		TOTAL	F RP	124 0,215	454 0,785	578		
A5	Teaching pupils to respect human dignity	Secondary	F RP	61 0,225	211 0,775	271	11,984	0,000**
		Primary	F RP	36 0,117	271 0,883	307		
		TOTAL	F RP	97 0,168	481 0,832	578		
A6	Setting problems for pupils to solve in teams	Secondary	F RP	136 0,601	108 0,399	271	4,394	0,044*
		Primary	F RP	158 0,515	149 0,485	307		
		TOTAL	F RP	321 0,555	257 0,445	578		
A7	Advising pupils to associate with others	Secondary	F RP	123 0,454	148 0,546	271	21,938	0,000**
		Primary	F RP	82 0,267	225 0,733	307		
		TOTAL	F RP	205 0,355	373 0,645	578		

Degree of freedom = 2

** = 1% level of significance

* = 5% level of significance

X² = Pearson's chi-square

F = Frequency

RP = Row proportion

With regard to table 4.9 Ho 1 is rejected in favour of Ha 1. There is a statistically significant relationship between the type of school and the proportion of teachers' input concerning questions A1, A2, A3, A4, A5, A6 and A7.

Ho 2 is also rejected in favour of Ha2 which indicates a statistically significant difference between the type of school and the proportion of teachers' input concerning questions A1 to A7.

In all the cases the primary school teachers are of the opinion that they deliver a higher proportion of input than the secondary school teachers. Taking into account that primary school children are still in their formative years, especially with regard to social development, this tendency is quite acceptable.

The specific differences are:

- teaching pupils to be trustworthy and reliable in interpersonal relationships (A1) at the level 1% of significance ($P = 0,000$).
 - * The proportion of input of primary school teachers (prop 0,743).
 - * The proportion of input of secondary school teachers (prop 0,649).
- teaching pupils acceptance of the uniqueness of other individuals (A2) at the 1% level of significance ($P = 0,000$).
 - * The proportion of input of primary school teachers (prop 0,752).
 - * The proportion of input of secondary school teachers (prop 0,601).
- teaching pupils to conform to socially acceptable behaviour (A4) at the 1% level of significance ($P = 0,000$).
 - * The proportion of input of primary school teachers (prop 0,850).
 - * The proportion of input of secondary school teachers (prop 0,712).
- teaching pupils to respect human dignity (A5) at the 1% level of significance ($P = 0,000$).

- * The proportion of input of primary school teachers (prop 0,883).
 - * The proportion of input of secondary school teachers (prop 0,775).
- advising pupils to associate with others (A7) at the 1% level of significance ($P = 0,000$).
- * The proportion of input of primary school teachers (prop 0,733).
 - * The proportion of input of secondary school teachers (prop 0,546).
- helping pupils to distance themselves from group thinking (A3) at the 5% level of significance ($P = 0,032$).
- * The proportion of input of primary school teachers (prop 0,498).
 - * The proportion of input of secondary school teachers (prop 0,406).
- setting problems for pupils to solve in teams (A6) at the level 5% level of significance ($P = 0,044$).
- * The proportion of input of primary school teachers (prop 0,485).
 - * The proportion of input of secondary school teachers (prop 0,399).

It is interesting to note again that in the cases of A3 and A6 the proportion of teachers' input in teaching this aspect of social development is lower than the rest.

4.5.9 The relationship between the position held by teachers and the proportion of their input with regard to the social development of pupils

4.5.9.1 Hypothesis

Ho 1 There is no statistically significant relationship between the position held by the teacher and the proportion of teachers' input concerning the social development of pupils.

Ha 1 There is a statistically significant relationship between the position held by the teacher and the proportion of teachers' input concerning the social development of pupils.

TABLE 4.10

THE RELATIONSHIP BETWEEN THE POSITION HELD BY THE TEACHERS AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEM	TEACHERS' POSITION	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationship	Principal Deputy	F RP	8 0,190	34 0,810	42	5,14	0,764
	Head of department	F RP	32 0,368	55 0,632	87		
	Teacher	F RP	163 0,363	286 0,637	449		
	TOTAL	F RP	203 0,351	375 0,649	578		
A2 Teaching pupils acceptance of the uniqueness of individuals	Principal Deputy	F FP	4 0,95	38 0,905	42	12,83	0,001**
	Head of department	F FP	23 0,264	64 0,736	87		
	Teacher	F RP	157 0,350	292 0,650	449		
	TOTAL	F RP	184 0,318	394 0,682	578		
A3 Helping pupils to distance themselves from group thinking	Principal Deputy	F RP	17 0,405	25 0,595	42	5,84	0,054
	Head of department	F RP	42 0,483	45 0,517	87		
	Teacher	F RP	256 0,570	193 0,430	449		
	TOTAL	F RP	315 0,545	263 0,455	578		
A4 Teaching pupils to conform to socially acceptable behaviour	Principal Deputy	F RP	5 0,119	37 0,782	42	2,46	0,292
	Head of department	F RP	19 0,218	68 0,782	87		
	Teacher	F RP	100 0,223	349 0,777	449		
	TOTAL	F RP	124 0,215	454 0,785	578		

A5	Teaching pupils to respect human dignity	Principal Deputy	F RP	1 0,240	41 0,976	42	7,38	0,025*
		Head of department	F RP	13 0,149	74 0,851	87		
		Teacher	F RP	83 0,185	336 0,815	449		
		TOTAL	F RP	97 0,168	481 0,832	578		
A6	Setting problems for pupils to solve in teams	Principal Deputy	F RP	23 0,548	19 0,452	42	1,77	0,412
		Head of department	F RP	54 0,621	33 0,379	87		
		Teacher	F RP	244 0,543	205 0,457	449		
		TOTAL	F RP	321 0,555	257 0,445	578		
A7	Advising pupils to associate with others	Principal Deputy	F RP	12 0,286	30 0,714	42	0,95	0,622
		Head of department	F RP	31 0,356	56 0,644	87		
		Teacher	F RP	162 0,361	287 0,639	449		
		TOTAL	F RP	205 0,355	373 0,645	578		

Degree of freedom = 2

** = 1% level of significance

* = 5% level of significance

X² = Pearson's chi-square

F = Frequency

RP = Row proportion

With regard to table 4.10 Ho 1 is rejected and Ha 1 supported. There is a statistically significant relationship between the position held by the teacher and the proportion of teachers' input with respect of:

- teaching pupils acceptance of the uniqueness of each individual (A2) at the 1% level of significance (P = 0,001). Those teachers occupying managerial posts believe they deliver a greater proportion of their input (prop 0,905) when compared with the proportion of input of teachers who are Heads of

Department (prop 0,736) and the proportion of input of ordinary teachers (prop 0,650) into teaching this aspect.

- teaching pupils to respect human dignity (A5) at the 5% level of significance ($P = 0,025$). Those who are in managerial positions are of the opinion that the proportion of their input (prop 0,976) is higher than the proportion of input of heads of department (prop 0,851) and the proportion of input of ordinary teachers (prop 0,815).

Irrespective of the statistical relationships found, all three groups are of the opinion that they deliver a high proportion of their input into these responsibilities.

Ho 1 is supported for questions A1, A3, A4, A6 and A7. There is no statistically significant relationship between the position held by the teacher and the proportion of teachers' input with regard to teaching these aspects of social development.

4.5.10 The relationship between the marital status of the teachers and the proportion of their input in regard to the social development of pupils

4.5.10.1 Hypothesis

Ho 1 There is no statistically significant relationship between the marital status of the teacher and the proportion of teachers' input concerning the social development of pupils.

Ha 1 There is a statistically significant relationship between the marital status of the teacher and the proportion of teachers' input concerning the social development of pupils.

TABLE 4.11

THE RELATIONSHIP BETWEEN THE MARITAL STATUS OF THE TEACHERS AND THE PROPORTION OF THEIR INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEM	MARITAL STATUS	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationship	Maried	F RP	127 0,340	246 0,660	373	2,14	0,342
	Single	F RP	57 0,399	86 0,601	143		
	Other	F RP	19 0,306	43 0,694	62		
	TOTAL	F RP	203 0,351	375 0,649	578		
A2 Teaching pupils acceptance of the uniqueness of individuals	Maried	F FP	117 0,314	256 0,686	373	0,11	0,945
	Single	F FP	47 0,329	96 0,671	143		
	Other	F RP	20 0,323	42 0,677	62		
	TOTAL	F RP	184 0,318	394 0,682	578		
A3 Helping pupils to distance themselves from group thinking	Maried	F RP	194 0,520	179 0,480	373	2,86	0,239
	Single	F RP	86 0,601	57 0,399	143		
	Other	F RP	35 0,565	27 0,435	62		
	TOTAL	F RP	315 0,545	263 0,455	578		
A4 Teaching pupils to conform to socially acceptable behaviour	Maried	F RP	79 0,212	294 0,788	373	0,98	0,612
	Single	F RP	34 0,238	109 0,762	143		
	Other	F RP	11 0,177	51 0,823	62		
	TOTAL	F RP	124 0,215	454 0,785	578		
A5 Teaching pupils to respect human dignity	Maried	F RP	60 0,616	313 0,839	373	1,16	0,560
	Single	F RP	28 0,196	115 0,804	143		
	Other	F RP	9 0,145	53 0,855	62		
	TOTAL	F RP	97 0,168	481 0,832	578		

A5	Teaching pupils to respect human dignity	2-29	F RP	38 0,190	162 0,810	200	2,96	0,227
		30-39	F RP	43 0,176	202 0,824	245		
		40+	F RP	16 0,120	117 0,880	133		
		TOTAL	F RP	97 0,168	481 0,832	578		
A6	Setting problems for pupils to solve in teams	2-29	F RP	123 0,615	77 0,385	200	15,94	0,000**
		30-39	F RP	144 0,588	101 0,412	245		
		40+	F RP	54 0,406	79 0,594	133		
		TOTAL	F RP	321 0,555	257 0,445	578		
A7	Advising pupils to associate with others	2-29	F RP	79 0,395	212 0,605	200	4,21	0,122
		30-39	F RP	88 0,359	157 0,641	245		
		40+	F RP	38 0,286	95 0,714	133		
		TOTAL	F RP	205 0,355	373 0,645	578		

Degree of freedom = 2

** = 1% level of significance

* = 5% level of significance

X^2 = Pearson's chi-square

F = Frequency

RP = Row proportion

With regard to table 4.12 H_0 1 is rejected in favour of H_a 1. This indicates that there is a statistically significant relationship between the number of pupils in class and the proportion of the teachers' input in respect of:

- setting problems for pupils to solve in groups (A6) at the 1% level of significance (P value = 0,000). Teachers who teach classes of 40+ pupils

Ha 1 There is a statistically significant relationship between the number of pupils in the class and the proportion of teachers' input concerning the social development of pupils.

TABLE 4.12

THE RELATIONSHIP BETWEEN THE NUMBER OF PUPILS IN THE CLASS AND THE PROPORTION OF THE TEACHERS' INPUT WITH REGARD TO THE SOCIAL DEVELOPMENT OF PUPILS

ITEM	AVERAGE NO OF PUPILS	F RP	LOW INPUT	HIGH INPUT	TOTAL	X ²	P VALUE
A1 Teaching pupils to be trustworthy and reliable in interpersonal relationship	2-29	F RP	74 0,370	126 0,630	200	1,06	0,589
	30-39	F RP	87 0,355	158 0,645	245		
	40+	F RP	42 0,316	91 0,684	133		
	TOTAL	F RP	203 0,351	375 0,649	578		
A2 Teaching pupils acceptance of the uniqueness of individuals	2-29	F FP	66 0,330	134 0,670	200	0,53	0,766
	30-39	F FP	79 0,322	166 0,678	245		
	40+	F RP	39 0,293	94 0,707	133		
	TOTAL	F RP	184 0,318	394 0,682	578		
A3 Helping pupils to distance themselves from group thinking	2-29	F RP	109 0,545	91 0,455	200	0,01	0,994
	30-39	F RP	134 0,547	111 0,453	245		
	40+	F RP	72 0,541	61 0,459	133		
	TOTAL	F RP	315 0,545	263 0,455	578		
A4 Teaching pupils to conform to socially acceptable behaviour	2-29	F RP	49 0,245	151 0,755	200	1,86	0,393
	30-39	F RP	47 0,192	198 0,808	245		
	40+	F RP	28 0,211	105 0,789	133		
	TOTAL	F RP	124 0,215	454 0,758	578		

A6	Setting problems for pupils to solve in teams	Maried	F RP	211 0,566	162 0,434	373	0,94	0,626
		Single	F RP	79 0,552	64 0,448	143		
		Other	F RP	31 0,500	31 0,500	62		
		TOTAL	F RP	321 0,555	257 0,445	578		
A7	Advising pupils to associate with others	Maried	F RP	135 0,362	238 0,638	378	1,26	0,533
		Single	F RP	52 0,364	91 0,636	143		
		Other	F RP	18 0,290	44 0,710	62		
		TOTAL	F RP	205 0,355	373 0,645	578		

Degree of freedom = 2

** = 1% level of significance

* = 5% level of significance

X² = Pearson's chi-square

F = Frequency

RP = Row proportion

With regard to table 4.11 Ho 1 is supported for all items. There is no statistically significant relationship between the marital status of the teacher and the proportion of teachers' input concerning the social development of pupils.

4.5.11 The relationship between the number of children in the class and the proportion of the teachers' input in regard to the social development of pupils

4.5.11.1 Hypothesis

Ho 1 There is no statistically significant relationship between the number of pupils in the class and the proportion of teachers' input concerning the social development of pupils.

have a higher proportion of input (0,594) than those who teach 30-39 pupils (prop 0,412) and 20-29 pupils (prop 0,385). This might be due to the fact that the classes are very large and teachers have to make use of teams to get all students involved.

It is however worrying that all three groups do not really have a relatively high proportion of input when the importance of working in a team and its effect on social development, is taken in account.

Ho 1 is supported for questions A1, A2, A3, A4, A5 and A7. There is no statistically significant relationship between the number of pupils in class and the proportion of teachers' input regarding these aspects of social development.

4.5.12 The relationship between the parental status of the teachers and the proportion of their input in regard to the social development of pupils

4.5.12.1 Hypothesis

- Ho 1 There is no statistically significant relationship between the parental status of the teacher and the proportion of teachers' input concerning the social development of pupils.
- Ha 1 There is a statistically significant relationship between the parental status of the teacher and the proportion of teachers' input concerning the social development of pupils.
- Ho 2 There is no statistically significant difference between the parental status of the teacher and the proportion of teachers' input concerning the social development of pupils.
- Ha 2 There is a statistically significant difference between the parental status of the teacher and the proportion of teachers' input concerning the social development of pupils.

Degree of freedom	= 2
**	= 1% level of significance
•	= 5% level of significance
X ²	= Pearson's chi-square
F	= Frequency
RP	= Row proportion

With regard to table 4.13 Ho 1 is rejected and Ha 1 supported. There is a statistically significant relationship between the parental status of the teacher and the proportion of input in respect of:

- Question (A6): setting problems for pupils to solve in teams at the 1% level of significance (P = 0,000).

Furthermore the Ho 2 is rejected and Ha 2 supported. There is a statistically significant difference between the parental status of the teacher and the proportion of input in respect of:

- Question (A6): setting problems for pupils to solve in teams at the 1% level of significance (P = 0,000).

Although statistically significant the proportion of input of teachers with own children (prop 0,446) and the proportion of teachers with no children of their own (prop 0,443) are very similar. This question, nevertheless, has a relatively lower proportion of input than the other aspects.

Ho 1 is supported for questions A1, A2, A3, A4, A5 and A7. There is no statistically significant relationship between the parental status of the teacher and the proportion of the teachers' input concerning these aspects of social development.

4.6 CONCLUSION

From all above information it is clear according to data obtained in the statistical analysis that more than three quarters of teachers put in a high amount of input concerning the different aspects of the social development of pupils.

In chapter Five conclusions from these findings will be drawn, recommendations will be made and social aspects which require further research will be suggested.



CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS BASED ON THE FINDINGS, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

5.1 SUMMARY

In chapter one a brief explanation of the study, statement of the problem, method of research and plan of the study was discussed. To be able to acquire more knowledge on the problem stated, a literature study on the social development of pupils, teachers' responsibilities and related aspects on social development of pupils were dealt with in chapter two. The research design was described and a research instrument was developed in chapter three. Chapter four contains data that were tabulated, analysed and interpreted. Hypotheses were stated and tested. In this chapter the summary of the findings, limitations of the study, recommendation and conclusion will be discussed.

5.2 SUMMARY OF THE FINDINGS

The statistical findings of this study show that teachers by and large believe that the proportion of their input concerning the social development is satisfactory.

With regard to the descriptive analysis (Table 4.1): Taking into consideration the collected data in the empirical investigation, it is clear that teachers generally believe they deliver a high proportion of their input regarding the social development of pupils for all the items.

5.2.1 Findings of table 4.1

It was found in table 4.1 that teachers deliver the highest proportion of their input into the following:

- teaching pupils to conform to socially acceptable behaviour, item A4, with an average score of (7,53) and
- teaching pupils acceptance of the uniqueness of each individual, item A2, with the average score.

These questions relate mostly to social responsibility of the individual towards other members of the community. It is interesting to note that items:

- (A7) advising pupils to associate with others (average 6,84)
- (A6) setting problems for pupils to solve in teams (average 5,91) and
- (A3) helping pupils to distance themselves from group thinking (average 5,75) were ranked lower than the other aspects associated with social development in this study.

These items relate to the individual's social functioning within group context. This tendency is noticed in the statistical analyses as well.

Regarding the statistical analyses:

Gender (table 4.2)

With regard to gender, female teachers are of the opinion that they deliver a higher proportion of their input with respect of:

- teaching pupils acceptance of the uniqueness of individual (A2),
- teaching pupils to respect human dignity (A5).

In both these aspects of social development, a statistically significant difference was found (refer to table 4.2).

Age (table 4.3)

According to obtained data there is a statistically significant relationship between teachers' age and the proportion of teachers' input with respect of teaching pupils to respect human dignity (A5). In this regard teachers who are between 21-29 years of age are of the opinion that they have a lower input than those of 30-39 years and those who are 40+ years old.

Teaching experience (table 4.4)

Data collected also show that there is a statistically significant relationship between teachers' experience and the proportion of their input with respect of:

- teaching pupils to be trustworthy and reliable in interpersonal relationship (A1). It was found here that the proportion of input of teachers with 5-10 years experience is higher than the proportion of input of teachers with 0-4 years experience and the proportion of input of teachers with 11+ years experience,
- teaching pupils to conform to socially acceptable behaviour (A4). Data shows that the proportion of input of teachers with 5-10 years is higher than the proportion of input of teachers with 0-4 years experience and the proportion of input of teachers with 11+ years experience.
- helping pupils to distance themselves from group thinking (A3). Regarding this aspect, data show that the proportion of input of teachers with 11+ years experience is higher than the proportion at input of teachers with 0-4 years experience and the proportion of input of teachers with 5-10 years experience,

- teaching pupils to respect human dignity (A5). Data indicate that the proportion of input of teachers with 5-10 years experience is greater than the proportion of teachers with 0-4 years experience and the proportion of teachers with 11+ years experience.

Mother-tongue (table 4.5)

It was found that there is a statistically significant relationship between mother-tongue of the teacher and the proportion of teachers' input with respect of:

It was found that there is a statistically significant relationship between mother-tongue of the teacher and the proportion of teachers' input with respect of:

- teaching pupils to respect human dignity (A5). It was found that the proportion of input of the English speaking teachers is higher than the proportion of input of teachers who are Afrikaans speaking and the proportion of input of teacher who speak other languages.
- advising pupils to associate with others (A7). It was found that the proportion of input of teachers who speak other languages is higher than the proportion of input of teachers who are English speaking and the proportion of input of teachers who are Afrikaans speaking.
- setting problems for pupils to solve in teams (A6). Data indicate that the proportion of input of teachers speaking other languages is greater than the proportion of input of teachers who are Afrikaans speaking and the proportion of input of teachers who are English speaking.

Language of instruction (table 4.6)

Concerning the language of instruction, data show that there is a statistically significant relationship between language of instruction and the proportion of teachers'

input regarding advising pupils to associate with others (A7). It was also found that the proportion of input of teachers who use other languages as medium of instruction is higher than the proportion of input of teachers who teach in the medium of English and Afrikaans.

Teachers' qualifications (table 4.7)

With regard to teachers' qualifications, it was found that there is a statistically significant relationship between the teachers' qualifications and the proportion of teachers' input regarding advising pupils to associate with others (A7). It was further found that teachers with matriculation qualifications' proportion of input is greater than the proportion of input of teachers with a diploma, degree and diploma and that of post-graduates.

Subjects mostly taught (table 4.8)

With regard to subjects mostly taught, it was found that a statistically significant relationship between the subject mostly taught and the proportion of teachers' input regarding all the aspects of social development. In all these aspects, it was found that the junior primary and senior primary school teachers are of the opinion that they deliver a higher proportion of input than the other subject groups.

It was also found that teachers teaching Physical Sciences and Technical subjects are consistently of the opinion that they do not deliver as a high a proportion of input with respect of social development compared to the other groups.

Type of school (table 4.9)

With regard to the primary and secondary schools. It was found in all aspects (A1-A7) of social development found in table 4.9 that the primary school teachers are of the opinion that the proportion of their input regarding teaching aspects of social development is consistently higher than the proportion of high input of secondary school teachers.

Current post level (table 4.10)

From the obtained data, there was a relationship between teachers' position and the proportion of teachers' input regarding:

- teaching pupils acceptance of the uniqueness of each individuals (A2); and
- teaching pupils respect for human dignity (A5). In both these cases it was found that teachers in promotion posts were of the opinion that they deliver a higher proportion of their input in teaching this aspect of social development than the proportion of input of heads of department and of ordinary teachers.

Marital status of teachers (table 4.11)

With regard to the marital status of teachers, no statistically significant relationship between marital status of teachers and the proportion of teachers' input concerning teaching all the aspects of social development of pupils (table 4.11) was found.

The average number of pupils in class (table 4.12)

From the obtained data, a statistically significant relationship was found between the number of pupils in class and the proportion of teachers' input regarding setting problems for pupils to solve in teams (A6). Although a statistically significant relationship was found, the proportion of all groups relating to class size regarding the social development of pupils was very similar.

Parental status of teachers (table 4.13)

It was found that there was a statistically significant difference between the parental status of teachers and the proportion of their input regarding setting problems for pupils to solve in teams (A6). The proportion of high input of teachers with their own children is greater than the proportion of high input of teachers with no children of their own.

5.2.2 Conclusions based on the findings

According to the data, it is clear that teachers do regard teaching the aspects of social development of pupils as part of their responsibility. It is gratifying to note that generally teachers are of the opinion that the proportion of their input is high concerning teaching aspects of social development of pupils.

Furthermore, teachers seem to deliver a lower proportion of their input in teaching pupils to associate with others, setting problem for pupils to solve in teams and helping pupils to distance themselves from group thinking. As stated earlier, these aspects of social development are of great importance, especially in a developing democracy such as South Africa. The relative low proportion of teachers input is therefore disconcerting.

Data also show that primary teachers deliver a higher proportion of input with respect to teaching aspects of social development than secondary teachers. The interesting point is that Physical Science and technical subjects teachers are consistently delivering lower input in all the aspects of social development than any other subject grouping.

5.2.3 Recommendations

As far as the social development of pupils is concerned, this study cannot claim to be the be-all and the end-all. It creates an opportunity for further research on the following issues:

- to get the overall picture of the teachers' opinions regarding their responsibility concerning the social development of pupils, the latter issue may be investigated in other provinces such as Northern province, Mpumalanga province, Eastern-Cape province, Northern-Cape province, KwaZulu Natal province and Free State province, because this study was conducted in the Gauteng province and therefore the findings cannot be generalized to the broader South African context;

- social education should be included in the teacher training curriculum to equip student teachers with knowledge about socializing pupils in the classroom situation;
- workshops should be conducted to emphasize the aspects of social development which teachers need to attend to. Especially those aspects such as setting problems for pupils to solve in teams and to advise pupils to associate with others and to teach pupils to distance themselves from group thinking.

5.2.4 Limitations of the study

- * Considered as limitations of the study may be the fact that this study was confined to a group of teachers from 50 schools randomly chosen from primary and secondary schools of the Gauteng province only. As a result, the findings may not be generalized to as large a population as one would have liked to. Although empirically limited, these findings have a great meaning to all teachers in South Africa, because all pupils need the teachers' help in the acquisition of knowledge of social skills which will later open ways for acceptance in various social institutions.
- * Interviews with the respondents regarding the teachers' opinions with respect of the proportion of their input concerning the social development of pupils could have been conducted. This would have enhanced the findings of this investigation.
- * Unused questionnaires indicate that some respondents may not have understood the research instrument used in this study due to possible language problems.

5.3 CONCLUSION

If pupils are to be educated in order to reach maturity and be regarded as fully-fledged, responsible and acceptable adults by members of society, teachers must be committed to teach various responsibilities that are discussed in chapter 1.

With this study, in particular, teachers should regard teaching pupils aspects of social development as their responsibility because as a social being, the child should be provided with knowledge about these skills in order to prepare him to venture into the world with confidence. The child should be taught to act and to behave in a morally and socially acceptable way which is valued by other members of society.



LIST OF SOURCES CONSULTED

- BELL, G.S. 1988: Research Methodology. New York: Cassel Printers.
- BENGU, S. 1996: Bengu warns "drunk" to stop or go. The Sowetan, 1996 (3).
- BOTES, D.P.M. 1990: ABC Guidance Std. 5. Pretoria: Hans Kirsten.
- BREDENMEIER, H.R. 1989: Child development. London: Academic Press.
- CASS, J.S.V. 1983: Perceiving the causes of behaviour. Pretoria: Van Schaick.
- CHAPPMAN, J.D. 1980: School-based decision-making and management. London: Falmer Press.
- DE WET, C.J. 1981: Study Guide for Special Empirical Education. Pretoria: UNISA.
- DOUVAN, E. 1986: The Adolescent experience. Canada: Wiley and Sons.
- DUBBS, P.J. 1987: Cultural context. Pretoria: Allyn and Bacon.
- DUMINY, P.A. 1992: Education for the student teacher. Cape Town: Maskew Miller.
- DU PLOOY, J.L. 1984: Fundamental Pedagogics. Pretoria: HAUM.
- ENGELBRECHT, G. 1991: Active Guidance std. 5. Pretoria: HAUM.
- ENGELBRECHT, C.S. 1990: Educating the young child. Educare, 19:(28). Pretoria: UNISA.
- EGELSTON, C.J. 1992: Behaviour modification. Pretoria: HAUM.

- FONTANA, D. 1988: Psychology for teachers. Great Britain: Redwood Ltd.
- FOX, M. 1993: Psychological perspectives in education. New York: Cassel Printers.
- GERBER, A.E. 1986: Relationship studies - The only study guide for Higher Education Diploma. Pretoria: UNISA.
- GINOTT, B.S. 1972: Applied Psychology for teachers. Boston: Houghton Company.
- GLOVER, J.A. 1990: Educational Psychology Principles and Application. USA: Scott Foresman.
- GUILLAUME, B.K.S. 1990: Attribution. London: Land E Associates Publishers.
- GRIESEL, G.A.J. 1990: Orientation in fundamental pedagogics. Pretoria: Via Africa.
- GRIESEL, G.A.J, LOUW, G.J.J. & SWART, C.A. 1989: Principles of educative teaching. Pretoria: Van Schaik.
- GUNTER, C.F.G. 1980: Aspects of educational theory. Stellenbosch: University Press.
- HAMACHEK, D.E. 1990: Psychology in learning and growth. Boston: Allyn and Bacon.
- HARGREAVES, D.H. 1989: Social relation in a secondary school. London: Macgraw-Hill.
- HUGH, J.A. 1980: The philosophy of social research. London: Longman.

- KELLY, A. 1987: Education. London: Heineman.
- KERCKHOFF, A.C. 1990: Socialization and social class. New Jersey: Prentice-Hall.
- LANDMAN, W.A. 1988: Education for secondary school teachers. Pretoria: Academica.
- LANDMAN, W.A. 1992: Teacher's handbook for education. Pretoria: Van Schaik's Publishers.
- LINDHARD, N. 1993: Guidance in the classroom. Cape Town: Maskew Miller.
- LOUW, D.R. 1996: Crisis in education. The Sowetan, 11 October 1996:(12).
- MOULY, G.J. 1990: Psychology for effective teaching. New York: Holt, Rinehart and Winston.
- MOUTON, J. 1992: Basic concepts in methodology of the social sciences. Pretoria: HSRC.
- MUMFORD, L. 1982: Social responsibilities of teachers. Michigan University Press.
- MUSSEN, P.H, CONGER, J.J, & HUSTON, A.C. 1990: Child development and personality. New York: Harper Collins.
- MWAMWENDA, T.S. 1989: Educational psychology: An African perspective. Pretoria: Butterworth.
- OLSON, G.K. 1987: Why teenagers act the way they do. New York: Holt, Rinehart and Winston.

- PATRICK, K. 1986: Career orientation. Pretoria: Van Schaik's.
- SCHUMACHER, D. 1993: Research in Education. Newburg Park: Sage.
- SEIFERT, K. 1991: Educational Psychology. Boston: Mifflin Company.
- STRAUGHAN, R. 1988: Can we teach children to be good? Philadelphia: University Press.
- THOMAS, C. 1988: How to teach decision-making skills. Springfield: Illinois.
- UGWUEGBU, G.S.D. 1988: Educational psychology in the changing world. London: Allen and Unwin.
- VAN DEN AARDWEG, E.M. 1988: Dictionary of educational psychology. Pretoria: E & E Enterprise.
- VERSTER, T.L. 1991: Study Guide for Guidance II. Pretoria: Van Schaik's.
- VENANT, P.J. 1990: Guidelines for successful teaching. Pretoria: UNISA.
- VOCKELL, E.L. 1995: Educational Research. Engelwood Cliffs: Merrill.
- VREY, J.D. 1980: The self-actualizing educand. Pretoria: UNISA.
- VREY, J.D. 1993: The self-actualizing educand. Pretoria: UNISA.
- WALKER, J.E. 1982: Behaviour management. Boston: Allyn and Bacon.
- WALLEN, W.C. 1991: Research in education. Boston: Allyn and Bacon.
- WETSMACOTT, E.V.S. 1982: Behaviour can change. Hampshire: Globe Education.

WOOLFOLK, A.E. 1984: Educational psychology for teachers. Englewood Cliffs.
Prentice-Hall.





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				
				(1-4)
Card number/Kaartnommer				
				(5)

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

1
2

(6)

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

--	--

(7-8)

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

--	--

(9-10)

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

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

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

(11-12)

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

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

01
02
03
04
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

Primary school/Laerskool

1
2

(17)

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

Principal/Hoof

Deputy principal/Adjunk-hoof

Head of a department/Departementshoof

Teacher/Onderwyser

1
2
3
4

(18)

10. Marital status?
U huwelikstatus?

Married/Getroud

Unmarried/Ongetroud

Divorced/Geskei

Estranged/Vervreem

Widow/widower//Weduwee/wewenaar

1
2
3
4
5

(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

Het u eie kinders?

Nee/No

1
2

(22)

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

State school/Staatskool

State supported school/Staatsondersteunde skool

Private school/Privaatskool

1
2
3

(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 groepdenkwyse 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
---	---	---	---	---	---	---	---	---	---

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

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

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

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

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

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

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

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

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

 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 selfevalueringvaardighede by leerlinge.

None/Geen

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

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

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

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

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

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

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

 Very large/Baie groot (47)

F: PROPORTION OF YOUR TOTAL INPUT WITH REGARD TO THE CAREER AND FUTURE ORIENTATION

PROPORSIE VAN U TOTALE INSET TEN OPSIGTE VAN LOOPBAAN EN TOEKOMSORIËNTERING

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

None/Geen

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

 Very large/Baie groot

(57)

35. simulating practical career experience to illustrate the relevance of the subject you teach.
simulasie van praktiese beroepsondervinding wat toepaslik is by die vak wat u gee.

None/Geen

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

 Very large/Baie groot

(58)

36. helping pupils individually to set realistic goals for their future.
hulp aan leerlinge op individuele vlak om realistiese doelstellings vir hulle toekoms te formuleer.

None/Geen

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

 Very large/Baie groot

(59)

37. assisting pupils to prioritize their life-values.
hulp aan leerlinge om hulle lewenswaardes in volgorde van belangrikheid te stel.

None/Geen

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

 Very large/Baie groot

(60)

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

None/Geen

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

 Very large/Baie groot

(61)

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

None/Geen

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

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

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

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

 Very large/Baie groot

(65)

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)

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)

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)

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)

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)

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)

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)

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)

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

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

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

 Very large/Baie groot

(68)

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

None/Geen

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

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

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

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

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

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

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

 Very large/Baie groot (79)

Kantoorgebruik/Office use				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	(1-4)
Kaartnommer/Card number				
<input type="text" value="2"/>			(5)	

57. assisting individual pupils to solve their learning difficulties.
individuele hulpverlening om leerlinge in staat te stel om hulle leerprobleme op te los.

None/Geen

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

 Very large/Baie groot (6)

58. discussing preventative strategies with pupils with regards to their learning difficulties.
die bespreking van voorkomende strategieë met leerlinge ten opsigte van hulle leerprobleme.

None/Geen

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

 Very large/Baie groot (7)

59. discussing the typical problems identified in written assignments, classwork or tests.
die bespreking van tipiese probleme wat geïdentifiseer word in skriftelike opdragte, klaswerk of toetse.

None/Geen

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

 Very large/Baie groot (8)

60. designing and preparing learning and teaching aids for remedial purposes.
die ontwikkeling en voorbereiding van beide leer-en onderrighulpmiddels vir remediëringsdoeleindes.

None/Geen

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

 Very large/Baie groot (9)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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	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	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	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	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	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	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	Very large/Baie groot	(25)
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------	------

77. organisational tasks.
organisatoriese funksies te verrig.

None/Geen	0	1	2	3	4	5	6	7	8	9	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	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)

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)

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)

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)

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)

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)

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)

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)

87. in-service training courses.
indiensopleidingskursusse.

None/Geen

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

 Very large/Baie groot (36)

88. attending conferences.
bywoon van konferensies.

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

(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
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------

(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
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------

(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
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------

(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
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------

(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
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------

(42)

95. parents' class visitation.
ouers se klasbesoeke.

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

(43)

96. telephoning parents.
ouers te telefoneer.

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

(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
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------

(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
-----------	---	---	---	---	---	---	---	---	---	---	-----------------------

(46)