

## CHAPTER 4

### EMPIRICAL RESEARCH

#### 4.1 INTRODUCTION

The three previous chapters dealt with the theory of support services with specific reference to the Northern Province education system. These chapters also defined support services for educators, learners and the structure of teaching and activities of the school.

This chapter deals with the description of the empirical research resulting from the literature review. The aim of recent research is to determine which support services exist and to which extent are they needed for educators, learners and teaching activities and structures in the Northern Province.

This chapter will deal with the design of the research and the presentation, analysis and interpretation of results.

#### 4.2 DESIGN OF RESEARCH

##### *4.2.1 Questionnaire as a measuring instrument*

The questionnaire may be considered as a formalised and stylised interview, or interview by proxy. The form is the same as it would be in a face-to-face interview. In this study, the technique used by the researcher was the interview (face-to-face) questionnaire. The questionnaire can be presented to the respondents in two ways: through post or mail or in a face-to-face situation (Walker, 1985:91; Ary *et al.*, 1990:241; Anderson 1990:207; PU for CHE, 1996:21-22 and Van Dalen, 1962:254).

According to Van Dalen (1962:255) the advantages of interview questionnaires are as follows:

- The researcher can explain the purpose and significance of the study.
- The researcher can clarify points.
- The researcher can answer questions that arise.
- The researcher can motivate respondents to answer questions carefully and truthfully.
- The researcher can obtain fewer partial responses and refusals to reply.

Walker (1985:91) and Gall *et al.* (1996:231-618) state that the advantage of a questionnaire is to present an even stimulus, potentially to large numbers of people simultaneously, and provides the researcher with an easy accumulation of data.

Often surveys are used simply to collect information, such as the percentage of respondents who hold or do not hold a certain opinion; however, surveys can also be used to explore relationship between different variables (Borg & Gall, 1989:415).

According to Van Dalen (1962:255) the disadvantages of questionnaires are as follows:

- It is difficult to meet respondents individually.
- It may be excessively costly.
- It is time consuming.

#### ***4.2.2 Construction of a questionnaire***

Fasou-Amoah (1999:105) states that constructing a questionnaire requires considerable time, planning and thought. Framing questions to obtain honest answers is an act and therefore the researchers should thoroughly explore their experiences, literature and other questionnaires so as to frame questions according to the precise variables on the investigation, and that the precise variables under the concerns the test in depth. The point here is that, the researcher must ascertain what specific aspects of the research need to be tested from the literature study.

The following guidelines provided by Borg and Gall, Gray and Mulder (as quoted by Fasou-Amoah (1999:106)) were taken into consideration in the compilation of questionnaire:

- Only items that relate directly to the objectives of the research were included.
- The questions in the questionnaire should be clear, brief and straight forward.
- The question should be limited to a single idea only.
- Biased questions must be avoided.
- Short items should preferably be used.
- Questions should be drawn up in such a way that they should be easy to answer.

#### ***4.2.3 Format and content of the questionnaire***

The aim of the questionnaire was to gather information from the principals, deputy principals or heads of department (HOD) and educators. The information was needed to find out whether there are support services for educators, learners and teaching activities and structures. The aim of the questionnaire was also to find out to which degree or extent any human or other resources that can support learners and other aspects of education are needed (Lazarus, 1997:2).

#### **PART A**

The purpose of these questions was to gather biographical information about respondents and their schools.

## PART B

The objective of these questions was to determine the availability or existence and to which extent or degree support services to educators, learners and teaching activities and structures are needed.

### *4.2.4 Pilot study*

A pilot study provides the researcher with a chance of exploring and field-testing the questionnaire. A major pre-test questionnaire offers the advantage of being able to refine the techniques associated with the study. Five pilot questionnaires were prepared and sent to five school principals. This was done in order to improve the reliability and validity of the items and to decide on the form in which questions should be presented.

After the questionnaires were completed, they were taken to the supervisor of the researcher. The pilot study was conducted to test the questionnaire for feasibility or semantic problems.

### *4.2.5 The final questionnaire*

After the pilot study had been conducted and observations noted, the final questionnaire was designed and administered to 60 principals, 58 deputy principals or heads of department and 62 educators randomly selected in 6 regions of the Northern Province. (cf. Appendix A).

Accompanying the questionnaires was the covering letter (cf. Appendix A) indicating the aim of the research and also requesting the respondents to complete the questionnaires as honestly and frankly as possible. The confidentiality of the information was also stressed. The purpose of the covering letter was to gain co-operation and to arouse the respondents' interest so that they complete the questionnaires as frankly and honestly as possible. The researcher visited schools by appointment and explained the questionnaire to the respondents and made sure that interpretation was the same in all schools.

### *4.2.6 Target group*

The target group of the questionnaires was the principals, deputy principals or heads of department and educators. Each region received 30 questionnaires. Ten schools were randomly selected per region where the principals, deputy principals or heads of department and teachers were requested to be respondents of the questionnaires. Due to the fact that the face-to-face interview was used as method where the questionnaires were completed in the presence of the researcher, the actual returns of questionnaires was 100%. See Table 4.1.

**Table 4.1 Distribution of questionnaires**

Region	No. of schools	No. of questionnaires	Actual returns
WESTERN(1)	10	30	100%
CENTRAL(2)	10	30	100%
NORTHERN(3)	10	30	100%
N EASTERN(4)	10	30	100%
EASTERN(5)	10	30	100%
SOUTHERN(6)	10	30	100%
<b>TOTAL</b>	<b>60</b>	<b>180</b>	<b>100%</b>

#### **4.2.7 Statistical technique**

The Department of Statistics of the Potchefstroomse Universteit vir CHO processed the data.

#### **4.2.8 Remark**

The summary, findings and recommendations made in this study are only valid for the areas of the Northern Province where the research was done.

### **4.3 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

#### **4.3.1 Biographical data**

The aim of the questions was to determine whether a school is situated in rural, urban or farm area. Another aim was whether the school is a public or an independent institution. It also determined whether respondents are male or female and the experience of principals, deputy principals or heads of department and educators. Table 4.2 analyses this.

Biographical data is given in Table 4.2.

- **Situation of schools:**

In Table 4.2 it is noted that 135 (75%) questionnaires were completed in schools which are situated in rural areas. A total of 45 (35%) questionnaires were completed in schools situated in urban areas.

- **Public and independent schools:**

A total of 174 (96.7%) questionnaires were responded in public schools and 6 (3.3%) questionnaires were responded in independent schools.

- **Male and female educators:**

More males than females responded to the questionnaires as 115 (64.6%) males responded and 63 (35.4%) females responded to the questionnaire. Two respondents did not indicate whether they were male or female.

- **Experience of educators:**

Principals who had 0-5 years of experience were 18 (24.3%), 6-10 years of experience were 27 (36.5%), 11-15 years of experience were 11 (14.9%), 16-20 years of experience were 14 (18.9%) and 21 and above years of experience were 4 (5.4%). 106 respondents did not indicate their years of experience of service.

Deputy principals or heads of department who had 0-5 years experience were 28 (37.8%), 6-10 years experience were 34 (45.9%) and 11-16 years experience were 34 (45.9%).

Educators who had 5-10 years of experience were 8 (7.5%), 6-10 years of experience were 31 (29.0%), 11-15 years of experience were 29 (27.1%), 16-20 years of experience were 22 (20.6%) and 21 years of experience were 17 (15.9%).

**Table 4.2 Biographical data**

QUESTION	FREQUENCY	PERCENTAGE (%)
SITUATION OF SCHOOLS:		
Rural area	135	75.0
Urban area	45	25.0
Farm	-	-
TYPE OF SCHOOLS		
Public	174	96.7
Independent	6	3.3
GENDER OF EDUCATORS:		
Male	115	64.6
Female	63	35.4
EXPERIENCE OF PRINCIPALS:		
0-5 years	18	24.3
6-10 years	27	36.5
11-15 years	11	14.9
16-20 years	14	18.9
21- years	4	5.4
EXPERIENCE OF DEPUTY PRINCIPALS/HOD:		
0-5 years	28	37.8
6-10 years	34	45.9
11-15 years	12	16.2
EXPERIENCE OF EDUCATORS:		
0-5 years	8	7.5
6-10 years	31	29.0
11-15 years	29	27.1
16-20 years	22	20.6
21 years	17	15.9

### ***4.3.2 Support services for educators***

#### ***4.3.2.1 Support regarding academic equipment***

Table 4.3 indicates the support services for educators regarding academic equipment. With items 1.1-1.23 (cf. Appendix A) respondents were requested to state whether they have support regarding academic equipment or not, and to what extent are these support services needed.

**TABLE 4.3 Support regarding academic equipment**

Yes	No		No. of frequency	No need at all	Needed to a lesser extent	Needed to a fairly great extent	Definitely needed
1	2			1	2	3	4
%	%			%	%	%	%
		<b>A. SUPPORT SERVICES FOR EDUCATORS</b>					
		<b>1.SUPPORT REGARDING ACADEMIC EQUIPMENT</b>					
94.9	5.1	1.1 Handbooks	178	5.6	3.9	24.2	66.3
92.8	7.2	1.2 Writing materials	180	6.1	6.1	30.6	57.2
33.3	66.7	1.3 Library services	180	1.1	1.1	3.9	93.9
22.2	77.8	1.4 Media services	180	1.1	2.1	15.6	81.1
51.7	48.3	1.5 Professional aid Services	180	2.2	2.8	17.3	77.7
29.4	70.6	1.6 Social services	180	2.2	3.4	24.2	70.2
48.6	51.4	1.7 In-service training	179	2.8	2.8	31.1	6-3.3
51.4	48.6	1.8 Curriculum services	179	2.2	1.7	25.7	70.4
74.4	25.6	1.9 Examination services	180	5.0	2.8	15.6	76.5
61.7	38.3	1.10 Subject advisory services	180	1.7	2.2	21.1	75.0
38.3	61.7	1.11 Communication services	180	2.8	3.4	31.3	62.6
43.6	56.4	1.12 Training of educators	179	3.9	5.0	25.7	65.4
12.2	87.8	1.13 Educational research	180	2.8	5.0	26.1	66.1
52.5	47.5	1.14 Administrative services	174	3.9	7.3	27.9	60.9
7.8	92.2	1.15 Publication and editing services	180	2.8	12.3	23.5	61.5
44.4	55.6	1.16 Professional development service	180	3.4	2.8	21.2	72.6
49.2	50.8	1.17 Current image of educator in education	179	3.9	3.3	18.9	73.9
17.8	82.2	1.18 Available research results of educational problems	180	2.2	5.0	22.9	69.8
73.7	26.3	1.19 Subjects courses	179	3.9	3.9	17.2	75.0
14.4	85.6	1.20 Media centres for help with teaching and to stay informed on recent developments	180	0.6	0.6	6.7	92.2

13.9	86.1	1.21 Roll-films for help with teaching and to stay informed on recent developments	180		2.2	7.2	90.6
33.9	66.1	1.22 Videos for help with teaching and to stay informed on recent developments	180	3.4	1.7	16.2	78.8
15.6	84.4	1.23 Sound tracks for help with teaching and to stay in formed on recent developments	180	1.7	3.4	18.0	77.0

### **Interpretation of data from Table 4.3:**

#### *Handbooks and writing materials (1.1&1.2)*

The Department of Education supplies handbooks to schools, that is why 94.9% respondents indicated that there are handbooks in their schools whereas, 5.1% respondents indicated that there are no handbooks in their schools. A total of 5.6% respondents indicated that there is no need for handbooks at all because they have sufficient supply of books, while 3.9% respondents indicated that handbooks are needed to a lesser extent. A total of 24,2% respondents indicated that handbooks are needed to a fairly great extent. Handbooks are definitely needed as 63.3% of respondents indicated. Handbooks are a source of knowledge (cf. 2.3.1.1).

A total of 92.8% respondents indicated that they had access to writing materials whereas, 7.2% respondents indicated that there is no need of writing materials as they have sufficient supply at their disposal. A total of 6.1% respondents indicated that there is no need of writing materials. A total of 6.1% respondents indicated that writing materials are needed to a lesser extent, while 30.6% respondents indicated that writing materials are needed to a fairly great extent. A group of 57.2% respondents indicated that writing materials are definitely needed.

At least 94.9% and 92.8 of respondents indicated that there are handbooks and writing materials because the Department of Education supplies them at the beginning of every year. It is not surprising to find out that respondents of at least 5.6% and 6.1% indicated that there is no need of handbooks because they have sufficient or enough supply of handbooks at their schools.

Together with handbooks, writing materials such as stationery, pens, pencils and chalks are supplied by the Department of Education (cf.2.3.1.1).

### *Library and media services (1.3&1.4)*

It is surprising to find out that only 33.3% respondents indicated that there are library services at their disposal, whereas 66.7% respondents indicated that there are no library services. A small number of 1.1% respondents indicated that there is no need for library services because they do not understand the importance of library services, while 1.1% respondents indicated that library services are needed to a lesser extent. A total of 3.9% respondents indicated that library services are needed to a fairly great extent, while 93.9% of respondents indicated that library services are definitely needed. This indicates that library services are definitely needed.

Only 22.2% respondents mainly from urban schools indicated that there are media services and 77.8% respondents indicated that there are no media services. A small number of 1.1% respondents indicated that there is no need of media services at all. A total number of 2.1% respondents indicated that media services are needed to a lesser extent. A total number of 15.6% respondents indicated that media services are needed to a fairly great extent. A group of 81.1% respondents indicated that media services are definitely needed.

The number of learners determines the amount of facilities that should be provided. It is necessary for institutions to have physical facilities that will cater for all learners. Facilities such as libraries and media centres are very important for the provision of effective and adequate education. The demand for education services from youth of the province will grow in future because of high growth in population. It is therefore important for the Department of Education to start planning for the future (cf. 3.4.1).

Library and media services are mostly found in urban and independent schools. More than  $\frac{3}{4}$  of the population of the Northern Province is poor, and that leads to high unemployment levels and dependency ratios are very high. It is therefore difficult to provide education in such impoverished environment (cf. 3.4.6). As school library is regarded as one of the core elements of the supporting services provided to the educators. The function of media services is to make efficiently-housed and well-ordered collections of books, magazines and educational aids readily available for the use of educators (cf. 2.3.1.1)

There is definite need of library and media services as 66.7% and 77.2% respondents indicated that they do not have library and media services respectively. This is why 93.9% and 81.1% respondents indicated that library and media services are definitely needed respectively. The lack of educational facilities such as media services and libraries hinder the progress of effective education (cf. 3.2.2).

### *Professional aid services*

A total of 51.7% respondents indicated that there are professional aid services, whereas 48.3% respondents indicated that there are no professional aid services as they only receive circular letters (cf. 2.3.1.1). A total of 2.2% respondents indicated that there is no need at all for professional aid services, while 2.8% respondents indicated that professional aid services are needed to a lesser extent. A total of 17.3% respondents

indicated that these services are needed to a fairly great extent, while 77.7% respondents indicated that professional aid services are definitely needed.

Professional aid services are definitely needed as 77.7% of the respondents confirmed the need. It is little bit surprising that 17.3% of the respondents indicated that they need professional aid services to a fairly great need as they are important services. This aid is aimed at maintaining communication between the education department and educators by means of professional publications, circular letters and information literature (cf.2.3.1.1). A total of 51.1% respondents indicated that they receive professional aid services.

### *Social services*

Only 29.4% respondents indicated that there are social services and 70.6% respondents indicated that there are no social services. A total number of 2.2% respondents indicated that social services are not needed at all. A total number of 3.4% respondents indicated that social services are needed to a lesser extent, while 24.2% respondents indicated that social services are needed to a fairly great extent. A group of 70.2% respondents indicated that social services are definitely needed.

Respondents who are supported by social services make 29.4%. This is an indication that social services are not sufficiently provided for educators. Differences of upbringing in families can contribute towards work performance and this works against the enthusiasm of educators who were brought up in not well off families. By not providing social services, divisions will remain in schools as educators come from different social class origins (cf. 2.3.1.1). Social services are definitely needed as 70.2% respondents indicated.

### *In-service training and training of educators (1.7&1.12)*

A total of 48.6% respondents indicated that they have in-service training, whereas 51.4% respondents indicated that they do not have in-service training. A total of 2.8% respondents indicated that they do not need these services at all, while 2.8% respondents indicated that these services are needed to a lesser extent. A total of 31% respondents indicated that the services are needed to a fairly great extent, whereas 63.3% respondents indicated that the services are definitely needed. In-service training of educators leads to security, certainty, high self-esteem and high innovative practices (cf. 2.3.1.1).

A total of 43.6% respondents indicated that training of educators takes place. Considering the transformation in South Africa, educator training was supposed to be at the top of the agenda. A total of 56.4% respondents indicated that there is no educator training. A total of 3.9% respondents indicated that teacher training is not needed at all. A total of 5.0% respondents indicated that educator training is needed to a lesser extent. A total of 25.7% respondents indicated that they need these services to a fairly great extent, while 65.4% respondents indicated that training of educators is definitely needed.

In-service training and training of educators take place as 48.6% and 43.6% respondents indicated respectively, but this is not enough as education is not constant. There are a lot of changes in an education system that take place every day. Educators are supposed to change with time. They should be up to date with any change in their instructional approach. Inservice-training and training of educators are definitely needed as 63.3% and

65.4% of the respondents indicated respectively. Qualifications of educators can limit the introduction of new subject or courses, whereas sufficient provision of a high level of educators' competencies stimulate the introduction of new subjects, courses and programmes (cf.3.2.2). In-service training acts as a springboard for educators to design and seek support of the school-within-a school charter school concept, where educators develop an integrated science and humanities curriculum involving a cohort of mixed ability students (cf. 3.2.2).

### *Curriculum services*

On this question, 51,4% respondents indicated that there are curriculum services, whereas 48.6% respondents indicated that there are no curriculum services. A total of 2.2% respondents indicated that curriculum services are not needed at all, while 1.7% respondents indicated that curriculum services are needed to a lesser extent. A total of 25.7% respondents indicated that curriculum services are needed to a fairly great extent, whereas 70.4% respondents indicated that they definitely need curriculum services. Curriculum services are provided.

Curriculum services are important, and it is interesting to find out that at least 51.4% of the respondents indicated that they have curriculum services. The importance of curriculum services again is seen when 70.4% respondents indicated that curriculum services are definitely needed. Curriculum services should be related to teaching and learning and curriculum policies should encourage sound learning and teaching (cf. 2.3.1.1 and 3.2.3). Without curriculum services, teaching and learning cannot take place because the curriculum directs teaching and learning. Although 51.4% of the respondents indicated that they receive curriculum services, the services should be expanded because curriculum services are important for sound education.

### *Examination services*

A total of 74.4% respondents indicated that they have examination services, while 25.6% respondents do not have examination services. This is not correct reflection as all schools have examination services. A total of 5.0% respondents indicated that they do not need the services at all. A total of 2.8% respondents indicated that they need services to a lesser extent. A group of 15,6% respondents indicated that services are needed to a fairly great extent, while 76.5% respondents indicated that they definitely needed the services.

Every community needs a common and objective means of testing its younger generation Examination services are offered in all schools in the Northern Province. It is surprising to find out that 25.6% of the respondents indicated that they do not have examination services. Examination services are part and parcel of evaluation, and it is therefore important to evaluate students (2.3.1.1 and 3.2.3). It is quite surprising that 5.0% respondents indicated that examination services are not needed at all. This means that these respondents are saying that teaching must just take place without any form of evaluation.

### *Subject advisory services and subject courses (1.10&1.19)*

A total of 61.7% respondents indicated that they have subject advisory services, whereas 38.3% respondents indicated that they do not have subject advisory services. Respondents who indicated that they do not need subject advisory services are 1.7%, while 2.2% respondents, indicated that they need subject advisory services to a lesser extent. A group of 21.1% respondents indicated that they need subject advisory services to a fairly great extent. A total of 75.0% respondents indicated that subject advisory services are definitely needed.

Educators attend subject courses as 73.7% respondents indicated that subject courses are offered, while 26.3% of respondents indicated that subject courses are not offered. A total of 3.9% respondents indicated that they do not need this service at all. A total of 3.9% respondents indicated that they do need this service to a lesser extent, while 17.2% respondents indicated that the service is needed to a fairly great extent. A total of 75.0% respondents indicated that they definitely need this service.

It is very important for any education system to improve its personnel to the quality of learning and education as a whole (cf.3.2.2). Subject advisory services and subject courses are offered as 61.7% and 73.7% respondents indicated respectively. Subject advisory services and subject courses are supposed to upgrade educators' subject skills and not to receive examination scopes only (2.3.1.1).

### *Communication services*

Communication services are essential for the interchange of ideas between the school and the community and between the school and the department (cf. 2.3.1.1). It is surprising to find out that only 38.3% respondents indicated that they have communication services, whereas 61.7% respondents indicated that they do not have communication services. A total of 2.8% respondents indicated that they do not need communication services at all. A small group of 3.4% respondents indicated that they need communication services to a lesser extent, while 31.1% respondents indicated that communication services are needed to a fairly great extent. A total of 62.6% respondents indicated that communication services are definitely needed.

Respondents indicated that communication services are not sufficiently rendered, this indication was given as 38.3% of the respondents pointed out. A possible reason for poor communication services can be poor communication infrastructure in rural areas (cf.3.2.3). This percentage of respondents indicated that there is less internal and external liaison. This makes schools to be closed organisations. Communication services' main function is to effect internal and external liaison. Internal liaison is a service providing information to the educator and other persons in authority regarding educational matters. External liaison is a service relevant to the Department of Education in general (cf. 2.3.1.1). Communication services are definitely needed as 62.6% of the respondents have indicated.

### *Educational research and available research results of educational problems (1.13&1.16)*

Educational research rarely takes place in the Northern Province as only 12.2% respondents indicated that educational research takes place whereas 87.8% respondents indicated that no educational research takes place. A total of 2.8% respondents indicated that they do not need educational research at all, while 5.0% respondents indicated that they need the service to a lesser extent. To show the importance of educational research 26.1% respondents indicated that educational research is needed to a fairly great extent, while 66.1% respondents indicated educational research is definitely needed.

As little research is done, only 17.8% respondents indicated that they receive results of educational research, while 82.8% respondents indicated that they do not receive results of educational problems. A small group of 2.2% respondents indicated that they do not need results at all, while 5.0% respondents indicated that they need results to a lesser extent. A total of 22.9% respondents indicated that they need results to a fairly great extent whereas 69.8% definitely need research results.

The aim of educational research is to provide the Department of Education management and the educator with the results of research based on educationally accountable methods. The results are to enable them to carry out their particular tasks in a more specific manner (cf. 2.3.1.1).

It is surprising to find out that 12.2% respondents indicated that educational research is conducted. This may happen as most of the educators do not receive educational research results as 17.8% respondents indicated. The importance of educational research and educational research results are indicated by 66.1% and 69.8% of respondents respectively.

### *Administrative services*

At least 52% respondents indicated that they have administrative services whereas 47.5% indicated that they do not have administrative services. This is not a correct reflection, as most of the schools do not have clerks and offices. A total of 3.9% respondents indicated that administrative services are not needed at all. A total of 7.3% respondents indicated that administrative services are needed to a lesser extent. A group of 27.9% respondents indicated that administrative services are needed to a fairly great extent, while 60.9% respondents indicated that administrative services are definitely needed.

The principal who serves as representative of the provincial department of education and is head of the school management team, has the crucial role of providing professional and administrative leadership, and is responsible for the standard of learning and teaching in the school (cf. 3.2.3). Administrative services render constant and consistent help to the educator in respect of all activities the educator must perform so that education can function on a sound basis (cf. 2.3.1.1). Administrative services are offered as 52.5% respondents indicated. Administrative services are still definitely needed as 60.9% respondents indicated. A possible explanation for poor administrative services can be economic constraints (cf.3.4.6).

### *Publication and editing services*

Little is done in publication and editing as 7.8% respondents indicated that they have publication and editing services. A total of 92.2% respondents indicated that they do not have publication and editing services. A group of 2.8% respondents indicated that publication and editing services are not needed at all, while 12.3% respondents indicated that publication and editing services are needed to a lesser extent. A total of 23.5% respondents indicated that these services are needed to a fairly great extent while 61.5% respondents indicated that they need these services definitely.

Publication and editing services undertakes editing, translation and publication of documents, articles, information and research papers and other written materials of importance to educators (cf. 2.3.1.1). At least 92.2% respondents indicated that no publication and editing services take place. This is very surprising as publication and editing services is of importance to all educators. The Department of Education needs to improve this situation. The number of 61.5% respondents indicated that publication and editing services is definitely needed.

### *Professional development services and current image of the educator in education (1.16&1.17)*

A total of 44.4% respondents indicated that there are professional development services, while 55.6% respondents indicated that they do not have professional development services. A small group of 3.4% respondents indicated that they do not need these services at all, while 2.8% respondents indicated that they need the services to a lesser extent. A total of 21.1% respondents indicated that these services are needed to a fairly great extent, while 72.6% respondents indicated that these services are definitely needed. A total of 49.2% respondents indicated that the image of the educator is high, whereas 50.8% respondents indicated that the image of the educator is low. A total of 3.9% respondents indicated that they do not need support at all to rebuild the image of the educator, while 3.3% respondents indicated that support to rebuild the image of the educator is needed to a lesser extent. A total of 18.9% respondents indicated that they need support fairly greatly to rebuild the image of the educator, while 73.9% respondents indicated that the support is definitely needed.

Professional development should be planned with the whole school in mind, but must also relate to the needs of individuals (cf. 2.3.1.1). Professional development of educators is of greater importance to school improvement (cf. 3.2.2). The empowerment of educators cannot and should not be ignored in planning, policy making and planned change activities in schools. That is why 72.6% respondents indicated that professional development services are definitely needed.

The image of the educator is diminished by the violence in the school premises by criminals or learners (2.3.1.1). It is not surprising to find that 73.9% of the respondents indicated that support is definitely needed to restore the image of the educator.

### *Media centres, roll films, videos and sound tracks*

A total of 14.4% respondents indicated that they have media centers at their disposal and this is mainly in urban schools. A group of 85.6% respondents indicated that they do not have this kind of services. To show the importance of these services only 0.6% respondents indicated that they do not need these services at all. A small group of 0.6% respondents indicated that they need these services to a lesser extent, while 6.7% respondents indicated that they need the services to a fairly great extent. A total number of 92.2% respondents indicated that they definitely need these services.

Only 13.9% indicated that they have access to these services while 86.1% respondents indicated that they do not have these services. No respondent indicated that these services are not needed. A total number of 2.2% respondents indicated that they do need these services to a lesser extent, while 7.2% respondents indicated that they need these services to a fairly great extent. A total number of 90.6% respondents indicated that they definitely need these services.

A total number of 33.9% respondents indicated that they have videos, whereas 66.1% do not have videos. A group of 3.4% respondents indicated that they do not need these services at all, while 1.7% respondents indicated that they need these services to a lesser extent. A group of 16.2% respondents indicated that they need videos to a fairly great extent, while 78.8% respondents indicated that they definitely need videos.

At least 15.6% indicated that they do have sound tracks, whereas 84.4% respondents indicated that they do not have sound tracks. A total number of 1.7% respondents indicated that they do not need sound tracks at all, while 3.4% respondents indicated that they need sound tracks to a lesser extent. A total number of 18.0% respondents indicated that they do need sound tracks to a fairly great extent, while 77.0% respondents indicated that they need sound tracks definitely.

The level of modernised facilities is often determined by availability of necessary funds (cf.3.4.6). Media centres, roll films, videos and sound tracks are not available as most schools do not have electricity which is the main source of power to use with equipment. Media centres are not sufficient as 14.4% respondents indicated. Media centres, roll films, videos and soundtracks are definitely needed as 92.2%, 90.6%, 78.8%, and 77.0% of the respondents respectively. A positive step is that the Northern Province Strategic Plan indicates that the upgrading of technology has been introduced (cf.3.4.4).

#### *4.3.2.2 Support regarding different relationships in the work situation*

Tables 4.4 and 4.5 indicate educators' support regarding different relationships in the work situation.

##### ***Relationship between the educator and the family of the learner***

On Table 4.4 with items 2.1.1-2.1.7 (cf. Appendix A) the respondents were requested to state whether they have support regarding relationship between the educator and the family of the learner or not, and to which extent do they need that support services.

**TABLE 4.4 Support regarding relationship between the educator and the family of the learner.**

Yes	No		No. of frequency	No need at all	Needed to a lesser extent	Needed to a fairly great extent	Definitely needed
1	2			1	2	3	4
%	%			%	%	%	%
		<b>2. SUPPORT REGARDING DIFFERENT RELATIONSHIPS IN THE WORK SITUATION</b>					
		<b>2.1 Relationship between the educator and the family of the learner</b>					
87.8	12.2	2.1.1 Parent involvement through a governing body	180	5.0	3.9	12.8	78.3
15.6	84.4	2.1.2 Parents involvement through union	179	21.8	19.6	17.9	40.8
82.5	17.5	2.1.3 Available information regarding the rights of the educators	177	4.5	11.2	22.3	62.0
58.1	41.9	2.1.4 Available information regarding responsibilities of parents	179	4.4	1.7	16.1	77.8
14.5	85.5	2.1.5 Information regarding competence of parents	179	5.0	6.7	23.5	64.8
38.2	61.8	2.1.6 Information regarding competence of educators	178	5.6	3.9	32.0	58.4
61.8	38.2	2.1.7 Partnership between educators and parents	178	2.8	2.8	15.7	78.7

## **Interpretation of data from Table 4.4:**

### *Parent involvement through a governing body*

Parents are involved in the education of their children as 87.8% respondents indicated. This is because the Department of Education is encouraging all schools to have a governing body as per the South African Schools Act. A total of 12.2% respondents indicated that parents are not involved in their children's education through governing body. As in other countries, in the Northern Province parents' role in education is acknowledged (cf. 2.3.1.2). A total of 5.0% respondents indicated that parents' involvement is not needed at all, while 3.9% respondents indicated that parents' involvement is needed to a lesser extent. A total of 12.8% respondents indicated that parents' involvement is needed at a fairly great need, while 78.3% respondents indicated that parents' involvement is definitely needed. In rural areas governing bodies are not effective as members are illiterate.

Parents involvement in their children's education is of utmost importance. This relation is to change from a client-type to partnership relationship (cf. 2.3.1.2). Most of the schools have governing bodies as 87.8% of the respondents indicated. It is surprising to find out that 12.2% of respondents indicated that they do not have governing bodies.

### *Parents involvement through union*

Respondents indicated that only 15.6% parents are involved, whereas 84.4% respondents indicated that parents are not involved in education through union. A total of 21.8% respondents indicated that there is no need at all for parents' union, while 19.6% respondents indicated that parents' union is needed to a lesser extent. A total of 17.9% respondents indicated that parents' union is needed to a fairly great extent, while 40.8% respondents indicated that parents' involvement through union is definitely needed.

In the Northern Province parents are not involved in the education of their children through parents union. The indication of 84.4% of respondents shows that parents are not involved with their children's education through union, but they are involved through governing bodies. In the USA and Europe, parents are involved to their children's education through union unlike in the Northern Province (cf. 2.3.1.2).

### *Available information regarding the rights of educators*

The Education Acts are readily available (cf. 2.3.1.2) as 82.5% respondents indicated that there is information regarding the rights of the educators, while 17.5% respondents indicated that there is no information regarding the rights of the educators. A total of 4.5% respondents indicated that information is not needed at all, while 11.2% respondents indicated that information is needed to a lesser extent. A total of 22.3% respondents indicated that information is needed to a fairly great extent, while 62.0% respondents indicated that information regarding rights of educators is needed.

There have been pieces of legislation like South African Schools Act, Educator's Employment Act, and Conditions of Services (2.3.1.2). It is not surprising to find that 82,5% respondents indicated that they have information regarding the rights of educators.

#### *Available information regarding responsibilities of parents*

Parents should have information regarding their responsibilities, as they are part and parcel in solving their children's problems. (cf. 2.3.1.2). A total of 58.1% respondents indicated that there is information available, whereas 41.9% respondents indicated that there is no information available. A total of 4.4% respondents indicated that information regarding responsibilities of parents is not needed at all, while 1.7 respondents indicated that information is needed to a lesser extent. A total of 16.1% respondents indicated that information is needed to a fairly great extent, while 77.8% respondents indicated that information is definitely needed.

There have been pieces of legislation like South African Schools Act, National Education Policy Act and South African Constitution (cf. 2.3.1.2). These Acts spell out the responsibilities of parents, especially South African Schools Act. The Acts have been distributed to almost all schools. The reason why 41.9% respondents indicated that parents do not have this information, it is because most of the schools are situated in rural areas where parents are mostly illiterate. They cannot read and depend on a few parents (individuals) who are educated.

#### *Information regarding competence of parents*

Most educators do not have information regarding the competence of a parents' committee or governing body but educators and parents should work together for their children's education (cf. 2.3.1.2). Only 14.5% of respondents indicated that there is information regarding competence of parents, which is a very low percentage. A total of 85.5% respondents indicated that there is no information regarding the competence of parents, while 5.0% respondents indicated that there is no need of this information at all. A group of 6.7% respondents indicated that information is needed to a lesser extent. A total of 23.5% respondents indicated that information is needed to a fairly great extent, while 64.8% respondents indicated that the information is definitely needed.

There is no sufficient information regarding parents' competence. Parents use their own discretion to handle any situation. Most importantly, in rural areas most of the parents are illiterate and they do not know how they should integrate themselves in their children's education. Respondents of at least 14.5% indicated that there is information regarding competence of parents. This is a true reflection of what is happening in many poor communities.

#### *Information regarding competence of educators*

A total of 38.2% respondents indicated that there is information regarding competence of educators, while 61.8% respondents indicated that there is no information regarding competence of educators. Only 5.6% indicated that there is no need of information at all, while 3.9% respondents indicated that information is needed to a lesser extent. A total of

32.0% respondents indicated that information is needed to a fairly great extent, while 58.4% respondents indicated that information is needed to a fairly great extent.

Educators need to be appraised in order for them to be competent. In this instance, educators have little information on appraisal. This is why only 38.1% respondents indicated that they have information regarding their competence.

### *Partnership between parents and educators*

A total of 61.8% respondents indicated that there is a partnership between parents and educators, whereas 38.2% respondents indicated that there is no partnership between parents and educators. A small group of 2.8% respondents indicated that there is no need for partnership at all. Another small group of 2.8% respondents indicated that partnership is needed to a lesser extent, while 15.7% respondents indicated that partnership is needed to a fairly great extent. A total of 78.7% respondents indicated that partnership between parents and educators is definitely needed because the active involvement of parents and the broader community in the teaching and learning process is central to effective learning and development.

Partnership implies something of value contributed on a basis of equality towards the achievement of a common goal. Where educators value the parents' knowledge and experience of the child and acknowledge that they are one of many educators in the child's life, then educators begin to see parents as partners (cf. 2.3.1.2). It is not surprising to find that only 61.8% respondents indicated that parents regard partnership between educators and parents as important. At least one can see that partnership between educators and parents is definitely needed as 78.7% respondents indicated. Parents need to be educated about the importance of their involvement in the education of their children. Educators and parents in the Northern Province need to forge a working partnership with the governing body, so that they will jointly serve the vision and mission of the school in the community (cf.3.2.3).

### *Relationship between the educator and the learner*

Table 4.5 indicates the relationship between the educator and the learner. With items 2.2.1-2.2.4.4 (cf. Appendix A) the respondents were requested to state whether they have support regarding relationship between the educator and the learner or not, and to which extent do they need support.

**TABLE 4.5 Relationship between the educator and the learner**

Yes	No		No. of frequency	No need at all	Needed to a lesser extent	Needed to a fairly great extent	Definitely needed
1	2			1	2	3	4
%	%			%	%	%	%
		<b>2.2 Relationship between the educator and the learner</b>					
87.2	12.8	2.2.1 Positive and good relationship between educators and learners	179	3.4	2.9	17.7	76.0
71.9	28.1	2.2.2 Information regarding the educators and responsibilities towards learners	178	3.4	4.0	23.9	68.8
73.3	26.7	2.2.3 Are educators competent to look after the welfare of the child	180	1.7	5.1	22.3	70.9
78.2	21.8	2.2.4.1 Motivation of learners	179	3.9	0.6	10.1	85.4
40.6	59.4	2.2.4.2 Helping learners with stress	180	3.4	2.2	14.5	79.9
63.9	36.1	2.2.4.3 Occupational guidance	180	2.2	1.7	11.7	84.4
78.9	21.1	2.2.4.4 Maintenance of discipline	180	3.9	3.4	8.4	84.4

**Interpretation of data from Table 4.5:***Positive and good relationship between educators and learners*

There is a positive relationship between educators and learners as 87.2% respondents indicated, however 12.8% respondents indicated that there is a negative relationship between educators and learners. A total of 3.4% respondents indicated that positive relationship is not needed at all, while 2.9% respondents indicated that they need this relationship to a lesser extent. A group of 17.7% respondents indicated that they need the relationship to a fairly great extent. A total of 76.0% respondents indicated that they definitely need this type of relationship.

Students cannot 'usefully' learn unless educators develop an understanding of the various ways in which learners' perceptions and identities are constituted (cf. 2.3.1.2). There is

positive and good relationship between educators and learners as 87.2% respondents indicated. Where schools are a closed unit with no input from learners, this is where there is hostile and negative relationship as 12.8% respondents indicated that there is negative and bad relationship.

#### *Information regarding the educators and responsibility towards learners*

A total of 71.9% respondents indicated that information is available, whereas 28.1% respondents indicated that there is no information regarding the educators and responsibility towards learners. A group of 3.4% respondents indicated that there is no need of information at all. Another group of 4.0% respondents indicated that information is needed to a lesser extent. A total number of 23.9% respondents indicated that information is needed to a fairly great extent, while 68.8% respondents indicated that information is definitely needed.

Educators are adults who are in position of authority and who should guide a learner in a form of authority (cf. 2.3.1.2). It is not understandable why 28.1% respondents indicated that they don't have information regarding the educators and the responsibility towards learners.

#### *Are educators competent to look after the welfare of the child*

At least 73.3% respondents indicated that educators are competent to look after the welfare of the pupils, while 26.7% of the respondents indicated that educators are not competent to look after the welfare of the pupils. A small group of 1.7% respondents indicated that they do not need competency to look after the welfare of the child, while 5.1% respondents indicated that they need competency to a lesser extent. A total of 22.3% respondents indicated that they need competency to a fairly great extent, however 70.9% respondents indicated that competency is definitely needed.

An educator has a legal duty to protect a learner against danger. Educators are parents in place of real parents (cf. 2.3.1.2). Most educators are competent to look after the welfare of children, that is why 73.3% respondents indicated that they are capable of looking after the welfare of the children.

#### *Motivation of learners*

Motivation is one of the pre-requisites for learning. A total of 78.2% respondents indicated that learners are motivated, while 21.8% respondents indicated that learners are not motivated. A total of 3.9% respondents indicated that motivation of learners is not needed at all, while 0.6% respondents indicated that they need motivation of learners to a lesser extent. A total of 10.1% respondents indicated that motivation of learners is needed to a fairly great extent, while 85.4% respondents indicated that motivation of learners is definitely needed.

Educators can foster in students a feeling that their achievements are valued and educators can provide an educational environment that enable students to concentrate on developing skills and understanding rather than avoiding 'looking dumb' (cf. 2.3.1.2). It

is therefore not surprising when 78.2% respondents indicated that they can motivate learners.

### *Helping learners with stress*

Respondents who indicated that learners with stress are helped, make up 40.6% of the sample, whereas 59.4% of respondents indicated that learners with stress are not helped. A total of 3.4% respondents indicated that this service is not needed at all, while 2.2% respondents indicated that helping learners with stress is needed to a lesser extent. Those respondents who indicated that this service is needed to a fairly great extent make up 14.5%, whereas 79.9% respondents indicated that the service is definitely needed.

Most educators are not given or offered courses on how to handle stress. Only 40.6% respondents indicated that they can handle learners with stress. In developed countries there are educators who serve only as counselors. In the Northern Province where communities are deep in poverty, it is difficult to find schools which have counselors who can handle stressed learners. At least 40.6% respondents have undergone counseling courses through their own initiatives. To show the importance of helping stressed learners, 79.9% respondents indicated that there should be training. More resources should also be directed towards this area of training counselors.

### *Occupational guidance*

A total of 63.9% respondents indicated that occupational guidance is offered, while 36.1% respondents indicated that there is no occupational guidance in their schools. A small group of 2.2% respondents indicated that they do not need this service at all, while 1.7% respondents indicated that they need occupational guidance service to a lesser extent. A total of 11.7% respondents indicated that occupational guidance is needed to a fairly great extent, whereas 84.4% respondents indicated that occupational guidance is definitely needed.

Although guidance educators have been employed, guidance is still marginalised (cf. 2.3.1.2). An occupational choice is also, at least in part, a function of abilities, interests, skills and knowledge. It is interesting to find out that 84.4% respondents indicated that occupational guidance is definitely needed. This shows the importance of occupational guidance to learners. What is interesting also is that 63.9% respondents indicated that occupational guidance is offered.

### *Maintenance of discipline*

A total of 78.9% respondents indicated that discipline is maintained, while 21.1% respondents indicated that there is no maintenance of discipline. Respondents who indicated that maintenance of discipline is not needed at all are 3.9%. A total of 3.4% respondents indicated that maintenance of discipline is needed to a lesser extent. A total of 8.4% respondents indicated that they need this service to a fairly great extent, whereas 84.4% respondents indicated that they have a problem with discipline. In the rural areas of the Northern Province, educators need help in the maintenance of discipline.

Discipline in a positive sense refers to learning, regulated scholarship, guidance and orderliness (cf. 2.3.1.2). It is very interesting to find out that 78.9% respondents indicated that they can maintain discipline in their schools. This shows that most of the schools provide positive learning and orderliness. Maintenance of discipline is definitely important as 84.4% respondents indicated. A total of 84.4% of respondents indicated the importance of discipline, this is because there is lack of discipline. Lack of discipline is reflected in lateness, absenteeism, misconduct, drug and alcohol abuse and lack of authority (cf.3.2.3).

#### *4.3.2.3 Personal support to the educator*

Table 4.6 indicates personal support to the educator. The aim of items 3.1-3.17.9 (cf. Appendix A) was to find out from respondents whether educators have personal support services or not, and to which extent do they need that support services.

**TABLE 4.6 Personal support to the educator**

Yes	No		No. of frequency	No need at all	Needed to a lesser extent	Needed to a fairly great extent	Definitely needed
1	2			1	2	3	4
%	%			%	%	%	%
		<b>3. PERSONAL SUPPORT TO THE EDUCATOR</b>					
32.4	67.6	3.1 Personality problems	179	5.6	8.9	24.6	60.9
32.0	68.0	3.2 Personal problems	178	7.8	10.1	24.6	60.9
36.3	63.7	3.3 Environmental problems	179	4.5	8.4	30.7	56.4
37.4	62.6	3.4 Problems with occupational skills	179	5.6	5.6	21.7	67.2
14.0	86.0	3.5 Personal financial advice	179	6.1	9.4	18.9	65.6
17.9	82.1	3.6 Medical advisory services	179	3.3	12.8	22.8	61.1
18.4	81.6	3.7 Psychological problems	179	4.4	7.2	15.6	72.8
40.8	59.2	3.8 Seminars and courses to help the educator improve his quality of life	179	2.2	4.4	18.3	75.0
11.7	88.3	3.9 Training in the handling of stress	179	1.1	4.4	16.7	77.8
44.7	55.3	3.10 Promotion opportunities	179	1.1	5.0	12.2	81.7
68.9	31.1	3.11 Pension fund	180	6.1	5.6	18.9	69.4
76.1	23.9	3.12 Medical aid	180	7.2	10.6	15.6	66.7
67.2	32.8	3.13 Housing	180	7.2	7.8	17.8	67.2
51.1	48.9	3.14 Job placement	180	6.8	6.2	27.7	59.3
18.3	81.7	3.15 Seminars to improve personal relationship	180	2.2	5.0	21.2	71.5
29.4	70.6	3.16 Extramural activities provided by trainers other than school personnel so that the educator can concentrate on academic work	180	3.9	11.1	12.2	72.8
50.8	49.2	3.17.1 Welfare	179	4.4	6.1	25.6	63.9
17.9	82.1	3.17.2 Physiological support	179	8.4	18.4	20.1	53.1
16.8	83.2	3.17.3 Financial planning	179	3.3	17.2	13.3	66.1

10.1	89.9	3.17.4 Marriage counseling	179	5.0	16.7	21.1	57.2
42.5	57.5	3.17.5 Support with time management	179	2.8	14.1	18.1	65.0
25.8	74.2	3.17.6 Medical information and support	178	3.4	14.7	23.7	58.2
26.8	73.2	3.17.7 Support and help regarding alcohol and drug abuse	179	3.4	7.9	10.7	78.0
24.6	75.4	3.17.8 Housing and hygienic services	179	6.8	8.5	28.2	56.5
20.2	79.8	3.17.9 Childcare centre	178	6.2	15.3	16.4	62.1

### **Interpretation of data from Table 4.6:**

#### *Personal and personality problems*

A total of 32.4% respondents indicated that they are helped with personality problems, while 67% respondents indicated that they are not helped with personality problems. A total of 5.6% respondents indicated that there is no need at all to help educators with personality problems, whereas 8.9% respondents indicated that there is a need of support to a lesser extent. A total of 24.6% respondents indicated that support is needed to a fairly great extent, while 60.9% respondents indicated that support of personality problem is definitely needed.

Personal problems are not entertained as 32.0% respondents indicated that there is support for the educators who have personal problem, whereas 67.6% respondents indicated that there is no support to those educators who have personal problems. A group of 7.8% respondents indicated that there is no need of support at all to those who have personal problems, while 10.1% respondents indicated that personal support is needed to a lesser extent. A total of 24.6% respondents indicated that personal support is needed to a fairly great extent, while 60.9% respondents indicated that personal support is definitely needed.

Personal problems go hand-in-hand with personal development, and personal development is not concerned with the assertion of the self as ego. Personal problems go hand in hand with personal development and personality is the entire mental organisation of a human being at any stage in the development (cf. 2.3.1.3). It is very disappointing to find that personal and personality problems are not attended to as 32.4% and 32.0% respondents indicated respectively. The Department of Education through the psychology division/section should help educators. Support on personal and personality problems is definitely needed as 60.9% and 60.9% respondents indicated respectively.

#### *Problems in the working environment*

If educators are not helped with problems in the working environment such as reshuffling of principals and support staff, demographic changes in student populations and economic trends, they may have problems. In this case educators are not sufficiently

supported as only 36.3% respondents indicated that they have support on this regard. A total of 63.7% respondents indicated that there is no support on environmental problems, while 4.5% of respondents indicated that there is no need of support at all. A group of 8.4% respondents indicated that support is needed to a lesser extent. A total of 30.7% respondents indicated that support is needed to a fairly great extent, whereas 56.4% respondents indicated that support on environmental problems is definitely needed.

Environment changes include the shuffling around of principals and support staff. Besides the shuffling of the principals and support staff, there can be major shifts in government policies and demographic changes in student policies (cf. 2.1.1.3). Educators are not given needed support in environmental problems as 63.7% respondents indicated that there is no support in environmental problems.

### *Problems with occupational skills*

There is no adequate support on problems with occupational skills as 37.4% respondents indicated that there is no support, while 62.6% respondents indicated that there is no support at all. A group of 5.6% respondents indicated that there is no need of support at all, whereas 5.6% respondents indicated that support is needed to a lesser extent. A total of 21.7% respondents indicated that support is needed to a fairly great extent, while 67.2% respondents indicated that support is definitely needed.

Learners are not adequately provided with occupational skills as 62.6% respondents indicated. If educators are knowledgeable about different occupations, may be they would tell the learners about different occupations. Knowledge of occupational skills is definitely needed as 67.2% respondents indicated.

### *Personal financial advice*

A small group of 14.0% respondents indicated that there is personal financial advice, while 86.0% respondents indicated that they do not have personal financial advice. A group of 6.1% respondents indicated that advice is not needed at all, whereas 9.4% respondents indicated that advice is needed to a lesser extent. A total of 18.9% respondents indicated that advice is needed to a fairly great extent, while 65.6% respondents indicated that advice is definitely needed.

With the help of a personal financial advice service, the family can get necessary information to plan their financial affairs (cf. 2.3.1.3). Respondents of at least 86.0% indicated that they are not given advice on how to handle their finances hence a definite need of 65.6%.

### *Medical advisory services*

A total of 17.9% respondents indicated that they are supported with medical advisory services, whereas 82.1% respondents indicated that they don't have medical advisory services. A group of 3.3% respondents indicated that they do not need these services at all, while 12.8% respondents indicated that they need these services to a lesser extent. A

total of 22.8% respondents indicated that they need these services to a fairly great extent, while 61.1% respondents indicated that medical advisory service is definitely needed. With the HIV/AIDS epidemic on the rise, medical advisory services are important for the educators. The aim of medical advice service is to provide information and to make it possible to understand basic health principles (cf. 2.3.1.3).

Due to economic constraints, educators are not advised on medical services. That is why 17.9% respondents indicated that they do receive medical advisory services. This is a very small percentage compared to 82.1% respondents who indicated that they do not receive medical advisory services.

### *Psychological problems*

Educators who have psychological problems are helped as 18.4% of respondents indicated. Psychological services can improve educators' quality of life (cf. 2.3.1.3). A total of 81.6% respondents indicated that educators who have psychological problems are not supported. A group of 4.4% respondents indicated that there is no need at all for supporting educators who have psychological problems, while 7.2% respondents indicated that support of this nature is needed to a lesser extent. A total of 15.6% respondents indicated that support of this nature is needed to a fairly great extent, while 72.8% respondents indicated that support of this nature is definitely needed. It is alarming that 81.6% of the respondents do not receive support regarding psychological problems. The possible reason why 72.8% of the respondents indicated that they definitely need help with psychological problems may be poor working conditions in rural communities.

### *Seminars and courses to help the educator improve his/her quality of life and seminars to improve personal relationships*

Seminars do not usually take place as only 18.3% respondents indicated that they do attend seminars, whereas 81.7% respondents indicated that seminars of this nature do not take place. A group of 2.2% respondents indicated that seminars of this nature are not needed at all, while 5.0% respondents indicated that the seminars are needed to a lesser extent. A total of 21.2% respondents indicated that seminars of this nature are needed to a fairly great extent, while 71.5% respondents indicated that these seminars are definitely needed.

Seminars and courses can help educators to become quality educators. 40.8% respondents indicated that there are seminars which take place, whereas 59.2% respondents indicated that no seminars take place. A small group of 2.2% respondents indicated that there is no need of these services at all, while 4.4% respondents indicated that these services is needed to a lesser extent. A total of 18.3% respondents indicated that support is needed to a fairly great extent, while 75.0% respondents indicated that seminars and courses are definitely needed.

Relations refer to the internal human relations in a school among students, educators and parents; in the classroom; in the playground; and in the staff room. The quality of school is often reflected in the relations among people: between groups, and between the leaders and those who are led. Learning happens through dialogue. It is an important goal for

schools to strive towards good human relations (cf. 2.3.1.3). Seminars and courses are definitely needed as 71.5% and 75.0% respondents indicated respectively. Adequate incentives through educators' seminars and courses help to ensure that learners will be motivated to learn. It is also important for educators to understand the various behavioural processes that may be at work, and use their knowledge to influence individuals or groups (cf. 2.3.1.3). It is therefore important for the educators to attend such seminars.

### *Training in the handling of stress*

Only 11.7% respondents indicated that they have been trained to handle stress. A total of 88.3% respondents indicated that they do not have training in the handling of stress. A group of 1.1% respondents indicated that there is no need of training in the handling of stress at all. 4.4% respondents indicated that training is needed to a lesser extent, while 16.7% respondents indicated that training in the handling of stress is needed to a fairly great extent. A total of 77.8% respondents indicated that training in the handling of stress is definitely needed.

Changes may cause stress among educators. Approximately 30-40% of South Africans suffer from a level of stress. The stress may be caused by dissatisfaction with work, dissatisfaction with life, low self-esteem, depressed mood, self-reported fatigue, tension or anxiety (cf. 2.1.1.3). It is therefore important for the educators to be trained on how to handle stress. It is very unfortunate that 88.3% respondents indicated that they are not trained in the handling of stress. The figure of 30-40% may rise as many educators at all levels may suffer a more subtle and insidious form of demoralisation if they are not professionally equipped or resourced to cope with the new demands (cf. 3.2.3).

### *Promotion opportunities*

A total of 44.7% respondents indicated that there are promotion opportunities, while 55.3% respondents indicated that there are no promotion opportunities. Only 1.1% respondents indicated that there is no need for promotion opportunities at all, whereas 5.0% respondents indicated that promotion opportunities are needed to a lesser extent. A group of 12.2% respondents indicated that promotion opportunities are needed to a fairly great extent, while 81.7% indicated that promotion opportunities are definitely needed. Rewards must be flexible enough to meet the expectations of individual employee (cf. 2.3.1.3)

Promotion opportunities are not sufficient as 44.7% respondents indicated. At least 81.7% respondents indicated that promotion opportunities are definitely needed. The oversupply and poor quality of educators, weak methods, too little written work, failure to complete the curriculum and lack of preparation may cause low promotion opportunities (cf. 3.2.3).

### *Pension fund*

A total of 68.9% respondents indicated that they have pension fund, whereas 31.1% respondents indicated that they do not have pension fund. This is surprising as the

government has pension fund for its employees. Only 6.1% respondents indicated that pension fund is not needed at all, whereas 5.6% respondents indicated that pension fund is needed to a lesser extent. A total of 18.9% respondents indicated that pension fund is needed to a fairly great extent, while 69.4% respondents indicated that pension fund is definitely needed.

Pension fund is deducted from all educators' salaries. The government has its own pension scheme for all its employees, educators included (2.3.1.3). It is surprising to find that only 68.9% respondents indicated that they have pension fund scheme. The importance of pension fund is indicated by 69.4% respondents who indicated that pension fund is definitely needed.

### *Medical aid and housing*

The government is subsidising educators for their medical expenses as 76.1% respondents indicated, while 23.9% respondents indicated that they do not have medical aid. A total of 7.2% respondents indicated that medical aid is not needed at all, whereas 10.6% respondents indicated that they need medical aid to a lesser extent. A total of 15.6% respondents indicated that medical aid is needed to a fairly great extent, while 66.7% respondents indicated that medical aid is definitely needed.

A total of 67.2% respondents indicated that they have housing allowance, whereas 32.8% respondents indicated that they do not have housing allowance. A total of 7.2% respondents indicated that housing allowance is not needed at all, while 7.8% respondents indicated that housing allowance is needed to a lesser extent. A total of 17.8% respondents indicated that housing allowance is needed to a fairly great extent while 67.2% respondents indicated that housing allowance is definitely needed.

In the Conditions of Services, it is stated that the Department of Education will provide medical and housing subsidy to its employees. It is surprising to find 23.9% and 32.8% respondents respectively indicating that they do not have medical aid and housing support respectively.

### *Job placement*

A total of 51.1% respondents indicated that educators are supported in job placement, whereas 48.9% respondents indicated that department is finding it hard to place them. A group of 6.8% respondents indicated that job placement is not needed at all, whereas 6.2% respondents indicated that job placement is needed to a lesser extent. A total of 27.7% respondents indicated that job placement is needed to a fairly great extent, while 59.3% respondents indicated that job placement is definitely needed.

Educators who are already in the field do not care much about job placement as there are lots of educators who are unemployed. They do not care whether they are placed in one category or not for years. That is why only 59.3% respondents indicated that job placement is definitely needed.

*Extramural activities provided by trainers other than school personnel so that the educator can concentrate on academic work*

Only 29.4% respondents indicated that the service is provided, while 70.6% respondents indicated that there is no support of this nature. Only 3.9% respondents indicated that there is no need of this service at all, while 11.1% respondents indicated that this service is needed to a lesser extent. A total of 12.2% respondents indicated that this service is needed to a fairly great extent, whereas 72.8% respondents indicated that this type of service is definitely needed.

The Department of Education used to train educators in physical education. Training took place at the then Transvaal College of Education. After training, educators used to be stationed at a certain point where they could move around schools to train learners on different kinds of sports activities.

It is not surprising to find out that only 29.4% respondents indicated that they receive support from outside trainers. These respondents are very fortunate to receive this support.

#### *Welfare*

A total of 50.8% respondents indicated that they receive welfare, whereas 49.2% respondents indicated that there is no welfare. A group of 4.4% respondents indicated that there is no need for welfare at all, while 6.1% respondents indicated that welfare is needed to a lesser extent. A total of 25.6% respondents indicated that welfare is needed to a fairly great extent, while 63.9% respondents indicated that welfare is definitely needed.

Educators need welfare in order to work free from any kind of stress or problem. The Department of Education is trying to offer welfare to its employees as 50.8% respondents indicated. Welfare support is definitely needed as 63.9% respondents indicated.

#### *Physiological support*

Only 17.9% respondents indicated that there is physiological support, which indicates that physiological support is very low. A total of 82.1% respondents indicated that there is no physiological support. A group of 8.4% respondents indicated that there is no need for physiological support at all. A total of 18.4% respondents indicated that physiological support is needed to a lesser extent, while 20.1% respondents indicated that physiological support is needed to a fairly great extent. A total of 53.1% respondents indicated that physiological support is definitely needed.

There is limited physiological support as 17.9% respondents indicated. Those who get involved in accidents are given leave until they get healed.

#### *Financial planning*

A total of 16.8% respondents indicated that there is advice on financial planning, whereas 83.2% respondents indicated that there is no advice on financial planning. Only 3.3%

respondents indicated that financial planning is not needed at all. A total of 17.2% respondents indicated that advice on financial planning is needed to a lesser extent, while 13.3% respondents indicated that financial planning advice is needed to a fairly great extent. A total of 66.1% respondents indicated that financial planning advice is definitely needed.

Educators are not helped in financial planning as 16.8% respondents indicated. It is not surprising to find out that 66.1% respondents indicated that they definitely need financial advice services. The availability of expertise in the province is limited and further constrained by the 'brain drain' (cf. 3.4.1).

### *Marriage counseling*

Only 10.1% respondents indicated that marriage counseling takes place, whereas 89.9% respondents indicated that marriage counseling does not take place in their schools. Only 5.0% respondents indicated that marriage counseling is not needed at all, whereas 16.7% respondents indicated that marriage counseling is needed to lesser extent. A total number of 21.1% respondents indicated that marriage counseling is needed to a fairly great extent, whereas 57.2% respondents indicated that marriage counseling is definitely needed.

In rural areas marriage counseling is done at the church not at school. It is not surprising to find out that only 10.1% respondents indicated that they have marriage counseling.

In the light of the socio-economic situation of rural areas in the Northern Province it is not surprising to find out that only 57.2% respondents indicated that marriage counseling is definitely needed.

### *Support with time management*

A total of 42.5% respondents indicated that they have support with regard to time management, while 57.5% respondents indicated that they do not have support of time management. Only 2.8% respondents indicate that they do not need this support at all, whereas 14.1% respondents indicated that they need the support to a lesser extent. A total of 18.1% respondents indicated that they need this support to a fairly great extent, while 65.0% respondents indicated that they definitely need this support.

A critical factor in management is, of course, to control the use of time in relation to priorities (cf. 2.1.1.3). There is no sufficient support with time management as 42.5% respondents indicated. Even though there is support, support in time management is definitely needed as 65.0% respondents indicated.

### *Medical information and support*

A total of 25.8% respondents indicated that they had access to medical information, while 74.2% respondents indicated that they do not have access to medical information. A total of 3.4% respondents indicated that they do not need this service at all. At least 14.7% respondents indicated that the service is needed to a lesser extent, whereas 23.7%

respondents indicated that this service is needed to a fairly great extent. A total of 58.7% respondents indicated that they definitely need this service.

Medical information serves to care the general health of educators and their families (cf. 2.3.1.3). Medical information and support is not given to educators as 74.2% respondents indicated that they do not have that support.

#### *Support and help regarding alcohol and drug abuse*

A total of 26.8% respondents indicated that they have support of this nature, whereas 73.2% respondents indicated that they do not have this support. Only 3.4% respondents indicated that they do not need this service at all, while 7.9% respondents indicated that they need this support to a lesser extent. A total of 10.7% respondents indicated that they need this support to a fairly great extent, whereas 78.0% respondents indicated that they definitely need this support.

Educators can abuse alcohol. Educators are not supervised and discipline is a problem in terms of drug and alcohol abuse (cf. 3.2.3). Support to help these educators is minimal as 26.8% respondents indicated. These educators really need support, 78.0% respondents indicated that they definitely need support and help regarding alcohol and drug abuse.

#### *Housing and hygienic services*

A total of 24.6% respondents indicated that they have these services, while 75.4% respondents indicated that they don't have housing and hygienic services. Only 6.8% respondents indicated that they do not need these services at all, while 8.5% respondents indicated that they need these services to a lesser extent. A total of 16.4% respondents indicated that they need these services to a fairly great extent, whereas 56.5% respondents indicated that these services are definitely needed.

#### *Childcare centre*

Only 20.2% respondents indicated that children are cared for, while 79.8% respondents indicated that their children are not cared for. Only 6.2% respondents indicated that they do not need childcare centres at all, whereas 15.3% respondents indicated that they need childcare centres to a lesser extent. A total number of 16.4% respondents indicated that childcare centres are needed to a fairly great extent, while 62.1% respondents indicated that they definitely need childcare centres.

Most educators' children are not cared for at childcare centers in rural communities as 20.2% respondents indicated. Although rural communities are trying by all means to provide childcare centres educators find it difficult to pay for their children because of their financial problems. The government doesn't provide for its educators because it can be very expensive. A total of 79.8% respondents indicated that their children are not cared for. A total of 20.2% respondents indicated that their children are cared for, this is the number of educators who can afford to take their children to childcare centres.

### *4.3.3 Support services for learners*

Table 4.7 indicates support services for learners. With items 1-24 (cf. Appendix A) respondents were requested to indicate whether there are support services for learners or not, and to which extent do learners need that support services.

**TABLE 4.7 Support services for learners**

Yes	No		No. of frequency	No need at all	Needed to a lesser extent	Needed to a fairly great extent	Definitely needed
1	2			1	2	3	4
%	%			%	%	%	%
		<b>B. SUPPORT SERVICES FOR LEARNERS</b>					
50.3	49.7	1. Personal problems	179	1.7	7.3	22.3	68.6
37.4	62.6	2. Physical problems	179	7.3	14.0	26.8	52.0
72.1	27.9	3. Extramural and external services	179	1.1	5.6	24.6	68.7
29.6	70.4	4. Environmental problems	179	2.8	8.4	27.4	61.5
21.5	78.5	5. Orthopedagogic services	177	1.7	11.9	33.9	53.1
23.3	76.7	6. Orthodidactic services	176	2.3	11.9	34.7	51.1
15.6	84.4	7. Family counselors	179	2.8	6.7	37.4	53.1
59.8	40.2	8. Services for vocational guidance	179	1.1	3.9	12.8	82.1
29.6	70.4	9. Socio-pedagogic services	179	1.1	4.5	34.8	59.6
12.8	87.2	10. Speech therapy services	179	10.0	26.1	13.9	50.0
21.8	78.2	11. Psychological services	179	2.2	2.8	30.0	65.0
12.8	87.2	12. Medical and dental services	179	2.8	9.5	41.3	46.4
11.7	88.3	13. School nurses	179	2.2	9.4	33.9	54.4
20.1	79.9	14. Welfare workers	179	1.7	9.5	36.3	52.5
21.8	78.2	15. Health services	179	3.4	7.8	26.3	62.6
5.6	94.4	16. Feeding schemes	179	32.4	15.1	13.1	39.1
14.0	86.0	17. Transport services	179	17.8	12.8	25.0	44.4
22.3	77.7	18. Education media services	179	1.1	3.9	23.3	71.7
15.1	84.9	19. School travel services	179	1.7	8.3	28.3	61.7
13.4	86.6	20. Occupational therapy services	179	19.0	14.0	16.2	50.8
92.7	7.3	21. Handbooks	178	1.1	5.1	12.9	80.9
91.0	9.0	22. Writing material	178	1.1	3.9	18.0	77.0
16.9	83.1	23. Pastoral and psychological services	178	5.6	13.5	34.8	46.1
13.5	86.5	24. Hostel services	178	48.9	10.8	10.8	29.5

## **Interpretation of data from Table 4.7:**

### *Personal problems*

A total of 50.3% respondents indicated that learners with personal problems are supported, whereas 49.7% respondents indicated that learners with personal problems are not supported. A group of 1.7% respondents indicated that support for learners with problems is not needed at all. A total of 7.3% respondents indicated that support for learners with personal problems is needed for lesser extent, while 22.3% respondents indicated that support for learners with personal problems is needed to a fairly great extent. A total of 68.6% respondents indicated that support for learners with personal problems is definitely needed.

Personal problems go hand in hand with personal development. Personal problems sometimes affect human relations (cf. 2.3.1.3). A total of 50.3% respondents indicated that learners receive support if they have personal problems. This is a reasonable percentage, but there is still a definite need of this kind of support as 68.6% respondents indicated.

### *Physical problems*

A total of 37.4% respondents indicated that physical problems are addressed, whereas 62.6% respondents indicated that physical problems are not addressed. A total of 7.3% respondents indicated that support for learners with physical problems is not needed at all. A group of 14.0% respondents indicated that support for learners with physical problems is needed to a lesser extent. A total of 26.8% respondents indicated that support for learners with physical problems is needed to a fairly great extent, whereas 52.0% respondents indicated that support for learners with physical problems is definitely needed.

Physical problems can be visual or hearing impairments (2.3.1.3). It is therefore not surprising to find out that 62.6% respondents indicated that learners do not have support for physical problems. Learners with physical problems are learning at special schools. That is why 7.3% respondents indicated that there is no need at all for physical problems support.

### *Extramural and external services*

A total of 72.1% respondents indicated that extramural and external services are provided, whereas 27.9% respondents indicated that extramural and external services are not provided. A small group of 1.1% respondents indicated that learners do not need to be supported on extramural and external services at all, while 5.6% respondents indicated that learners are supposed to be supported to a lesser extent. A total of 24.6% respondents indicated that learners are supposed to be supported to a fairly great extent, whereas 68.7% respondents indicated that learners need these services definitely.

Regular physical activities provide numerous health benefits. School physical education programme promotes physical activity and can teach skills as well as form or change

indicated behaviours (cf. 2.3.1.3). Extramural activities and external services take place as 72.1% respondents indicated. Extramural and external services are definitely needed as 68.7% respondents.

### *Environmental problems*

Only 29.6% respondents indicated that learners are supported with their environmental problems, while 70.4% respondents indicated that learners are not supported with their environmental problems. There should be an open system, which implies that there is an interaction between the school and the outside environment (cf.2.3.2). Only 2.8% respondents indicated that support for environmental problems is not needed at all. A group of 8.4% respondents indicated that support for environmental problems is needed to a lesser extent, whereas 27.4% respondents indicated that support for environmental problems is needed to a fairly great extent. Lastly, 51.1% respondents indicated that support for environmental problems is definitely needed.

Schools with healthy physical environment carry the message that students are valued, when students have adequate classroom space, when roofs are in good repair and restrooms are well maintained, students know that adults respect them (cf. 2.3.1.3). Respondents of at least 70.4% indicated that there is no support of environmental problems as most schools do not have enough classrooms, and some schools do not have restrooms and water supply. Support of environmental problems is definitely needed as 61.5% respondents indicated. As most schools in rural areas lack resources, it is difficult for the Department of Education to provide adequate support.

### *Orthopedagogic services*

Only 21.5% respondents indicated that orthopedagogic services are provided, whereas 78.5% respondents indicated that orthopedagogic services are not provided. A group of 1.7% respondents indicated that learners do not need these services at all. Total number of 11.9% respondents indicated that these services are needed to a lesser extent, whereas 33.9% respondents indicated that learners need these services to a fairly great extent. A total number of 53.1% respondents indicated that learners definitely need orthopedagogic services.

Orthopedagogic services help learners with behavioural, intellectual or specific learning disability (cf. 2.3.2). Orthopedagogic services are not adequately provided as 21.5% respondents indicated. Economic constraints make it difficult for the Department of Education to provide support (cf.3.4.6).

### *Orthodidactic services*

Only 23.3% respondents indicated that learners are supported with orthodidactic services, whereas 76.6% respondents indicated that learners are not supported with orthodidactic services. A group of 2.3% respondents indicated that learners do not need orthodidactic services support at all, while 11.9% respondents indicated that learners need these services to a lesser extent. A total of 34.7% respondents indicated that learners need these

services to a fairly great extent, while 51.1% respondents indicated that support services of this nature is definitely needed.

The main function of this service concerns the learner with a learning problem or specific learning disability. This service is closely connected with the institution and functioning of classes and of schools where large numbers of children are concentrated (cf. 2.3.1.3). This service is a necessity in the Northern Province as most schools are overcrowded, but the service is limited as only 23.3% respondents indicated. The service is limited due to the fact that, Northern Province has a relatively youthful population and high population growth rate (cf.3.4.1 and 2.6).

### *Family counselors*

In nowadays societies, because of instability in many families, family problems have resulted in the need for family counselors, (cf. 2.3.2) but only 15.6% respondents indicated that learners have family counselors, whereas 84.4% respondents indicated that learners do not need family counselors. A group of 2.8% respondents indicated that family counselors are not needed at all, while 6.7% respondents indicated that family counselors are needed to a lesser extent. A total of 37.4% respondents indicated that family counselors are needed to a fairly great extent, while 53.1% respondents indicated that family counselors are definitely needed. The respondents did not observe the seriousness of family counselors. There are problems in the families that may lead a learner to commit suicide, (cf. 2.3.2).

Family problems make it necessary for the family counselors to be there. The role of the family counselors is to advise on academic matters, and help students to sort out social and mental health concerns (cf.2.3.2). In rural and poor communities family counselors are hardly found. This is evident when only 15.6% respondents indicated. It is surprising to find out that 53.1% indicated that family counselors are definitely needed.

### *Services for vocational guidance*

Only 59.8% respondents indicated that learners are provided with vocational guidance services, whereas 40.2% respondents indicated that learners are not provided with vocational guidance services. A total number of 1.1% respondents indicated that learners do not need these services at all, while 3.9% respondents indicated that learners need these services to a lesser extent. A total number of 12.8% respondents indicated that learners need these services to a fairly great extent while 82.1% respondents indicated that learners definitely need these services. These services comprise testing learners and providing vocational information (cf. 2.3.2 and 2.6).

The vocational guidance is intended to help pupils choose their subjects and courses with a view to a responsible choice of career. Vocational guidance is usually offered by counselors (cf. 2.3.1.2). At least 59.8% respondents indicated that vocational guidance is offered to learners. Vocational guidance is definitely needed as 82.1% respondents indicated. That is an indication that the Department of Education should double its effort on training and in-service its educators for vocational guidance services.

### *Socio-pedagogic services*

Only 29.6% respondents indicated that learners are supported with socio-pedagogic services, while 70.9% respondents are not supported with socio-pedagogic services. A group of 1.1% respondents indicated that learners do not need these services at all, while 4.5% respondents indicated that learners need these services to a lesser extent. A total of 34.8% respondents indicated that learners need these services to a fairly great extent, while 59.6% respondents indicated that learners need these services definitely.

The main function of socio-pedagogic service is the scientific identification, examination and evaluation of problematic educational institutions, that is, the family situation of learners with learning and behavioural problems (cf. 2.3.2). Very few learners are helped in their learning and behavioural problems as 29.6% respondents indicated. Socio-pedagogic services are definitely needed by at least 50.0% respondents. This percentage indicates that even educators do not understand the importance of socio-pedagogic services.

### *Speech therapy services*

Only 12.8% respondents indicated that learners have access to speech therapy services, whereas 87.2% respondents indicated that there are no speech therapy services in their schools. Only 10.0% respondents indicated that speech therapy services are not needed at all, while 26.1% respondents indicated that speech therapy services are needed to a lesser extent. A total of 13.9% respondents indicated that the services are needed to a fairly great extent, while 50.0% respondents indicated that learners are definitely needed.

Speech therapy service is primarily aimed at the pupil with specific learning disabilities related to impaired visual perception or co-ordination (cf. 2.3.2). Among secondary schools in the Northern Province 87.2% respondents indicated that they do not receive speech therapy services. It is not surprising to find out that 10.0% respondents indicated that they do not need speech therapy services at all. This is because very few learners who are affected by impaired visual perception or co-ordination are in normal schools. Most of the learners with impaired visual perception or co-ordination are referred to special schools where they receive special education.

### *Psychological services and welfare workers (11&14)*

There is tremendous shortage of psychologists trained to work in the education sector to provide support to centres of learning, particularly in rural areas (cf. 2.3.2). Only 21.8% respondents indicated that their learners have psychological services, whereas 87.2% respondents indicated that learners do not have psychological services. A total of 2.2% respondents indicated that learners do not need psychological services at all, whereas 2.8% respondents indicated that learners need psychological services to a lesser extent. A total of 30.0% respondents indicated that learners need psychological services to a fairly great extent, while 65.0% respondents indicated that psychological services are definitely needed.

Only 20.1% respondents indicated that there are welfare workers who help learners, whereas 79.9% respondents indicated that there are no welfare workers in their schools. Only 1.7% respondents indicated that schools or learners do not need welfare workers at all, while 9.5% respondents indicated that welfare workers are needed to a lesser extent. A total number of 36.3% respondents indicated that welfare workers are needed to a fairly great extent, whereas 52.5% respondents indicated that welfare workers are definitely needed.

In the Northern Province there is a tremendous shortage of psychologists trained to work in the education sector to provide support to centres of learning, particularly in rural areas. That is why only 21.8% and 20.1% respondents indicated that their learners receive psychological and welfare services respectively. The high incidence of poverty, as well as the high drop out and wastage rates, suggest the need for social work and psychological support services (cf. 2.3.2). This is supported by 65.0% and 52.5% respondents who indicated that psychological and welfare services are definitely needed.

#### *Medical and dental services and school nurses (12&13)*

Only 12.8% respondents indicated that their learners have access to medical and dental services, whereas 87.2% respondents indicated that learners do not have access to medical and dental services. A group of 2.8% respondents indicated that learners do not need these services at all, while 9.5% respondents indicated that learners need these services to a lesser extent. A total of 41.3% respondents indicated that learners need these services to a fairly great extent, whereas 46.4% respondents indicated that learners definitely need these services.

Only, 11.7% respondents indicated that they have school nurses in their institutions, whereas 87.2% respondents indicated that there are no school nurses for their learners. This indicates that hospitals are no longer assigned schools as it used to be (cf. 2.3.2). A total of 2.2% respondents indicated that school nurses are not needed at all, whereas 9.4% respondents indicated that school nurses are needed to a lesser extent. A total of 33.9% respondents indicated that school nurses are needed to a fairly great need, whereas 54.4% respondents indicated that school nurses are definitely needed as a sound physical health is a precondition for effective learning (cf. 2.3.2).

Health is inextricably linked to educational achievement, quality of life and economic productivity. By acquiring health related knowledge, values, skills and practices, learners can be empowered to pursue a healthy life and to work as agents of change for the health of their communities (2.3.2). Due to lack of resources and disjointed and poor relation between the Department of Education and the Department of Health, medical and dental services are not adequately provided as 87.2% respondents indicated. School health nurses do not visit schools as frequently as they should, due to lack of funds. This is supported by 88.3% respondents who indicated that school nurses do not visit schools as frequently as they should.

### *Health services*

Only 21.8% respondents indicated that learners are provided with health services, whereas 78.2% respondents indicated that learners are not provided with health services. Only 3.4% respondents indicated that health services are not needed at all, while 7.8% respondents indicated that health services are needed to a lesser extent. Only 26.3% respondents indicated that health services are needed to a fairly great extent, while 62.2% respondents indicated that health services are definitely needed.

Health services are essential services for the general health of the whole community. Health is regarded as condition of complete physical, mental and social wellbeing. Health services do not have direct connection with education, but it is an essential service for the general health of the whole community. It ensures the maintenance of physical health so that education can proceed (cf. 2.3.2). At least 21.8% respondents indicated that their learners receive health services. This is not surprising as there is lack of funds.

### *Feeding schemes*

It is surprising that only 5.6% respondents indicated that there are feeding schemes in their schools, whereas 94.4% respondents indicated that there are no feeding schemes in their schools. A total of 32.4% respondents indicated that there is no need of feeding schemes at all. Only 15.1% respondents indicated that feeding schemes are needed to a lesser extent, while 25.0% respondents indicated that they need feeding schemes in a fairly great extent. A total of 39.1% respondents indicated that feeding schemes are definitely needed.

The Annual Education Report of 1998 indicates that the programme of feeding learners is a combined project of the Department of Education and the Department of Health. Proper nutritional support is crucial to maximise brain function and to enhance learning (cf. 2.3.2). Respondents of at least 94.4% indicated that feeding schemes at secondary schools are not necessary. It is surprising to find out that 5.6% respondents indicated that their learners are provided with food. May be these respondents are from independent schools. To show that feeding schemes are not necessary, 32.4% respondents indicated.

### *Transport services and school travel services (17&19)*

In the Northern Province, 5.6% respondents indicated that learners have transport services, whereas 86.0% respondents indicated that their learners do not have transport services as schools are situated within the villages and townships. A total of 17.8% respondents indicated that transport services is not needed at all, whereas 12.8% respondents indicated that transport services is needed to a lesser extent. A total of 25.0% respondents indicated that learners need transport services to a fairly great extent, while 44.4% respondents indicated that learners are definitely in need of transport. Transport services are not necessary as schools are found within the communities where learners walk from home to school every day and vice-versa.

Only 15.1% respondents indicated that school travel services are provided, while 84.9% respondents indicated that there are no school travel services for their learners' field

excursion. Only 1.7% respondents indicated that school travel services are not needed at all, while 8.3% respondents indicated that school aid travel services is needed to a lesser extent. A group of 28.3 % respondents indicated that school aid travel services is needed to a fairly great extent, while 61.7% respondents indicated that school aid travel services are definitely needed.

Transport services can be in country districts where the population is sparsely scattered and where it is not possible to establish several schools. School aid travel services are aimed at arranging excursions for groups of learners. In most of the communities, there are schools, this does not necessitate the Department of Education to give transport for learners. These schools are also poor with largest backlogs of classrooms (cf. 2.3.2) to such an extent that they cannot afford to have travel services for excursions of groups of learners. Learners are not supported with transport to come to school or to go home and travel services for field excursion, this is supported by 86.0% and 84.9% respondents respectively.

#### *Education media services*

Only 22.3% respondents indicated that their learners have education media services, whereas 77.7% respondents indicated that education media services are not there. A small group of 1.1% respondents indicated that education media services are not needed at all, while 3.9% respondents indicated that education media services are needed to a lesser extent. A total of 23.3% respondents indicated that media services are needed to a fairly great extent, while 71.7% respondents indicated that media services are definitely needed.

The function of the media services is to make efficiently housed and well-ordered collections of books, magazines and educational aids readily available to learners (cf. 2.3.2). As the Northern Province is one of the poorest provinces, poor people in rural areas continue to attend decrepit schools, which do not have media services due to economic constraints (cf.3.2.3 and 2.6). Media services to some schools cannot be afforded, at least chalkboards are there. Most schools are not electrified. There are no videos, overhead projects or/and films to be used. At least 22.3% respondents indicated that their learners have education media services. These 22.3% respondents' schools have electricity and are mostly independent and/or urban schools. Education media services play an important role for effective education, that is why 71.7% respondents indicated that education media services are definitely needed.

#### *Occupational therapy services*

Only 13.4% respondents indicated that there is provision of occupational therapy services for their learners whereas, 86.6% respondents indicated that there is no provision of occupational therapy services for their learners. A group of 19.0% respondents indicated that there is no need of occupational therapy services at all, while 14.0% respondents indicated that these services are needed to a lesser extent. A total of 16.2% respondents indicated that these services are needed to a fairly great extent, while 50.8% respondents indicated that these services are definitely needed.

### *Handbooks and writing materials*

Handbooks are source of knowledge (cf. 2.3.1.1), and the Department of Education supplies handbooks because of this reason. A total of 92.7% respondents indicated that learners have handbooks, whereas 7.3% respondents indicated that their learners do not have handbooks. Only 1.1% respondents indicated that there is no need for handbooks at all because they have sufficient supply, while 5.1% respondents indicated that handbooks are needed to a lesser extent. A total of 12.9% respondents indicated that handbooks are needed to a fairly great extent, while 80.9% respondents indicated that handbooks are definitely needed.

Writing materials like pens and pencils are supplied together with books. A total of 91.0% respondents indicated that learners have writing materials, whereas 9.0% respondents indicated that their learners do not have writing materials. A small group of 1.1% respondents indicated that writing materials are not needed at all as they have sufficient supply, while 3.9% respondents indicated that writing materials are needed to a lesser extent. A total group of 18.0% respondents indicated that writing materials are needed to a fairly great extent, whereas 77.0% respondents indicated that writing materials are definitely needed.

The Department of Education supplies handbooks and writing materials at the beginning of every year. Handbook or textbook is still generally considered to be the key source of information (cf. 2.3.1.1). As it is said above that textbooks and writing materials are delivered every year, 92.7% and 91.0% respondents indicated that learners are provided with handbooks and writing materials respectively.

### *Pastoral and psychological services*

Only 16.9% respondents indicated that their learners are provided with pastoral and psychological services, whereas 83.1% respondents indicated that their learners do not have these services. A total of 5.6% respondents indicated that these services are not needed at all, while 13.5% respondents indicated that learners need these services to a lesser extent. A total of 34.8% respondents indicated that learners need these services to a fairly great extent, whereas 46.1% respondents indicated that learners definitely need these services.

The aim of pastoral and psychological services is to render the necessary guidance and support to learners with psychological and mental problems (cf. 2.3.2). At least 16.9% respondents indicated that their learners have pastoral and psychological problems. This is a small percentage because there are few people trained to handle this service.

### *Hostel services*

Only 13.5% respondents indicated that hostel services are provided for their learners, while 86.5% respondents indicated that their learners do not have hostel services. A total of 48.9% respondents indicated that learners do not need hostel services at all, while 10.8% respondents indicated that learners need hostel services to a lesser extent. A group

of 10.8% respondents indicated that learners need hostel services to a fairly great extent, while 29.5% respondents indicated that their learners definitely need hostel services.

Most schools are within communities and therefore it is not necessary for the Department of Education to provide hostel services. At least 13.5% respondents indicated that their learners have hostels. At least 29.5% respondents indicated that hostels are definitely needed whereas 48.9% respondents indicated that they do not need hostels at all. This is an indication that hostels are not necessary in the Northern Province schools.

#### ***4.3.4 Support services to education activities and structures***

##### ***4.3.4.1 Teaching activities***

Table 4.8 indicates the teaching activities. With items 1.1-1.9, (cf. Appendix A) respondents were requested to indicate whether there are support services for teaching activities or not, and to which extent are support services needed.

**TABLE 4.8 Teaching activities**

Yes	No		No. of frequency	No need at all	Needed to a lesser extent	Needed to a fairly great extent	Definitely needed
1	2			1	2	3	4
%	%			%	%	%	%
		<b>C. SUPPORT SERVICES TO EDUCATION ACTIVITIES AND STRUCTURES</b>					
		<b>1. TEACHING ACTIVITIES</b>					
15.1	84.9	1.1 Library	179	0.6	1.1	8.9	89.4
17.3	82.7	1.2 Media centre	179	2.2	7.3	20.2	70.2
60.9	39.1	1.3 Examination services	179		2.3	15.8	81.9
20.1	79.9	1.4 Subject advisory Services	179	0.6	7.3	28.7	63.5
41.3	58.7	1.5 Environmental subjects	179	1.7	1.1	10.7	86.5
58.1	41.9	1.6 Educational TV, and radio programmes, cassettes video's	179	0.6	3.4	20.7	75.4
67.0	33.0	1.7 Curriculum development	179	2.8	5.6	16.2	75.4
64.2	35.8	1.8 Relations of school Personnel with education department	179	2.8	3.4	12.3	81.6
55.9	44.1	1.9 Support regarding subject and professional development	179	2.8	4.5	12.8	79.9

**Interpretation of data of Table 4.8:***Library and media centre*

Only 15.1% respondents indicated that they have a library at their schools, whereas 84.9% respondents indicated that there is no library at their schools. A small group of 0.6% respondents indicated that they do not need library services at all, while 1.1% respondents indicated that they need library services to a lesser extent. A total number of 8.9% respondents indicated that they need library services to a fairly great extent, while 89.4% respondents indicated that library services are definitely needed. This indicates that libraries are regarded as core element of support services (cf. 2.3.3.1 and 2.6).

Only 17.3% respondents indicated that they have media centres at their institutions, whereas 82.7% respondents indicated that they don't have media centres in their institutions. A group of 2.2% respondents indicated that they don't need media centres at all in their institutions. A total of 7.3% respondents indicated that they need media centres to a lesser extent, while 20.2% respondents indicated that media centres are needed to a fairly great extent. A total of 70.2% respondents indicated that media centres are definitely needed.

Library and media centres are mostly found in urban and independent schools. The school library is regarded as one of the core elements of the supporting services provided to the educators. The function of media services is to make efficiently-housed and well-ordered collections of books, magazines and educational aids readily available for the use of educators (cf. 2.3.3.2 and 3.2.3). At least 84.9% and 82.7% respondents indicated that they do not have library and media services respectively, and 89.4% and 70.2% respondents indicated respectively that library and media services are definitely needed.

#### *Examination services*

A total of 60.9% respondents indicated that examination services are offered as every community needs its young generation to maintain educational standards (cf. 2.3.3.1), whereas 39.1% respondents indicated that there are no examination services in their schools. No respondent indicated that examination services are not needed at all. A group of 2.3% respondents indicated that examination services are needed to a lesser extent, while 15.8% respondents indicated that examination services are needed to a fairly great extent. A total of 81.9% respondents indicated that they definitely need examination services.

Examination services are offered in all schools in the Northern Province. It is surprising to find out that 39.1% respondents indicated that they do not have examination services. Examination services are part and parcel of evaluation, and it is therefore important to evaluate students (2.3.1.1). It is quite surprising that 5.0% respondents indicated that examination services are not needed at all. This means that teaching must just take place without any form of evaluation.

#### *Subject advisory services*

Educators of these subjects can be helped, guided and advised by subject advisors. Surprisingly only 20.1% respondents indicated that subject advisory services are provided in their schools, whereas 79.9% respondents indicated that there are no subject advisory services. A group of 0.6% respondents indicated that these services are not needed at all, while 7.3% respondents indicated that the services are needed to a lesser extent. A total of 28.7% respondents indicated that these services are needed to a fairly great extent, while subject advisory services are needed as 63.5% respondents indicated.

Subject advisory services and subject courses are offered as 79.9% respondents indicated. Subject advisory services and subject courses are supposed to upgrade educators' subject skills not to receive examination scopes only (2.3.1.1).

Practical subjects such as technical subjects require considerable organisation and administration. Educators of these subjects can be helped, guided and advised by subject advisors so that they can present their subjects effectively. These services can be extended to other subjects apart from technical subjects (cf. 2.3.3.1).

### *Environmental subjects*

Only 41.3% respondents indicated that environmental subjects are offered, while 58.7% respondents indicated that they don't have environmental subjects. A total of 1.7% respondents indicated that they do not need environmental subjects at all, while 1.1% respondents indicated that environmental subjects are needed to a lesser extent. A group of 10.7% respondents indicated that environmental subjects are needed to a fairly great extent. A total of 86.5% respondents indicated that environmental subjects are definitely needed.

Environmental programmes create environmentally literate and active citizens who will ensure that South Africans have a decent quality of life (cf. 2.3.3.1). Environmental subjects are new in most schools. It is not surprising to find out that only 41.3% respondents indicated they have environmental subjects. Environmental subjects are definitely needed as 86.5% respondents indicated.

### *Educational TV and radio programmes, cassettes and videos*

A total of 58.1% respondents indicated that they have the equipment, whereas 41.9% respondents indicated that they do not have the equipment. Only 0.6% respondents indicated that they do not need the equipment at all, while 3.4% respondents indicated that the equipment is needed to a lesser extent. A group of 20.7% respondents indicated that the equipment is needed to a fairly great extent, while 75.4% respondents indicated that educational TV and radio programmes, cassettes and videos are definitely needed.

Educational TV and radio programmes, cassettes and videos are not available as most schools do not have electricity which is the main source of power for using the equipment. Educational TV and radio programmes, cassettes and videos are definitely needed. This is indicated by 75.4% respondents.

### *Curriculum development*

A total of 76.0% respondents indicated that there is curriculum development in their schools, whereas 33.0% respondents indicated that there is no curriculum development in their schools. A group of 2.8% respondents indicated that curriculum development is not needed at all, whereas 5.6% respondents indicated that curriculum development is needed to a lesser extent. A total of 16.2% respondents indicated that curriculum development is needed to a fairly great extent, whereas 75.4% respondents indicated that they definitely need curriculum development.

Curriculum development must reflect the relevancy of subject objectives, the acceptability and the suitability of subject contents. Curriculum services are important, and it is interesting to find out that at least 51.4% respondents indicated that they have

curriculum services. The importance of curriculum services again is seen when 75.4% respondents indicated that curriculum services are definitely needed. Curriculum services should be related with teaching and learning and curriculum policies should encourage sound learning and teaching (cf. 2.3.3.1 and 3.2.3).

#### *Relations of school with education department*

A total of 64.2% respondents indicated that they have good relations with Education Department, whereas 35.8% respondents indicated that they do not have good relations with the department of education. A group of 2.8% respondents indicated that there is no need for good relations at all, while 3.4% respondents indicated that good relations are needed to a lesser extent. A total of 12.3% respondents indicated that good relations are needed to a fairly great extent, while 81.6% respondents indicated that good relations are definitely needed.

The relation of the school with the education department is sufficient as 64.2% respondents indicated. Staff members are often among the last to be told what is going on in the district. Very often they learn what is happening in the district or their own buildings when or even after, it actually happens. Some administrators do not feel that it is necessary to inform or involve staff. Employees need to be involved, they need to know what is going on for the same reasons as students. They are key communication links to parents and community, and they have vested interest in their building and the district (cf. 2.3.3.1). It is interesting to find out that 81.6% respondents indicated that relations of school with education department is definitely needed.

#### *Support regarding subject and professional development*

A total of 55.9% respondents indicated that they have support regarding subject and professional development, while 44.1% respondents indicated that they do not have support regarding subject and professional development. A group of 2.8% respondents indicated that this support is not needed at all, whereas 4.5% respondents indicated that support is needed to a lesser extent. A total of 12.8% respondents indicated that support is needed to a fairly great extent whereas support is definitely needed as 79.9% respondents indicated.

A total of 55.9% respondents indicated that they receive support regarding subject and professional development. This is not sufficient as subject and professional development is very important regarding the changes which take place every day in education.

#### *4.3.4.2 Support in the management task of the school*

Table 4.9 indicates support in the management task of the school. With items 2.1-2.9, (cf. Appendix A) respondents were requested to indicate whether there is support in the management task of the school or not, and to which extent is that support needed.

**TABLE 4.9 Support in the management task of the school**

Yes	No		No. of frequency	No need at all	Needed to a lesser extent	Needed to a fairly great extent	Definitely needed
1	2			1	2	3	4
%	%			%	%	%	%
		<b>2. SUPPORT IN THE MANAGEMENT TASK OF THE SCHOOL</b>					
34.1	65.9	2.1 Efficient administrative system	179	2.8	1.7	13.4	82.1
28.5	71.5	2.2 Courses for administrative personnel	179	3.4	2.8	16.2	77.7
23.6	76.4	2.3 Personnel services	178	2.8	3.4	16.9	77.0
29.6	70.4	2.4 Personal development programmes	179	2.8	3.4	15.1	78.8
44.9	55.1	2.5 Advice services for the educator regarding the management of learning and other activities	178	1.7	3.4	17.9	77.1
52.2	47.8	2.6 Management information services	178	2.8	2.2	15.1	79.9
33.1	66.9	2.7 Sufficient communication channels between school/educator and education	178	2.2	3.4	10.6	83.8
20.8	79.2	2.8 Financial support support services and financial management guidance	178	0.6	4.5	18.6	76.3
73.2	26.8	2.9 Technical support	179	1.1	2.2	11.7	84.9

**Interpretation of data from Table 4.9:***Efficient administrative system*

Only 34.1% respondents indicated that they have an efficient administrative system in their schools, whereas 65.9% respondents indicated that there is no efficient administrative system in their schools. A group of 2.8% respondents indicated that they do not need an efficient administrative system at all, while 1.7% respondents indicated that an efficient administration is needed to a lesser extent. A total of 13.4% respondents

indicated that administrative system is needed to a fairly great extent, while 82.1% respondents indicated that an efficient administrative system is definitely needed.

Job description is of utmost importance for all employees, educators and non educators staff included (cf. 2.3.3.2). This is not sufficiently done in the Northern Province as 34.1% respondents indicated. It is rather important as 82.1% respondents indicated.

#### *Courses for administrative personnel*

Only 28.5% respondents indicated that they do attend administrative courses, whereas 71.5% respondents indicated that they do not attend administrative courses. A group of 3.4% respondents indicated that administrative courses are not needed at all, while 2.8% respondents indicated that administrative courses are needed to a lesser extent. A total of 16.2% respondents indicated that these courses are needed to a fairly great extent, whereas 77.0% respondents indicated that administrative courses are definitely needed.

Personnel administrative courses are usually given during induction periods (cf. 2.3.3.2). Most schools do not have other personnel except teaching staff. That is why only 28.5% respondents indicated that courses are offered. Respondents of at least 28.5% who indicated that courses are offered have personnel staff that can attend courses.

#### *Personnel services*

Only 23.6% respondents indicated that they have personnel services. This is because most of the schools do not have offices (cf. 2.3.3.2). A total of 76.4% respondents indicated that they do not have personnel services. A group of 2.8% respondents indicated that personnel services are not needed at all, while 3.4% respondents indicated that personnel services are needed to a lesser extent. A total of 16.9% respondents indicated that personnel services are needed to a fairly great extent, whereas 77.0% respondents indicated that personnel services are definitely needed.

As most schools do not have non-teaching staff, personnel services are rarely rendered. It is not surprising to find out that only 23.6% respondents indicated that they have personnel services as most of schools are found in rural areas. Respondents of at least 77.0% indicated that they definitely need personnel services.

#### *Personal development programmes*

Only 29.6% respondents indicated that they have personal development programmes, whereas 70.4% respondents indicated that they do not have personal development programmes. A group of 2.8% respondents indicated that personal development programmes are not needed at all, while 3.4% respondents indicated that they need personal development programmes to a lesser extent. A total of 15.1% respondents indicated that these programmes are needed to a fairly great extent, while 78.8% respondents indicated that these programmes are definitely needed.

Personal development programmes help in the acquisition of motor skills and simple conditioning methods that improve an employee's ability to perform his or her own job (2.3.3.2). Most personal development programmes are not adequately articulated and systematically offered as 70.4% respondents indicated.

#### *Advice services for the educator regarding the management of learning and other activities*

A total of 44.9% respondents indicated that they have advice services, whereas 55.1% respondents indicated that they do not have advice services. A group of 1.7% respondents indicated that advice services are not needed at all, while 3.4% respondents indicated that these services are needed to a lesser extent. A total number of 17.9% respondents indicated that they need advice services to a fairly great extent, while 77.1% respondents indicated that the services are definitely needed.

Educators do recognise that the skills they have developed in the past are no longer sufficient to meet their students diverse needs (cf. 2.3.3.2 and 3.2.3). A total of 77.1% respondents have indicated that they definitely need advice services. It is surprising to find out that a group of 1.7% say they do not need these services at all.

#### *Management information services*

A total of 52.2% respondents indicated that they have management information services, whereas 47.8% respondents indicated that management services are not there at all. 2.8% respondents indicated that management information services are not needed at all. Only 2.2% respondents indicated that management information services are needed to a lesser extent. A total number of 15.1% respondents indicated that management information services are needed to a fairly great extent, while 79.9% respondents indicated that management information services are definitely needed.

#### *Sufficient communication channels between school/educator and education*

Only 33.1% respondents indicated that they have sufficient communication, while 66.9% respondents indicated that they do not have sufficient communication services. A group of 2.2% respondents indicated that sufficient communication is not needed at all, while 3.4% respondents indicated that communication is needed to a lesser extent. A total of 10.6% respondents indicated that communication channels are needed to a fairly great extent, whereas a total number of 83.8% respondents indicated that sufficient communication channels between school/educator and education are definitely needed.

Communication between school and the department leads to an increase in the level of effectiveness in the educational programme (cf. 2.3.3.2). This kind of communication is not sufficient as only 33.1% respondents indicated. At the end of the day communication is definitely needed as 83.8% respondents indicated.

### *Financial support services and financial advice management guidance*

Only 20.8% respondents indicated that they have these services of financial support, management and guidance, while 79.2% respondents indicated that they do not have these services. A small group of 0.6% respondents indicated that they do not need the support at all, while 4.5% respondents indicated that they need this support to a lesser extent. A total of 18.6% respondents indicated that they need support to a fairly great extent, whereas 76.3% respondents indicated that they definitely need support.

At least 20.8% respondents indicated that they do receive financial management guidance. The financial guidance management is definitely needed as 76.3% respondents indicated.

### *Technical support*

A total of 73.2% respondents indicated that they have technical support, whereas 26.8% respondents indicated that they do not have technical support. 1.1% respondents indicated that they do not need technical support at all. A group of 2.2% respondents indicated that technical support is needed to a lesser extent, while 11.7% respondents indicated that technical support is needed to a fairly great extent. A total of 84.9% respondents indicated that technical support is definitely needed.

Technical support is provided as 73.2% respondents indicated. The importance of technical support is indicated by at least 84.9% respondents.

#### *4.3.4.3 Support to physical features of the school*

Table 4.10 indicates support to physical features of the school. The aim of items 3.1-3.8.3 (cf. Appendix A) was to find out whether there is support to physical features of the school or not, and to which extent is that support needed.

**TABLE 4.10 Support to physical features of the school**

Yes	No		No. of frequency	No need at all	Needed to a lesser extent	Needed to a fairly great extent	Definitely needed
1	2			1	2	3	4
%	%			%	%	%	%
		<b>3. SUPPORT TO PHYSICAL FEATURES OF THE SCHOOL</b>					
89.4	10.6	3.1 Educational aids	179	1.7	1.1	20.7	76.5
58.7	41.3	3.2 Stationery/textbooks	179	2.2	5.6	15.7	76.4
78.2	21.8	3.3 Offices	179	3.4	2.8	10.1	83.8
45.8	54.2	3.4 Furniture	179	0.6	0.6	2.2	96.6
53.6	46.4	3.5 Computers	179	7.3	3.9	6.1	82.7
31.8	68.2	3.6 Telephones	179	3.4		10.7	86.0
16.8	83.2	3.7 School hall	179	3.9	11.2	16.3	68.5
59.2	40.8	3.8.1 Gymnasium	179	1.1	2.8	12.9	83.1
70.9	29.1	3.8.2 Sports fields	179	0.6	3.9	12.9	82.0
100		3.8.3 Sports equipment	179	0.6	0.6		98.9

**Interpretation of data from Table 4.10:***Educational aids*

A total of 89.4% respondents indicated that they have educational aids, whereas 10.6% respondents indicated that they do not have educational aids. A group of 1.7% respondents indicated that they do not need educational aids at all, whereas 1.1% respondents indicated that educational aids are needed to a lesser extent. A group of 20.7% respondents indicated that educational aids are needed to a fairly great extent, while 76.5% respondents indicated that educational aids are definitely needed as they do not have enough support services for effective teaching.

Educational aids are often referred to as teaching and learning aids. Educational aids are aids which the educator can use in his teaching and the learner can use in his learning (cf. 2.3.3.3). It is interesting to find out that 89.4% respondents indicated that they have educational aids. The importance of educational aids is indicated by 76.5% respondents who indicated that they are definitely needed.

*Stationery/textbook*

A total of 58.7% respondents indicated that they have textbooks, whereas 41.3% respondents indicated that they do not have textbooks. A group of 2.2% respondents indicated that they do not need textbooks at all, while 5.6% respondents indicated that textbooks are needed to a lesser extent. A group of 10.1% respondents indicated that

textbooks are needed to a fairly great extent while 76.4% respondents indicated that textbooks are definitely needed.

Respondents of at least 58.7% indicated that they have handbooks/textbooks. It is surprising to find out that respondents did not tell the truth in this regard (question) as previously they indicated that there are textbooks which are supplied at the beginning of the year by the Department of Education.

### *Offices, furniture, computer and telephones*

Most schools do not have offices as 21.8% respondents indicated that they have offices in their institutions, whereas 78.2% respondents indicated that they do not have offices. A group of 3.4% respondents indicated that they do not need offices at all, while 2.8% respondents indicated that they need offices to a lesser extent. A total of 10.1% respondents indicated that they need offices to a fairly great extent, while 83.8% respondents indicated that offices are definitely needed because very few schools have offices.

A total of 45.8% respondents indicated that there is furniture in their schools, while 54.2% respondents indicated that there is no furniture. A group of 0.6% respondents indicated that they do not need furniture at all, while another group of 0.6% respondents indicated that furniture is needed to a lesser extent. Only 2.2% respondents indicated that furniture is needed to a fairly great extent, whereas 96.6% respondents indicated that furniture is definitely needed.

A total of 53.6% respondents indicated that their schools have computers, whereas 46.4% respondents indicated that their schools do not have computers. A group of 7.3% respondents indicated that they do not need computers at all, whereas 3.9% respondents indicated that they need computers to a lesser extent. Only 6.1% respondents indicated that they need computers to a fairly great extent, while 86.0% respondents indicated that computers are definitely needed.

Only 31.8% respondents indicated that their schools have telephones, whereas 68.2% respondents indicated that they do not have telephones in their schools. A group of 3.4% respondents indicated that schools do not need telephones at all. No respondent indicated that telephones are needed to a lesser extent. A group of 10.7% respondents indicated that telephones are needed to a fairly great extent, whereas 86.0% respondents indicated that telephones are definitely needed.

Most of the respondents indicated that they do not have offices, telephones, and computers, as 21.8%, 46.4% and 68.2% respectively. Offices are in independent and urban schools. About 78.2%, respondents indicated that they do not have offices in their schools. The need for offices is very high as 83.8% respondents indicated.

Computers are found in schools as 53.6% respondents indicated. There is need for computers as 86.0% respondents indicated. Most of the computers are found in schools which have electricity and are used mainly in administrative matters.

Telephones are there as 31.8% respondents indicated, but this is not enough. Like computers, telephones are definitely needed as 86.0% respondents indicated.

### *School hall*

Only 16.8% respondents indicated that there are halls in their schools, whereas 83.2% respondents indicated that their schools do not have halls. A group of 3.9% respondents indicated that school halls are not needed at all, while 11.2% respondents indicated that school halls are needed to a lesser extent. A total of 16.3% respondents indicated that halls are needed to a fairly great extent, while 86.0% respondents indicated that halls are definitely needed.

Very few schools have halls as 16.8% respondents indicated. Even independent and some urban schools do not have halls. The Department of Education deemed it unnecessary to build halls when schools are built. This is a very unfortunate situation as halls are very important. Respondents who make 86.0% indicated that they definitely need halls in their schools.

### *Gymnasium and sports fields*

A total of 59.2% respondents indicated that there are gymnasiums at their schools, whereas 40.8% respondents indicated that their schools do not have gymnasiums. A group of 1.1% respondents indicated that they do not need gymnasium at all. Only 2.8% respondents indicated that gyms are needed to a lesser extent, while 12.9% respondents indicated that they needed gyms to a fairly great extent. A total of 83.1% respondents indicated that they definitely need gyms.

A total of 70.9% respondents indicated that they have sports fields in their schools, whereas 29.1% respondents indicated that they do not have sports fields at all. A group of 0.6% respondents indicated that there is no need at all for sports fields, while 3.9% respondents indicated that sports fields are needed to a lesser extent. A total of 12.9% respondents indicated that sports fields are needed to a fairly great extent, while 82.0% respondents indicated that sports fields are definitely needed.

Regular physical activity provides numerous health benefits. School physical education programme promotes physical activity and can teach skills as well as form or change behaviours. It holds an important key to influencing health and well-being across the life span (cf. 2.3.3.3). Gymnasiums and sports fields are there as 59.2% and 70.9% respondents indicated. There should be playing grounds for all sporting codes that will make it possible for all learners to participate in sporting codes offered at school, unfortunately this is not the case in the Northern Province due to economic constraints (cf.3.4.1).

### *Sports equipment*

All schools vary with regard to sports equipment. The equipment is not for all sporting codes, they are of different sporting codes and this differs from school to school. A total of 100% respondents indicated that they have sports equipment at their schools. A group

of only 0.6% respondents indicated that there is no need at all of sports equipment, while 0.6% respondents indicated that sports equipment is needed to a lesser extent. No respondent indicated that sport equipment is needed to a fairly great extent. 98.9 % respondents indicated that sports equipment is definitely needed.

Sports equipment are there, depending on which sport is being played there, that is why a total of 100% respondents indicated that they do have sports equipment. Sports equipment is definitely needed as 98.9% respondents indicated.

#### **4.4 PRIORITISED LIST OF NEEDS IN THE NORTHERN PROVINCE**

The following tables contain lists of support services according to priorities. The tables are divided according to support services for educators, learners and teaching activities and structures.

Four highest responses in each category is given and the percentages of the ‘definitely needed’ column was taken. ‘Definitely needed’ column is taken as it indicates the dire need of a particular support service to enhance the effectivity of education, and this can help in the future planning of providing and financing of these services in the Northern Province.

##### ***4.4.1 Pioritised list according to the need for support services for educators***

The following tables are about support regarding academic equipment, support regarding relationship between the educator and the family of the learner, support regarding relationship between the educator and the learner and support regarding personal support to the educator.

**TABLE 4.11 Support regarding academic equipment:**

Library services	93.9%
Roll films	90.6%
Media centres and media services	86.5%
Subject advisory services and subject courses	75.0%

**TABLE 4.12 Support regarding relationship between the educator and the family of the learner:**

Partnership between educators and parents	78.7%
Parent involvement through governing body	78.3%
Available information regarding responsibilities of parents	77.8%
Information regarding the competence of parents	64.8%

**TABLE 4.13 Relationship between the educator and the learner**

Motivation of the learners	85.4%
Occupational guidance	84.4%
Maintenance of discipline	84.4%
Helping learners with stress	79.9%

**TABLE 4.14 Personal support to the educator**

Promotion opportunities	81.7%
Support and help regarding drug and alcohol abuse	78.0%
Training in the handling of stress	77.8%
Seminars and courses to help the educator improve his quality of life	75.0%

**4.4.2 Prioritised list regarding the need for support services for learners**

The following table deals with prioritised support services needs for learners.

**TABLE 4.15 Support services for learners**

Services for vocational guidance	82.1%
Handbooks	80.9%
Writing material	77.0%
Education media services	71.7%

**4.4.3 Prioritised list regarding the need for support services to education activities and structures**

The following tables deal with support services to education activities and teaching structures. Tables are for prioritised needs of teaching activities, support in the management task of the school and support to physical features of the school.

**TABLE 4.16 Teaching activities**

Libraries	89.4%
Environmental subjects	86.5%
Examination services	81.9%
Relations of school personnel with education department	81.6%

**TABLE 4.17 Support in the management task of the school**

Technical support	84.9%
Sufficient communication channels between the school/educator and education department	83.8%
Efficient administrative system	82.1%
Management information services	79.9%

**TABLE 4.18 Support to physical features of the school**

Sports equipment	98.9%
Furniture	96.6%
Telephones	86.0%
Offices	83.8%

#### 4.5 SYNTHESIS

This chapter discussed and gave a description of a research instrument such as a survey questionnaire as a measuring instrument, construction of questionnaire, format and content of questionnaire, pilot study, the final questionnaire, target group, statistical technique and remark.

Presentation, analysis and interpretation of data are discussed in this chapter. This chapter has included biographical data; that is whether schools are independent or public, whether educators are males or females and their teaching experience in years.

This chapter also dealt with the findings of the research, interpretation of data and list of four top most priorities of support services. Support services for educators regarding academic equipment, relationships and personal support; support services for learners; and support services for teaching structures and activities regarding teaching activities, support in the management task of the school and support to physical features of the school have been interpreted from the data.

Some of the needs according to priorities regardless of whether they are needs of educators, learners and teaching activities and structures are as follows:

- Library and media services;
- Roll films;
- Media centres and media services;
- Subject advisory services and subject courses;
- Partnership between educators and parents;
- Parent involvement through governing body;
- Available information regarding responsibilities of parents;
- Information regarding the competence of parents;

- Motivation of the learners;
- Occupational guidance;
- Maintenance of discipline;
- Helping learners with stress;
- Promotion opportunities;
- Support and help regarding drug and alcohol abuse;
- Training in the handling of stress;
- Seminars and courses to help the educator improve his quality of life;
- Services for vocational guidance;
- Handbooks;
- Writing material;
- Education media services;
- Libraries;
- Environmental subjects;
- Examination services;
- Relations of school personnel with education department;
- Technical support;
- Sufficient communication channels between the school/educator and education department;
- Efficient administrative system;
- Management information services;
- Sports equipment;
- Furniture;
- Telephones; and
- Offices.

#### **4.6 CONCLUSION**

This chapter dealt with the findings of the research, and interpretation of data. Findings dealt with are support services of educators, learners and teaching activities and structures.

This chapter provided a general view of the support services that are offered and which support services are not offered at all in the schools of the Northern Province.

The biographical background indicated whether schools are situated in urban, rural or farm areas. It also indicated whether schools are public or independent. Biographical data also indicated the gender of respondents and their experiences in years.

On analyzing the responses of educators, there is a lot that the Department of Education should improve on supporting learners, educators and teaching structures and activities.

The next chapter deals with the summary of previous chapters, findings, recommendations and conclusion.