

**THE IMPACT OF RESOURCE PROVISIONING IN THE IMPLEMENTATION
OF CURRICULUM 2005**

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SUMMARY

This study investigates the impact of resource provisioning on the implementation of Curriculum 2005 (C2005).

The objective of the study is to analyze the resource provisioning of schools and to investigate resource management at schools in order to determine what informs provisioning systems and what training is given to teachers to incorporate resources into the teaching and learning process.

Provisioning of education is not a means to an end, but a means to support the curriculum delivery. The teachers are curriculum specialists and therefore they can evaluate and select the learning and teaching support material necessary for the delivery of the curriculum. The extent to which a teacher is developed determines the extent to which the teacher is able to choose the teaching and learning material and that, in turn, will determine the extent to which the material is incorporated into the teaching and learning process.

The alignment of functions of provisioning administrators and teachers who are responsible for the control of teaching and learning activities in the classroom affects the provisioning and the incorporation of the resources in the teaching and learning process.

Since the provisioning of resources is a function that bestrides between administration and curriculum, therefore, there should be clear lines of accountability and clear control measures between the curriculum and the administrative structures of the Gauteng Department of Education (GDE).

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

Some of the many reasons for the implementation of Curriculum 2005 not being as successful as it should be, put forward by the Review Committee on the implementation of the curriculum in the report to the Minister of Education, are that:

- Learning and Teaching Support Materials (LTSM) vary in quality;
- are often unavailable;
- are not sufficiently used in classrooms; and
- some teachers lack the skill to choose and manage the material necessary for the implementation of the curriculum (Department of Education (DoE), 2000:20).

Section 9 (2) of the Constitution of South Africa (1996:122), states that the government's educational policies are designed to ensure that a lack of resources should not be a barrier to education and that sufficient funds should be provided for these resources.

All South Africans have a fundamental right to basic education. Education, as one of the social welfare functions of the government, must be supplied with money to pay for the cost of its activities (Gildenhuis & Knipe, 2000:55). The South African School's Act, promulgated in 1996, states that the State must fund public schools from public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of the past inequalities in the education provisioning (DoE, 1996c, section 34(1)).

About 21% of the state budget is spent on education, which is the largest single item of the state expenditure in the country.

At present, on average, provincial governments spend 40% of their budget on education (DoE, 2001b:9).

In Gauteng, schools are expected to spend 60% of the total allocation on the LTSM (DoE, 2000b:20). A number of legislation frameworks were put in place to ensure that the monetary allocations are informed by legislature. The South African Schools' Act which came into effect on, 1 January 1997 is one of them.

The principal objective of the South African School's Act of 1996 is, among others, to provide for a uniform system for the organization, governance and funding of schools. The act also imposes other important responsibilities on the state with respect to the funding of public schools (DoE, 1996b, as in ELRC 2003, B3). It further states that "the state must fund public schools on an equitable basis in order to ensure the proper exercise of the rights of the learners to education and the redress of the past in equalities in education provision" (DoE, 1996 section 34(1)).

The Norms and Standards for school funding, as quoted in the Policy Handbook for Teachers, guided allocation for schools, targeting schools per need (ELRC, 2003:42-43).

This approach was adopted because the social and school conditions are massively unequal, provincial school governing bodies widely vary in capacity and provincial governments have different fiscal capacity (DoE,1998 as in ELRC, 2003, B-51).

Each Provincial Education Department (PED) had to produce a targeting resource list that will take into consideration the following equally weighted factors:

- **Physical condition facilities and crowding of schools**

The PED's may use the school's register of needs data to create indices based on the physical condition, facilities of the schools, the classroom

ratio, overall condition, the need for repairs and the availability of basic services .This factor weighs 50 %.

- **The relative poverty of the community around the school**

The PED may use Census or any other data to create indices based on the proportion of households with electricity and piped water, the level of education of the parents served by the school and other similar criteria that would establish the level of development of the families served by the school. This would weigh 50%.

Having listed the schools in rank, the schools are then divided into five quintiles. The allocation per learner will be based on the ranking of the school, which would favour the neediest and the poorer segment of the population (DoE, 1996 as quoted in ELRC, 2003: B-52).

This has now been happening for over five years, increasing the allocation every year.

According to the Annual Report of the GDE (Gauteng Department of Education (GDE), 2002:21), the total LTSM allocation for schools for 2000/2001 was 152 million Rands, and for 2001/2002 it was over 175 million rand. Over and above that, in 2001/2002 alone over 2 million rand was spent to purchase music and sport equipment. A total of 7 million rand was utilized for the development of multipurpose sport facilities for schools. The researcher could not find documents which evaluate the effect of the incorporation of the resources into the teaching and learning process, hence she feels that there is a dire need for research in this area.

In 1999, the Provincial Learning and Teaching Support Material Project Team (LTSMPT) was established. The team consisted of a representative from each of the curriculum unit, the provisioning unit, and the procurement unit, as well as representatives from the 12 districts. This project was placed in the then Provisioning Unit of the Gauteng Department of Education at Head Office. Its main function was to facilitate, track and monitor the selection, requisitioning, delivery and maintenance of resources at all schools in Gauteng.

It was later realized that this project team was incorrectly placed in the organigram and when GDE restructured in 2001, the LTSMPPT was moved to the Curriculum Directorate, under the Library Information Services (LIS) unit, not as a project, but as a line function in one of the units.

This movement made it possible that the selection, requisitioning, delivery and incorporation of resources into the learning process could be monitored from the curriculum delivery point of view. In 2002, the GDE reviewed the organigram, resulting in some tweaking. This tweaking was supposed to address service delivery inadequacies in the organization resulting from systems inefficiencies, functional misalignment and staff misplacement.

In this tweaked organigram the LTSMPPT's function was developed to a fully-fledged unit, in the Curriculum Development Directorate.

The shifting around of the LTSM from being a project in the provisioning unit to being a unit on its own, is an indication that there is acknowledgement by the Department of Education that the selection and procurement of the resources should be placed where it is possible to monitor and evaluate the incorporation of these resources into the teaching and learning process. Further more it was perceived that a holistic approach to teacher development could better be implemented if the LTSM function is in the curriculum unit.

The above meant that the function of the curriculum unit is not only to ensure that the curriculum is implemented as it should be, but also that the teachers are developed in the ability to choose the correct material and incorporate the material they have chosen into learning and teaching processes.

In an effort to assist the teachers to find a sound footing in the implementation of Curriculum 2005 (C2005), as well as in the incorporation of resources in the learning process, the Department of Education together with the Gauteng Institute for Curriculum Development (GICD) developed Illustrative Learning Programs. It was believed that these would:

- assist teachers with resources to facilitate teaching and learning within an Outcomes Based Education framework in the classroom; and

- assist teachers with teaching and learning activities over a period of time (GDE, 1999a:2).

Schools were further advised to demarcate 10% of their monetary allocation for the requisitioning of the Illustrative Learning Programs should they feel that they would need more for 2000.

The teachers at school level are expected to participate in the budgeting process; to select suitable resources, as well as to ensure that the resources are well incorporated in the learning process in a way that impact positively on the process.

Teachers are expected to be involved in the evaluation, selection and purchasing of the LTSM for their own classrooms. In order for the learning process to be successful and since there are limited funds, appropriate material should be selected (GDE, 1999c:1).

Mamwenda(1994:218) concurs with this by saying that meaningful learning necessitates careful selection of material so that a teacher does not only reproduce what the textbook says but will go beyond that, using other resources.

According to the Norms and Standards for Teachers (DoE, 2000 as quoted in ELRC, 2003b:A49), one of the seven roles of the teacher is to be an interpreter and designer of learning programmes and materials. The applied practical competencies that should be demonstrated in this role are that the teacher:

- will design original programmes to suit the context;
- adapt and or select learning resources that are appropriate for the learners; and
- evaluate learning programmes and resources through the use of learner assessment and feedback.

This role makes it clear that the teacher is expected to administer resources in an effective and efficient manner in order to ensure the realization of the outcomes.

According to the collective agreement (ELRC, 2003a:8), administration is one of the standards set for evaluating all institution based teachers. This standard checks whether the teacher is administering resources and records this in an effective and efficient manner in order to ensure the smooth functioning of the institution. Two of the eight performance criteria inquire whether the teacher uses the resources in a way that is guided by the goals and strategic priorities to facilitate teaching and learning, and if resources are properly used and maintained.

If teachers were regularly evaluated according to this agreement, the GDE would have an idea of the effect of the provisioning systems and would know whether the resources provided assist in realizing the outcomes.

Furthermore, the Department puts the responsibility of the financial management in the hands of the governing body of the school. Section 49 to section 53 of School Governing Body Regulations indicate that the governing body is responsible for administering and controlling the school property, striving to raise funds in cash or kind for the improvement of quality education, preparing the budget, presenting it and managing the report on the expenditure (DoE, 1997:section 48-52).

The South African School's Act (SASA) further states that the governance of every school is vested in the governing body (DoE, 1996c: section 16). Parents are expected to take reasonable measures within its means to supplement the resources provided by the state in order to improve the quality of education of their children (DoE, 1998:36)

Capacity building programs were developed to train schools on budgeting and accounting, and schools were required to prepare and present budgets as per GDE formats (GDE, 2001a:17)

Notwithstanding the above, it is stated in the Executive Summary of the Report to the Minister on the review of the financing, resourcing and costs of education in Public Schools that 'the lack of proper asset management control, including asset registers, in many schools is a serious problem impacting on the cost of education. Asset management and accounting systems at schools should be improved. Low textbooks retrieval rates are also a major problem requiring solutions at school level not only in terms of systems and management, but also solutions in terms of learner tracking through the system as a whole.

It is also stated in the report of the Review Committee on Curriculum 2005 that schools had to cope with the absence of educational resources and that the lack of space is the major problem affecting the use of resources.

Jansen and Christie (1999:153) hold the view that the suite of new policies designed to transform the legacy of apartheid education has been increasingly faced with resource constraints and that Outcomes-Based Education (OBE) as a curriculum innovation has not taken adequate account of the situation at schools regarding classrooms and resources.

Mwamwenda (1994:118) indicate that teachers are poorly paid, lack necessary instructional materials, work with large numbers of learners in crowded classrooms, teach in dilapidated buildings and have poor living conditions. Mwamwenda claims that the above is the reason for their not being able to be as accountable as they should be. It also contributes to the teachers' being demotivated.

Kibi (2002:2), the former project manager for the Learning and Teaching Support Material Project team holds the view that we are expected to embrace the paradox that the state is investing huge amounts of money for resources in the hands of the education authorities that cannot fund education.

At the end of the financial year 2002, the Chief Executive Officer of Gauteng Department of Education indicated that the challenges facing the Department of Education could be grouped into three. The third one was to identify cost

centres and cost drivers for operating a typical school effectively and efficiently, and to develop a clear basis for the allocation of funds for resource targeting through funding norms (GDE, 2003:38).

Fleish (2001:40) alludes to the fact that, despite the substantial investment spent on school improvement, little is said about the impact or effectiveness of such initiatives on changing teachers' practices and ultimately improving learner achievement.

The current Premier of Gauteng, Mr Mbazima Shilowa mentioned, in his address at the opening of the Gauteng Legislature in February 2003, that the provisioning of computers to schools, transport for farm school learners, as well as feeding schemes for Grade R are some of the things that make Gauteng a better place to live in.

1.2 PROBLEM STATEMENT

1.2.1 Definition of the problem

It is evident that much has been done to try to provide resources for the improvement of education at schools and to give training to teachers on the selection and management of resources, as well as to ensure a positive impact of the resources on the teaching and learning process.

The problem is that the allocation of the funds, based on the poverty index does not take into consideration factors that affect the provisioning systems and the incorporation of the resources into the teaching and learning process.

The ignorance of these factors results in:

- continuously giving more funds to previously disadvantaged schools without checking the improvement the monetary allocation brings about;
- procurement of resources that are not managed by schools; and
- lack of clear monitoring systems that check whether resources are incorporated into the teaching and learning processes and whether the incorporation affects the realization of the curriculum objectives.

It seems as if the funding efforts originate from the pressure exerted by the rushed implementation of the new curriculum which should be resourced and are not informed by the factors that affect the provisioning systems and the incorporation of the resources into the teaching and learning process. The assumption that is made is that allocation of funds should result into improved teaching and learning.

1.2.2 Statement of the problem

It is not clear what factors affect the provisioning systems and incorporation of resources into the teaching and learning process.

Emanating from the above information, the following questions arise:

- When is a school well resourced?
- How do schools manage resources?
- What informs the provisioning systems?
- Are teachers trained to incorporate resources in the teaching and learning process?
- Are any monitoring mechanisms employed to ensure that the best resources are chosen and that teachers are competent in incorporating the resources in the teaching and learning process?

1.3 OBJECTIVES OF THE STUDY

The objectives of the study are to:

- analyze the resource provisioning of schools in order to establish when a school is well resourced;
- investigate resource management at schools in order to ascertain how these resources are managed;
- determine what informs provisioning systems;

- to determine what training are given to teachers to incorporate resources into the learning process; and
- to investigate if there are any monitoring mechanisms employed to ensure that the best resources are chosen and that teachers are competent in incorporating the resources in the teaching and learning process.

1.4 DEFINITION OF TERMS

The definition of the terms will be done so that the readers and the researcher share the same understanding whenever the term is used in the research.

Curriculum

The Latin origin of the word is '*currere*' which means 'to run'. It implies a relatively fixed track, route or racecourse. It refers to the learning opportunities, activities, content and evaluation which must be made available to the learner (participant) in order to reach a winning post (learning outcome).

A curriculum is everything planned by teachers which will help to develop the learner (Vermeulen, 1997:7).

Teacher

This term refers to any person who teaches and trains at an institution. It also refers to a person who provides auxiliary or support services (RSA, 1994:iv).

Department of Education (DoE)

The term refers to the department established in terms of section 7 (2) schedule 1 of the Public Service Act, 1994 (Proclamation 103 of 1994).

Learning and Teaching Support Material

The term refers to material used by learners when learning, as well as material used by teachers to manage the curriculum implementation (GDE, 2000c:5).

Section 21.1c schools

Three functions could be allocated to schools as indicated by the South African Schools' Act, namely:

- 21.1a To maintain and improve the schools property and buildings and grounds occupied by the school;
- 21.1c To purchase textbooks, educational materials equipment for the school;
- 21.1d To pay for the services (DoE, 1996: Section 21).

Section 21.1c schools are those that are allocated the function to purchase textbooks, educational materials equipment for the school.

Non-section 21.1c schools

These are schools that have not yet been allocated the section 21.1c function as per SASA 84/96.

School Management Team (SMT)

The term refers to the heads of departments, the deputy principal and the principal of a school.

The South African School's Act

Act 84 of 1996 provides a broad framework for the provisioning of the general basic education to all citizens in the country. It encompasses the development of the organization, funding and governance framework for all schools (GDE, 2001:5).

1.5 GLOSSARY

The following acronyms and terms will be used in this study.

ABET Adult Basic Education and Training

ACCPAC	Software for Accounting Package
BAS	Basic Accounting System
CBO	Community Based Organisation
CES	Chief Education Specialist
CFO	Chief Financial Officer
COTEP	Committee of Teacher Education Policy
DAS	Developmental Appraisal System
DCES	Deputy Chief Education Specialist
DoE	Department of Education (National)
EAZ	Education Action Zones
ECD	Early Childhood Development
EMIS	Education Management Information System
FET	Further Education and Training
FMS	Financial Management System
GDE	Gauteng Department of Education
GICD	Gauteng Institute for Curriculum Development
LTSM	Learning and Teaching Support Material
MEC	Member of the Executive Council
MTEF	Medium Term Expenditure Framework
OBE	Outcomes Based Education
PMT	Project Management Team

1.6 CONCLUSION

With the implementation of the new curriculum, the Learning and Teaching Support Material function enjoyed attention. The OBE approach demanded a new approach to the selection of the resources.

The reasons given for the difficulty concerning the implementation of the C2005 centred on the resource availability and resource provisioning systems. In investigating the impact of resource provisioning in the implementation of Curriculum 2005 chapters of the research will be arranged as follows:

- Chapter one will be introduction of the problem, the definition of some terms and the glossary.
- Chapter two will deal with the literature study.
- Chapter three will discuss the empirical research that will be undertaken.
- Chapter four will analyse the responses and interpret the data collected.
- Chapter five will deal with the findings with regard to the objectives, deficiency of the study and recommendations.

CHAPTER TWO

LITERATURE STUDY

2.1 INTRODUCTION

This chapter will look into the available literature with the aim of understanding where the education system came from, where it is now, what informed the transformation of education, as well as what the impact of transformation on the provisioning of resources was.

The old education system in South Africa was linked to the political system, which was characterized by rigidity and a top-down approach. Until 1990, South African Education was characterized by a uniform, predictable and centralized curriculum policy system (Jansen & Christie, 1999:4).

Tiley and Goldsteyn (1997:3) argues that the previous system did not help people to learn to make sound, compassionate judgements in a changing world.

However, since 1996, the National Education Policy Act No.27 of 1996 governs the new education system.

This act aims to facilitate the democratic transformation of the national system of education into one which serves the needs and interests of all people of South Africa and upholds fundamental rights (DoE, 1996b:1).

The directive principles of the National Education Policy Act are among others to:

- enable the education system to contribute to the full personal development of each student and to the moral, social, cultural, political and economic development of the nation at large;
- provide opportunities for and encourage life long learning;

- achieve an integrated approach to education and training within the National Qualifications Act;
- recognise the aptitudes, abilities, interest, prior knowledge and experience of the students;
- encourage independent and critical thinking; and
- achieve the cost-effective use of education resources and sustainable implementation of education services (ELRC, 2003:A-4 and A-5).

The directives are to ensure that education is not just giving meaningless information for memorization and reproduction. It goes further to influence the full personal development of the learner, i.e. mental, social, moral and cultural development. This would be impossible without the use of resources.

The directives of the National Education Policy Act (NEPA) inform the objectives of lessons in the classrooms. The rule of thumb for writing a good objective is that students must act on the material they are learning and, in so doing, connect that material in some way to something else. In this process of connecting, students go beyond mere memorization (Gunter & Thomas, 1999:26).

Duminy and Steyn (1985:31-32) agree with the above statement by saying that merely presenting the subject matter to the pupils, making it available in the teaching and learning situation does not automatically mean that they will gain knowledge and insight and be able to apply that knowledge in functional situations. It is only by inner experience that insight and meaning is gained.

For inner experience to happen the learner should touch, feel, see and taste and this could be impossible without the availability of resources.

At school today, a great amount of knowledge which pupils cannot possibly experience personally is brought to the classroom in the form of media (Duminy & Steyn, 1985:51). The schools should have resources of various kinds in order to afford learners opportunities to experience knowledge meaningfully.

One of the theoretical approaches to organization effectiveness, according to Hoy and Miskel (1987:389) is the Systems Resource Model of organizational effectiveness.

This model directs attention towards the more general capacity of the organization to procure assets. According to this model, an effective school is a school that is able to accumulate, incorporate and manage resources.

The criticism against this model is that:

- it places too much emphasis on the input; and
- it is no model, but an operative means to achieve the goal.

Achieving cost-effective use of education resources and sustainable implementation of education services as one of the directives of the National Education Policy Act, (NEPA) implies that the teachers must be trained to a level where they are able to choose the best material that will assist them to realize the outcomes.

The directive principles of the NEPA emphasize the cost-effective use of education resources and sustainable education service. This could be interpreted as meaning that the education institution should ensure that resources are available, managed, and used optimally by many learners over a period of time.

This research finds it necessary to discuss various factors that necessitated the implementation of the National Education Policy Act in order to lay the foundation for the factors affecting resource provisioning and the incorporation of these resources into the teaching and learning process.

2.2 FACTORS THAT NECESSITATED A NATIONAL EDUCATION POLICY ACT

2.2.1 Orientation

The history of South Africa necessitated political, social and economic changes which in turn resulted in educational changes.

Gultig (1999:57) argues that the transformation of South African education has become essential because of the socio and political changes in the country and awareness of international pressures for economic efficiency.

This awareness, together with the general political changes, resulted in a major shift in education. This is a shift from the content-based to the Outcomes-Based educational approach, which would 'bridge all, encompass all education and training, content and skills, values and knowledge' (DOE, 2000a:1).

Education had to produce learners who would contribute to making the country globally competitive. The curriculum had to change and so, too, had the resources that are used by the teacher as a vehicle towards the attainment of outcomes.

Added to the above, is the technological change that has been taking place worldwide. It does not affect only the adult world, but also the world, of children. Knowledge of information technology (IT) and computer games are the order of the day. Learners do not play with wire-made cars and hand - crafted dolls, but with play stations and other IT games.

The type of learner that is developing is the type that wants to discover things for themselves and not just be told. The old method of being dictated to cannot work anymore.

In an average house one would find at least a computer or some technological toy, however old it might be. For those who cannot afford this, the shopping centres have game centres to provide for the technologically inclined world of play.

Learners question everything they are told and because of the above - mentioned changes, education also had to change. Thulare (1994:5) and Taunyane (1994:7) agree that education must satisfy the learner and the society from which he/she operates.

The research will now deal with these social, political, and economical changes which necessitate the transformation of education, in more detail.

2.2.2 Social changes

The political struggle in South Africa was grounded upon a struggle for social change and equal opportunities for all. This filtered through to education in South Africa. In order to bring about equal opportunities, there had to be changes in the education policy and school system in the country. Education is so interwoven with affairs of the government and those of society that schools have to change according to the will of the people and the needs of the country. The school as an organization receives its mandate from the society it serves. However, the school also is one of the many societal institutions (Rabore, 1985:1).

Thulare (1994:13) points out that social change necessitating educational change occurs on a daily basis. We live in a post-modern world and learners represent a present modernist generation. As a result of the social change, that is taking place in South Africa, racial, ethnic and religious groups intermingle in multicultural schools.

If it is argued that the education policy and school system must allow learners to achieve their full potential as human beings, it must be kept in mind that both society and the State need the best human capital to further national economic growth.

The Open System Theory (Hanson, 1985:9) best describes the influence of society on education as follows:

The education system receives inputs such as human and material resources (values, community expectations and societal demands). It then transforms them through the production process (classroom activities) and exports the products (graduates, new knowledge, revised value sets) into the environment (business, military, home, college) with value added (Hanson, 1985:9). The society gives learners to schools and supports the education process with the

expectations that the products would become members of the society who would bring about improvement in one way or another in that society.

The above shows that education is not about information only, not about the teacher who just stands there and dish out information to the learners, but is about moulding a learner to be able to participate and interact with society in a responsible and meaningful way. For this to happen, the learner should discover new information, explore and gain insight. That cannot happen without the teacher using resources in the teaching and learning process.

The Gauteng Department of Education developed a guide on how to select and evaluate the Learning and Teaching Support Material. This guide emphasizes that the material should take into consideration the contextual factors of the learners. It stipulates that the material should:

- be suitable for the learners, taking into consideration aspects such as background, development, and language proficiency;
- be unbiased and free of prejudice;
- extend beyond the learner's own experience; and
- draw the learner to interact with the text; (GDE, 1999c:9).

From the above-mentioned guide, it is clear that the society or the community from which some of the learners come, are key factors when it comes to the choice of Learning and Teaching Support Material. According to Hoy and Miskel (1987:238) it is important for schools to have legitimacy and backing in the community.

A challenge faced by the education system is that the endeavour to match the standard of education with the level of development of the society and the country is costly. For the schools to ensure that their input result in the output that the society and the country expect is expensive.

It was not only the social changes that affected education, but also the economic changes as well.

2.2.3 Economic changes

Globally there is an economic-competitive approach between countries and the endeavour to improve. South Africa's economy improvement was inevitable. The world of economy made more demands on the South African education system to meet international standards in terms of quality, service and costs (Mothata, 1998:13; Rasool, 1997:14). Lack of education and inadequate skills are some of the reasons that prevent people for participating effectively in the economic growth of the country.

The researcher holds the opinion that the development of human resources, if focused and relevant, would result in economic growth and development.

Because of the above, reform in education was inevitable. Education had to produce developed human resource capital that would improve the economy of the country.

The outcomes of education have to be relevant to the economical needs of the country. However, changes in education cannot happen overnight.

Intensive research should be done and contributions should be made to ensure that the new approach to education delivers outcomes necessary to make South Africans produce services more competitive in an increasingly competitive world (Holtzhausen, 2000:19).

Hanson (1985:25) argues that we have consented to measure the results of educational efforts in terms of price and product – the terms that prevail in the factory and the department store. But education, since it deals in the first place with organisms, and in the second place with individualities, is not analogous to standardizable manufacturing processes. Education must measure its efficiency in terms of increased humanism, increased power to do, increased capacity to appreciate.

The researcher holds the opinion that the implementation of affirmative action contributed to a number of previously disadvantaged groups earning better salaries and so their social status improved. The excitement of leading a

better and living a better life came along with the endeavour to have better education for the children. So the pressure was also from the people on the ground to demand something better that would enable people to qualify for a job and not be appointed in a position because of affirmative action.

2.2.4 Political changes

During the 1990s, South Africa underwent a rapid proliferation and transformation.

Changes in the political landscape both inside and outside the Southern African region also contributed to the need for changes in education (Jansen & Cristie, 1999:4). The result was that a number of committees that worked on curriculum reform were formed.

The National Education Coordinating Committee (NECC) is one such committee. The NECC began working on education reform in 1990. Their work resulted in a broad values framework for thinking about a democratic education policy (Jansen & Christie, 1999:4).

'No longer would curriculum shape and be shaped by narrow visions and concerns, no longer would it reproduce the limited interest of any particular grouping at the expense of another' (DoE, 2000:1)

Some people, particularly in the education sector, still hold the opinion that the new system, called the democratic system's communication strategies is not effective enough to ensure that there are enough consultation and communication before policies are finalized.

Jansen and Christie (1999:150) support this argument when they say that, teachers as a constituency have been limited in their participation around the OBE policy. The Department of Education committed itself to an open and transparent education policy with the emphasis on providing equal education for all, irrespective of race, class, gender or even disability.

In August 1994, the Department of Education established a Consultative Forum on the Curriculum (CFC) consisting of representatives from the Provincial and National Departments of Education as well as stakeholders.

The ministry of education was continuously under siege as a result of weak and indecisive leadership, deteriorating conditions within schools and unrelenting demands for transformation from education stakeholders, universities, schools, colleges and elsewhere (Jansen & Christie, 1999:4)

Prior to the establishment of the New South Africa the national curriculum initiatives were limited to being political interventions, in the form of superficial sanctification of apartheid. The actual transformation in education was based on the Bill of Rights in the Constitution of South Africa, which establishes the right to basic, adult and further education (Republic of South Africa (b), 1996:Section 29(1)).

The social, political and economical change led to and shaped Curriculum 2005 and Outcomes- Based Education.

2.3 CURRICULUM 2005 AND OUTCOMES BASED EDUCATION

In February 1997, the Minister of Education announced the plans of the National Department of Education to implement Outcomes Based Education (OBE) (Vermeulen, 1997:6-7).

This new curriculum was first implemented in 1998, and 2005 was the year planned for the completion of the implementation in all grades and in all public schools. With the introduction of Curriculum 2005, which is based on the philosophy of Outcomes-Based Education (OBE) the new political dispensation has legislated that participative learning should become a reality in all classrooms (Jacobs, 1996:11). The rationale for participative learning is that there should be:

- active learning;
- personal interpretations;

- independent thinking; and
- nurturing of inquisitiveness (Jacobs, 1996:9-10).

One of the characteristics of participative learning is that there should be a democratic learning climate, where self expression is encouraged and protected, team spirit among teachers and learners prevails and where a variety of resources are consulted.

The process of transforming education in the short term required additional resources and good management thereof. While all effort was made to ensure that both human and physical resources are available and are utilized appropriately towards the successful implementation of the new curriculum, the Report of the Review Committee reported that the implementation was not carefully thought through, properly piloted or resourced, and enormous stresses and strains were placed on the already overburdened principals and teachers (DoE, 2000a: 4).

When OBE was introduced, a lot of new terms were used, some changing old terms, some altogether new in the education fraternity. Some of the terms that replaced others are the following:

- aims and objectives were replaced with outcomes;
- evaluation was replaced with assessment;
- pupils and students were replaced with learners;
- schools standards were replaced with grades; and
- subjects with learning areas, etc..

The task of rolling out the new curriculum implementation plan was no easy one since schools are the most complex of all our social institutions and they must deal with the task of structuring, managing and giving directions to a complex mix of human and material resources. When the curriculum was rolled out, schools had to cope with the Native 550 (the old curriculum) in

those classes that have not yet implemented the new curriculum, and C2005 in those classes that were implementing it. This made implementation extremely difficult.

It was not only the management of two curricula, but also the fact that in education virtually everyone – parents, taxpayers, legislators and teachers – is considered a stockholder in the school governance that made education management very difficult (Hanson, 1985:1).

The Integrated Management System clearly states that the teacher should create a suitable learning environment for teaching and learning to occur, which would include ensuring that there are sufficient resources and that the resources are incorporated into the teaching and learning processes.

Teachers as professionals are in the best position to know what material would be necessary for teaching and learning to occur. The input of the teachers with regard to what resources would be necessary for teaching and learning to take place, is a key factor.

With the introduction of C2005, proper management of resource provisioning systems became critical. The link between C2005 and the resource provisioning will be discussed next.

2.4 THE LINK BETWEEN C2005 AND RESOURCE PROVISIONING

It was not clear what informed the prescription of books prior to 1998. However, the introduction of the new curriculum was coupled with allocation and expenditure of a large amount of money for the training of teachers as well as for the provisioning of resources.

Provisioning of Teaching and Learning Materials became a critical part of the implementation of C2005.

Strong and Vorwerk (2001:2) say that the implementation of OBE impacts on the way we construct and assemble learning resources. Most education departments have been dealing with the development and provisioning of resources in the absence of policy (Jansen & Christie, 1999:243).

There was no way in which this *status quo* would remain the same regarding resource provisioning after the introduction of C2005, especially not when C2005 promotes lifelong learning, learning material that is relevant to the learners' real life context and material that would assist learners to realize the Critical and Specific Outcomes.

The implementation of C005 offered teachers an opportunity they had never had before: to choose the material they needed to realise the outcomes. However, other factors like the Norms and Standards for School Funding, the implementation of the curriculum, the provisioning systems and the LTSM structures played a role as factors affecting the provisioning of resources and the incorporation of the resources into the teaching and learning process.

In line with the directives of the National Education Policy Act (NEPA), the GDE introduced three models which could be used for distribution of the Teaching and Learning Support Materials.

The model for distribution determines the model for retrieval as well (GDE, 1999a). With these models, the GDE was trying to ensure that the resources were systematically managed and that management of these resources took place at schools. These models will now be discussed.

2.4.1 The Class Teacher Model

The Learning and Teaching Support Materials are given by the school LTSM team to class teachers and they sign for receipt thereof.

The teacher then uses his/her discretion on how to use the material in class. At time of the review and at the end of the year when the retrieval takes place, the school holds the teacher responsible for the materials. It is the teacher who should submit the materials to the LTSM Team. In case the material is lost, there are clear guidelines in the LTSM policy on what the teacher should do. This model has advantages and disadvantages.

2.4.1.1 Advantages of the Class Teacher model

The teacher, as an adult, can take responsibility. It does not take long for missing material to be discovered, as the teacher usually counts the materials when taking them out and will count them when retrieving them periodically.

2.4.1.2 Disadvantages of the Class Teacher model

- Carrying the materials to class puts an extra load on the teacher.
- It also limits peer teaching, information sharing and parental involvement if the material is not enough for each learner to use for a particular time.

2.4.2 The Head of Department (HOD) model

The materials in this model are given to the Head of Department (HOD) who becomes responsible for the teaching and learning material to the School Learning and Teaching Support Material Team. The HOD then decides how to distribute and retrieve the LTSM to and from the teachers in the department. In some schools there is a space allocated for keeping the material used in the department.

The school LTSM committee reviews the availability of the material with the HOD.

2.4.2.1 Advantages of the HOD model

- It encourages communication between the teachers and the managers.
- It is easy, in that the LTSM team deals with a team of managers instead of dealing with the rest of the staff

2.4.2.2 Disadvantages of the HOD model

- Duplication might occur, since the LTSM team consists of the representatives of all learning areas of all phases.
- Depending on whether the material is sufficient or not, this could easily let teachers feel they are not responsible for the LTSM.

- It strips the responsibility from the teachers, and loads the responsibility on the HOD.
- It could easily lead to working in groups, each department on its own, if the management does not ensure that the policy on LTSM informs all operations and encourages integration.

2.4.3 The Learner model

If the school uses this model, the LTSM is given straight to the teachers if it is teaching material and to the learners if it is learning material.

2.4.3.1 Advantages of the Learner model

- The LTSM policy of the school is easily implemented and monitored.
- The teachers and the learners feel responsible for the material in their possession.
- The school is compelled to procure sufficient material so that every learner has the material.

2.4.3.2 Disadvantages of the Learner model

- In a big school, it could be difficult for the LTSM team to review and retrieve the material.
- The teachers tend to leave everything to the LTSM team and thus causing difficulty for the team who manages the process for the whole school.

Whatever model is adopted by the school, it is crucial that the importance of the resources in the teaching and learning process be clearly understood.

2.5 THE IMPORTANCE OF RESOURCES IN THE TEACHING AND LEARNING PROCESS

In the early stages of development, children learn a great deal from physically handling things and trying them out (Jacobs *et al.*, 1996:21). A learner remembers better what he/she touched, smelled or saw than what was told.

Knowledge gained when different senses were involved can be demonstrated and applied in different situations, with much more success. The minimal or lack of use of resources at schools could be detrimental.

The basic reasons for the poor quality of black primary schooling, prior to OBE, according to Hartshone, as quoted in Nkhi (2003:11) were to be found amongst others in the following:

- lack of teaching and learning materials(everything from stationery to textbooks);
- primitive facilities and buildings available to most learners and teachers; and
- the general neglect of black education in terms of funding and resources.

Words that are received are content-filled only when they are linked through perception with definite meaning (Duminy & Steyn, 1985:51). An indication of the importance of the senses in the learning process is stated by Duminy and Steyn, (1985:50) when they indicate that one is likely to remember more of what one has seen, than what one experienced through any other senses.

This makes resources even more important because resources afford the learners the opportunity to see, smell and touch in cases where the real objects, equipment or photos are brought to class. If words from the teachers are the only source then only 14% of perception takes place and the problem with that could be:

- difficulty in the learners making meaning of the words;
- less interest in inquiring further knowledge; and
- difficulty in linking up with the knowledge already possessed by learners.



(Duminy & Steyn, 1985:50-51)

Learning is not merely the passive absorption of information but is rooted in perceived experience. Understandings are based on the interpretation of data available through the senses and there is an immediate and subconscious attempt to reconcile new information with the previous information (Gunter, 1999:113). This means that the teacher must make resources available for learners to see, touch, hear, etc., to make learning easier.

OBE advocates for demonstratable knowledge. Learners must attain the outcomes and they must be able to display competencies. That is not hard for teachers to understand but what is complex is what and how to teach (Content and Method) and what to use (Resources) to enable the learners to display competencies.

It is important for the classroom atmosphere to be such that it is conducive to teaching and learning to take place.

What makes things even more difficult for the teacher is that the learners they are faced with are physically, mentally and emotionally different. Their level of development and their backgrounds are different. For this reason, most of the

teaching is geared towards the average learner in particular circumstances and this informs the teacher's choice of resources that would be relevant to teaching.

From the planning stage right through to the evaluation stage, the teacher has to answer the question: what resources would be best to use and how can they be utilised best to achieve the outcomes?

The developmental process from Tyler's rationale to the perennial curriculum model as in Jacobs *et al.* (1996:97) explains that it is clear that resources need to be thought of from the planning stage to the evaluation stage of the curriculum delivery.

The resources are so important in the teaching and learning process that they determine the:

- level of participation of the learners;
- the attitude of the learners towards the subjects; and the
- ability of the learners to research further and to acquire more knowledge.

It is important for the teachers to investigate not only the resources available at the school, but also the resources available in the community. This would help the teachers to plan how they can incorporate the resources into the teaching and learning process and how the incorporation would assist in encouraging the learners to participate in the learning process.

Below is the Developmental Process from the Tyler's Rational and added to it is the question that the teachers should ask about the resources:

**Table 3: Developmental Process from the Tyler's Rationale
(Jacobs et al. 1996: (Modified))**

Tyler's question	Development	Lesson pillar	Resource question
What educational purpose should the school seek to attain?	The school of thought developed on why we teach. Teachers are expected to state the aim and objectives of the programme or lesson they teach	AIM AND OBJECTIVES	If the purpose is skills, then the resources that would be needed would be those that the learners can practices gain the skills. If the aim is to affect the attitudes of the learners, the climate, the ethos and the conduct of the Human Resource at the school should be conducive to affecting the attitude of the learners. If it is about the values, then the resources that would influence values should be used.
What educational experiences should be provided that is likely to attain these purposes?	What should be taught? Teachers are expected to state the content for each programme.	CONTENT	What resources would provide the experience that is likely to attain these outcomes?
How can the experiences be organized	How should we teach? The teachers are expected to state the method.	METHODS	The teachers have to be clear on how to use the resources available to attain the outcomes and invariably to achieve the objective in question 1.
How can we determine whether the purposes have been attained?	How successful was the teaching?	EVALUATION	Which of the resources would be needed to evaluate whether the purposes have been achieved or not? Some of the resources may just be needed for the training period.

For the purpose of this study, resources will be grouped into:

- resources available at the schools; and
- resources available in the society.

This study will limit itself to the following factors affecting resource provisioning at schools and the incorporation of these resources into the teaching and learning process, in order to implement C2005.

2.5.1 The ability of the teacher to do situation analysis

The successes of participative teaching and learning depend on a proper situation analysis (Jacobs *et al.* 1996:89). The ability of the teacher to do situation analysis, (Jacobs *et al.* 1996:61), is an important factor affecting the resourcing.

If the teacher can diagnose the situation and the environment as well as the community, it would largely influence the type of resource the teacher thinks would assist the learners to understand the content better.

The importance of the resources in the teaching and learning process becomes clear when one thinks of the implications of a situation where a teacher would miss the situation analysis and therefore buy resources that would make the learners think that the subject is boring, difficult, and meaningless. The ability of the teacher to do situation analysis would depend on his or her level of development.

2.5.2 The level of development of the teacher

Curriculum reform is only as good as what happens in the classroom and that, depends on teachers (Jansen & Christie, 1999: 108).

Besides the curriculum development which would include knowledge on methodology, subject content, etc, the general development of the teacher would be a factor affecting the ability of the teacher to do situation analysis. This would invariably affect the choice of resources the teacher makes and

also the level of participation of the learners in the teaching and learning process.

An example would be a good old science teacher, who graduated in the early seventies and is not technologically knowledgeable. His or her knowledge of the subject matter would need to be revised to keep up with developments. The teacher would first need to be trained to use computers, overhead projectors, scientific calculators and DVDs in order to be able to change the methodology. The development of that teacher as a person would enable him or her to choose the material he/she would not have chosen before that development.

If the teacher is not educated or trained regarding the use and implementation of technology, he/she is likely to:

- use old methodologies;
- choose and use resources that would not prepare the learners for the world of work where they will have to use the new technology and equipment; and
- contribute to the subject being boring and difficult as the learners of today are exposed to new technological toys and equipment like computers, CD's and DVD's.

The Gauteng Department of Education arranged much training on the curriculum, as well as on the selection of Teaching and Learning Support Materials. Not only teachers were trained, but also school governing body members (GDE, 2004a:3). According to Gerber (1999:201), training can only be evaluated if objectives are clearly in behavioural terms. This means that if training is effective, the trainees should be able to display competencies.

Most GDE reports, state that the teachers are trained in curriculum matters as well as in the selection and evaluation of the teaching and learning and Teaching Support Materials. It raises questions that the Report of the Review Committee on C2005 indicated that 'teachers need to be trained in the

evaluation, selection and use of textbooks in the context of the curriculum framework' (DoE, 2000a:102).

Jansen and Christie (1999:110) argue that a clear vision of the curriculum document, investment in teacher development school development, and management of education are important. One of the criticisms against OBE implementation is that a number of interdependent innovations strike the new education system at the same time, one example put forward are that teachers are trained while they are implementing new textbooks and other aids (Jansen & Christie, 1999:152).

While the resources would assist the learners in understanding the subject content better they also prepare the learners for the world of work. Of course, the teacher does not work in isolation at a school.

The system employed by the school in deciding what material will be procured, would influence what material is procured. The discussion below on the importance of the Learning and Teaching Support Material would focus on how the system employed by the school would be a factor affecting the resource provisioning and the incorporation of these resources into the teaching and learning process.

2.5.3 The procurement system the school implements

In an effort to implement section 21.1c of the South African School's Act (DoE, 1996c:10), the Gauteng Department of Education invited schools to apply and decentralized some functions. One of the functions that were decentralised was the Section 21.1c function, which allows the schools to pay for the Learning and Teaching Support Materials.

The actual difference between the section 21.1c schools and the not yet section 21.1c schools is only in the payment of the Learning and Teaching Support Material. All Public schools in Gauteng have been delegated the power to utilise a schools LTSM team in choosing the Learning and Teaching Material that the school needs.

Morphet, as quoted in Hanson (1985:29), explains that those things that should be done centrally, that do not acquire or involve local initiative and responsibility and can be done more efficiently and economically on a centralised basis, should be centralized.

Those things that require decision-making relating particularly to the local needs and which, if done centrally, would prevent or limit desirable initiative and handicap the development of effective local leadership and responsibility should be decentralized.

Surely the schools are at the end point of the curriculum delivery and they are the ones that have to do situation analysis and stock audit. They are then in the best position to know which material is necessary in order to achieve the outcomes.

When the monetary allocation ultimately reaches the school, the procurement system which the school implements to decide what resources are ultimately procured, will influence the resources that will be procured.

The payment process would differ for the two types of schools, namely:

- section 21.1c schools; and
- not yet section 21.1c schools.

2.5.3.1 The section 21.1c School

The section 21.1c schools are allocated actual money in their banking accounts and they have the mandate to pay the suppliers of goods and services directly. It is assumed that they have financial structures and sound financial systems in place to manage the possible risk factors.

The allocation of this function is based on appropriate adequate systems of control accompanied by monitoring, assessments and reporting mechanisms at school (GDE, 2004a:2). However, it is possible that the GDE does not know what material the schools have bought until the material is delivered and paid for by the school, since the school pays the service providers directly.

2.5.3.2 The not yet section 21.1c schools

These schools are given paper allocations and their money is kept by the GDE. The GDE actually does the ordering and payment for them. In this case, the GDE will know exactly what is bought by the school.

Whatever the status of the school, the system implemented by the school in choosing the material that will be bought would be a factor affecting the type of resources used in the classes and invariably the extent to which learners are prepared for the adult world. In which-ever case the school decides what material should be bought, the school is responsible for ensuring that the material bought is incorporated into the teaching and learning process.

If the principal and the SMT make decisions without giving the SMT the chance to consult with teachers in their different departments on what material each department and each grade should buy, the material bought would be only what that Head of Department deems fit. In such a case, the teachers might not be happy about using the materials in class and financial resources can be wasted.

If the GDE, buys the material for the not yet section 21.1c schools or even for all schools without consultation and proper training in how to use the material, the teachers might end up not even using the material, actually not understanding if it could be used and so the financial resources could be wasted.

In many township schools, even though projectors have been there for some years, some teachers have never used them because they don't feel comfortable doing so.

If the schools have functional subject or learning area committees that meet and take a collective decision on what resources should be bought after analysing the situation in depth, then the chances of the material not being used in classes are minimal and invariably the learners would benefit in the teaching and learning process.

While the importance of the Learning and Teaching Support Material cannot be denied, the systems to determine what ultimately gets to be procured will surely affect the resource provisioning and the incorporation of these resources into the teaching and learning process negatively or positively.

2.5.4 The extent to which the process of provisioning resources is linked to the curriculum delivery output

The process of provisioning resources cannot be separated from the curriculum output, since the very aim of provisioning resources is to ensure that the set curriculum output is achieved. This happens best through the participative approach.

Proponents of this approach favour the definition of the curriculum that refers to the curriculum as the studies, of experience, program of services and of the hidden curriculum (Jacobs, 1996:93).

Basically, when we talk of the curriculum, we talk of its pillars:

- Outcomes
- Content
- Process
- Assessment

In all four pillars, the resources are a key factor. In fact, the four pillars influence what resources should be chosen.

Outcomes

If the outcome of the lesson is that, at the end of the lesson, learners will be able to bake cakes; the resources that should be available should be the stove, the pans, the ingredients etc. The outcomes of the lesson determine to a certain extent the resources to be used. This links up well with the Taylor's rationale.

GDE (1999c:1), in the guide on how to select and evaluate Learning and Teaching Support Material states that the teachers are responsible for the success of the learning process in their classroom.

The content:

The content in the above-mentioned lesson of baking cakes would include depending on the complexity, the recipe and the notes on the benefits of baking cakes.

Teaching process/strategy:

The method to be used in this lesson would include some kind of practice that would need a stove, pans and ingredients.

Assessment:

Learners will be assessed whether they are able to bake the cake. The teacher would need to prepare an assessment tool to ensure that the outcome is achieved.

It is clear from the above that the Learning and Teaching Materials are very important in the teaching and learning process, and that every pillar of the lesson would determine the resources that would be needed. It is important to summarize the internal and the external factors that affect the resource provisioning and the incorporation of the resources into the teaching and learning process.

2.6 FACTORS AFFECTING RESOURCE PROVISIONING AND THE INCORPORATION OF THE RESOURCES INTO THE TEACHING AND LEARNING PROCESS

The Collins Pocket School Thesaurus (1995:103) defines a factor as something that helps to cause a result. Affect, according to the Collins (1995:6), is to influence or change.

For this study, factors are circumstances, facts or influences that, have an effect on, or influence resource provisioning as well as on the incorporation of these resources into the teaching and learning process.

There are internal as well as external factors that influence resource provisioning and the incorporation of these resources into the teaching and learning process. A detailed discussion of these factors follows.

2.6.1 Internal factors

2.6.1.1 Classroom management

Managing the classroom includes activities such as attending to the individual needs of learners, using resources effectively, asking questions, observing learner behaviour, assessing and reporting learner performance and maintaining discipline.

Kruger, as quoted by Khumalo (2001:18) defines classroom management as the sum total of activities necessary to allow the core or main task of the teaching and learning situation to take place effectively.

The main activity in the classroom is teaching and learning. Teaching content is communicated to the learners by means of resources. It is therefore important that the resources should be of such a nature that they are appropriate to contribute to the success of the lesson. The use of resources by teachers should also assist learners in mastering the content and in achieving the critical outcomes which, according to C2005, are (Vermeulen, 1998:86) to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, a group organization or community;
- organize and manage themselves and their activities responsibly and effectively;

- communicate effectively using visual, symbolic and or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others;
- demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation; and
- collect, analyze, organise and critically evaluate information.

2.6.1.2 Teaching strategies

A strategy, as defined by the South African Oxford Pocket Dictionary (2002:898) means a plan designed to achieve a particular long term aim, or the art of planning and directing.

A strategy is a plan, scheme, approach, tactic or line of attack. The teaching strategy refers to a structured way of lesson planning, presentation and evaluation.

Obviously planning has to start from official documents such as a curriculum and syllabus and it includes textbooks. That being the case, resources are the vehicle that should be strategically used by the teacher to realize the outcomes.

The teaching strategy used by the teacher in the lesson will determine what resources are used in that lesson. Gunter emphasises that learners have different needs in the classroom. Some learn better in highly structured environments, some would prefer a more open and student centred atmosphere. Some think deductively some inductively (Gunter, 1999:60).

He goes on to say that a teacher should create an environment to suit the different needs of learners and he, emphasizes the use of varied strategies and resources in class.

2.6.1.3 Financial management

According to SASA, the responsibility to manage the finances of the school is the task of the SGB. The principal as the accounting officer has to participate in the control of the finances. According to Kruger (1996:50), control is the action by which the execution of plans and/or instructions is controlled and regulated in order that a working plan can be followed.

In this sense, the teacher at school has to participate in the control of the utilization of the funds so that the plan of curriculum delivery is realized. For him to be able to do that he has to know the plan, to prioritize and to influence the implementation of the plan.

2.6.2 External factors

2.6.2.1 The Norms and Standards for school funding

The Norms and Standards for school funding deal with the procedures to be followed by the Provincial Education Departments (PEDs) in determining the resource allocation of the schools (DoE, 2003:61-64). This excludes the funds raised by the public schools. The procedures followed in determining how much should be allocated to the school include looking at:

- the level of development of the parents;
- the ability of the parents to provide resources;
- the demographics and physical infrastructure around the school; and
- the infrastructure status of the school at the time of evaluation.

Based on this information, schools were put into five groups and the term used was "quintile". This term was coined because the schools in the poverty ranks were then divided into five respectively, the lowest five representing the poorest group and the highest five representing the resourced group. This represents serious reductions in the better resourced parts of the system (DoE, 1998).

In line with this procedure, the allocation in Gauteng for the year 2000 was as follows:

Quintile	%	Allocated amount	Number of learners	60%
Q1	35%	R86 099 151	251 840	R51 659 490
Q2	25%	R61 499 393	272 352	R36 899 635
Q3	20%	R49 199 515	278 007	R29 519 709
Q4	15%	R36 899 636	285 356	R22 139 781
Q5	5%	R12 299 897	306 162	R73 799 382

Diagram 2.1: Allocation in Gauteng in 2000 (GDE, 2001:17)

The above diagram shows that the largest amount of money goes to the highest poverty-stricken areas, Q1, which is thirty five percent of the total schools in Gauteng.

Sixty percent, which is the largest portion of the allocation for each school, had to be devoted to Learning and Teaching Support Materials (GDE, 2001:17).

The above procedure of allocation assisted in ensuring that the neediest schools share the funds. This was also an effort to bring schools that were previously disadvantaged on par with the others. Schools had to be informed of the indicative allocation by September the previous year to ensure that the resources would be available by the first day of school in the following year.

It would be interesting to do further research on the impact of the resource provisioning systems on school performance , however, this study will focus only on the factors affecting resource provisioning and the incorporation of these resources in the teaching and learning process.

2.6.2.2 Implementation of C2005

The economic pressures on our society make it imperative that learning must lead to employment. We need to open doors for the people whose academic career paths have been blocked in the past.

Citizens should be equipped with knowledge, attitudes and skills as well as with the ability to deal with life by enabling them to participate fully in society (RSA, 2000:1). This calls for that the education of learners should be such that they can appreciate the society they live in and that they continuously see a way in which they can contribute to the improvement of the society and the country at large.

According to C2005, each individual learner is unique and he/she learns in a unique way at a particular speed. Learners should rather be taught to learn, to search for knowledge than to be given knowledge. Learning to search for knowledge will develop the skills of doing research and will inculcate life-long learning.

Keeping the above in mind emphasizes that the habit of having one prescribed book for ten or more years, was incorrect, not to mention the way books were utilized in the past requiring rote learning and no interaction.

The two major milestones towards the successful implementation of C2005 were:

- the training of teachers; and
- management and roll-out time for the implementation of the curriculum.

2.6.2.3 The availability of resources and teacher development

The preparation of the teachers for implementation of C2005 started in 1999. Continued support was given to various teachers during implementation. The teacher development strategies employed by the GDE were aimed at building a variety of interrelated skills.

Two of the reported key outputs (GDE, 2000a:7) were:

- workshops on the selection and evaluation of learning support materials for district officials, SMT's and SGB's
- distribution of illustrative learning programmes and progress maps compiled by the Gauteng Institute for Curriculum Development.

The 2002 financial year report states that the training of grade five and grade nine teachers was done in collaboration with the Higher Education Institutions (HEI) and the Department will monitor compliance with OBE.

It was imperative that the teachers be trained to a level where they would be confident about implementing C2005. The Gauteng Department of Education implemented Curriculum 2005 in 1998, 1 600 Grade two teachers were ready to implement C2005 (GDE, 1999d: 27).

Training was crucial to the implementation of C2005 in that the understanding of the curriculum by the teacher could assist him or her in selecting the material that would aid the realization of the outcomes. It was also the duty of district officials to supply training and give support to teachers regarding resources.

At schools that have resources and expertise, the lack of support from the districts has less impact. The role of the districts at these schools would be to ensure that the available resources are incorporated in the teaching and learning process and that the learners gain from the expertise of the teachers.

However, where there are fewer resources and little expertise, the lack of support can be catastrophic. It would actually be detrimental to the learners.

The role of the districts at these schools would include:

- analysing the reasons for not having resources;
- analysing what the impact of the training provided by the GDE to all schools was;
- planning and implementing the plan of rectifying the lack of expertise;

- supporting the school in acquiring resources; and
- supporting the school in setting up LTSM functional structures, etc..

Schools that have resources, but teachers who are not trained in the incorporation of these resources in the learning and teaching process ends up with the money spent on these resources becoming wasteful expenditure.

The basic principles of OBE should be kept in mind, namely that:

- all children can learn and succeed, but not all in the same time nor in the same way (Jansen & Christie 1999:161).

This means that learners need to be exposed to various resources and methodologies to enhance the teaching and learning process.

The question that one would then ask is: 'Why are other learners not succeeding?'

The teacher should guide the learner towards achieving success. For the teacher to do this, the schools should have resources, carefully chosen to lure the learner into interaction. The resources should link the basic knowledge of the learner and the new knowledge to be acquired.

This cannot happen if the teacher is not developed to a level where he/she understands the curriculum, can select the resources that would be relevant and can incorporate the resources into the teaching and learning process. Actually, the teacher must believe he/she can succeed in teaching the learners and should know how to do so, since according to OBE:

- Success breeds success.
- School's control the condition of successes (Spady & Marshal, as quoted in Vermeulen, 1998:77).

Keeping the above in mind when allocating resources, we should ensure that money allocated for resource provisioning should contribute to teacher

development in order to ensure that the resources are incorporated into the teaching and learning process.

Jansen and Christie (1999:149) argue that OBE was implemented in 1998 regardless of the call of teachers for more time and training. They go on to argue that 'OBE will multiply the administrative burdens placed on teachers' (Jansen & Christie, 1999:153).

Other criticisms levelled against OBE include that:

- it did not take into account the resource status of schools and classrooms in South Africa (Jansen & Christie, 1999:153);
- teachers could not evaluate the material suitable for OBE if they were not trained for OBE. The answer did not lie in many textbooks, but in the level of development of teachers. This level would determine the choice of the material that had to comply with the systems that were established (Jansen & Christie, 1999:243).

The above criticism, while negative, shows that the level of teacher development and the availability of resources are key factors that affect the provisioning of resource and the incorporation of the resources into the learning and teaching process.

2.6.2.4 Time scheduled for rolling out C2005

With the rolling out of C2005, the outcomes for all learning areas were set as non-controversial statements towards which all teachers had to direct their instruction (Gunter, 1999:9-10).

With the curriculum that draws philosophically on learner centred education and, the concept of an integrated approach to knowledge, one prescribed book for all learners, as was the case in the past, would no longer be accepted.

With the implementation of C005, teachers for the first time had the liberty to choose the material they needed to realize their outcomes in the teaching and learning process.

Ideally, the training of teachers in C2005 was supposed to be followed by the training in the selection of material, so that the information on the new curriculum could inform the choice of material. The training should have been done well in advance of the ordering of textbooks by the schools (DoE, 2000a:102). In Gauteng the evaluation of Learning and Teaching Support Material took place in 1997 (Jansen & Christie, 1999:240), almost at the same time as the training in the curriculum.

The foundation phase teachers had to apply to be appointed to evaluate grade one material while most of them were not yet offering C2005. Some of the teachers who evaluated grade three materials did not even know that there were three learning areas. Jansen and Christie (1999: 240) argue that it was chaotic, inadequate and extremely rushed.

The above situation resulted in teachers' procuring material they could not incorporate in the learning and teaching process. This could be described by the Finance Management Act as irregular or even fruitless expenditure (RSA, 1999:9-10).

While the C2005 roll-out plan dictated the training in the curriculum, it also dictated the training and requisitioning of the Learning and Teaching Support Material. This is a clear indication that the time factor affected the provisioning systems.

This resulted in the problems experienced in the evaluation of Learning and Teaching Support Material spilling through into the incorporation of the material into the teaching and learning process.

While the training of grade one teachers focused on the planning of resources, the training coincided with the exhibition of material to be selected by the very teachers who were still being trained. It was a daunting nightmare

for the teachers to interact with 600 titles while listening to the marketing strategies of the publishers.

The teachers who were trained in the evaluation and election of material were overwhelmed. Those who were not trained were just confused.

This led to the reliability of the evaluation process being questionable (Jansen & Christie, 1999:240). While this situation was obvious to the officials, as well as to stakeholders at large, there was no time to deal with it because implementation had to take place.

The confusion in the training on evaluation and in the selection of the material had an impact on the incorporation of the resources into teaching and learning.

2.7 THE PROVISIONING SYSTEM IN GAUTENG DEPARTMENT OF EDUCATION

The South African Schools Act (SASA) mandates the parents to manage the school funds. All funds allocated to a school are for the benefit of the learners. The teachers are charged with the responsibility to ensure that teaching and learning takes place in the best possible environment. Jacobs et al agrees with this by saying that good lasting lessons are learnt from experiencing reality first hand (Jacobs et al., 1996:21).

Jansen and Christie (1999:175) believe that the new South Africa is spending far too large amounts of money on education namely 22.8% of the budget, which is far above the international standards.

Furthermore he claims that we will always have to contend with the problem of not having enough finances for education.

According to the GDE Annual Report to the Legislature, (GDE, 2000a:3) the 1999/2000 financial year's budget was based on pre-election priorities. The adjustments made, led to the improved service delivery in areas such as delivery of LTSM and schools stationery. 100% of the stationery and 94% of the textbooks were delivered to Gauteng schools by the end of 1999.

It is interesting to note that in the GDE reports on stationery and textbooks only, nothing is said about the equipment and other resources. .

The 2001/2002 report to the legislature reported the *per capita* expenditure on LTSM for the 2000/1 and 2001/2 financial years was as follows:

	2000/1	2001/2
Amount spent on LTSM	R 152,000,000	R 175,800,000
Per capita LTSM	R 105.78	R 121.67

**Diagram 2.2: Spending on LTSM
(GDE, 2002:21)**

All these reports comment on the input and very little is said about the process at school level concerning the incorporation of the resources into the learning and teaching process.

While there were a number of debates and arguments about OBE, some of the most common arguments against OBE were:

- the lack of means and resources to implement OBE (Jansen & Christie, 1999:12);
- the lack of evidence that obe will improve national economies by facilitating human resource development; and
- a dire need for proper systems of control over the provisioning of resources to implement OBE.

2.7.1 The open system

Hanson (1999:9) defines an open system as a system in which an organization is a set of interrelated parts that interact with the environment as living organism. According to him, there has been a great move towards the open system nationally.

Ideally, according to the above definition of the open system, factors that should affect the provisioning system should be what the school needs to enable it to produce the person power needed by the society.

Hoy (1987:87) says that the open system concept highlights the vulnerability and interdependence of organisations and their environments. Learners are educated to participate in the environment of their adulthood, hence it important to use resources to skill them to make meaning and create meaning with the environment.

In turn, stakeholders' view on education determines the manner in which they get involved, appreciate and support the school and its resources. Gauteng was one of the provinces that embraced and implemented the open system in all its public schools. This, according to Gauteng, is the system that is different from the centralized system in that it will help schools to demonstrate that they are self –managing.

Gauteng Department of Education, Circular 34 of 2004 explained terms and conditions for the transfer of funds to schools. This circular deals with the following:

- policy or legislation framework underpinning allocation of functions and funding;
- conditions for implementation of the policies;
- capacity building from the Department (Input); and
- expected output;

Clearly, the departmental factors that should affect resource provisioning are following:

- financial management capacity at school; and
- curriculum development of teachers.

The incorporation of the resources into the teaching and learning process and the intended outcome is the bases for justification of the material procured.

In summary, with regard to resource provisioning, two major milestones reached by the Gauteng Department of Education in implementing the SASA and Norms and Standards for School funding, are:

- the allocation of functions; and
- the establishment of the LTSM structures

2.7.2 The allocation of functions

As explained in section 2.3 above, the three functions that could be allocated to schools, as indicated by the South African Schools' act are to:

- to maintain and improve the schools property and buildings and grounds occupied by the school;
- to purchase textbooks, educational materials or equipment for the school; and to
- pay for the services

GDE allowed schools to apply for a, b and c, which had to do with resource provisioning.

The criteria for awarding schools function 'c' in particular was that the school should have systems in place to ensure that:

- factors affecting the choice of material are openly communicated and applied;
- there are functional trained structures in place to evaluate the material;
- there is an overall structure at schools that will oversee the evaluation and selection, procurement and delivery as well as the distribution and retrieval of material ; and

Over 700 schools had been awarded Section 21.1c status by the year 2000 (GDE, 2000a:17). By the year 2002 1511 schools were awarded the section 21.1c. status (GDE, 2002:49). This could be interpreted as meaning that the schools have improved greatly with regard to resource management. This being the case the question needs to be answered: Are the resources incorporated into the teaching and learning process?

2.7.3 The LTSM structures

The Learning Support Material Project Team (LSMPT) was established in Gauteng in 1999. The structure of the LSMPT was as follows:

- representatives from Head Office;
- representatives from districts; and
- representative from the schools.

Communication flow between the monitors of the open system and the implementors at the delivery point was clear. The LTSM Project Co coordinating Committee consisting of representatives from all twelve districts covered:

- curriculum and teacher development;
- provisioning education and training; and
- administration and logistics.

The functions of the coordinating committee were the following:

- Provide districts and schools with clear guidelines on the implementation of the open system e.g. circulars and handouts. It is this committee that produced circular 64 of 1999.
- Monitor the progress in the delivery of the material. This committee had to submit a monthly report and make recommendations to the Head of the Department in the Gauteng Department of Education.

- Ensure that the district LTSM coordinator establishes functional school LTSM teams. The school teams should consist of members from the administration, the curriculum, middle and senior management. The team had to ensure that it would work hand in glove with the district LTSM team.
- Provide district with the annual year plan framework

The functions of the district team were the following:

- Ensure that there are functional school LSM Teams, train, support and monitor all their activities.
- Provide schools in the district with clear guidelines on the implementation of the open system.
- Assist, encourage and evaluate the readiness of the school regarding the section 21.1c functions.
- Manage the overall budget of the schools.

Having established functional structures to allocate the funds, the Gauteng Department of Education then left it to the schools to take advantage of the open systems' opportunity of procuring the material that would assist them best in the implementation of the curriculum.

In order to give schools ground to exercise their responsibility of interacting with the community and also to make sure that the resources purchased were incorporated into the learning process, GDE allowed schools to apply for section 21.1c functions.

2.8 CONCLUSION

As early as the 80's, resources were identified as being important in the teaching and learning situation. Careful consideration at the planning stage of what books or apparatus should be used in a lesson has always been fundamental to the planning of the lesson.

The importance of perception, in education, which is learning through senses, requiring availability of resources has been stressed for centuries (Duminy & Steyn, 1985:49). However, the assessment methods were mostly theoretical, applied knowledge was not tested.

The political changes in the country during the '90s led to changes in the education system. This reform resulted in the implementation of C2005 and the OBE approach. With C2005 and the OBE approach, implementation, and resource provisioning enjoyed much more attention.

Resources are and have always been the vehicle to drive the implementation of the curriculum delivery. The emphasis on the outcomes of the teaching and learning process put the old perception theory in the for-front in Education. A remarkable difference between the pre-OBE time and the pos- OBE time was that during the post OBE time the teachers have been encouraged to choose the learning material that would assist them in realizing the outcomes.

The Gauteng Department of Education moved away from a closed system where teaching and learning material is prescribed and procured by the GDE for the schools, to an open system where schools choose the teaching and learning materials for themselves, some buying it outright and some buying it through the Department.

These changes in resource provisioning took place at the same time as the structural changes in the GDE. e.g.

- implementation of the new organigram (GDE, 2003d);
- demarcation and naming of districts (GDE, 2002:12), completed in 2001; and
- definition of job description for teachers in particular for office based staff (GDE, 2003d)

The structural changes in the GDE resulted in difficulty in managing functions like resource provisioning which needed matrix management of curriculum administration and provisioning units.

That makes research on the factors affecting resource provisioning and the incorporation of resources in the teaching and learning process, important and urgent. While the researcher agrees with Mahomed Rasool in Jansen and Christie (1999:176) that education bureaucrats believe in a fallacy that simply increasing the input will increase the output, it is a fact that systems in education need to be informed by scientific studies. One of those systems is the provisioning of resources, hence the importance of this research.

Chapter three will discuss the research methodology that will be followed in this study in order to investigate the impact of the resource provisioning on the implementation of C2005.

CHAPTER THREE

EMPIRICAL RESEARCH

3.1 INTRODUCTION

Research, as defined in the Oxford Dictionary (1989:884), is a careful search or inquiry after, for or into or an endeavour to find information.

Vermeulen (1998a:19) defines research as 'a systematic endeavour which seeks to provide answers to questions. It is a dynamic process that builds on previous research and opens up opportunities for new research'.

Scientific research is systematic, controlled, empirical and critical investigation of hypothetical propositions about presumed relations among natural phenomena (Hoy & Miskel, 1987:5). Hoy goes on to say that the results are then open to critical analysis by other researchers and that haphazard observations do not qualify as scientific research.

According to Good quoted by Vermeulen (1998a:9), research takes place among other things when:

- existing methods in reaching conclusions are questioned;
- the researcher evaluates the validity and reliability of the data;
- the researcher evaluates the thought process which s/he uses critically;
- the researcher justifies him/herself on the conditions and substantiations;
- the researcher executes every step in the research with exactness; and
- the researcher realizes that his research findings should not satisfy his own needs, but should be generally accepted.

With this understanding in mind, the empirical research will be further explained.

3.2 THE TYPE OR USE OF THE RESEARCH

This research is basic research. Vermeulen (1998a:19) explains basic research as a type of research that aims to develop a general model or theory which can explain a phenomenon. He argues that the answer provided by basic research may be abstract and general, and may not provide immediately usable information for altering the environment.

Newman (1997:20) argues that basic research, sometimes referred to as academic or pure research, focuses on refuting or supporting theories that explain how the social world operates. It is a source of many tools, theories, methods and ideas. It seeks answers that could influence thinking over centuries.

The researcher sees this research as basic research because in investigating the impact of resource provisioning in the implementation of Curriculum 2005. This research aims to support the provisioning of schools, describe what influences it and seeks answers that could influence thinking on the provisioning of schools in future.

3.3 PURPOSE OF THE STUDY

According to Gall (quoted by Vermeulen, 1998a:7) there are four types of knowledge that research contributes to education, namely:

- description, which involves examining of phenomena to define them fully or to differentiate it from other phenomena;
- prediction, which intends to predict what will occur;
- improvement, which provides a framework for practice and helps build knowledge for practice; and
- exploration, which involves an attempt to explore if the phenomenon exists or not. Newman (1997:19) refers to the three purposes of conducting research study, i.e. exploration, description and explanation.

Newman further describes descriptive research by saying:

- the outcome of the descriptive study is a detailed picture of the subject;
- the descriptive research will focus on “how it happens” and “who does it” (Newman, 1997:29-30); and
- the goals of the descriptive research are to describe the process, mechanism, and relationship.

Vermeulen (1998a:7) goes on to say that descriptive research involves examining a phenomenon, giving a description of a phenomenon, its form, its structure and its relationship to other phenomenon and so on.

Newman (1997:21) argues that, if the purpose of the research is description, then the research will present a picture of the specific detail of a situation.

This research is descriptive. Its purpose is to investigate the factors that affect provisioning and in doing so try to investigate the relationship between what happens before the provisioning process, how that relate to the provisioning of resources as well as what happens after the material has been provided.

Its aim is to examine the factors that affect the provisioning of resources, define them fully and differentiate them from factors that affect other process in education.

Emanating from the above, the objectives of this research are to:

- analyse resource provisioning of schools in order to establish when the school is well resourced
- investigate resource management at schools in order to ascertain how these resources are managed, as many of the organizations are suffering from the affects of outdated management approaches (Nasser & Vivier, 1993:12)
- determine what informs provisioning systems;

- determine what training is given to teachers to incorporate the resources in the teaching and learning process; and
- investigate if there are any monitoring mechanisms employed to ensure that the best resources are chosen and that teachers are competent in incorporating the resources in the teaching and learning process?

A literature review of the factors affecting provisioning and the incorporation of the resources into the teaching process was covered in chapter two. This chapter will focus on the empirical research that was undertaken as part of the study and will cover aspects such as research approach, methodology, instruments, data collection procedure and the data analysis framework.

3.4 THE RESEARCH APPROACH

The two main research approaches for collecting and analyzing data used in educational research are the quantitative and the qualitative approach both, have advantages and limitations.

3.4.1 Qualitative research approach vs quantitative research approach

Robson (1994) argues that qualitative research enables the researcher to make a holistic observation of the total context within which the social action occurs.

Vermeulen (1998a:10) argues that the quantitative approach relies heavily on numerical data, highly formalized and more explicitly controlled. While the qualitative approach is not strictly formalized, it adopts a more philosophical mode of operation.

Newman (1997:14) argues that a quantitative approach differs from the qualitative research approach in that the qualitative approach constructs reality and cultural meaning, focuses on interactive process and is situationally constrained. The quantitative research measures objective facts, focuses on variables and is independent of the context.

Gall *et al.* (1976:767) argue that a qualitative research approach provides impetus for the rationale to select the qualitative research design when they state that it is mainly used “to discover meaning and interpretations by studying cases intensively in natural settings and by subjecting the resulting data to analytical induction”.

McMillan and Schumacher go on to say that the qualitative design has an emergent nature (McMillan & Schumacher, 1993:374).

Qualitative research, according to Robson (1994) is located in the belief that reality is socially constructed. It is usually used to explain what lies beneath the surface or phenomenon, and seeks to understand certain perceptions or views of the stakeholders.

Quantitative research, according to Robson (1994), often uses questionnaires and large-scale surveys to collect verifiable data about an event or intervention. This method is often located in positivism and based on the belief that reality is objective and observable. It advocates what is real being what is observed and seen. Conversely, whatever is not seen or observed is not real and does not exist.

This research will adopt the quantitative research approach in that it intends to study (describe) the factors that affect provisional systems and the incorporation of the resources into the teaching and learning context.

3.5 THE DATA COLLECTION STRATEGIES

Data collection strategies should be flexible and dependant on one another, according to McMillan and Schumacher (2001). Data collected through a certain strategy may depend on data collected through another strategy.

The data collection activities of this research included a briefing session of district LTSM coordinators on the importance of the research and on how the learners should be sampled.

The advantages for such a briefing session are that it allows the researcher to have direct interaction with the respondent which allows for depth probing and arguments.

In this research, questionnaires will be used to collect data

3.5.1 Sampling

According to Vermeulen (1998a:50), sampling means taking a portion of a population and considering it to be representative of a population. He goes on to say that the whole group is known as a population and the portion of it is known as the sample.

3.5.1.1 Types of sampling

According to Vermeulen (1998a:50-52), there are different types of sampling, namely:

- **Random sampling** is a random selection of the sample without assigning them to the control group. No systematic biases in selection are expected.
- **Randomization** is used when the subjects have to be allocated to the control group. The researcher assigns numbers to the subject pool to be sure that all groups are represented.
- **Matched pair technique.** The researcher identifies the most prominent sources and then identifies within the population pair who are most equivalent to the specific variables to which the control is desired.
- **Matched group technique.** Similar as to matched pair but less extensive. This method ensures that the groups on the critical selection variables are the same.

In this research random sampling will be used

3.5.1.2 Sampling procedure

There are mainly two types of sampling procedures, the probability sampling procedure and the non probability sampling procedure.

The probability sampling procedure ensures that all groups of the population that could probably be selected are represented in the sample. The examples of the probability samples are simple random, systematic random, stratified, cluster random, and the panel random sampling.

Defining the probability sampling, Vermeulen (1998a:53) argues that no systematic biases in the selection or selectiveness should be expected. It is as any procedure in which elements have equal chances of being included.

The examples given by Vermeulen (1998a:53) of the non probability procedure are, accidental, purposive, quota, dimensional, target, snowball and spatial sampling`.

In this research, the probability sample procedure was followed. All groups of people that are could possibly be involved in the providing of resources and the incorporation of the resources into the teaching and learning process will be represented. This procedure involves selecting specific units of interest and is based entirely on the researcher's judgement. The elements chosen should be representatives of the typical attributes of the population.

In this case the following groups were represented:

- grade seven teachers;
- grade seven learners; and
- district coordinators

The grade seven classes would be the best representative of all grades in that the C2005 and the OBE approach has been implemented in the junior and the senior phase and the grade seven is the last grade in the primary school phase. The next last grade would be grade 12 as C2005 has not been implemented in Further Education grades.

There is no question about the importance of teachers in the provisioning of resources and the incorporation of the resources in the teaching and learning process

3.5.1.3 Demographic information

Teachers

- The total number of institutions in Gauteng in 2003 was 2 323 24 divided into 12 districts (GDE, 2003e:22-23)
- There are 24 schools in the sample (two schools in each of the 12 districts)
- In each school, two teachers participated in the research.
- The total number of teachers in the sample was 48.

Learners

- The total number of learners at Gauteng schools, in grade 7 was 125 777 (GDE, 2003e:22-23).
- Ten learners in each class were randomly chosen; the teachers were requested to use the comprehensive alphabetical list of grade seven and take the first ten odd numbers.

Districts

- There are 12 districts in Gauteng Department of Education. In each district according to the organigram, one LTSM coordinator should be appointed.
- The total number of district LTSM coordinators is 12 and they were expected to participate (GDE, 2003e:22-23).

3.6 RESPONDENTS

3.6.1 Districts

The 12 school districts in the Gauteng province are tabulated in the following table.

Districts		Areas Covered	
D1	Gauteng North	GN	Cullinan, Bronkhorspruit
D2	Gauteng West	GW	Krugersdorp, Westonaria, Magaliesburg
D3	Tswane North	TS	Hamanskraal, Soshanguve, Pretoria North
D4	Tswane South	D4	Mamelodi, Silverton, Centurion, Atteridgeville
D5	Ekurhuleni East	EE	Benoni, Springs, Brakpan
D6	Ekurhuleni West	EW	Tembisa, Kemtonpark, Germiston, Alberton
D7	Sedibeng East	SE	Heidelberg, Meyerton, Vereeniging, Walkerville
D8	Sedibeng West	SW	Evaton, Vanderbijlpark
D9	Johannesburg East	JE	Halfwayhouse, Sandton, Parktown
D10	Johannesburg North	JN	Randburg
D11	Johannesburg South	JS	Lenasia, Soweto, Orange Farm
D12	Johannesburg West	JW	Roodepoort

Diagram 3.1: School districts in Gauteng Province

3.6.2 Schools

The schools per district were to be categorized as follows:

- Township Schools or
- Public schools on private property (Farm Schools)
- Previous Model C Schools which are in suburban area

Protocol demands that communication with schools should be through the district office. While protocol was being observed, the researcher ensured that chosen are a combination of the schools that are resourced and the schools that are not resourced. The researcher certified that one school which

is being a suburban school and one which was either a township school or public schools in private property (Farm school).

The total number of schools was 24. The district and the researcher used the poverty indicators applied for allocation of funds to determine whether the schools are catergorised as well resourced or poorly resourced.

For this research, random sampling was seen as the best method since the very techniques and procedures used were based on the information that should be gathered by the research.

At each school, two grade seven teachers were requested to participate in the research. The reason why the researcher to select grade seven teachers and learners is that at primary schools grade seven is the last grade for both the junior and the senior phase. All grades up to grade seven are implementing OBE and C2005.

3.6.3 Learners

The researcher was of the opinion that the learners' input is very crucial, since the learners are at the receiving end of education service delivery. Ten grade seven learners per school, from different grade seven classes if the school has more than one grade seven class, were required to participate in the research. The total number of expected learner participants was two hundred and forty learners.

A systematic random sample of learners applying the purposive non probability technique was made.

It was systematic in that the teachers were requested to use the comprehensive list of grade sevens, take the first ten odd numbers and give them questionnaires to complete.

The researcher was of the opinion that both grade 7 teachers as well as grade 7 learners should participate in the sample, so that the data collected is from the teachers who probably teach the learners.

This would make it easy for the researcher to triangulate information received. According to Newman (2002:341) triangulation allows the researcher to take multiple measures of the same phenomenon and allows the researcher to be more confident of the research results. In this research some questions put to the grade seven teachers would be put to the grade seven learners as well. The total number of expected teacher questionnaire is 48.

3.7 QUESTIONNAIRES

3.7.1 Questions and responses

Questionnaires are the more effective way of collecting information. Sound planning is necessary for the compilation of a good questionnaire.

Silverman, as quoted by Moeketsi (2004:117), argues that questionnaires are the most widely used technique for obtaining information from subjects.

Vermeulen (1998a:64) concurs with him by stating that it is more effective to collect information by means of questionnaires, either structured or unstructured.

In the formulation of the questionnaires, the researcher

- arranged the order of the questions from simple to complex (Vermeulen, 1998a:65);
- avoided double-barreled questions by ensuring that all questions are limited a single idea.
- ensured that questions were relevant to what the respondent is in contact with or use.

3.7.1.1 Types of questions

There could be different types of questions in the questionnaire, such as:

- structured and unstructured;
- direct and indirect;

- facts and opinions;
- questions versus statements; and
- coupled and non coupled questions (Vermeulen ,1998a:66-67)

In unstructured questions:

- the respondents have free choice of responses;
- can express their own opinion; but
- It is difficult to analyze the responses.

In this research, the teacher questionnaire and the district questionnaire will have different types of questions, but most of the learner questions will be structured to be direct and non-coupled.

Details on the sections of the questionnaires is discussed when each questionnaire are discussed.

3.7.1.2 Responses

The different types of responses or answers are:

- structured responses;
- fill in responses; and
- tabular and unstructured responses.

3.7.2 Structure of the questionnaires

3.7.2.1 Questionnaire for learners (Annexure A)

In the designing of the learner questionnaire, the following points were considered:

- the format was user-friendly ; and
- the questionnaire was clear and comprehensible

The learner questionnaire was structured as follows:

- Section A: Profile of the learners

- Section B
 - B1: Resources mostly used in class
 - B2: Overview of the provisioning systems
 - B3: Availability of resources and support

Section A

Questions in this section can be categorized as factual questions. They would assist in giving the profile of the learners who participated in the sample during the analysis stage. Questions were on learner profile, i.e. gender, grade and age.

Section B

This section was divided into section B1 to section B3.

B1: Learners' views on resources used in class.

In all learning areas, resources were listed and the learners were requested to indicate which resources are used or not used in class.

Learning occurs through observation of other persons. Learners can interact with the environment and learn. It is important that the learners see the teachers using various resources in class, incorporating the resources into the teaching and learning process. This will encourage the learners to do likewise and to learn.

B.2: Overview of provisioning systems

The questions in this section were aimed at determining the views of learners with regard to procurement and incorporation of the resources into the teaching and learning process.

B3: Availability of support from teachers and parents to learners

Support for learners in their learning is crucial. If learners are not supported they are likely to be demotivated.

The questions in this section were aimed at eliciting information from learners around the availability of various resources and, to a certain extent around the impact thereof.

Most of the responses from the learner questionnaire were structured responses. Vermeulen (1998a:67) describes the structured response as a response whereby the respondent is restricted to the possible answer.

3.7.2.2 Questionnaire for teachers (Annexure B)

- The structure of the teacher questionnaire was as follows:
- Section A: The profile of the teachers
- Section B:
 - B1. The understanding of the role of a teacher with regard to provisioning of resources
 - B2. Overview of the provisioning systems
 - B3. Availability and functionality of the teams
 - B4. Procurement and management of resources
 - B5. School support systems

Section A

The questions centre around the teacher's profile i.e. number of years in teaching, grade/s currently teaching and learning areas/subjects teaching.

Jansen and Christie (1999:135) argue that while there is goodwill among the teachers, in particular teachers who are black, towards the new government, they are insecure about how they will be able to bring the policy into practice

- B2: Understanding of the role of the District LTSM
- B3: Views on teacher development and resource management
- B4: Implementation and monitoring of provisioning systems

Section A

The questions centred around the coordinators' profiles i.e. designation, unit, length of experience and district.

Section B

B1.1 - B1.12 are questions around the allocation of functions, which is actually delegation of responsibility to schools, the role of the district, the impact on the criteria and the impact the teaching and learning process.

Every manager who delegates is accountable for everything that he/she has delegated. This means that in essence, the Department of Education is responsible for what it delegates to schools. That makes this research even more important as it would highlight the factors that affect provisioning systems and the incorporation of the resources into the learning and teaching process.

B2.6 – B2.7: The district has clear school support plans regarding the provisioning of resources. Schutte, (1995:6) defines strategic planning as a process of deciding on the mission and the objectives, as well as on resources to be used in attaining these objectives.

B2.1 – B2.5: The questions were aimed at finding out if district officials understand that "responsibility has to be matched with authority required to discharge the responsibility" (Schutte, 1995:149). If it is the responsibility of the district officials to support the schools and to ensure that the procured material is incorporated into the learning and teaching process, then they have the authority to ensure that what they are responsible for happens.

in class. This section was aimed at establishing the level of security which would come with, among others the experience the teachers have in teaching.

Section B

Section B1: Understanding of the role of a teacher with regard to the provisioning of resources

The questions in this section were aimed at eliciting understanding of the role of the teacher in the provisioning of resources at school level.

Section B2: Overview of the provisioning systems

In this section the teacher had to indicate if the systems at school level are informed by the district systems and if the result is learning.

Section B3: Availability and functionality of the teams

The questions in this section were aimed at finding out if the school teams are functional to the benefit of the teachers and the learners.

Section B4: Procurement and management of resources

In this section, information with regard to teacher development and management of resources was required.

Section B5: School support systems

The questions asked if the school received support. If not, does the school know how to elicit support?

3.7.2.3 Questionnaire for district LTSM coordinators (Annexure C)

The structure of the district questionnaire was as follows:

- Section A: The profile of the district LTSM coordinators
- Section B:
 - B1: Understanding of policy with regard to LTSM

B3: Teacher development and resource management

Training practitioners need to be aware that it is a serious matter if training is not properly executed, as it is regarded as a waste of the company's money (Gerber *et al.*, 1999:205).

This question was aimed at finding out the opinion of the teachers with regard to training in curriculum development.

B4: Provisioning systems

There is a link between the management of resources and the performance of schools.

Management is an integrated process, which is supported, by a network of systems, which dramatically influence managerial behaviour. With this understanding, the question was to verify if the management of resources influences the performance of the learners. If it does not, then it means resources are not well managed. This question was strategically asked of the district coordinators because the researcher assumes that they will not be biased as might be the case with the teacher whose performance is evaluated against the performance of the learners.

3.8 DATA ANALYSIS AND DATA INTERPRETATION

McMillan and Schumacher (2001) define data analysis as an ongoing cyclical process. Vermeulen (1998a:23) defines data analysis as a reasoning strategy with the objective of taking a whole and resolving it in parts. By means of analysis, the constant variables or factors that are relevant to the understanding of a phenomenon or an event are isolated.

According to Vermeulen (1998a:23), several reasoning strategies are utilised in data analysis. He mentions analysis, inductive reasoning, synthesis, bracketing and intuition.

This research will analyse the data after collecting it from the respondents. In this research, descriptive statistics will be employed. Descriptive statistics,

defined by Fraenkel and Wallen (1996:629) as quoted by Moeketsi (2004:131), enables the researcher to describe data with numerical indices and also summarizing data from the sample.

The compilation of data as indicated will be done by the Statistical Department of the North-West University.

In this research, the analysis of the data will highlight the factors that affect the resource provisioning and the incorporation of the resources into the learning and teaching process.

3.9 VALIDITY AND RELIABILITY

According to Moeketsi (2004:125), validity is employed to guarantee that information includes everything it should and nothing it should not.

Reliability, according to Newman (1997:145), is necessary for validity, and is easier to achieve than validity but does not guarantee validity.

The instrument is reliable if it gives the same results under the same circumstances when implemented repeatedly.

Newman (1997:141) argues that validity is an over used term and is sometimes confused with 'correct' and 'true'. He believes that it is relative: a question may be valid in one case and not valid in another. He believes that we cannot have absolute confidence about validity.

A pilot study was conducted to check the validity of the questions. The pilot study was conducted in schools of each of the 12 districts of GDE and most questions proved valid. However some questions had to be rephrased particularly in the learner questionnaire.

It was also discovered in the pilot study that using English is to a certain extent is a barrier to those learners whose first language is not English. Rephrasing the questions was done without compromising the quality of the information needed.

Furthermore, questionnaires were submitted to the North-West University Statistical Consultancy Services (Vaal Triangle Campus), which assisted with the coding, capturing and analysis, to ensure accuracy.

3.10 ETHICAL ISSUES

Vermeulen (1998a:16) argues that the world is currently very sensitive about the effect that the research may have on people. According to Tuckman (as quoted by Vermeulen, 1998a:16) the following ethical considerations should be taken into account to protect the human rights of the participants:

- the right to privacy or non participation;
- the right to remain anonymous;
- the right to confidentiality; and
- the right to delegate responsibility.

During the research, the researcher observed all the above ethical considerations.

3.11 CONCLUSION

In this chapter, the empirical research undertaken was discussed. The next chapter will deal with the findings of the research and analysis of the data obtained.

CHAPTER FOUR

DATA ANALYSIS AND DATA INTERPRETATION

4.1 INTRODUCTION

The empirical research method that was employed in the research was discussed in chapter three. The sections of the questionnaires were also discussed.

In this chapter, the distribution, collection and analysis of the results will be discussed.

4.2 DISTRIBUTION AND COLLECTION

4.2.1 The district officials' questionnaire

The district officials' questionnaire was delivered to each district. The district directors were presented with the letter from the Gauteng Department of Education (GDE), authorizing the research to be conducted in GDE institutions. These questionnaires were later collected. The researcher encountered much difficulty in the collection of the district official's questionnaires. Out of the 12 questionnaires distributed, eight (66.6%) were received back.

The reasons for the 34.4% non-return can be the vacant LTSM coordinator's post with no- one in an acting position.

4.2.2 The teacher questionnaire

The principal at each school was given the teacher questionnaire to distribute. In cases where there are more than two grade seven teachers at the school, the principal had to give the questionnaire to the two teachers who are:

- most experienced; and
- not members of the LTSM coordinating team.

The teacher questionnaires were collected by the researcher from the principal. 48 teacher questionnaires were expected but only 39 (81.25%) was received back. The reasons given for the 18.75% nil return were:

- only one teacher teaches grade seven at school; and
- the other grade seven teacher is the coordinator of the SLTSM and so abstained from participating in the research.

4.2.3 The learner questionnaire

The principal, as head of the school, had to facilitate the distribution of the learner questionnaires. He/she had to ensure that the comprehensive list of grade seven learners was used to select ten learners.

24 schools were involved in the research, comprising of two schools in each of the 12 Gauteng district offices.

240, learners were expected to participate in the study, however only 229 (95.41%) questionnaires were returned.

4.3 THE ANALYSIS OF THE QUESTIONNAIRES

4.3.1 The teacher questionnaire

4.3.1.1 Section A of the teacher questionnaire

Section A of the teacher questionnaire was aimed at establishing the profile of the teachers who participated in the research. It asked questions about:

- their experience in the teaching field;
- the grade currently taught;
- the learning areas; and
- the gender.

Their responses to the questions will be analysed in tables below.

The profile of the teacher

This question was investigating the experience of the teachers who were involved in the research.

The aim was to find out if the teachers who participated in the research have been involved directly or indirectly in OBE training, including training on the selection, procurement and general management of Learning and Teaching Support Material.

The total number of teachers in Gauteng as per 2002 Annual Report was 33 416 (GDE, 2002:27). The total number of grade seven learners as per 2002 GDE Strategies and Plans was 125 777 (GDE, 2003e:22). If one assumes that the 1:40 teacher/learner ratio is adhered to then the estimated number of grade seven teachers would be 3 144.

Two grade seven teachers of two schools per district, totalling 48 teachers were expected to respond to the teacher questionnaires.

A.1 Experience as teacher

Experience of the teachers	Frequency	Percentage
Less than ten years	13	27.0%
More than ten years	26	54.2%
Nil	9	18.8%
Total	48	100.0%

Diagram 4.1: The experience of the teachers

More than half (54.17%) of the respondents had more than ten years' experience in the teaching field. This means that, when OBE was introduced, these teachers were already teaching. That could imply that they should have been trained directly or indirectly in the management of resources in the OBE approach.

The 27.8% might not have a clear understanding of the basics of how the expertise on the choice of material would influence the achievement of the outcomes

A.2 The grades the teachers are currently teaching

The aim of the question was to see if the teachers were teaching grade seven only or grade seven and other grades. If a teacher teaches grade seven only, the assumption would be that he/she is giving a perspective of that grade only yet if he/she teaches other grades as well, he/she is likely to have a broader view of the factors that affect procurement systems with particular reference to grade seven.

However, it should be noted that the respondents who indicate that they teach grade seven only, might have taught other grades previously. The responses were as follows:

The grades the teachers are currently teach	Frequency	Percentage
Teaching grade 7 only	30	62%
Teaching grade 7 and other grades	9	19%
Nil	9	19%
Total	48	100%

Diagram 4.2: The grade the teachers are currently teaching

A larger percentage, 62% of the respondents were teaching grade seven only, when the research was conducted. It was assumed that these respondents would be able to evaluate the provisioning systems from the grade seven perspective. This is the last grade of the Primary School.

It can be assumed that the other respondents would be able to give a comparative evaluation of provisioning systems. 38% might give a broader view of what is happening at Primary School.

A.3 Learning areas or subjects teachers teaching

The aim of this question was to check if the teachers teach one learning area or more. If they are all teaching one learning area the assumption would be that they have a realistic perspective on what is happening in their particular learning area.

It would then be linked to the question on representation in the LTSM structure and also to the question on the influence they have on the choice of material. In this case, 11 (22.9%) of the respondents were teaching one learning area only and 58.3% were teachers teaching more than one learning area. This could be interpreted as that they have a broader view on what is happening with regard to LTSM.

The learning Areas	Frequency	Percentage
Teaching one learning area	11	22.9
Teaching more than one learning area	28	58.3
Nil	9	18.8%
Total	48	100%

Diagram 4.3: The learning areas teachers are teaching

The majority of the teachers who were involved in the sample are teaching various learning areas. The assumption that can be made is that, since they probably use resources in the teaching and learning process and they are not involved in only one learning area, their perspective with regard to resources should be wide.

A.4 Gender

27.0% of the teachers who completed the questionnaires are females and 54.2% are males. This was a sheer coincidence.

Gender	Frequency	Percentage
Females	13	27.0%
Males	26	54.2%
Nil	9	18.8%
Total	48	100%

Diagram 4.4: Teacher gender

This question was put to guard against gender bias, e.g. if all the participants were males, or all were females, it would be worrying.

4.3.1.2 Section B1.1 – B1.4

B 1.1 Teachers' role in resource management

This question was aimed at establishing the extent to which the teachers understand their role with regard to resource management at school.

The role of the teacher with regard to resource management	Frequency	Percentage
Clear and elaborate	5	10.4
Clear	28	58.3
Vague	4	8.3
Did not respond	2	4.2
Nil	9	18.8
Total	48	100.0%

Diagram 4.5: Understanding the teacher's role

Two of the seven roles the teacher is expected to fill, are selecting and managing the resources effectively in order to ensure that the outcomes set for lessons are realized. If the teacher is expected to be the learning mediator, this implicates that the teacher should have a sound knowledge of various resources.

Another role is that of being an interpreter and designer of learning programmes and materials. This implicates that the teacher is expected to identify the requirements for a specific context of learning, select and prepare textual and visual resources for learning.

The Norms and Standards for Teachers were used as a yardstick, to analyse responses, and to group them.

The analysis of the responses showed that 10.4% of the respondents gave clear and elaborate responses, 58.3% seemed to be clear, 8.3% were vague and 4.2% did not respond to this question at all.

The researcher expected all teachers to be clear on what their role is with regard to resource management since it is one of the seven roles of an teacher

B.1.2 Familiarity with section 21.1c

The response on this question was as follows:

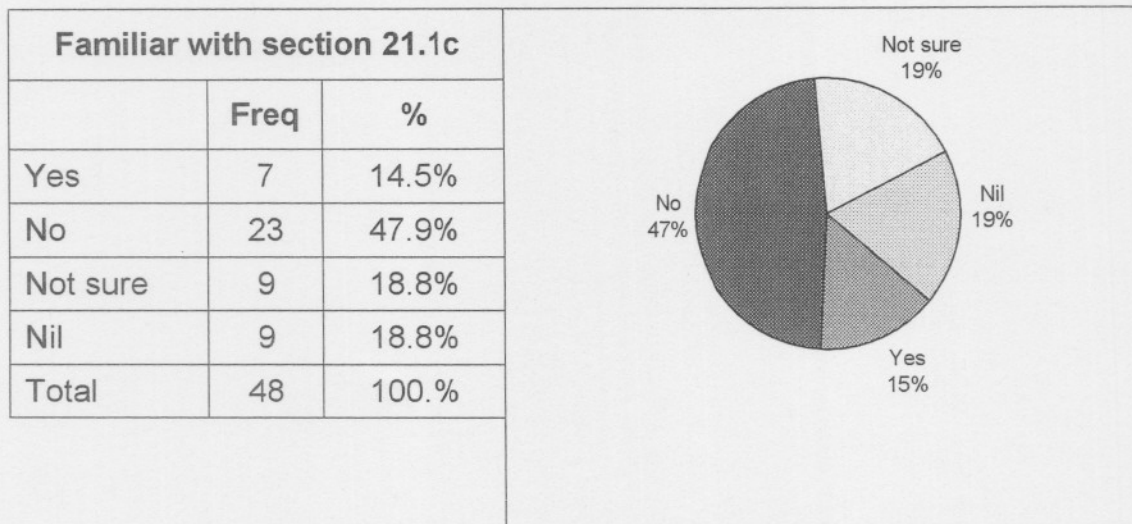


Diagram 4.6: Familiarity with section 21.1c function

It was surprising to the researcher that 47.9% of the respondents are not familiar with section 21.1c functions and 18.75% are not sure of section 21.1c functions. Only 14.5% are familiar with section 21.1c functions.

Teachers are expected to be familiar with the SASA. Section 21.1c of the SASA gives the teachers the right to choose the materials they like. The Department of Education is geared to making schools independent centres of learning. One would think that the Department would make sure that the schools are informed of the expected level of development in every area, to enable them to work towards that.

If one has to compare the experience of the teachers, and their knowledge with regard to their role in resource management, one would expect that same percentage to be familiar with section 21.1c functions. But the diagram depicted it as follows.

Question	Responses	Percentage
Familiar with section 21.1c functions	No	47.9%
Familiar with section 21.1c functions	Yes	14.7%
The role of the teacher with regard to resource management	Clear and elaborate responses	10.4%
The role of the teacher with regard to resource management	Vague and no response	31.2%
Experience in the teaching field	More than ten years	54.1%

Diagram 4.7: Comparison of responses

One would expect all teachers at all schools to understand what section 21.1c is about and that those who are not yet awarded this function, should be working towards being awarded these functions.

One would also expect the teachers who are experienced and who are clear on what their role is with regard to resource material, to be familiar with section 21.1c functions. It might be that teachers understand that they have to manage resources effectively, but are not prepared to apply and be awarded the section 21.1c function by the district.

B.1.3 The status of the school

This question asked the respondents if the schools they are at section 21.1c. Their responses would help to interpret their responses in the rest of the questionnaire.

The section 21.1c schools exercise the functions allocated to them in terms of the SASA. They have the systems in place to manage their procurement of the LTSM (Department of Education, 1996:Section21).

A teacher from this type of a school should:

- understand the status of the school;
- be able to compare and evaluate the school and the system effectively;

- be able to tell how he /she as an individual is expected to play a role in enhancing the systems in the school with regard to LTSM; and
- be able how LTSM affects the education service delivery.

The 60% is transferred into the section 21.1c school's bank accounts and is ring fenced for LTSM only and not for any other purpose (GDE, 2004b:3).

The teacher from a non section 21.1c school might still be referring to the District Office assisting the school since the ordering system is centralized for them. However that teacher is expected to know what the role of a teacher is with regard to LTSM and should be able to evaluate the functioning of the LTSM at the school.

This question was put to elicit information on the teacher and the type of schools they come from. For the purpose of the research it would be better if the respondents were from both section 21.1c schools and from non section 21.1c schools. The responses to this question were as follows:

Section 21.1c	Frequencies	Percent
Allocated	10	20.8%
Not yet allocated	24	50.0%
Not sure	4	8.3%
Abstained	1	2.0%
Nil	9	18.7%
Total	48	100.0%

Diagram 4.8: The status of the school

20.8% of the respondents were from section 21.1c schools, 50% were from non section 21.1c schools. The respondents who indicated that they were not sure might have applied for the function, but might not yet have not yet received confirmation.

B.1.4 Reasons why the school is or is not yet a section 21.1c school.

This question was aimed at determining the reasons why schools are allocated or not allocated the section 21.1c function. The responses had to be

analysed and grouped according to the responses for being allocated the function and the responses for not being allocated the function. However this question did not give room to the teacher who claimed not to be sure, as such a response was not anticipated. The responses were as follows:

Section 21.1c	Percentage	Reasons	Percentage
Allocated	20.9%	Able to manage the finances Good management structures in place	20.8%
Not yet allocated	50.0%	Have applied, but not yet got the response	10%
Not sure	8.3%	Gave an impression that the LTSM issues are for the LTSM team	10.4%
Abstained	2.0%		40%
Nil	18.8%	Nil	18.8%
Total	100.0%		100%

Diagram 4.9: Reasons for the status of the school

The reasons given by teachers who are at section 21.1c schools for their schools to be allocated the section 21.1c function ranged from good management structures in place, to good management. 10.5% of the respondents gave responses that made the impression that the LTSM issues are for the LTSM team. 40% of the respondents did not respond to this question and ten percent have applied and are waiting to be allocated the section 21.1c function.

4.3.1.3 Section B2 (B2.1–B2.5): Overview of the provisioning systems

B2.1- B2.5 Resource provisioning systems

The aim of this section was to get the opinion of the teachers on issues around the provisioning systems. The response in this question was as follows:

Statement	Strongly agree	Agree	Disagree	Strongly disagree	No response
B2.1 Clear provisioning systems in Gauteng	12 25.0	13 27.0	8 16.7	6 12.5	9 18.8
B2.2 Provisioning systems are well communicated	11 22.9	14 29.1	8 16.7	6 12.5	9 18.8
B2.3 Schools are clear on how to incorporate the LTSM into teaching and learning.	10 20.8	24 50.0	5 10.4	0 0.00	9 18.8
B2.4 School procurement systems are informed by the Provincial systems.	17 35.4	15 31.2	7 14.6	0 0.0	9 18.8
B2.5 Learners benefit from the implementation of systems by schools.	13 27.1	22 45.8	4 8.3	0 0.0	9 18.8

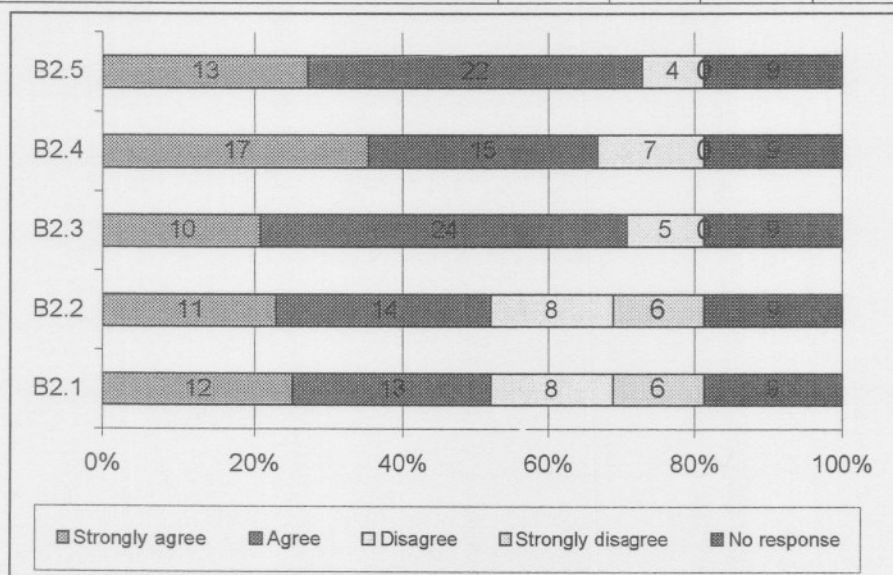


Diagram 4.10: Comparison of responses with regard to provisioning systems

52% of the respondents are of the opinion that there are clear provisioning systems in Gauteng. The same percentage of teacher agrees that the systems are well communicated to schools. 70.8% of the respondents seem to be confident that schools are clear on how to incorporate teaching and learning materials into the teaching and learning process and almost the same percentage believe that learner's benefit from the LTSM systems.

66.6% seem to be confident that the school systems are informed by the provincial systems.

The picture painted regarding the provisioning system, communication and the impact the systems have is very gloomy. The researcher compared the response with the responses in section B1 where the teachers were asked if they were familiar with section 21.1c functions and a fair number of them claimed they are not.

To the researcher this is like people who would claim that:

- there are traffic control systems in Gauteng;
- these systems are well communicated to the public;
- the majority of public traffic operations are informed by the provincial traffic system; but
- the majority of the public are not familiar with driver's licences.

It is either that the districts are not communicating with the schools on matters regarding the aim of the Department to make schools self managing centres of education or schools standards are so low that what they think to be well communicated systems, are not.

However, the small percentage who seem to negate this picture could be teachers from the schools which have not yet been allocated the section 21.1c function, for the very reason that they still need to be developed further.

4.3.1.4 Section B3 (B3.1 to B3.10)

School procurement teams

B.3.1 The composition of the school LTSM team

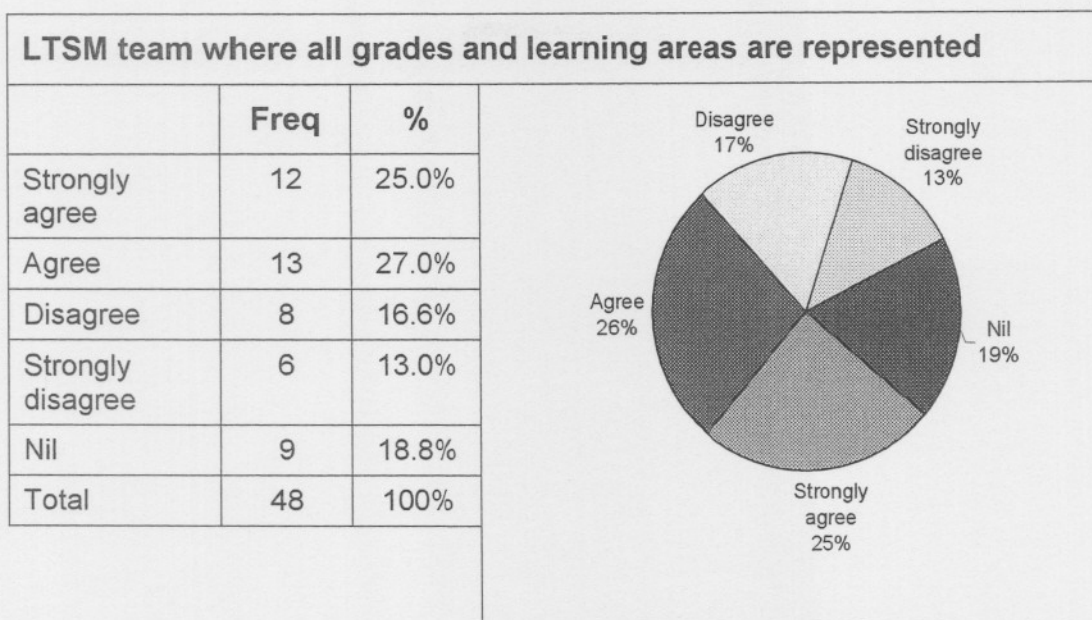


Diagram 4.11: Representation in the procurement team

About 52 % of the teachers in the sample indicated that all learning areas are represented in the LTSM team. The researcher compared this response with the response in B2.1 and B2.2 where 52.8% of the teachers agreed that there were clear resource provisioning systems in Gauteng and that those systems are communicated to schools.

The notable percentage of teachers who disagrees is a worrying factor, since the reason for establishing the LTSM team is to ensure that all staff members are represented and are part of the decision-making on matters regarding what resources should be procured for the teaching and learning process.

B3.2 The LTSM team functions to the satisfaction of all

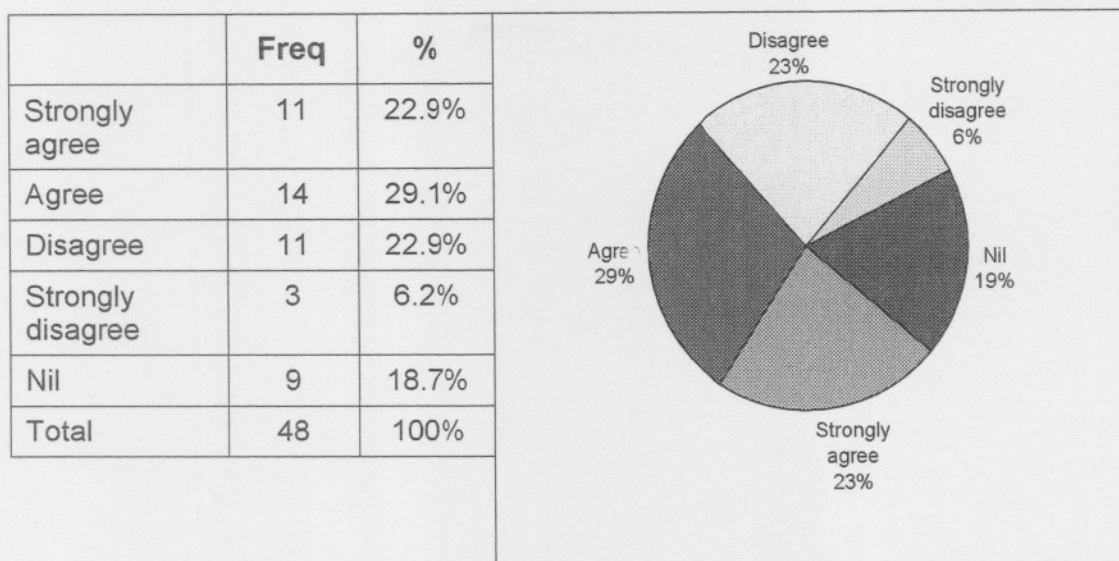


Diagram 4.12: Teachers' satisfaction on the functioning of the LTSM

52.9% of the teachers in the research indicated that the LTSM team functions to the satisfaction of all. It would be interesting to know what the teachers who disagree would like to see the LTSM team to be doing for them to say that they function to the satisfaction of all.

B3.3 Through the school LTSM Team the teachers are free to exercise the privilege of choosing resources fit for achieving the outcomes.

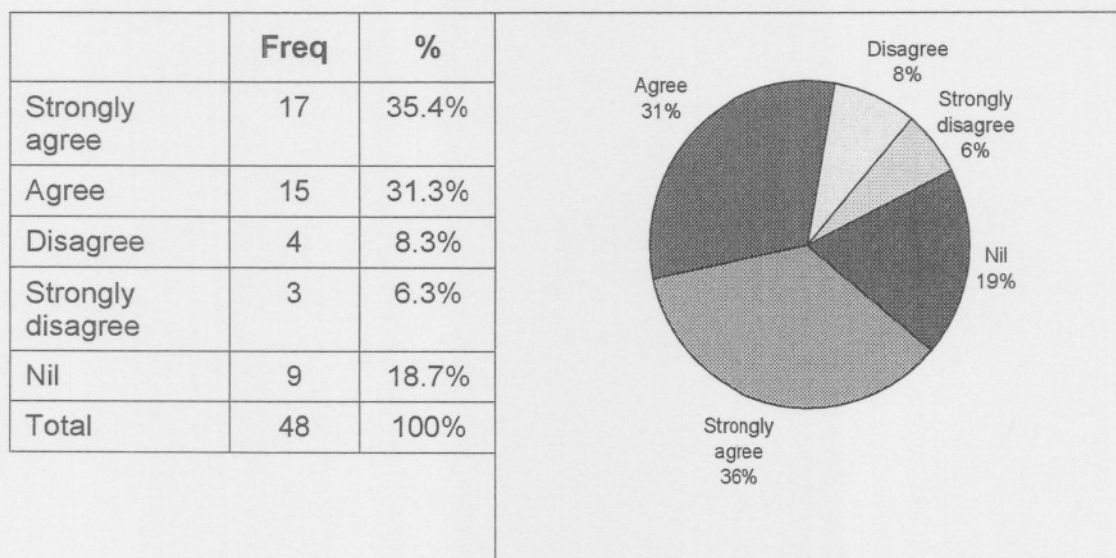


Diagram 4.13: Freedom of choice of material

A very large percentage of the teachers, 66.67 % are convinced that through the LTSM team, teachers are able to exercise their freedom to choose the

resources they need to achieve the outcomes. If one compares this response with the responses in B3.3 above, one can make an assumption that if teachers know the advantages of the LTSM team and they claim that the LTSM team does not function to the satisfaction of all, their dissatisfaction should be based on what they expect the LTSM team to be doing.

B3.4 The school implements systems as per circular 64 of 1999 for distribution and retrieval of material.

The aim of this Circular is to explain the open system approach to the provisioning of LTSM as a step towards self managing schools the SASA envisage (GDE, 1999:1)

This circular guides the schools on the constituencies that should be in the LTSM team, as well as on the models of distribution and retrieval of resources of a school. As this research discusses the factors that affect the provisioning of resources and the incorporation of the resources into the teaching and learning process, this circular explains the larger part of the implementation of the system at schools level.

The implementation itself or lack thereof could be a factor that affects the provisioning system. This could also evaluate whether or not the district system informs the school systems. The responses to this question were as follows:

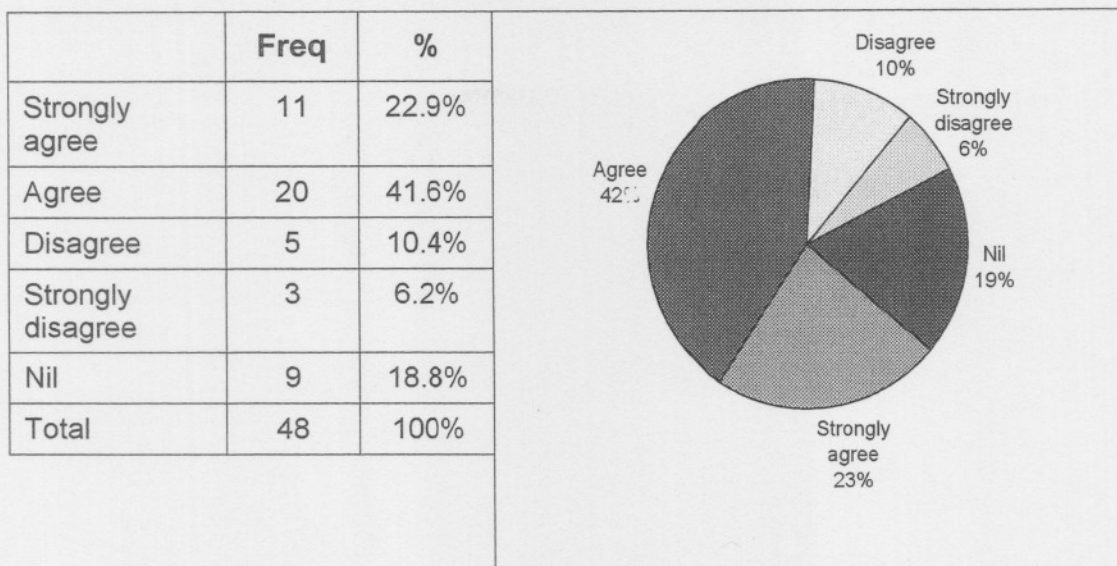


Diagram 4.14: Implementation of Circular 64/1999

64, 5% of teachers involved in the research agree that the systems at school used for distribution and retrieval, are as per circular 64/1999. This circular gives three models that can be used to distribute the Learning and Teaching Support Material. The model used for distribution determines the retrieval method as well.

It would be interesting to know what systems are used in the schools where Circular 64 is not implemented.

B3.5 The systems at school assist the school in the budgeting process.

The responses are as follows:

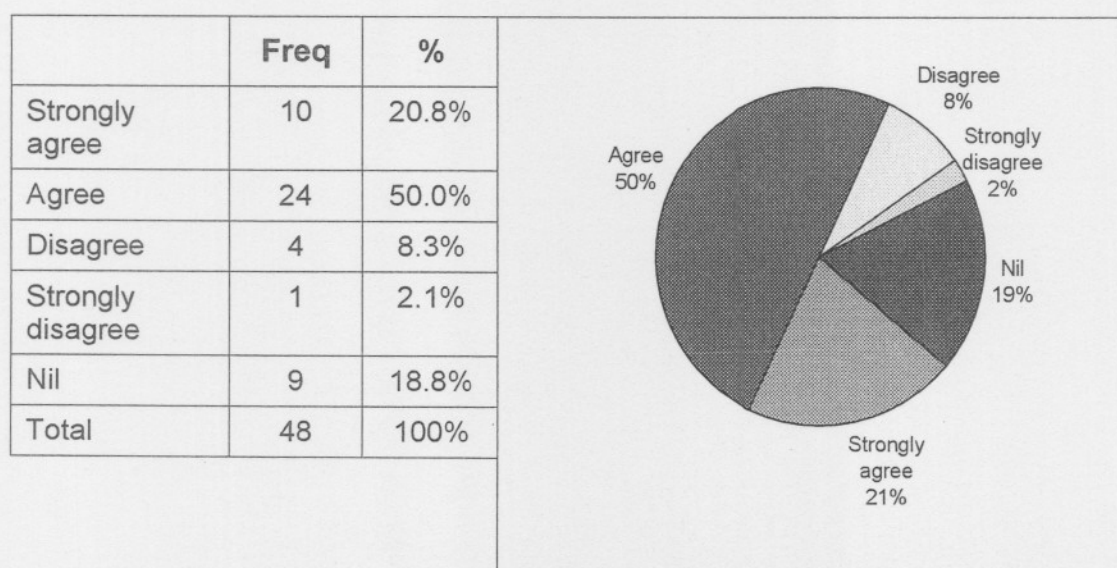


Diagram 4.15: The systems assist the school in budgeting

If the percentage of strongly agree and agree are added together 70.8 % of the teachers tend to agree that the systems as indicated in the question above, assist the school in the budgeting process.

The assumption that can be made is that the larger number of schools that implement Circular 64 of 1999 have proved that the system assists the schools in the budgeting process.

The budgeting process, if correct has to take into consideration the needs of the different learning areas and different subjects which should result in the availability of relevant resources that should ensure the realization of the outcomes.

B3.6 Does the school have a system to ensure that the procured material is incorporated into the teaching and learning process?

To this question the responses were as follows:

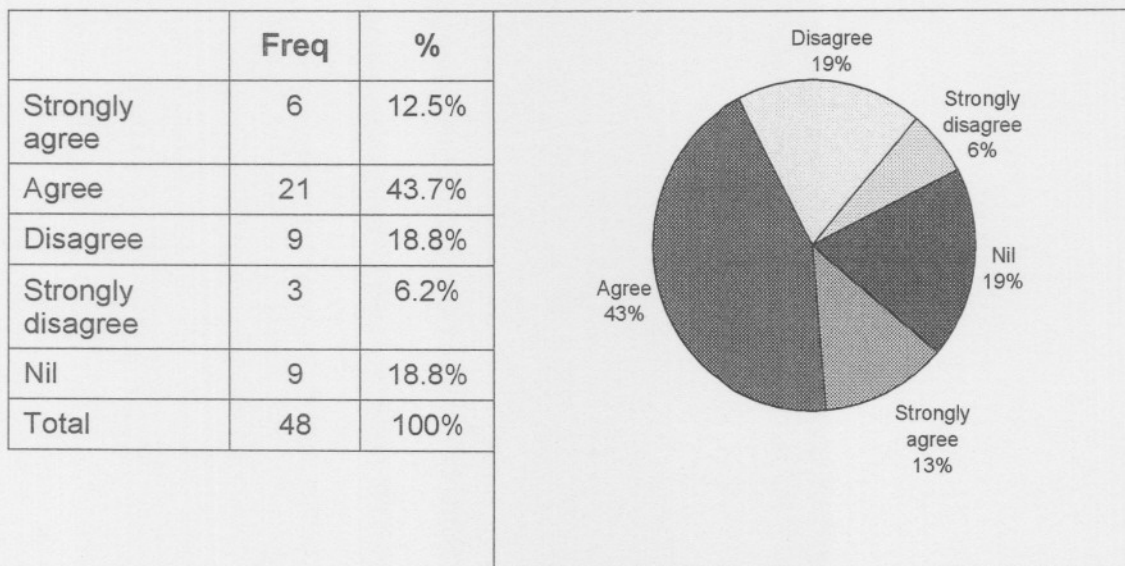


Diagram 4.16: Incorporation of material into teaching and learning

The researcher finds it problematic that 25% of the teachers involved in the research indicated that the school does not have any system to ensure that the available resources are incorporated into the teaching and learning process. The researcher finds this an issue for later research, namely to find out if teachers incorporate all resources into the teaching and learning process or not, and if not why not?

Being a facilitator also means planning the incorporation of these resources into the lesson well in advance.

The provisioning system should ensure the presence of a system that would ensure that the procured material is incorporated in the teaching and learning process.

B3.7 All procured materials are directly or indirectly of benefit to the learners.

The responses were:

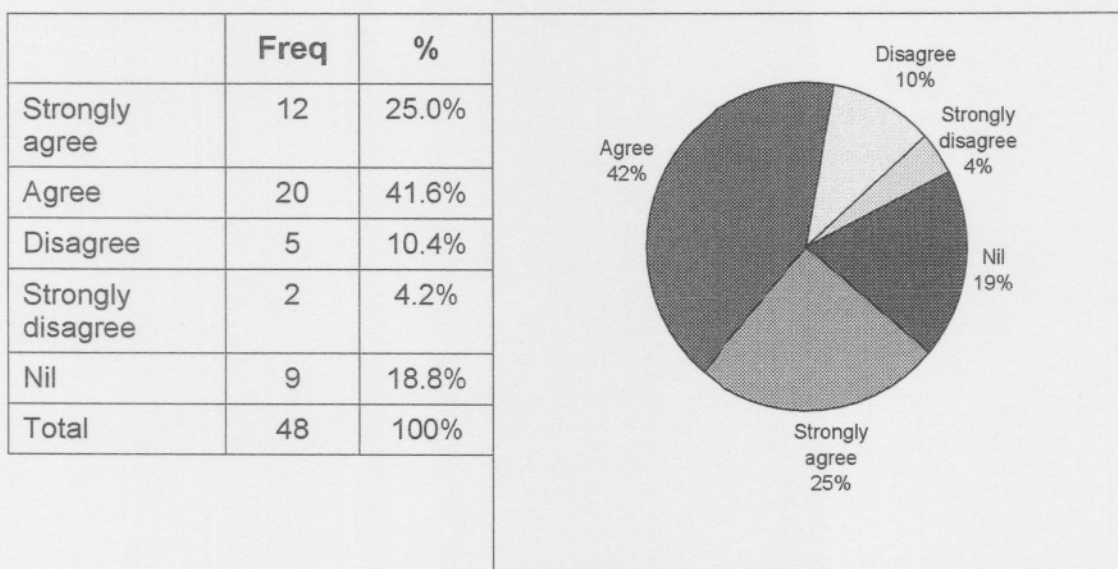


Diagram 4.17: Availability of resources- benefit to learners

66.6% of the respondents pointed out that all procured resources directly or indirectly benefit the learners but 14.6% disagreed while nine did not answer the question. This is of great concern since the aim of making resource available must be for the direct or indirect benefit of the learner. This response linked to the response in question B3.7 above, could mean that in some schools' resources are procured, but not incorporated into the teaching and learning process.

B3.8 The school governing body appreciates the input from the teachers regarding the necessary resources.

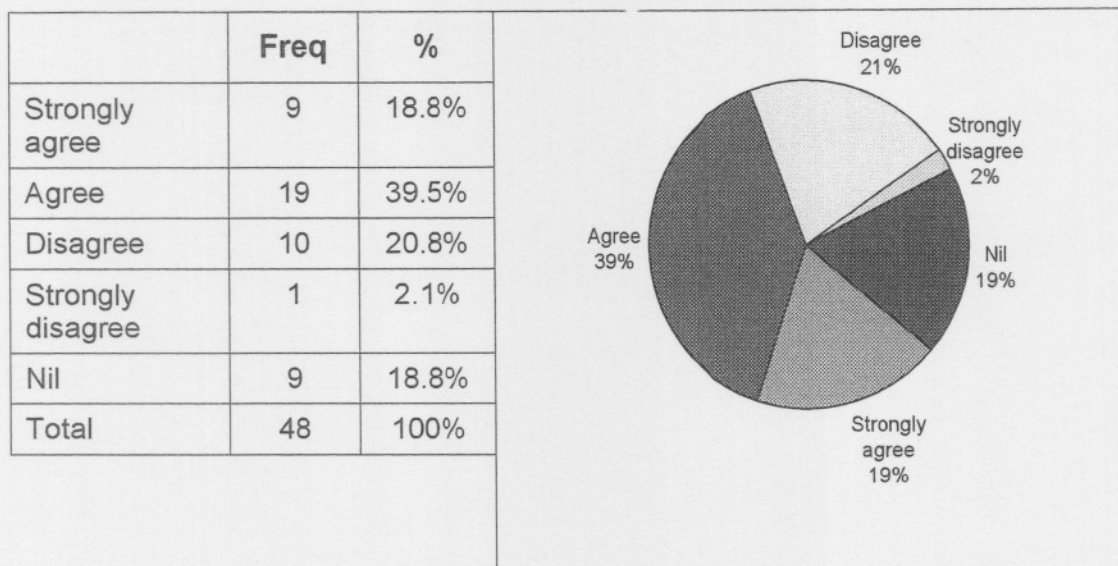


Diagram 4.18: Appreciation of governing body

From the responses it became clear that 58.3% of the teachers involved in the research were of the opinion that the governing body appreciates their input. The importance of the agreement between the governing body and the teachers regarding the necessary resources is important makes the 28% who disagree, a worrying factor.

It is one of the teacher's roles to select and prepare the resources that will be used in the teaching and learning process. According to SASA, the SGB is responsible for establishing and administering the school funds in accordance with the directives of the Head of Department (DoE, 1996c: section 36).

In essence, according to the SASA the governing body is responsible for the management and augmenting of the funds that are to be used for the resources that should be utilised for educational benefit (DoE, 1996c: section 36). According to the Norms and Standards for Teachers, the teachers' role is to ensure good selection and incorporation of the resources into the teaching and learning process.

With this understanding, the School Governing Body (SGB) has to appreciate the input of the teachers with regard to what resources are necessary.

B3.9 All teachers benefit from the work of the LTSM team.

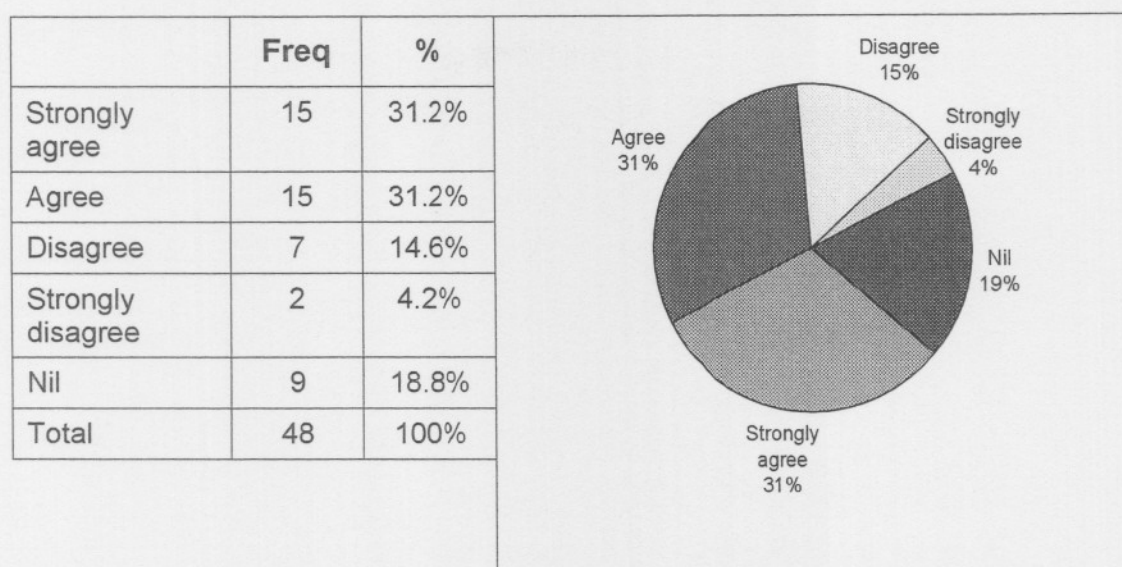


Diagram 4.19: LTSM – Teacher benefit

The majority of teachers involved in the research seemed to benefit from the work of the LTSM team. However, the researcher expected all teachers to respond positively to this question as the purpose of establishing the LTSM team is to ensure that all teachers make an input into the procurement of resources, which would benefit teachers.

Circular 64/1999 advises that the principal, the school LTSM team in consultation with all teachers should determine, collate and finalize requisitions for LTSM (GDE, 1999a:7).

4.3.1.5 Section B4 (B4.1 to B4.6)

B4.1 The teachers are allowed to influence the procedures the school follows in the procurement of the teaching and learning resources.

The responses to this question were as follows:

	Frequency	Percentage
Strongly agree	6	12.5%
Agree	18	37.5%
Disagree	5	31.2%
Strongly disagree	0	0%
Nil	9	18.8%
Total	48	100%

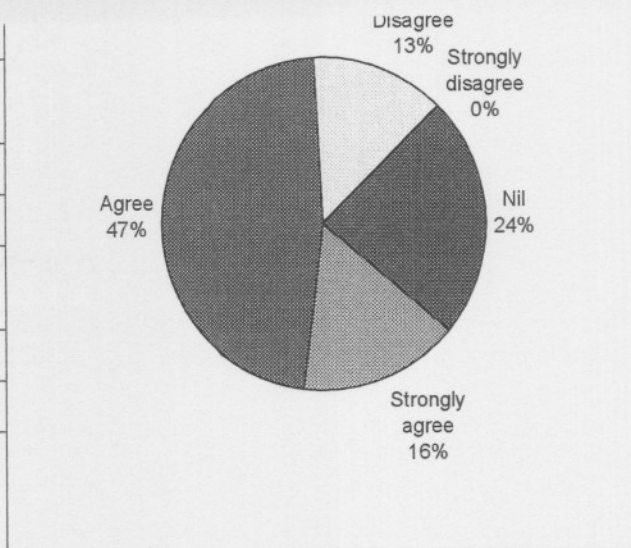


Diagram 4.20: Influence of teachers on procurement

Only 50% of the teachers agreed that they are allowed to influence the procedures the school follows in the procurement of LTSM, yet all the teachers are supposed to influence the procedures the school follows in the procurement of teaching and learning resources.

The responses in this question link up well with the responses in B3.1 where 52 % of the teachers indicated that the composition of the LTSM team is such that all learning areas and all grades are represented in it.

It is surprising, though, that 66.6% of the teachers in B3.3 indicated that, through the LTSM team the teachers are able to exercise the freedom to choose the material they think are fit for the outcomes. One would expect this to mean that the teachers are able to influence the procedures the school follows in the procurement of teaching and learning resources material. 31.2% is too great a variance to be accounted for because one would like to understand:

- how the needs of these teachers with regard to resources are met;
- who decides what resources should be bought for them; and
- if they are able to incorporate that material into teaching and learning process.

Question B4.2 and B4.3 were set to follow each other with the aim of finding out if the teacher development on curriculum matters has an impact on the choice of the material and if the choice of material has an influence on the incorporation of the material into the teaching and learning process.

The responses to the questions were as follows:

Teacher development determines extent to which there is expertise on choice of material.		
	Frequency	Percentage
Strongly agree	6	12.5%
Agree	29	60.5%
Disagree	2	4.1%
Strongly disagree	2	4.1%
Nil	9	18.8%
Total	48	100%
Expertise on choice of material determine the extent to which material is incorporated into the teaching and learning process.		
	Frequency	Percentage
Strongly agree	9	18.8%
Agree	23	47.9%
Disagree	5	10.4%
Strongly disagree	2	4.1%
Nil	9	18.8%
Total	48	100%

Diagram 4.21: Teacher development, expertise on choice of material and the extent to which material is incorporated into the teaching and learning process

Above 72.9% and 66.7% respectively agree that the level of development of the teacher on curriculum matters determine the extent to which the choice of material can be exercised and this determines the extent to which the teaching and learning support material can be incorporated into the teaching and learning process.

One is interested to find out what the small disagreeing percentage think is the determinant for expertise on choice of material should be.

Good management of resources assists the school in being cost effective and this in turn benefits the learners. The responses to these two questions were as follows:

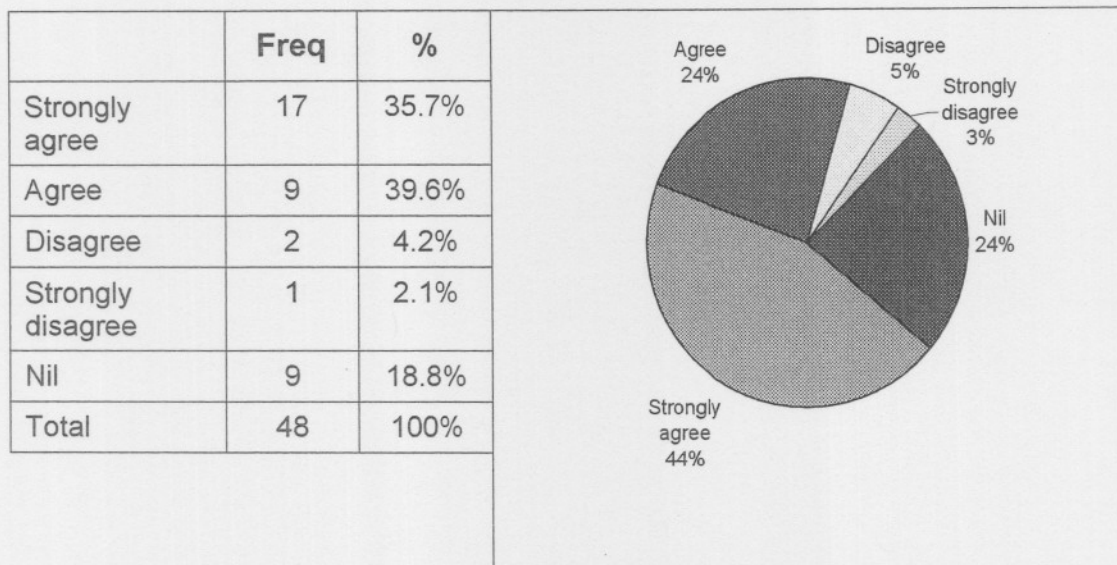


Diagram 4.22: Good management of LTSM cost- effectiveness

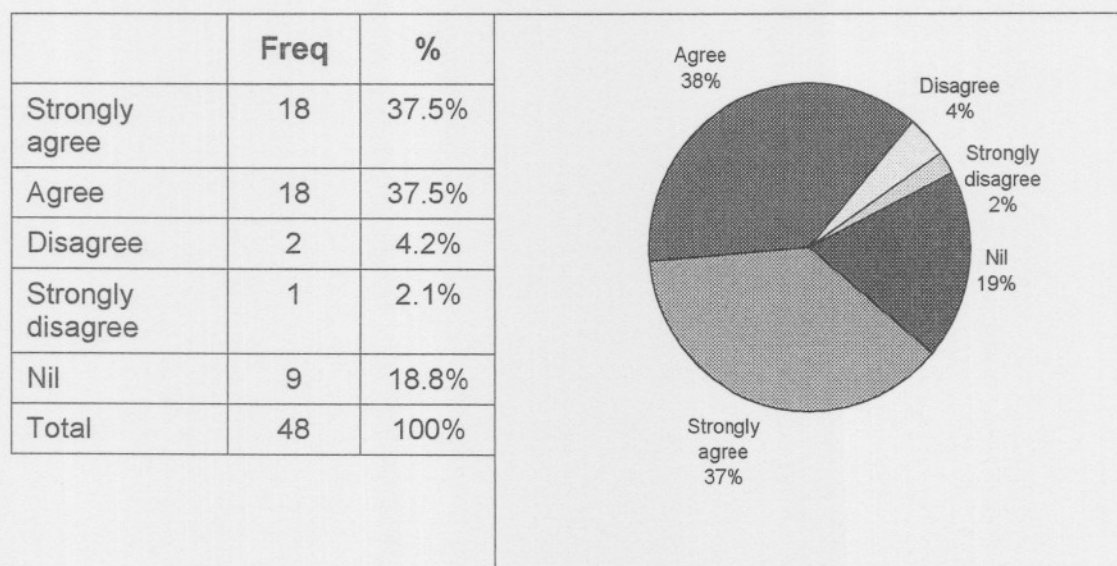


Diagram 4.23: Good management of resources benefits learners

75% of teachers who participated in the research agree that good management of resources assist the school in being cost effective and benefits the learners.

However, 56.2% of teachers believe that lack of resources does not affect learner performance. This is indicated by the responses in B4.6 below.

B4.6 Lack of resources affects learner performance

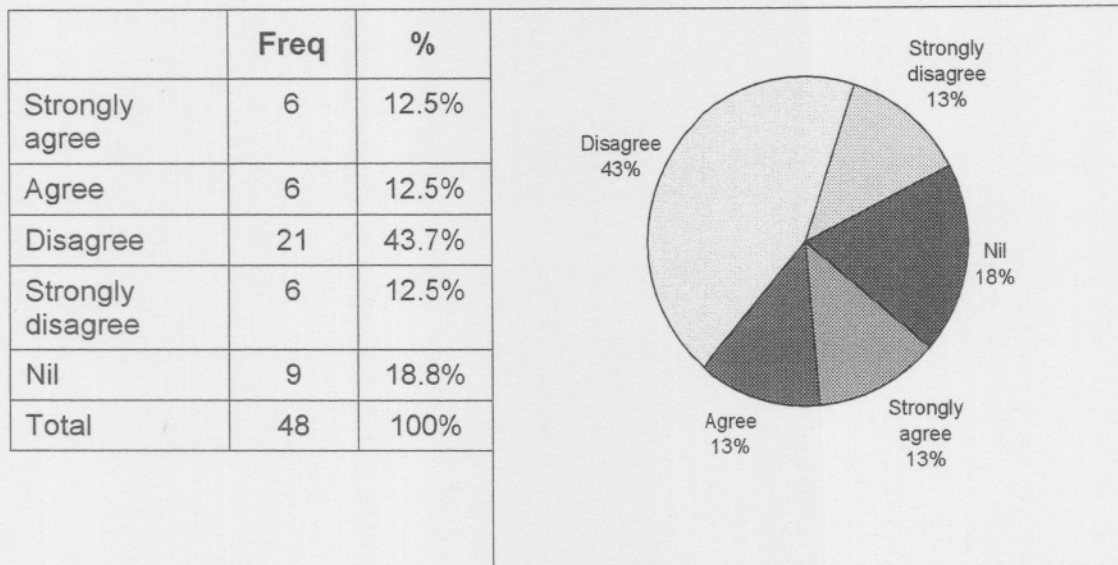


Diagram 4.24: Lack of resource affects learner performance

The responses to this question could be interpreted to mean:

- The learners might still perform and succeed, even in situations where resources are lacking.
- It is not only availability and lack thereof, but a lot more is involved that could affect learner performance.
- It could also be interpreted to mean that the teacher feel that whether there are resources or not , that will not affect learner performance

For teachers who believe in the chalkboard and spoon feeding such a response could be possible. The chalkboard is in almost every school there. It could be possible that these teachers feel that they themselves are an important resource so if they are there, even if there are no other resources, learners can succeed.

4.3.1.6 Section B5 (B5.1 to B5.6)

The district officials support to schools

B5.1 There is a district officials team that supports the school regarding resource provisioning.

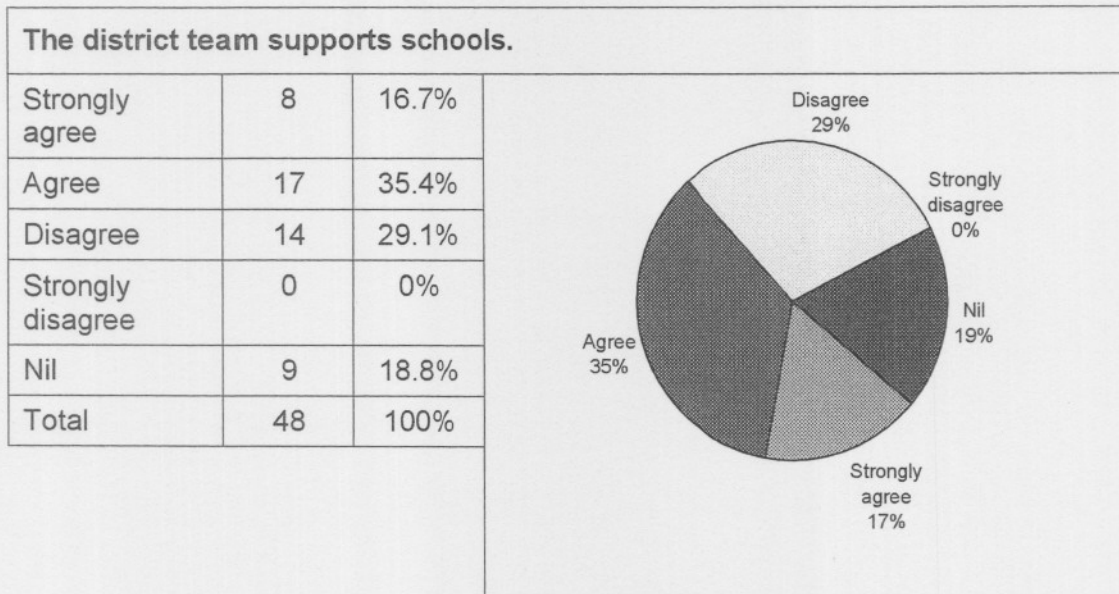


Diagram 4.25: The district team supports schools

Only 52.1% of the teachers agree that there is a district officials team that supports the schools. 29% of the teachers disagree.

Those teachers who disagree could be doing so because:

- there could be a district team ,but it does not support the school; or
- there could be no district team, or no team known to the school.

B5.2 The school knows what procedures to follow when soliciting help from the district officials.

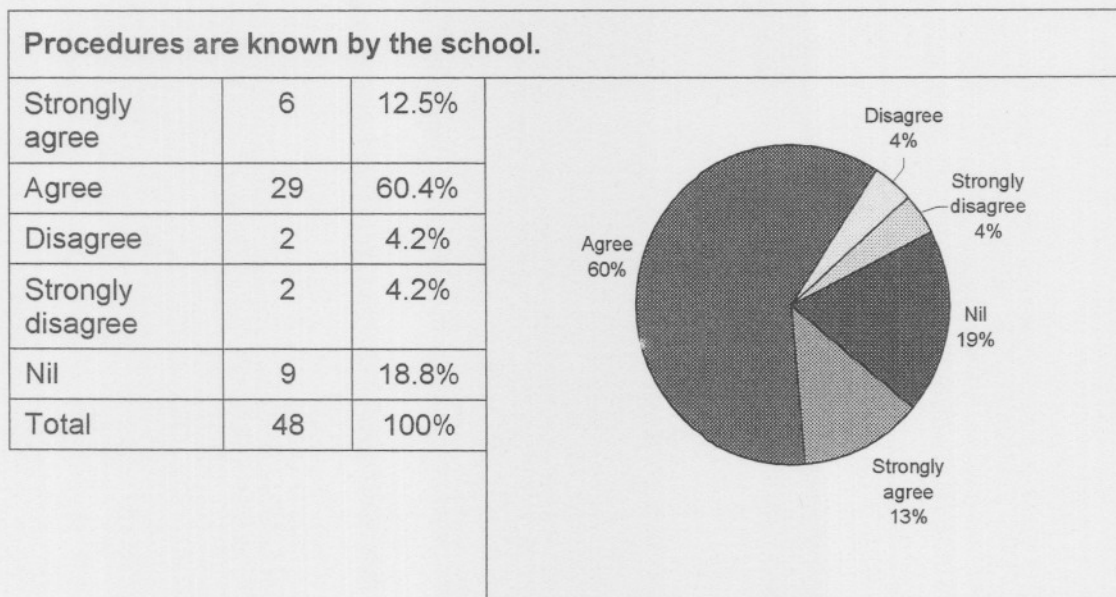


Diagram 4.26: Procedures known to schools

It seems as if the teachers know the procedures to follow when soliciting help from the district, because 72.9% of the teachers answered positively. This question compares with B2.1 where almost the same percentage agreed that there are clear provisioning systems which are clearly communicated.

It is, however, surprising that only 52.1% of the teachers indicate that there is a district team that supports the school.

It can be argued that the reason for this might be that some of the teachers who disagreed in B5.1 above were actually disagreeing to the fact that the district team supports the school and not disagreeing with the fact that it exists. It might also mean that they know what procedure to follow when soliciting help from the district but there is no district team that supports the schools on its own.

B5.3 The district officials are available to support the school regarding resource provisioning.

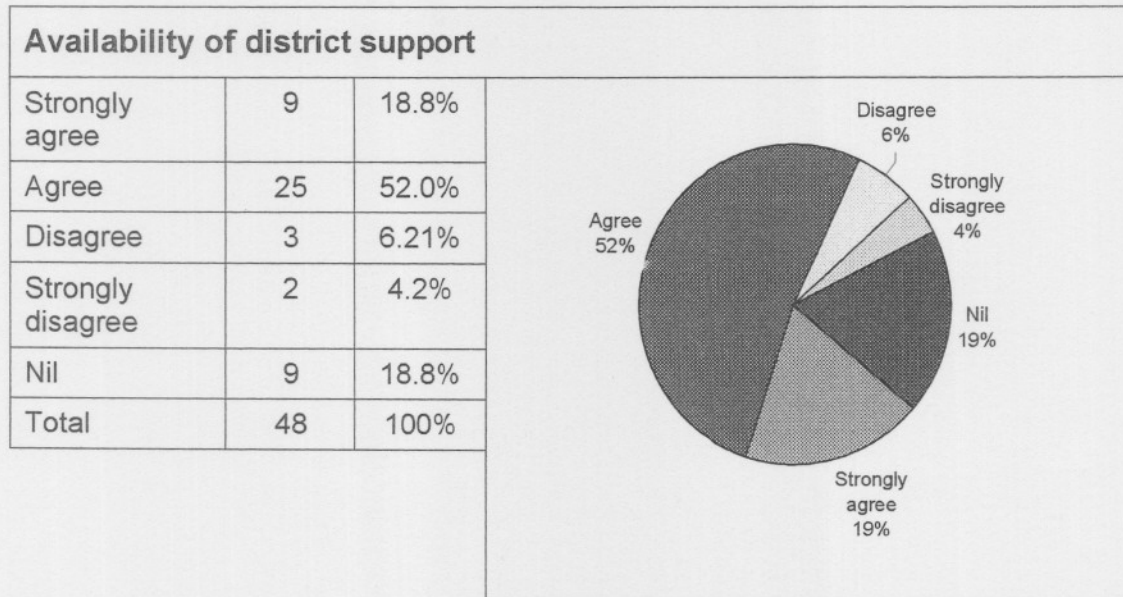


Diagram 4.27: Availability of district support

If the total of the respondents who agree and those who strongly agree responses are added together a total of 70.8% of the teachers agree that the district officials are available to support the schools.

In B5.2, where the question was about the procedure to follow when soliciting help from the district, 72.9% agreed.

The researcher assumes that the support from the district officials as well as the procedures to follow when soliciting support is well known by the teachers and that teachers do receive support from the district team with regard to resource provisioning.

B5.4 The resource provisioning systems are reviewed by the district officials and the schools.

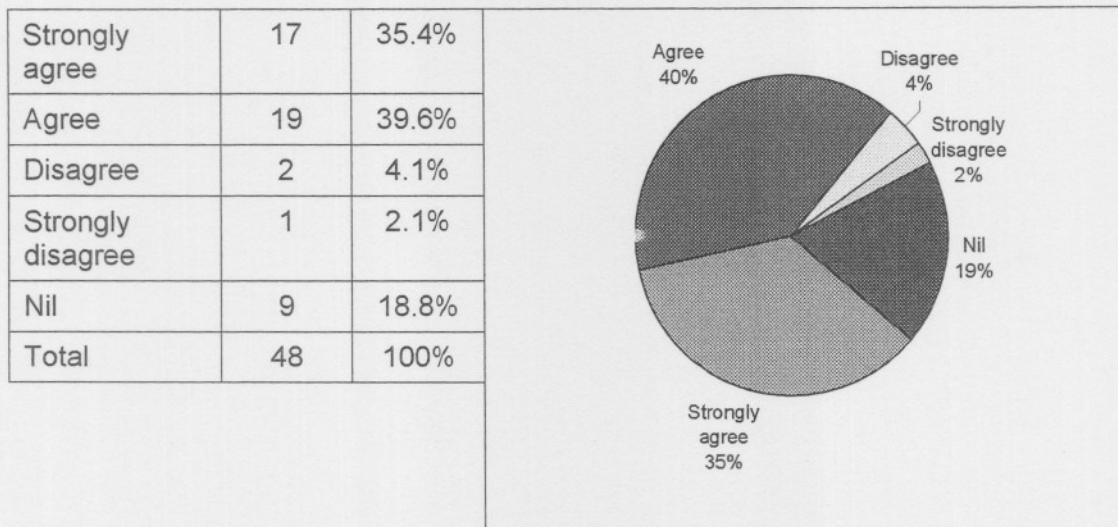


Diagram 4.28: Review of provisioning systems

In adding up all positive responses, the researcher can only conclude that the systems are reviewed by the districts officials and the schools.

When comparing the responses to in this question and to B5.1 where only 52.1% agreed that there is a district team that supports the schools with regard to resource provisioning one cannot reconcile the two responses because if there is a district team that reviews the systems with schools then there is a team that is known to the schools. Unless the teachers are saying that there is a team, it does not support schools, but it reviews systems.

B.5.5 The District officials consult with teachers on continuous basis to ensure that correct material is procured.

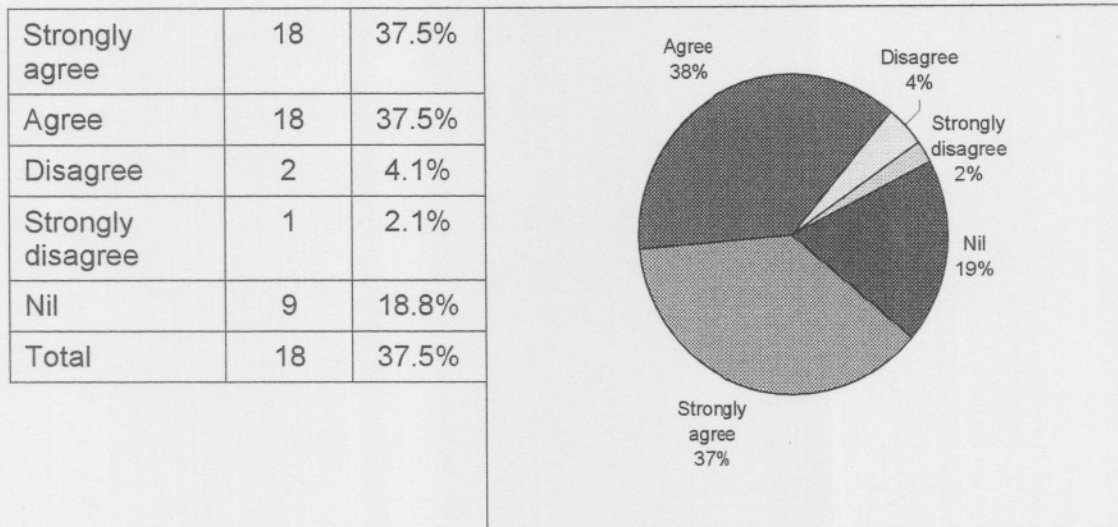


Diagram 4.29: Consultation by district officials

The responses indicate that 75% of the teachers agree that the district officials consult with the school on a continuous basis to ensure that correct material is procured. Again in this question it is difficult to understand: if there is a district team that consults with the school on a continuous basis then the researcher expects the same percentage of teachers to have agreed that there is a district team that supports the school, unless the school views support as something different to what the district team is doing.

B5.6 The district officials monitors the incorporation of the procured material into teaching and learning processes.

It was puzzling to the researcher that only 50% of the teachers agreed that the district officials monitor the incorporation of the material into teaching and learning. Question B5.2 to B5.5 have high percentages agreeing that the school knows how to get help from the district officials, they are available when needed, resource provisioning is reviewed and material is incorporated.

The MS Word Thesaurus explains 'monitor' to mean keep an eye on, watch, supervise, and all these have a connotation of continuously being there, it seems as if the teachers are saying in B5.2 to B5.4 the district officials just come for a specific need and disappear. They do not come, acknowledge a

need, guide and support, keep a close eye on progress made and review progress with regard to the procurement and the incorporation of the materials into the teaching and learning process.

Although the incorporation of the resources in the teaching and learning processes occurs at school, the continuous interaction between districts and schools need attention. If this does not happen the district officials may be viewed as coming and going at schools without maintaining a purposeful lasting relationship that will ensure that the systems of the Department of Education are owned by the district official themselves and by the schools.

4.3.1.7 Conclusions on teacher questionnaire

Some trends are noticed in all the sections of the teacher questionnaire.

In section A it was clear that most teachers who participated in the research are highly experienced. In section B, unexpectedly so there are some teachers who seem not to be clear on what their role is with regard to resource management.

In B1.2, 14.5% of the teachers claim to be familiar with section 21.1c but 20% in B1.3 claimed to have been allocated the section 21.1c function and the same percentage give the reason for this to be their ability to manage their finances. Here one notices some lack in communication at schools.

If communication were clear at the schools that are allocated the section 21.1c function all teachers should be familiar with the section 21.1c function and there could not be teachers who are not sure whether they have been allocated the function or whether they are familiar or not with section 21.1c function.

In section B2, a small percentage agreed that there are clear provisioning systems that are clearly communicated. However, it seems that they definitely agree that there are systems that inform the school systems and that there are benefits from implementing the systems in B2.3 to B2.5.

In Sections B3.1, B3.2, B3.6 and B3.8 it seems that the composition and the function of the LTSM team is questionable. However in B3.4 to B3.9 teachers are clear of the potential of the systems.

In B4.1 the influence of the teacher in the system need attention but the important as well as the link between the system and teacher development is acknowledged.

Linking up with all the previous sections according to B.5, the district officials seem to be coming in and out schools but not consistently and purposefully available to monitor and support schools. In B5.1 and B5.6 fewer teachers agreed that characteristics of continuous availability, visibility and support as required by the schools, exists.

From the teacher questionnaire, the researcher's analysis of the factors that affect the provisioning of resources and the incorporation of the resources in the teaching and learning process shows that the following aspects are important factors:

- The extent to which teachers are developed with regard to curriculum development and curriculum implementation.
- The presence and the impact of provisioning systems
- The implementation of the accountability systems

These factors lead to the central argument raised in this chapter. This argument is informed by the findings which are:

The teachers acknowledge that there are systems in the Department of Education and that these systems supported and monitored.

The LTSM committee is playing a key role in ensuring that all teachers are involved or influence the material that is procured at school.

However a lower percentage of teachers agree that there is a functional system at schools where in they all participate than the percent that agrees that there are systems at district in the province which are clearly

communicated which inform all systems at schools and this finding raises the accountability question.

4.3.2 Learner questionnaire

4.3.2.1 Section A of the learner questionnaire

Learner Profile

The total number of learners expected to participate in the study was 240: ten learners from each of the two schools in each of the twelve districts. The total number of the research questionnaires returned was 229, which is a 95.4% return.

Of the learners who participated, 43% were males and 47% were females. They were all in grade seven. A differentiation was made between those who are between 13 and 14 and the rest of the learners. 225 (98%) of the learners are between that age, one is below thirteen and three are above fourteen.

The learners are expected to start school at seven or when turning seven years. If a learner starts school at the correct age and never repeats a class, he or she would be between 13 and 14 years of age in grade seven. The purpose of the question on age was to establish if the learners in the research project started school at the correct age and have not possibly repeated any class.

4.3.2.2 Section B (B1.1-B1.8)

The analysis of resources used in class per learning area

Section B of the learner questionnaire investigated the most used resource in class per learning area. The aim of this question was for the researcher to have a clear picture of what is referred to when we talk about resources and because the learners are the recipients of the teaching they are in the best position to tell what resources are used in the teaching and learning process.

B1.1 Languages

The learners' response concerning the utilization of resources in the languages learning area was as follows:

Languages	Yes	No	Nil	Total
Pictures	77%	18.5%	4.5%	100%
Textbook	82.2%	13.3%	4.5%	100%
Overhead projector	36.1%	59.4%	4.5%	100%
Reading books	86.1%	9.4%	4.5%	100%
Articles	60.9%	34.6%	4.5%	100%
Work	90.4%	5.1%	4.5%	100%
Chalk board	84%	11.5%	4.5%	100%

Diagram 4.30: Languages

Learners indicate that the most used resource in Languages is Worksheets, followed by reading materials, the chalkboard and then the rest. Linking this with the topic for research the following become important:

- Worksheets are developed by teachers using a variety of resources.
- For worksheets to be developed the teacher has to be informed about matters regarding curriculum development. For the teachers to be able to develop appropriate worksheets they should be well informed about curriculum matters. This makes teacher development key on matters regarding resourcing of education.

B1.2 Human and Social Sciences

Human and Social Sciences	Yes	No	Nil	Total
Textbook	69.1%	26.4%	4.5%	100%
Maps	82.6%	12.9%	4.5%	100%
Moulds	19.6%	75.9%	4.5%	100%
Charts	69.6%	25.9%	4.5%	100%
Chalk board	86.1%	9.4%	4.5%	100%

Diagram 4.31: Human and Social Sciences

In Human and Social Sciences, 86.1% of the learners indicate that the most used resource is the chalkboard, followed by maps, charts and textbooks.

This is one of the old ways of teaching where the learners are not given the chance to discover the information themselves and this method is discouraged in the OBE approach.

It is arguable whether the learners understand and can apply the information when they were taught in this way. While the teacher may be developed in curriculum delivery, the teacher might lack in skills to applying of strategies relevant to the OBE approach.

B1.3 Technology

Technology	Yes	No	Nil	Total
Textbook	73.0%	22.5%	4.5%	100%
Designs	74.0%	20.5%	5.5%	100%
Electric circuits	75.0%	6.5%	6.5%	100%
Chalk board	76.0%	16.5%	7.5%	100%

Diagram 4.32: Technology

In as far as Technology is concerned, most learners indicated again that the chalkboard is the most used resource followed by electric circuits, designs and the textbook.

A design could be regarded as printed material since the learners have to use some kind of a print or paper to produce a design. However one would not expect the chalkboard to be the most used resource in a practical subject like Technology.

B1.4 Natural Sciences

Natural Sciences	Yes	No	Nil	Total
Textbook	73.9%	21.6%	4.5%	100%
Laboratory equipment	46.1%	49.4%	4.5%	100%
Chemicals	51.7%	43.8%	4.5%	100%
Chalk board	82.6%	12.9%	4.5%	100%

Diagram 4.33: Natural Sciences

Even in this learning area the learners indicated clearly that the most used resource is the chalkboard, followed by the textbook.

This was very surprising since learners in this grade are at the stage where basic knowledge on experiments and other scientific formulas should be formed.

B1.5 Arts and Culture

Arts and Culture	Yes	No	Nil	Total
Textbook	69.1%	26.4%	4.5%	100%
Pictures	89.6%	5.9%	4.5%	100%
Cuttings	82.2%	13.3%	4.5%	100%
Chalk board	83.9%	11.6%	4.5%	100%

Diagram 4.34: Arts and Culture

It is only in this learning area that textbooks are indicated as being used the least.

While this is the case, it is worth noting that the chalkboard is used the most

It should also be noted that the other material that is regarded as the most used is part of the printed material.

B1.6 Economic Management Sciences (EMS)

Economic Management Sciences	Yes	No	Nil	No response	Total
Textbook	65.0%	30.5%	4.5%	0	100%
Cuttings	62.0%	32.2%	4.5%	1.3%	100%
Overhead projector	30.5%	59.8%	4.5%	5.2%	100%
Chalk board	77.0%	16.0%	4.5%	2.5%	100%

Diagram 4.35: Economic Management Sciences

With regard to EMS the learners indicated that the mostly used resource is the chalkboard, followed by textbooks. The researcher expected the use of packaging material, empty containers, newspapers and financial documents to feature more in this learning area and this could fall under cuttings since this subject deals with the manufacturing, marketing, buying and selling cost of commodities, but it was not the case

B1.7 Life Orientation

Life Orientation	Yes	No	Nil	Total
Textbook	71.3%	24.2%	4.5%	100%
Pictures	81.7%	13.8%	4.5%	100%
Chalk board	81.3%	14.2%	4.5%	100%

Diagram 4.36: Life Orientation

Life orientation is a learning area that assists the learner to know and appreciate who he or she is, in terms of the culture and heritage. It also assists the learner to appreciate other cultures and it builds the learner's life skills. The researcher would expect that information could be in books, pictures and some real items could be brought to class to make the learning experience more exciting.

B1.8 Maths

Maths	Yes	No	Nil	Total
Textbook	76.1%	19.4%	4.5%	100%
Worksheets	84.8%	10.7%	4.5%	100%
Workbooks	87.4%	8.1%	4.5%	100%
Chalk board	85.2%	10.3%	4.5%	100%

Diagram 4.37: Maths

The response indicated that workbooks are the most used resource in this learning area followed by chalkboard and worksheets.

The researcher assumes that the worksheet and the workbooks contain work that the learners should do for practice purposes. The textbooks are used for examples and the chalkboard for reconsolidation of work done by learners in the workbooks and worksheets.

4.3.2.3 Findings of the most used resource

What came out clearly is the following:

- The chalkboard and the textbooks are the most used resources, therefore it can be assumed that it can be assumed that most of the financial allocation is used to buy the textbooks.
- Teachers need to make a mindshift from the old methods of teaching to the OBE approach.

In the FDE (Adler & Reed, 2002:58) research project which compared teachers implementing OBE who were in the learning area development programmes and those who were not, it was found that those who were involved in the learning area development programmes:

- brought additional resources;
- used existing resources to achieve defferent goal; and

- harnessed additional resource to gave to their learners expanded opportunities

This research agued that the issue of what resource is used by the teacher is linked to teacher development.

Adler and Reed (2002:58) argue that the chalkboard is the central resource in teaching. While this is the case, in the rhetoric of C2005 and the transformation of educational practice, the 'chalk and talk' has come to signify 'old practices.' and needs to be replaced by learner -centred resources.

However, in this research, if one has to compare the mostly used resources the chalkboard and textbooks are the mostly used resources.

If one has to compare the chalkboard and textbooks in all learning areas the following is evident:

Learning area		Chalk board	Textbook
Maths	Maths	85.2%	76.1%
Technology	Tech	76.0%	73.0%
Human and Social Sciences	HSS	86.1%	69.1%
Languages	LLC	84.0%	82.2%
Natural Sciences	NS	82.6%	73.9%
Arts and Culture	AC	83.9%	69.1%
Economic Management Sciences	EMS	72.0%	65.0%
Life Orientation	LO	81.0%	71.0%

Diagram 4.38: Chalkboard and textbooks

From the table above, it is evident that according to the learners the chalkboard is the basic most used resource and the textbooks compete with the chalkboard. In some learning areas they are used more than a chalkboard.

If the chalkboard is used excessively it could result in the following:

- Verbalism which is described by Duminy and Steyn (1985:51) as a situation where learning situation does not rest on concrete, perceptual

basis but becomes a parrot talk. This could be when the teacher writes on the board the learner rewrites and verbalise.

- Too much 'chalk and talk' discourages learners from fully participating in the lesson.
- Spoon feeding- where the learners get all the information on the board and not research for them and the board is used for capturing salient points and consolidating.

The researcher also compared the chalkboard, printed material and the other materials in relation to the responses of the learners and the following was found:

- A high percentage in the use of printed material and the chalkboard, but a low percentage in the use of the other materials. The researcher also tried to compare all learning areas with regard to the utilization of the chalkboard and this was the result

LEARNING AREAS	Percentages for chalkboard
LLC	84.0 %
HSS	86.1 %
TECH	76.0 %
LO	81.3 %
NS	82.6 %
EMS	72.0%
Maths	85.2 %

Diagram 4.39: Chalkboard in the learning areas

Since all schools have chalkboards in the classes, most of the money allocated for resources goes to buying textbooks. From the learner's responses, it seems the schools are using the chalkboard and textbooks. It can be assumed that from the learner's perspective, the school would be regarded as well resourced if it has textbooks and a chalkboard.

This perception is the reason why the high failure rate in grade 12 is blamed on the lack of textbooks. The indication that teachers are using less equipment and more printed material might mean that:

- teachers are not trained enough to a level where they are comfortable with using equipment like overhead projectors, laboratory equipment, chemicals, and electrical circuits in class; and
- they have not made a mind shift from how they were taught to adjusting to learner centred way of teaching.

4.3.2.4 Section B 2 (B.2.1 –B.2.6)

This section of the learner questionnaire aimed at determining how the learners view the provisioning systems and if the learners think that the resources are incorporated into the teaching and learning process.

It should also be noted that some learners did not answer some questions. The reason for that could be that:

- those learners who had a problem with the language might have had problems in understanding what the question asked for ;' and
- the question were inquiring about teacher's and some learners might have felt uncomfortable talking about their teachers

B2 1;

The learner's responses to the question whether all teachers use resources in class were as follows.

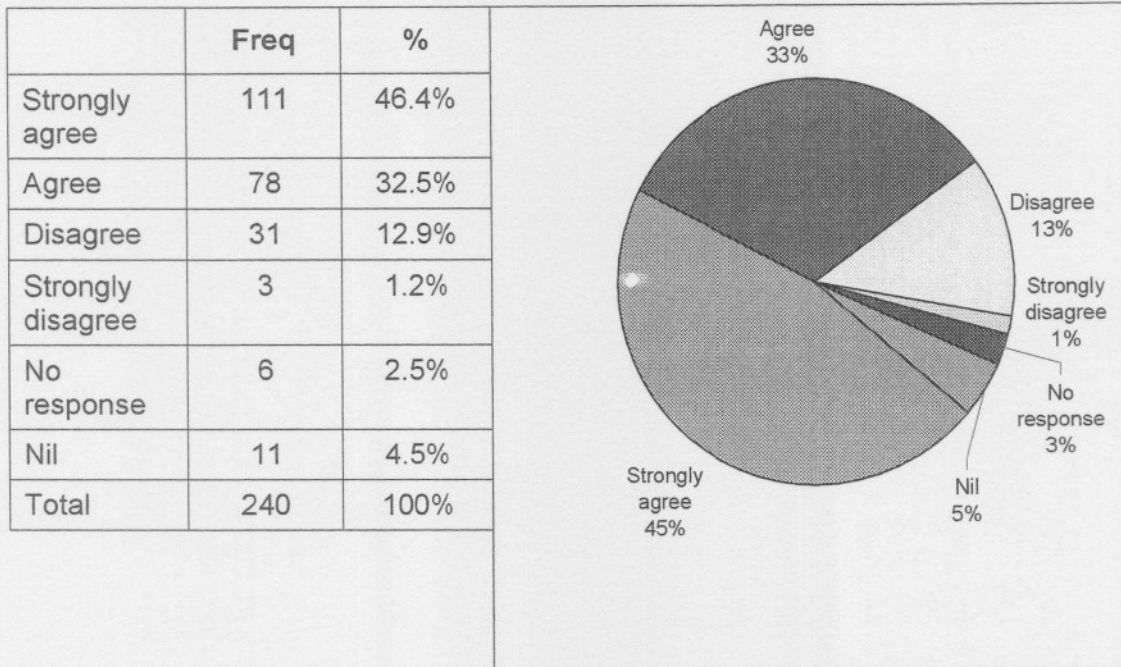


Diagram 4.40: All teachers use resources

78.9% agreed that all teachers use resources in class. If one compares this question with the responses in the previous section one is tempted to believe that the learners refer to the utilization of textbooks and the chalkboard.

B2.2:

The responses in B2.2:

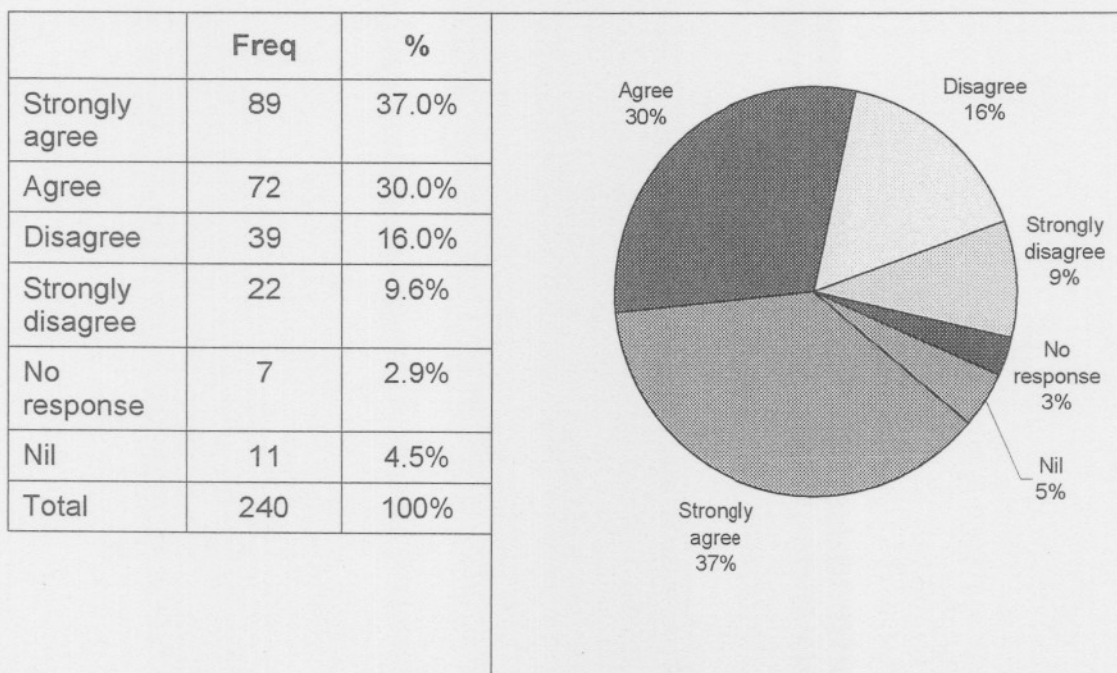


Diagram 4.41: Various resources are available for use

67% agreed that various resources are used in class. The next question about the distribution would elicit to what the learners view as varied resources

B2.3:

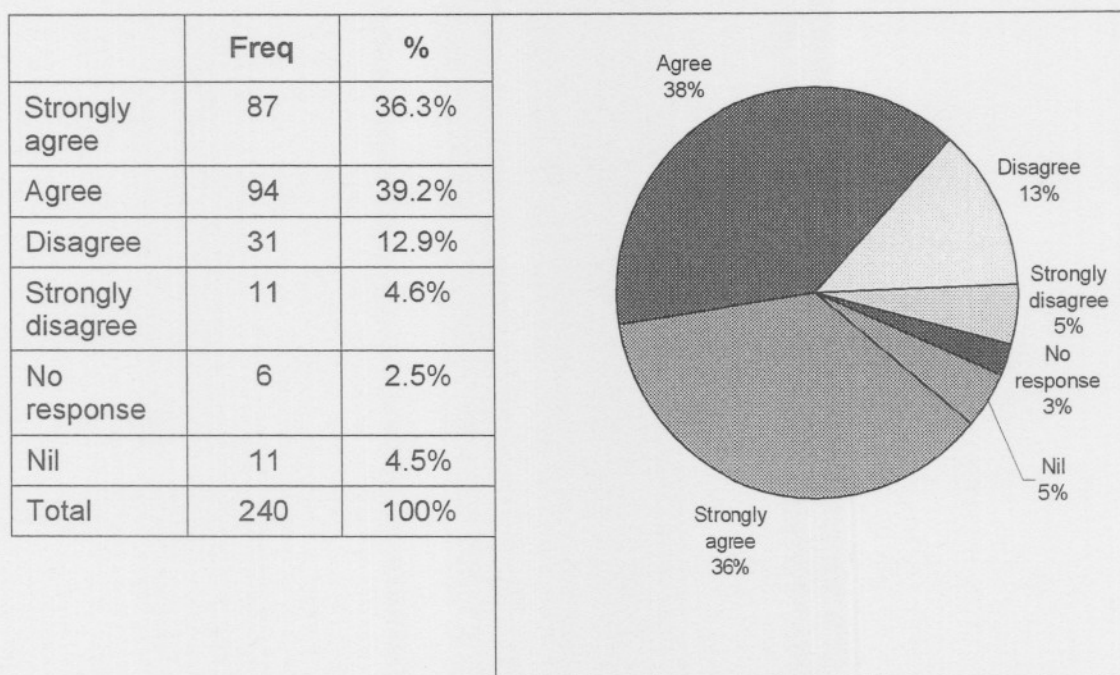


Diagram 4.42: Distribution of resources

A total of 75.5% of the learners indicated that the teachers distribute the resources fairly in class.

It seems that the learners are of the opinion that there are resources in class, that they used by teachers and that they are distributed fairly. Referring to the first section in B1, the interpretation could be that, since there is a chalkboard in every classroom the 75.5% of the learners are saying that the textbooks are sufficient for most of them.

B2.4:

Questions B2.4 to B2.6 inquired whether parents buy or do not buy the resources.

Asked if the parents are responsible for buying basic resources like textbooks and stationery, the learners' responded as follows:

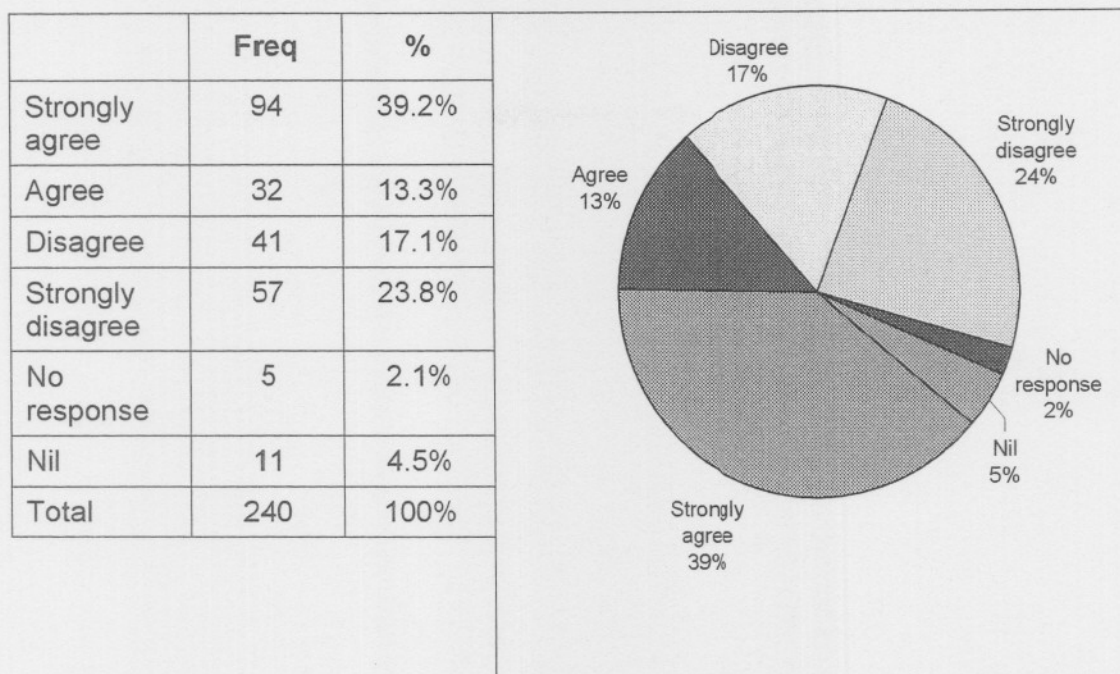


Diagram 4 .43: Procurement of resources by parents

It is evident that the parents do buy some of the material.

52.5% of the learners seem to be of the opinion that the parents buy basic resources. 40.9% disagree with this statement. The percentage who disagree could be saying that:

- parents buy all material not only basic one;
- parent do not buy material at all, or even that ;
- parents buy additional material not basic one

The next question which is linked to this one is asking if parents buy additional resources would assist in the interpretation of this question

B2.5:

The question asked if the parents buy additional materials such as charts, flipcharts, files and other material. The responses were as follows:

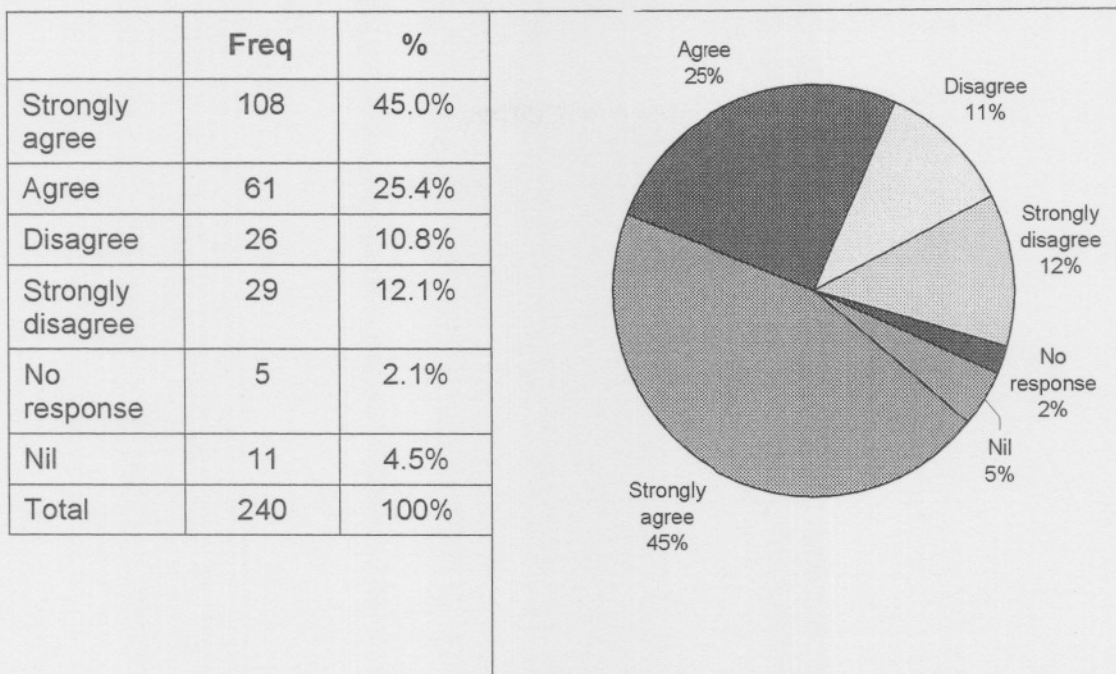


Diagram 4.44: Parents buy additional resources

70.4% agree that the parents buy additional resources while 52.5% in B2.4 indicated that parents buy basic resources. This to the researcher means that most learners agree that the parents buy additional materials not basic material;

B2.6:

The question was aimed at establishing if there are cases where the parents buy all the resources and the responses were as follows:

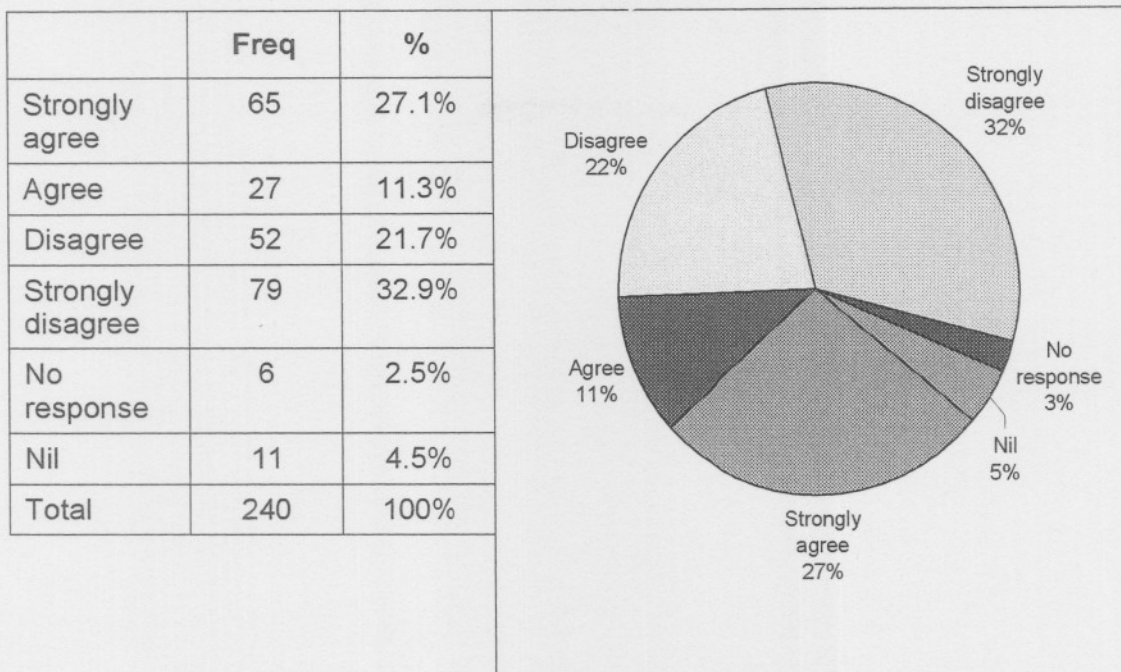


Diagram 4.45: Parents buy all resources

Only 38.4% of the learners agree that the parents buy all the material. This response, linked to B2.4 and B2.5, indicate that the parents assist in the buying of the resources, but they are not responsible for buying all the material that is needed for teaching and learning. If the most used material is the chalkboard and the textbooks or printed material then it means that the parents are responsible for the textbooks and the printed material, and surely not for the chalkboard.

4.3.2.5 Section B3 (B31 to B3.5)

In this section the researcher aimed at finding out if the learners are supported in the utilisation of resources

B3.1:

The teacher is available to support me regarding the utilization of resources in class.

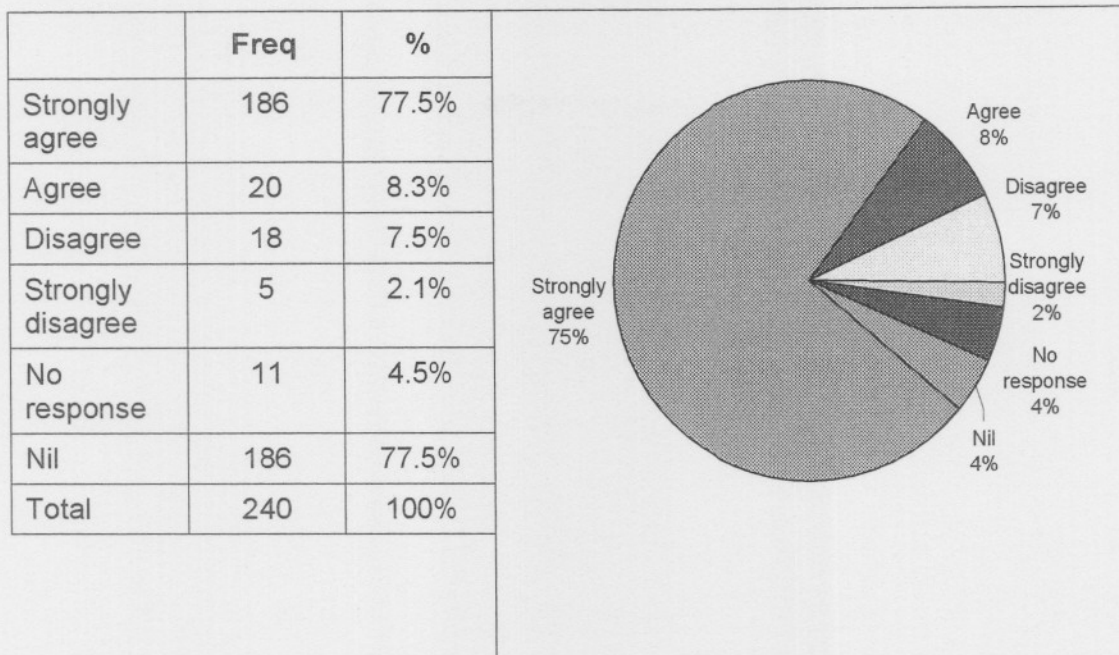


Diagram 4.46: Teacher support to learners

85.8% of the learners agree that the teachers are available to support them with regard to the utilization of resources in class. Support in the utilisation of resources could refer to the following:

- Explaining of how the learner can best use the resource to gain optimum knowledge from it, e.g. the teacher can explain how a picture distributed to learners can best be used to gain more knowledge on adjectives, as compared to giving the same picture and sentences and below asking questions such as 'in the following sentence circle the adjective'. This implies that the availability of resources on their own is worthless if the resources are not used to achieve the outcomes intended when they were purchased.
- In the former scenario the teacher could even use other pictures and arouse aesthetic feelings in the learners to appreciate words used to describe nouns (Adjectives).
- Explaining what the equipment is, e.g. a test tube, what it is used for where else it is used besides in the classroom, how it should be handled best.

There are many other ways in which the teacher can support and encourage the learners to use resources available in class

B3.2

The question tried to establish whether parents are available to support the learners with regard to the utilization of resources at home. The responses were as follows:

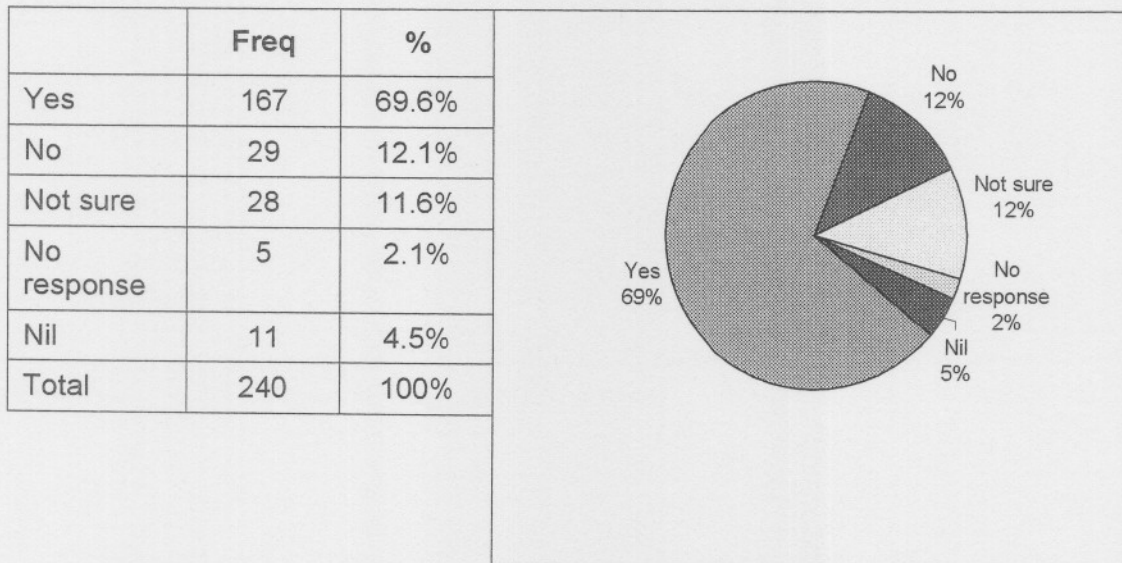


Diagram 4.47: Parents support is available at home

69.6% of the learners indicated that parents are available to support them in the utilisation of the resources.

It seems that parents and teachers cooperate with one another in giving support to the learners on the utilization of the resources

B3.3:

Questions B3.3 to B3.4 tried to determine the impact that the availability of resources had on teaching and learning. The question was whether LTSM make learning easy?

The responses were as follows:

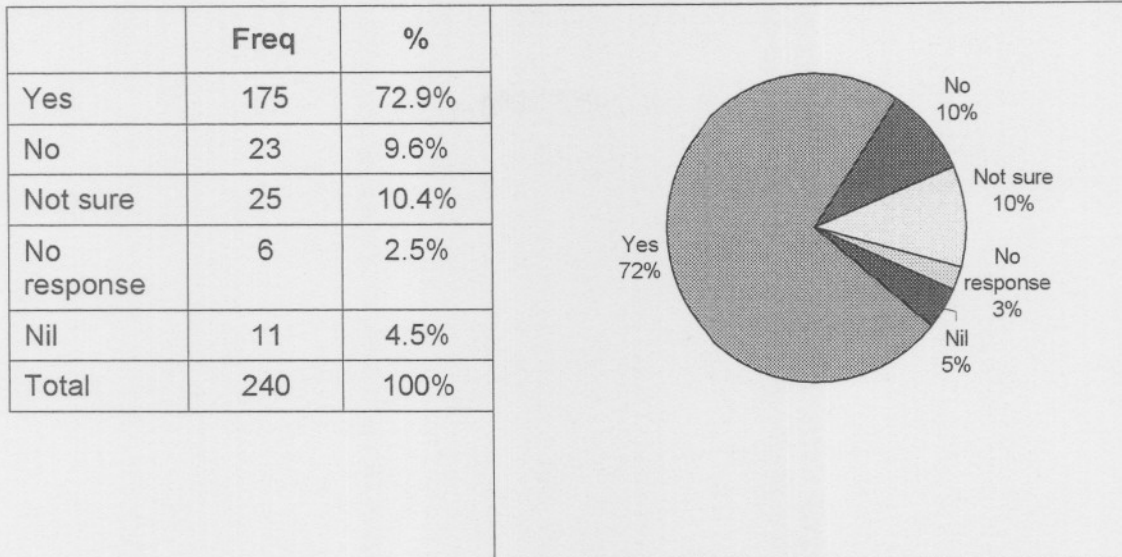


Diagram 4.48: LTSM make learning easy

A clear 72.9% of learners indicated that the resources make learning easy. The following question actually agreed with, and aimed at verifying B3.3. The question was whether lack of resources makes learning difficult? The responses were as follows:

B3.4:

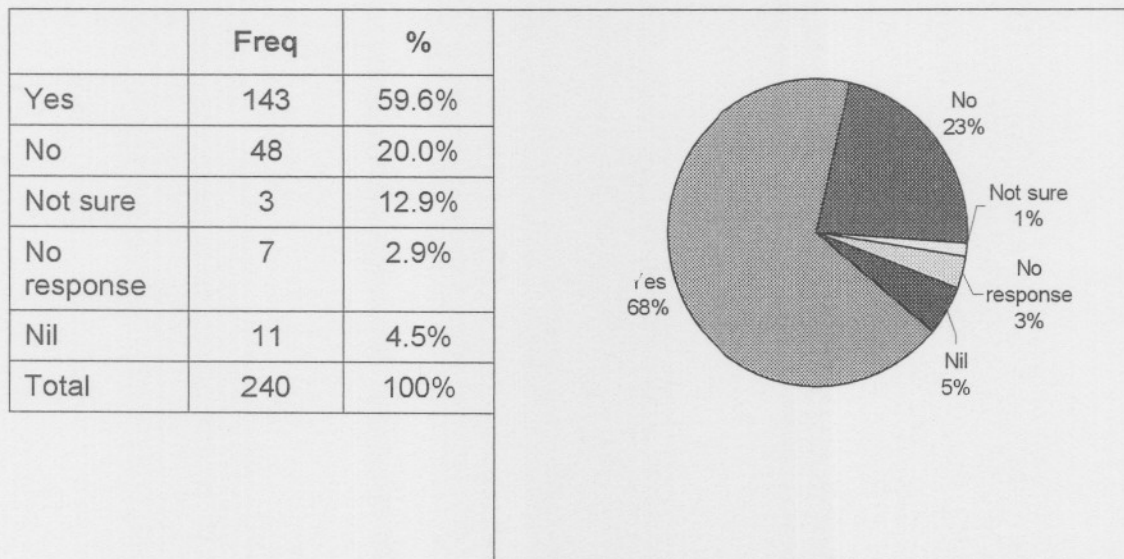


Diagram 4.49: Lack thereof makes learning difficult

The majority of learners agree that the availability of LTSM make learning easier and the lack thereof make learning difficult.

B3.5. Learners choose the school because the school have resources.

The responses to this question were as follows:

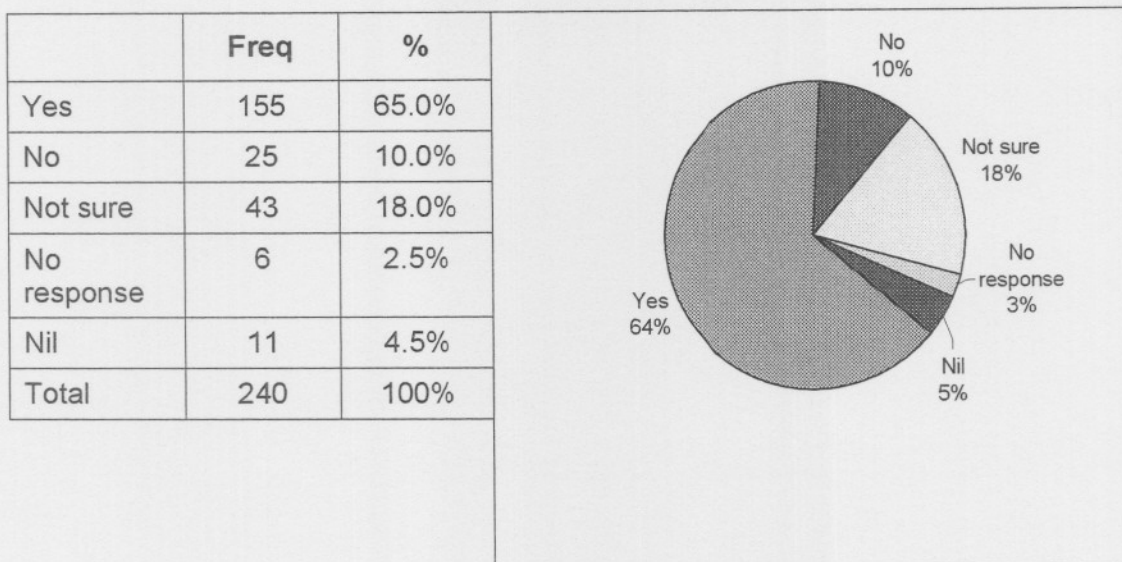


Diagram 4.50: I choose the school because of its LTSM

It seems as if the learners chose the school because that school has the resources. In the analysis of B3.5, 75% of the learners indicated this.

Learners could possibly identify the schools that are well resourced from:

- the grounds and premises of those schools;
- learners attending these schools sharing the information with them during sports or other forms of interaction;
- learners' boasting to one another, about the schools since those schools are having resources and they succeed in sports; and
- parents who could have influence on their learners by instilling in learners that good schools are schools with resources.

Three learners from GDE who passed grade 12 with flying colours attributed their success to a GDE programme that provided the disadvantaged schools with resources (GDE, 2004b:7-8). This on its own could make some learners think that better schools are those that have resources.

It is no surprise that learners participate in evaluating school in the interest of getting better education, particularly OBE learners who are encouraged to participate in taking responsibility for their learning (Vaalweekblad, 1997)

The reason for the migration of learners from township schools to suburban schools is that the schools have resources. Albert Chanee, in a paper on 'education quality and accountability' for Education Practice (GDE, 1999f:11), argues that the resource base of the school and the levels of resourcing are important factors influencing the quality of education. These include facilities and programmes that are available to learners.

Generally most people, including learners, believe that a well resourced school is a good school. With this assumption the learners wish to be in a well resourced school.

4.3.2.6 Concluding the learner questionnaire

The responses given by learners in the following sections are that while both teachers and parents are available to assist the learners in the utilization of the resources, most resources are the chalkboard and textbooks.

This response links up well with the teacher's response that indicated that the teachers hold the opinion that the extent to which a teacher is trained determines the extent to which that teacher incorporates the resources into the teaching and learning process.

The report of the Systemic Evaluation conducted in 2002 in Gauteng schools confirmed that:

- resources at home; and
- utilisation of resource centres at schools affect learner performance (DoE, 2003a: ix)

The same report argued that learners at schools with more teaching and learning materials obtained higher scores in tests that were given to the learners (DoE, 2003a:ix).

This might answer the question why there are so many learners who are transported to suburban schools from the township. Questions that come to mind are what stops the township schools from ensuring that they are

resourced and whether is monitoring conducted to ensure that the resources procured are incorporated into the teaching and learning process?

The Minister of Education in the National Report on Systemic Evaluation indicated in his foreword that 'besides heavy investment in Education, we have put in place democratic laws that redress the legacy of the racially discriminating education of yesterday and create a conducive climate for continuous improvement (DoE, 2003a:ix). The researcher interprets the above statement by the Minister to mean that it should not be about the money allocated or resources provided but it should be about the climate created by the teachers in a school for continuous improvement of education.

By devolving school governance to local communities we have rekindled or reactivated the sense of pride and ownership and thus increased accountability among role players (DoE, 2003a:ii).

Accountability means being accountable, responsible, making clear why something happens, explaining why you had to do something, (Hawkins *et al.*, 1998:5) and with this understanding in mind it is therefore important for the teacher to be accountable for not only the availability of the resources but also for the incorporation of the resources.

The factor that emerged clearly from the analysis of the learner questionnaire is that teaching method should justify procurement and their utilisation can benefit learners

In the next section the researcher will be analysing the district LTSM coordinator will be analysed so as to complete the picture of the factors that affect the provisioning of resources.

4.3.3 The district LTSM coordinators questionnaire

4.3.3.1 Section A (District official's profile)

There are 12 districts in the Gauteng Department of Education at present. The district director was expected to appoint one person to coordinate the LTSM work.

When the Gauteng Department of Education was restructured in 2001, LTSM project became a unit (GDE, 2002:12). The appointed unit head continued working with the existing structure so that the change was just from the project manager to the permanent LTSM unit head.

The LTSM unit head at head office was placed in the Curriculum Management and Development Branch (GDE, 2003e:7)

The unit members at head office and the district representatives constituted a LTSM provincial team. This is why it was surprising that while all districts LTSM coordinators were consulted and requested to complete the questionnaire one district was very reluctant, and two districts claimed not to have a LTSM coordinator while one district LTSM coordinator was never available in the district.

The researcher was informed that this function was undertaken by the Institution Development and Support Officers (IDSO) who used to be called inspectors, and who had other competing priorities.

Only eight districts responded. So eight questionnaires were received which was only 66.7% of the total number of district coordinators expected to respond.

Designation

Only four (50 %) of the district respondents were district LTSM coordinators, three were just LTSM facilitators in which case the LTSM Unit did not have a coordinator but facilitators, and two were just doing the job of facilitating LTSM but understood themselves to be provisioning clerks, one of whom was never available to complete the form.

Unit

The reason why the the respondents had to indicate in which unit they are, was to determine if there is an LTSM unit in the district.

Four of the district coordinators claimed they were in the LTSM unit. Three were facilitating in the LTSM unit, and one mentioned he was from the provisioning unit.

The difference would be that if there is a LTSM unit in the district, the members of that unit are likely to devote their attention to the LTSM only and yet if they function under any other unit, their job would include other functions: either the management of the LTSM or support to schools.

The experience of the district officials

	Frequency	Percentage
0 - 2 years	1	8.3%
3 - 5 years	5	41.7%
6 - 10 years	2	16.7%
No response	4	33.3%
Total	12	100%

Diagram 4.51: The experience of the district officials

41.67% of the district officials had between three and five years of experience. This meant that they had been involved in one way or another in training for C2005, actually, the whole department underwent training in the Revised Curriculum Statement in 2003/2004.

Gender

Four of the district respondents were female and five of them were males.

4.3.3.2 Section B1.1 to B1.11

B1.1 Understanding the district's function

The question in B1.1 was what the district officials understood their function to be.

The aim was to establish if the district coordinators understood what their functions are. If they claimed they did, the researcher wanted to find out if they shared the same understanding.

Provincial Education Departments have to continue to explore policy and budgetary options that can improve teaching efficiency and look into the impact of input mixes in the classroom on the efficiency of teaching (DoE.2003b:37).

Circular 64 of 1999, indicates that the district LTSM team must develop and support schools so as to ensure that all schools move to being self -managing schools (GDE, 1999a).

The draft procurement policy states that the district LTSM coordinators have to be involved from the policy formulation stage through the policy implantation right up to the policy review.

With this in mind it is important for districts to know what their role is.

Most district facilitators understand their function to be the following:

- To give guidance and support to schools, conduct workshops to refine selection criteria and review guides (GDE, 1999a:3).
- To facilitate the evaluation, selection, requisitioning and general management of Teaching and Learning Support Materials.
- To monitor and track delivery of LTSM and management of LTSM at schools (GDE, 1999a:8).
- To review and intervene whenever there is a problem and report to Head Office.

The analysis of the roles of district officials who participated in the survey showed that:

Roles the district LTSM officials play with regard to policy and processes.	Frequency	Percentage
Participate in policy formulation and policy review	0	0%
Understand and interpret policy and processes	3	25%
Communicate, facilitate, guide and support	4	33.3%
Evaluate and review report and guide	1	8.3%
No response	4	33.3%
Total	12	99.9%

Diagram 4.52: District's role

The districts' LTSM officials shared the same understanding of what their role is with regard to the LTSM function. However, only 25% indicated that they understand that it is not only communicating, guiding and supporting, but it is important to understand and interpret policy. None of the officials said anything about formulation and policy review.

B1.2 Familiarity with the section 21.1c function

66.7% of the officials who participated in the research claimed that they were familiar with the section 21.1c function.

B1.3 Number of schools allocated section 21.1cc function.

There were 2 270 schools in Gauteng, in 2002. The number of Ordinary Public schools was 1912. The number of primary schools, grades 1-7, in 2002 was 1308 (GDE, 2001a:14). While there are 12 districts, the number of schools per district are not the same; some districts are large some are small. If you divide the district offices by the number of ordinary public schools, you get 159 schools.

This means that if the districts had the same number of schools, each district would be responsible for 159 schools. 66% of the district officials indicated that 1178 schools are allocated the section 21.1c status. This means that 66% indicated that 61.6% of the total number of ordinary public schools is allocated section 21.1c function.

One can assume that, if all district officials responded to the questionnaire and the information they gave is accurate, there could be more schools allocated the section 21.1c function. The researcher can just assume that the majority of schools in Gauteng are section 21.1c schools. These schools could be allocated other functions as well, but for the purpose of the research, we will refer to section 21.1c only.

B.1.4 Reasons for allocation of section 21.1c function

Three of the eight district officials indicated that schools were allocated the section 21.1c function in order to be empowered. Five of the eight district officials indicated the reason to be ability to manage their finances, which is actually a criterion for allocation of section 21.1c function. None of them mentioned the aim stated in Circular 64 of 1999 which is to move schools towards being self managing centres of learning (GDE 1999a:1).

B1.5 Schools not yet allocated section 21.1c function

The total number of schools not yet allocated section 21.1c function, as indicated by 66.6% of district officials, is 151. The total number of the schools in the eight districts is 1329. This means that 11.3% percent of eight districts have not yet been allocated section 21.1c function.

B1.6 Reasons for not allocating section 21.1c function.

Responses	Frequency	Percentage
Did not apply	2	16.7%
Dysfunctional	1	8.3%
Not ready	3	25%
Vague	2	16.7%
No response	4	33.3%
Total	12	100%

Diagram 4.53: Reasons for not yet allocating section 21.1c

The researcher was worried about the reasons given by the district LTSM official for schools not yet allocated the section 21.1c function.

B1.7 The reasons for allocating the section 21.1c functions.

Response	Frequency	Percentage
Good financial management	4	33.3%
Ability to handle the function	1	8.3%
Presence of relevant structures	1	8.3%
Vague	2	16.8%
No response	4	33.3%
Total	12	100%

Diagram 4.54: Reasons for allocating the section 21.1c functions

Evidently 49.9% indicated that the summary of criteria for allocation of section 21.1c would be that schools have the necessary financial systems, structures and are able to handle the section 21.1c function.

16.7 % gave vague answers, indicating that the school did not apply and that the number of learners is fewer than required, as if the school should have a certain number before it can apply for the function.

B1.8 Difference between the schools that are allocated the section 21.1c functions and those that are not

All district officials who indicated that there is a difference between the schools that are allocated the function and the schools that are not yet allocated.

B1.9 Motivation for B18

All responses ranged from the schools that are allocated the section 21.1c function having autonomy to those that are not yet allocated, not having the autonomy to manage their funds freely.

B1.10 Learners benefit

	Frequency	Percent
Yes	4	33.3%
Partially	3	25.0%
Yes, if ... (gave various reasons)	1	8.3%
No response	4	33.3%
Total	12	100%

Diagram 4.55: Learners benefit

It was interesting that 33.3% of the district officials held the opinion that learners benefit, others believe that the learners benefit partially.

B1.11 Motivation for learner benefit

Response	Frequency	Percentage
Learners' needs are met	2	16.7%
Learners receive the material on time	3	25.0%
The school is developed	1	8.3%
Vague	2	16.7%
No response	4	33.3%
Total	12	99.9%

Diagram 4.56: Motivation for learner benefit

The motivation for their answer in B1.11 is that material is received on time, learner's needs are met and the whole school benefit.

B1.12 Is there any mechanism in place to check if the schools allocated the section 21.1c function utilize the money to improve learner performance?

The response to this question was as follows:

B4.6

	Frequency	Percentage
Strongly agree	1	8.4%
Agree	4	33.3%
Disagree	3	25.0%
Strongly disagree	4	33.3%
Nil	4	33.3%
Total	12	100%

Diagram 4.57: Mechanism to check utilization of allocated money

It is surprising that less district LTSM teams claim that there are systems to ensure that the money allocated to section 21.1c schools improve learner performance. In light of the amount spent on resources, it is impossible to think there could be no systems to ensure that the money allocated to any type of school, would improve learner performance

4.3.3.3 Section B2 (B2.1 to B2.5)

B.2.1 It is the responsibility of the district officials to support schools regarding resource provisioning.

This question was put to determine if it is the responsibility of the district to support the schools regarding resource provisioning. The district official responded as follows:

	Frequency	Percentage
Strongly agree	6	50.0%
Agree	2	16.7%
Disagree	0	0%
Strongly disagree	0	0%
No response	4	33.3%
Total	12	100%

Diagram 4.58: District official are responsible to support schools

66.7% of the district officials agreed that it is the responsibility of the district to support schools. In B1.1 the same percentage mentioned support to school as their role.

The researcher would expect that, if it is the role and responsibility of the district to support the schools, at least all the schools should be so well supported that they would all confirm that there is a district team that supports them.

However, in the teacher questionnaire, in B5.1 only 52.1% agreed that there is a district team that supports the school regarding resource provisioning.

B2.2 The school LTSM system is informed by the district LTSM systems.

This question was put to verify the information from the teachers on the same question.

From the response of the district officials, it seems that the district officials and the schools agree that the school systems are informed by the provincial systems.

B2.3 Teacher development is the main factor that affects the provisioning of resources and the incorporation of the resources into the teaching and learning process.

This question was put because the researcher believes that the district, as support structure should make some analysis of the system and should be able to tell what they think is the main factor. The response was as follows:

	Frequency	Percentage
Strongly agree	3	25.0%
Agree	4	33.3%
Disagree	1	8.4%
Strongly disagree	0	0%
No response	4	33.3%
Total	12	100%

Diagram 4.59: Teacher is the main factor

58.3% agreed. It was evident also in the analysis of the teacher questionnaire that a majority of the teachers believe that the extent to which the teacher is developed determines the extent to which the teacher is able to choose the

LTSM, which also determines the extent to which the LTSM are incorporated into the teaching and learning process.

B2.4 The district is responsible for ensuring that the procured material is incorporated into the teaching and learning process

The question was asked of teachers and the comparison of the response was as follows:

	Frequency	Percentage
Strongly agree	5	41.6%
Agree	2	16.7%
Disagree	0	0%
Strongly disagree	2	8.3%
No response	4	33.3%
Total	12	100%

Diagram 4.60: The district is responsible for ensuring that the procured material is incorporated into the teaching and learning process

In the teacher questionnaire in B5.5 the teachers were asked if the district consult with teachers on continuous bases to ensure that the procured material is incorporated into the teaching and learning process, 75% of the teachers agreed to this.

While a substantial number of teachers and district LTSM officials agree on this point, the 8.3 % of the district officials who disagree is surprising because the already explained role that should be played by district officials is a means to ensure that the procured material is incorporated into the teaching and learning process.

One can only assume that the district LTSM official who claims not to be clear of the role that the district should play with regard to LTSM, is not inducted properly into his or her job.

B.2.5 District officials and school review the provisioning systems

The question on the reviewing of the provisioning systems by districts and schools was also asked of the teachers, and the comparison of the districts officials and the teachers' responses is as follows:

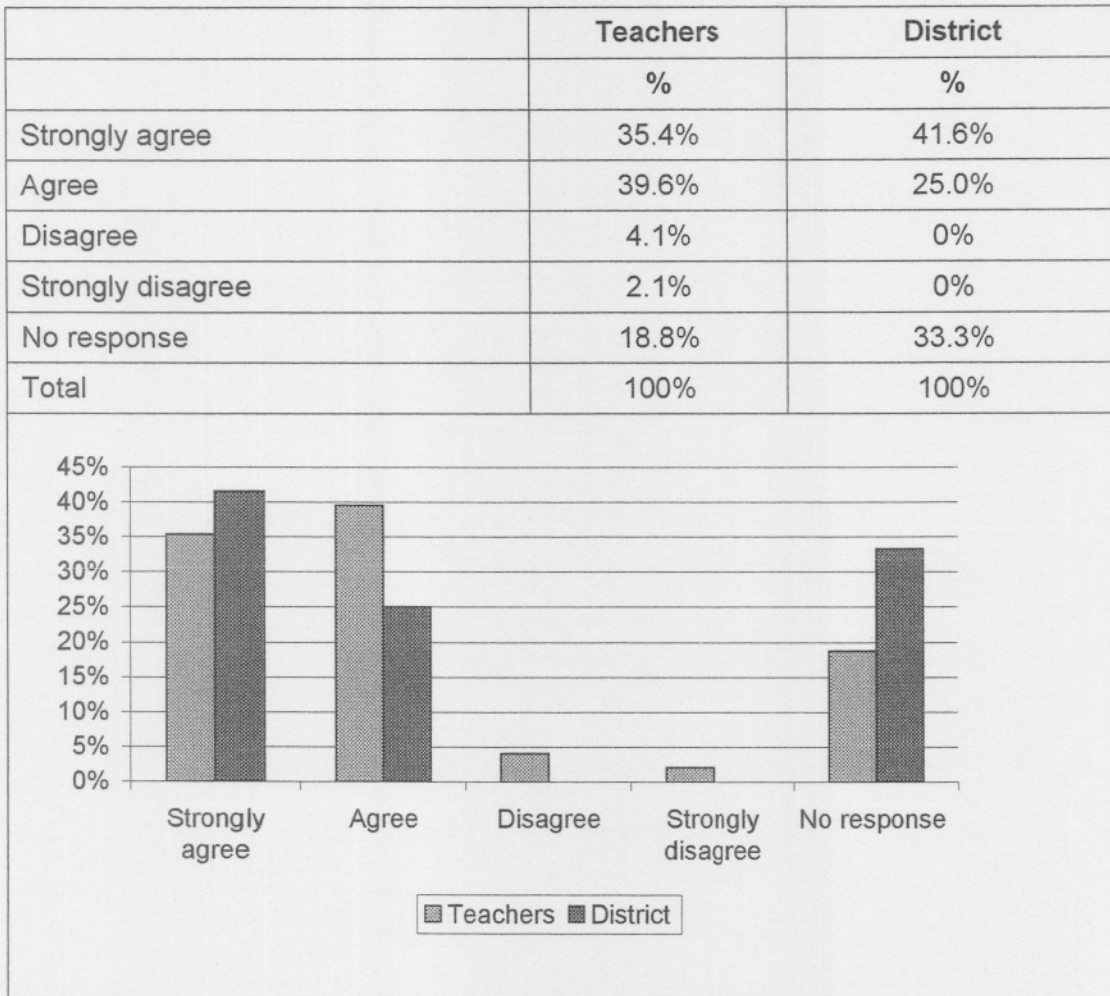


Diagram 4.61: Review of systems

It seems that the teachers who could be seen as recipients of the LTSM systems review service are not 100 percent in agreement that this is being done while the district officials who are supposed to be the facilitators of the review, claim that the LTSM systems review is being done

B2.6 The district officials have clear school support plans regarding the provisioning and management of LTSM

The responses were as follows:

	Frequency	Percentage
Strongly agree	1	8.3%
Agree	3	25.0%
Disagree	2	16.7%
Strongly disagree	2	16.7%
No response	4	33.3%
Total	12	100%

Diagram 4.62: The district officials have clear school support plans regarding the provisioning and management of LTSM

Only 33.3% of the district LTSM officials agree. Concerning the district LTSM officials who disagree, it could be that there are plans but according to them, they are not clear, or, it could also mean that there are no plans at all.

If there are no plans, then the support is haphazard or accidental and misaligned. Jansen and Christie (1999:237) argued that 'as far as learning material is concerned, there was no alignment in the whole foundation phase. Planning as the first step towards management gives direction and speed at which things should happen. Without a plan, there can never be direction.

B2.7 The districts officials' plan regarding provisioning and management of the LTSM is well communicated to schools

	Frequency	Percentage
Strongly agree	1	8.3%
Agree	3	25.0%
Disagree	2	16.7%
Strongly disagree	2	16.7%
No response	4	33.3%
Total	12	100%

Diagram 4.63: The district officials' plan regarding provisioning and management of the LTSM are well communicated to schools

It seems that the district officials, who believe that there are no plans in the district, also hold the opinion that there is no communication of plans to schools. Obviously, if there are no plans, there cannot be communication in this regard.

In B4.4, the majority of districts indicated that the provisioning systems were reviewed. 52% of the teachers in B2.1 of the teacher's questionnaire agreed that there is clear resource provisioning systems in the province. Could it then mean that some district LTSM officials are of the opinion that there are systems, but no clear plan, being communicated to the schools?

B2 8 The district officials have the capacity to support the schools

	Frequency	Percentage
Strongly agree	0	0%
Agree	1	8.3%
Disagree	4	33.3%
Strongly disagree	3	25.0%
No response	4	33.3%
Total	12	100%

Diagram 4.64: The district officials have the capacity to support the schools

Clearly the majority of district LTSM officials claimed that the district has no capacity to support the school. It seems that even those who agreed that there is a plan to support the school, have no capacity to implement the plan.

However, the majority of teacher respondents agreed in B52-B56 that the district officials are available, support, monitors and review the provisioning systems. This could be interpreted as that the majority of teachers are of the opinion that what the districts are doing, is all there is to be done, while the majority of the district officials feel that there is no capacity, no clear plan and no clear communication of plans to schools.

B2.9 The district officials support is the main factor affecting the provisioning of resources to schools

	Frequency	Percentage
Strongly agree	1	8.46%
Agree	3	25.0%
Disagree	0	0%
Strongly disagree	4	33.3%
No response	4	33.3%
Total	12	100%

Diagram 4.65: The district officials' support is the main factor affecting the provisioning of resources to schools

Interestingly enough the district officials who are not LTSM facilitators agreed that district support is the main factor, but the district coordinators disagreed.

B5.4 The teachers' management style affects the way the resources are managed in class

	Frequency	Percentage
Strongly agree	1	8.4%
Agree	4	33.3%
Disagree	2	16.7%
Strongly disagree	0	0%
No response	4	33.3%
Total	12	100%

Diagram 4.66: The teachers' management style affects the way the resources are managed in class

The majority of district LTSM officials disagreed that the teachers' management style affects the way the resources are managed in class. Only 33.3% of the district officials were coordinators. The rest were not. One questions their knowledge with regard to the teachers' management

According to the LTSM draft policy of 2004 and Circular 64 of 1999 (GDE, 1999: the district LTSM team should train the teachers in selection of material to achieve the outcomes. If the district LTSM official is not trained in OBE, is not a teacher, or a learning area specialist, it is doubtful how successful

training can be that is given to an experienced teacher, trained in the OBE approach and in teaching methodologies.

Jansen and Christie (1999:165) argue that creative use of resources can be achieved by enabling teachers to be facilitators/ mediators of learning, good managers and stimulators of learning how to learn. Further research is necessary on the:

- level of development in curriculum matters of the LTSM district officials;
- education related qualification and specialisation; and
- development in policy formulation interpretation, as well as policy review knowledge they have.

An investigation into how the above impact on resource provisioning and invariably on curriculum delivery is urgent.

B2.11 Parental involvement in education contributes to better provisioning and management of resources at school.

	Frequency	Percentage
Strongly agree	2	16.7%
Agree	4	33.3%
Disagree	2	16.7%
Strongly disagree	0	0%
No response	4	33.3%
Total	12	100%

Diagram 4.67: Parental involvement in education contributes to better provisioning and management of resources at school

50% of the district LTSM officials agree to this. Most of the documents they could have gone through that are important on LTSM, emphasize the importance of parental involvement, e.g, the SASA. The Draft policy on LTSM, Circular 13 of 2000, as well as circular 64 of 1999.

B1.12 Parental level of development regarding education matters contributes to better provisioning and management of resources at school

	Frequency	Percentage
Strongly agree	0	0%
Agree	2	16.7%
Disagree	4	33.3%
Strongly disagree	2	8.3%
No response	4	33.3%
Total	12	100%

Diagram 4.68: Parental level of development regarding education matters contributes to better provisioning and management of resources at school

The inconsistency of the responses from the district LTSM officials is noted with concern. If the parental involvement is important in LTSM management, then the parent who is enlightened in education matters should be more important. However the majority of district officials disagreed in B5.5

The district LTSM officials responded in the same way as in B2.10. It is clear that the district officials are of the opinion that the involvement of parents contributes more so to the better provisioning and management of resources if the parents are enlightened on curriculum matters.

4.3.3.4 Section B 3 (B3.1- B3.4)

B 3.1 The training in selection of LTSM should have taken place before the training in the curriculum

	Frequency	Percentage
Strongly agree	6	50.0%
Agree	1	8.3%
Disagree	0	0%
Strongly disagree	1	8.3%
No response	4	33.3%
Total	12	100%

Diagram 4.69: Training in LTSM should precede training in curriculum

It is striking that there are district officials who believe that the training in LTSM selection should not follow training in the curriculum. It is more striking that the majority of teachers indicated that the extent to which an teacher is trained in the curriculum, determines the extent to which the teacher is able to choose the material.

B3.2 Teacher training in curriculum results in better expertise in the choice of material

	Frequency	Percentage
Strongly agree	6	50.0%
Agree	1	8.3%
Disagree	1	8.3%
Strongly disagree	0	0%
No response	4	33.3%
Total	12	100%

Diagram 4.70: Teacher development result in better expertise in LTSM selection

58.3% of the district officials agree that the extent to which the teacher is trained determines the extent to which the teacher exercises the choice of material. However in B4.2 the teacher questionnaire, 72.9% of teachers agree to the above.

B3.3:

The extent to which a teacher is able to choose the LTSM determines the extent to which the materials are incorporated into the teaching and learning process.

It can be argued that the experience of the district official is very important for the official to be able link all processes and have a holistic picture.

The LTSM are vehicles to deliver the curriculum. The understanding of the curriculum by the teacher should be a key factor in enabling the teacher to choose the correct materials. The understanding and the planning of the choice of material school are linked to the planning of the utilization of the LTSM. The inconsistency in the flow of thought by the district officials is questionable.

B3.4

The district officials were asked if good management of resources results in schools being cost-effective and the responses were as follows:

	Frequency	Percentage
Strongly agree	7	58.3%
Agree	1	8.4%
Disagree	0	0%
Strongly disagree	0	0%
No response	4	33.3%
Total	12	100%

Diagram 4.71: Good management of LTSM results in cost-effectiveness and it benefits the learners

In view of the above responses, an assumption can be made that the district officials who agree, do so because the policy dictates and not because it is what they believe in.

B3 5 The availability of resources improves learner performance

	Frequency	Percentage
Strongly agree	5	41.6%
Agree	2	16.7%
Disagree	1	8.3%
Strongly disagree	0	0%
No response	4	33.3%
Total	12	100%

Diagram 4.72: The availability of the resources improve the learner performance

58.3% of the teachers agree that the availability of resources improves learner performance. A large percentage (58,3%) of district officials agreed as well.

B3.6 Lack of resources affects learner performance

	Frequency	Percentage
Strongly agree	5	41.6%
Agree	2	16.7%
Disagree	1	8.4%
Strongly disagree	0	0%
Nil	4	33.3%
Total	12	100%

Diagram 4.73: Lack of resource affects learner performance

The district officials responded in the same way as above, which confirms that a majority of them are of the opinion that when resources are at schools, the learner performance will improve.

4.3.3.5 Section B 4 (B4.1 to B4.8)

B4.1 There is clear provisioning systems in the province

	Frequency	Percentage
Strongly agree	3	25.0%
Agree	0	0%
Disagree	4	33.3%
Strongly disagree	1	8.3%
No response	4	33.3%
Total	12	100%

Diagram 4.74: There are clear provisioning systems

The teachers were asked the same question in B2.1 and 52% of them agreed.

The responses to this question indicated that there are a majority of district LTSM officials who hold an opinion that there are no clear provisioning systems in Gauteng. The majority of teachers on the other hand indicated that there are clear provisioning systems in Gauteng.

It could be that teachers claim that the systems they know are clear. They probably have no clear picture of what is perceived by district officials as clear systems.

Perhaps the district officials do not come out to say what could be clear systems in their opinion. They probably pretend that all is ell so the teacher feels that indeed it is.

It could also be that the district LTSM officials put up pretence in the presence of the teacher, to the effect that they are convinced that provisioning systems are clear while they are not

B4.2 Provisioning systems are communicated to schools

According to protocol, as explained in the previous chapters, district officials support schools, and communicate the systems to schools

The researcher wanted to find out if the districts officials feel that they succeed in communicating the systems to schools, and the response was as follows:

B.4.2:

	Frequency	Percentage
Strongly agree	1	8.4%
Agree	3	25.0%
Disagree	3	25.0%
Strongly disagree	1	8.3%
No response	4	33.3%
Total	12	100%

Diagram 4.75: Provisioning systems are communicated to schools

33.4% of the district officials agree, while the majority of district LTSM officials disagrees that they play an important role in communicating systems to schools.

52% of the teachers in the teacher questionnaire B.2.2 agreed that the resources provisioning system are well communicated to schools.

The researcher thinks that the district LTSM response could have been different if the question was phrased differently.

It could also mean that the districts LTSM officials feel that they are not succeeding in communication to schools. Or that the problem is with the system since only 25% of the LTSM officials agreed, in B4.1 that there are clear provisioning systems in Gauteng

B.4.3 Districts officials have the capacity to develop schools regarding procurement of resources.

50% of the district officials indicated that they have the capacity to develop schools, but more than half of the districts have no district LTSM coordinators. The question that comes to mind is what they understand to be the support that the schools need.

In B2.8 only 8.3% of the district LTSM officials agreed that they have capacity to support schools regarding provisioning and management of resources.

This means that the district LTSM officials say that they have better capacity to train than to provide ongoing support.

However in B5.5 of the teacher questionnaire, 70.8% of the teachers agreed that the district team is available to support schools with regard to LTSM management when needed.

Ironically, most of the GDE annual reports declare training and monitoring of compliance as to be successful, yet one would expect that the incapacity and the unclear systems should be found somewhere in those annual reports as issues that need to be resolved, particularly because large amount of money is spent on LTSM .

GDE (2002:32-34) teacher training in grades five and nine was done in collaboration with Higher Education Institutions. This report also mentions that, with regard to curriculum development and support the output was the maintenance of C2005 in grades one, two, three, four and seven, 3900 teachers were trained which the target of the year was. The training was according to the report, was successful. (GDE, 2002:32-34). The only problem reported in reports is the retrieval systems.

In the 2001 annual report (GDE, 2002:16, 20, 43) the problem of retrieval is also reported. However, training which included the development of LTSM and OBE was done. 450 officials and 7000 teacher were trained. This training was done by the Gauteng Institute for Curriculum Delivery (GICD). Ongoing support for grades one, two, three and seven was provided and will continue.

With allthe above information one would not expect 50% of the district officials to indicate that they do not have the capacity to develop schools.

B.4.4 It is the district officials responsibility to support the schools in the management of resources

41.6% of the district officials agreed. If one compares responses in B.4.4 and B.4.3 it seems that the district LTSM teams do not have the capacity to support and to develop them with regard to procurement than to resource management

B.4.5 The district officials have the capacity to develop schools regarding management of resources.

The response in this question was the same as in B.4.4: 41.6% of the district officials agreed.

B4.6: There is a link between the management of resources and the performance of schools.

The response to this question was as follows:

	Frequency	Percentage
Strongly agree	3	25.0%
Agree	5	41.7%
Disagree	0	0%
Strongly disagree	0	0%
No response	4	33.3%
Total	12	100%

Diagram4.76: There is a link between the management of resources and the performance of schools

A majority of district LTSM officials agreed that there is a link between the management of resources and the performance of schools.

B4.7 Classroom management influence resource management

The response to this question the response was as follows:

	Frequency	Percentage
Strongly agree	3	25.0%
Agree	5	41.7%
Disagree	0	0%
Strongly disagree	0	0%
No response	4	33.3%
Total	12	100%

Diagram 4.77: Classroom management influences resource management

The district officials responded as in B4.6 above.

It would be interesting to find out what the district officials understand to be the influence the question is referring to. It could also be important to find out how this understanding of the district officials influence the review processes that they claim is done by the districts and the schools. However a majority of them agreed that classroom management influences resource management.

4.3.3.6 Concluding the district officials' questionnaire

What became clear in section A of the district officials' questionnaire are the following:

- Some district officials do not have the capacity and experience in the LTSM coordination post. One wonders if there is a way in which the Gauteng Department of Education provides the induction they needed when they were appointed to the job.
- In 4.1 the district LTSM officials indicated that some districts have no- one who is directly accountable for LTSM. The administrators who are facilitating might not be trained in OBE, C2005, or teaching methodologies. Their ability to participate in policy formulation, interpretation and the ability to develop professional teachers is questionable.

- There are those who have other responsibilities than the coordination of the LTSM, and one wonders if the accountability according to the PFMA is clear to them and to whomever they report to.

Section B questioned the role of the district official and to a certain extent evaluation the impact thereof on schools management of the LTSM. The following was discovered:

- It seems as if there is no clear monitoring or evaluation of the provisioning systems by districts and schools. This is evident through the responses from teachers who are the recipients of the service and from district officials' responses on the same issues. District agreed 100% on the same thing where the schools which are the recipients of the service disagreed.
- There seems to be no shared understanding among district officials of what support to schools mean and how they should support schools.

In B2.2, the majority of district LTSM officials claimed that the district system informs the school system. In B2.5 66.6% of the district officials indicated that the district officials review the provisioning systems with the schools.

Section B3 of the district officials' questionnaire made it clear that the district officials understand that the teacher expertise in curriculum matters have impact in the way the teacher chooses the resources and, in turn, influences the extent to which that material is incorporated into the teaching and learning process.

The district officials are also of the opinion that the management of resources at school level impact on the development and performance of schools. However, it seems that a lower percentage of district LTSM officials in B3.5 is of the opinion that the availability of resources improve learner performance.

In Section B4, the district LTSM officials disagreed that there are clear provisioning systems in Gauteng. There seems to be a problem of communication between districts officials and schools, as well as between

districts officials and the Gauteng Department of Education. This is contradictory to the views indicated by teachers in B2.1 to B2.4.

The districts officials seem to be better capacitated to develop schools regarding procurement of resources than regarding the management of resources. The commitment by the Gauteng Department of Education is not only to provide, but also to manage and effectively use the resources for better education provisioning. The Director General summarises the situation well in saying (GDE, 2000:3) the resources are available and effectively used.

4.4 CONCLUSION

There are three main factors that come out clearly in the district official's questionnaire as factors that affect the provisioning of resources and the incorporation of the resources into the teaching and learning process. They are:

- the teacher development;
- clear lines of accountability; and
- intra and intercommunication strategies.

Chapter 5 will deal with findings regarding the objectives of the study, recommendations, limitations and the conclusion.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter five will deal with recapitulation of the factor investigated in this research. Furthermore the findings with regard to the objectives of the study, recommendations for further study and recommendations to the Gauteng Department of Education as well as limitations of the study will be discussed.

Attention will be given to the key factors that emerged as affecting resource provisioning and the incorporation of the resources into the learning and teaching process.

The researcher will also make recommendations for further research.

5.2 RECAPITULATION

In chapter one, the problem was discussed, the aims of the study, as well as the few relevant concepts were clarified. The questions that emerged were:

- When is a school well resourced?
- How do schools manage resources?
- What informs the provisioning systems?
- Are teachers trained to incorporate resources in the teaching and learning process?
- Are any monitoring mechanisms employed to ensure that the best resources are chosen and that teachers are competent in incorporating the resources in the teaching and learning process?

What monitoring mechanisms are employed to ensure that the best resources are chosen and that teachers are competent in incorporating the resources in the teaching and learning process?

In chapter two, an intensive literature study covered the factors that necessitated change in education, the provisioning systems in Gauteng Department of Education (prior and post) OBE and C2005 implementation, as well as the importance of resources in the teaching and learning

According to chapter two, much money is spent on resourcing schools, but there is no evidence of proper accountability for the money allocated.

Chapter three dealt with the type of research, which is empirical research in this case, which was chosen. The purpose of the research is to describe factors affecting provisioning and the incorporation of the resources into the learning and teaching processes. The quantitative approach, the data collection strategies and the sampling procedures were discussed.

Chapter four analysed the questionnaires and the data were interpreted. Data interpretation was done by means of graphs and tables.

During the visits to schools in the delivery of the questionnaire the researcher was disappointed in some of the offices and the staff rooms which was a clear indication that there is little appreciation and no accountability for resources however meagre they may be.

Some staffrooms were in a disorganized state, books returned by learners were dumped in the staff room in a manner that did not convince anyone that the money spent on the resources was appreciated.

The questions raised in chapter one was answered and the findings that will be discussed in chapter five emerged. The findings are discussed below.

5.3 FINDINGS

The following are the findings with regard to the objectives of the research

5.3.1 Objective one

Analyse resource provisioning of schools in order to establish when a school is well resourced.

Finding:

While the definition of LTSM incorporates materials used by the teachers to manage the curriculum implementation and the materials used by the learners to learn (DoE, 2000:5) the learners, who are the recipients of the teaching service and who should be involved in the teaching and learning process, indicated that the mostly used resource is the chalkboard and the textbooks across all learning areas.

The most used materials in the classroom are the chalkboard and textbooks (See the graph below).

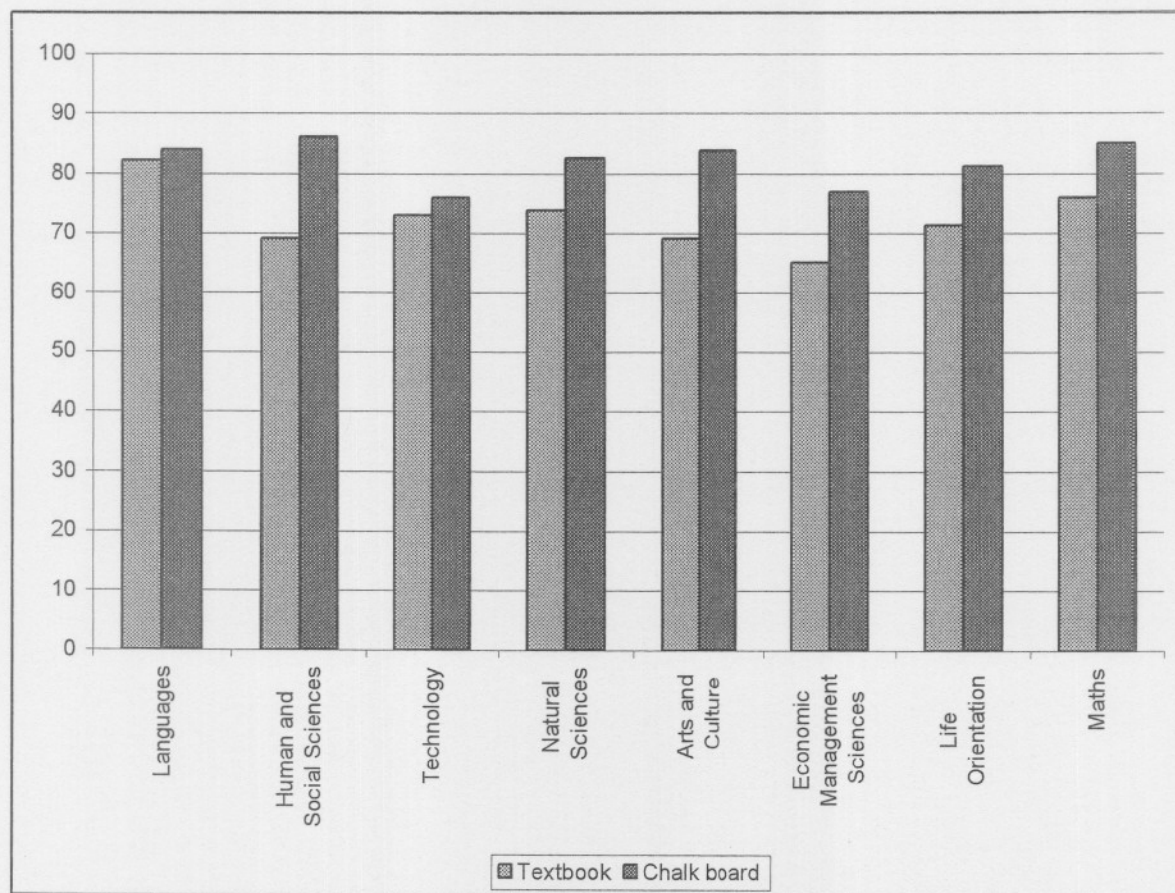


Diagram 5.1: Use of Chalkboard and textbooks

A conclusion can be reached that according to learners the most used resources at schools chalkboard and textbooks. To such learners the school is resourced if it has chalkboards and sufficient textbooks.

Section 21.1c of the South African Schools' Act allows the schools to purchase textbooks and educational equipment for the school (DoE, 1996). However, most of the reports from the Department of Education report on textbooks and stationery deliveries.

5.3.2 Objective two

Investigate resource management at schools in order to ascertain how these resources are managed.

Finding:

According to the South African Pocket Dictionary, management entails controlled or use of something (Soanes, 2002:546) The Thesaurus of the MS Word says manage means to handle, run or deal with.

With this understanding in mind, the second objective was to investigate the resource provisioning at schools in order to ascertain the use of the resources being controlled, run or handled.

52% of the teachers agreed that there is a provisioning system and the same percent agreed that the system is well communicated to schools; however only 8.3% of the district LTSM officials agreed that there is a clear provisioning system in Gauteng.

District officials are supposed to be communicating and monitoring the implementation of systems at schools. If the majority of them indicate that the systems are unclear, then the conclusion that can be made is that they might not have reported this to schools which might then think all is well. But clarity should be given with regard to provisioning systems.

Districts officials seemed to be managing systems, however unclear, so that schools hold the opinion that clear provisioning systems are being communicated.

While teachers agreed that there is an LTSM team at schools, only 50% of them agreed that they were allowed to influence the procurement of resources. This is worth worrying about since one would expect that all teachers should be allowed to influence the procurement of resources.

It seemed that the LTSM team at school level does not ensure that all teachers are engaged in the management of resources even if 64% of the teachers agreed that the school employs the systems as per circular 64 of 1999, because only 52% agreed that the LTSM team functions to the satisfaction of all. While the LTSM team at school should function to the satisfaction of all.

5.3.3 Objective three

Determine what informs provisioning systems

Finding:

There are a number of legislative frameworks that govern the provisioning of resources. A few of them are:

- The South African Constitution (1996: section 29(1)) establishes the right to basic education, adult and further education.
- The National Education Policy Acts directives are to achieve the cost effective use of education resources (ELRC, 2003d: A4d5)
- Section 21.1c of South African Schools Act (1996) gives the school a mandate to apply for the Section 21.1c function, which allows the schools to purchase textbooks and other education equipment.

Only 14.5% of the teachers indicated that they are familiar with section 21.1c. 52% of the teachers indicated that there are clear provisioning systems in

Gauteng. However, the district officials deny that there are clear provisioning systems.

The Gauteng Department of Education designed circulars and policy guidelines to guide the schools with respect to provisioning management systems. However only 64% of the teachers indicated that they implement systems as per Circular 64 of 1999.

5.3.4 Objective four

To determine what training is given to teachers to incorporate resources into the learning process

Finding:

From the literature review it was evident that a lot of effort was put by the GDE to train the teachers in the selection of Learning and Teaching Materials. This training started in 1999 (GDE, 2000a:7)

Circular 64 of 1999 indicates that the district officials have to train principals and SGB members in the LTSM process, support the schools, conduct workshops to refine the selection criteria, develop a review guide and receive reports that will enable the district to know exactly what resources there are at schools (GDE, 1999c)

50% of the district officials indicated that they do not have the capacity to develop the schools on matters regarding the LTSM and 58.8% indicated that they do not have capacity to support those schools with regard to the management of LTSM.

Only 33.3% of the district officials are of the opinion that district support is the main factor that affects the provisioning of resources and the incorporation of the resources into the teaching and learning process.

Only four (33.3% of the respondents) of the district respondents were district LTSM coordinators, 25% of them were just LTSM facilitators in which case the

LTSM Unit did not have a coordinator but facilitators and two were just facilitating LTSM, but understood themselves to be provisioning clerks.

5.3.5 Objective five

What monitoring mechanisms are employed to ensure that best resources are chosen and that teachers are competent in incorporating the resources in the teaching and learning process?

Finding:

The Department of Education has set up systems for the provisioning of learning and teaching materials. Circulars guide the schools on how to go about e.g.:

- draft policy;and
- provincial, district, and school structures.

All teachers were expected to be clear on what their role is with regard to resource management, since it is one of the seven roles of a teacher in the Norms and Standards for Teachers (DoE, 2000b).

The analysis of the responses showed that 10.4% of the respondents gave clear and elaborate responses, 58.3% seemed to be clear, 8.3% were vague and 4.2% did not respond to this question at all.

66.7% of the district officials agreed that the extent to which a teacher is able to choose the material determines the extent to which the material is incorporated into the teaching and learning process.

Only 8.3% of the district LTSM officials claim that there are systems to ensure that the money allocated to section 21.1c schools improve learner performance.

57% of the district officials agreed that the district is responsible for ensuring that the procured material is incorporated into the teaching and learning process.

5.4 CONCLUSION OF THE FINDINGS

The findings of the research, in line with the objectives, highlighted three important factors that affect provisioning systems and the incorporation of the resources into the teaching and learning process. These factors will now be discussed.

5.5 FACTORS THAT AFFECT PROVISIONING SYSTEMS AND THE INCORPORATION OF THE RESOURCES INTO THE TEACHING AND LEARNING PROCESS

5.5.1 Teacher development

The findings confirmed that teacher development is one important factor that affects the provisioning of resources and the incorporation of the resources into the teaching and learning process.

It was evident in the responses both from district LTSM officials and from teachers that the extent to which an teacher is developed determines the extent to which the teacher is able to choose the appropriate material and that, in turn, will determine the extent to which the material is incorporated into the teaching and learning process.

5.5.2 Alignment of administrators and curriculum specialists' roles and functions

It was evident from the research that there is lack of alignment of functions between the professional curriculum specialists and the provisioning administrators in the process of provisioning of resources.

It was clear from the literature review that resource provisioning is informed by the curriculum system implemented in the Department of Education.

Resource provisioning is not an end in it self but a means to an end, which is provisioning of quality education to learners as per the directives of the National Education Policy Act (DoE, 1996).

What the curriculum entails and how it should be delivered (method) determines, what the outcome should be (product) determines what resources should be provisioned and how they should be provisioned.

Resource is key the in curriculum management. The above necessitates the alignment of functions in such a way that the curriculum specialist is directly involved in provisioning of resources and monitoring the incorporation of the resources into the teaching and learning process.

It is only a curriculum specialist, or a learning area specialist who can understand the available resources for a particular learning area, and can evaluate the extent to which the material is incorporated in the teaching and learning process.

It is only a curriculum specialist who can comment on the extent to which a textbook or various textbooks are used in a particular learning area and can draw a comparison between the extent to which the school has been funded *vis a vis* the output, which is curriculum delivery.

However the district should be clear that it is accountable for the allocations for LTSM, it has to ensure that schools are developed, supported and monitored in such a way that correct material is purchased and is incorporated into the learning and teaching process.

5.5.3 Clear lines of accountability and clear control measures between different structures of the department

What came out clearly is that there seem to be no clear lines of accountability between the teachers at school and the district LTSM officials.

The Norms and Standards for Educators puts it clearly that the teachers are responsible for ensuring that the correct resources are chosen prepared and incorporated in the learning teaching and process for the benefit of the learners. Since this is policy, the teacher is accountable for the resources they have chosen and that implies that they are accountable for the money spent on resources.

The lack of clear control measures for this accountability does not makes the teachers to be careful enough to ensure that they input into the choice of material chosen, incorporate the material into teaching and learning process and report problems to their accountable officer.

This finding supports the findings of the researchers who cautioned the proponents of professional accountability and argued that professional accountability without any form of controls of quality assurance measures will not bear fruit (Crouch, 1998).

5.6 DEFICIENCIES IN THE STUDY

The following deficiencies were depicted in the research:

All questionnaires were in English, it was evident that some learners for whom English was not their first language experienced problems in understanding some questions. As a result, some questions were unanswered by the learners from different township schools.

The distribution of the questionnaire coincided with the general exam time for most institutions i.e. November. Some of the teachers and district officials were on study leave and could not complete the questionnaire. In some cases substitution was made, in some it was impossible.

Perhaps it would have been better if the questionnaire had been completed during the training in the selection of material time, so that the district LTSM teams could have been available.

In spite of the shortcomings of the research mentioned, the researcher wishes to make the following recommendations:

5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

5.7.1 Recommendation

Research should be done to establish input versus output with regard to resource provisioning

Motivation: from the research, it seemed as if there is an assumption that the allocation of money to the previously disadvantaged or poor school will automatically make them better performing schools. From the literature study it appears that this has been going on for a long time without evaluation of the extent to which the poor schools have improved *vis a vis* the money that is allocated to them for resources.

There is a dire need to establish the relationship between that input and the output. An investigation should be done to establish if there is a guarantee that allocating more resources to a school would enable the school to perform better and better.

5.7.2 Recommendation

Investigation of the extent to which the provisioning process impacts on the output is very important and urgent.

Motivation: it was evident from the study that there is a direct link between curriculum delivery and resource provisioning. However, some teacher and district officials disagreed that the presence of resources makes learning easy and the absence thereof makes teaching and learning difficult. The impact of resource provisioning process should therefore be investigated.

5.8 RECOMMENDATIONS TO THE DEPARTMENT OF EDUCATION

- The Department of Education should revisit the LTSM structures and ensure that they are managed by curriculum specialists.
- The Department of Education should draw up a clear monitoring and control mechanisms for allocations to schools, in such a way that input should result into the desired output.
- Teacher development strategies on the curriculum should be aligned with material selection and material development.

5.9 CONCLUSION

There are a number of factors that affect resource provisioning and the incorporation of the resources into the teaching and learning process. These factors should inform the provisioning systems that the Department of education puts in place. If this does not happen, much money can be wasted and not be accounted for.

Provisioning of resources is not a means to an end, but a means to support the curriculum delivery.

Learners benefit from the presence of resources. Teachers are aware that they should provide input into the provisioning of resources and they should be supported, however the Department has to set up clear systems, informed support structures and clear lines of accountability.

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ANNEXURE A
QUESTIONNAIRE FOR LEARNERS

Section A: Biographical information

Gender:

Male	Female
------	--------

Grade:

Age:

Section B: Material/equipment used in respective learning areas

B1: Learning areas

Please indicate whether the teachers use the mentioned material/equipment in the respective learning areas.

1. Learning Area: Languages

Pictures	Yes	No
Textbook	Yes	No
Overhead projector	Yes	No
Reading books	Yes	No
Articles	Yes	No
Worksheets	Yes	No
Chalkboard	Yes	No

2. Learning Area: Human and Social Sciences

Textbook	Yes	No
Maps	Yes	No
Moulds	Yes	No
Charts	Yes	No
Chalkboard	Yes	No

3. Learning Area: Technology

Textbook	Yes	No
Designs	Yes	No
Electric circuits	Yes	No
Chalkboard	Yes	No

4. Learning Area: Natural Sciences

Textbook	Yes	No
Laboratory equipment	Yes	No
Chemicals	Yes	No
Chalkboard	Yes	No

5. Learning Area: Arts and Culture

Textbook	Yes	No
Pictures	Yes	No
Cuttings	Yes	No
Chalkboard	Yes	No

6. Learning Area: Economic Management Sciences

Textbook	Yes	No
Cuttings	Yes	No
Overhead projector	Yes	No
Chalkboard	Yes	No

7. Learning Area: Life Orientation

Textbook	Yes	No
Pictures	Yes	No
Chalkboard	Yes	No

8. Learning Area: Mathematics

Textbook	Yes	No
Worksheets	Yes	No
Chalkboard		
Workbooks		

Indicate your choice with an X

B.2: Overview of provisioning systems

1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree

	1	2	3	4
B.2.1 All my teachers uses resources in				
B.2.2 Various resources are available for us to use.				
B.2.3 Teachers distribute resources fairly among us in every classroom.				
B.2.4 My parents are responsible for buying basic resources such as textbooks, stationery and exercise books				
B.2.5 My parents are responsible for buying additional resources such as charts, flip files and other material.				
B.2.6 My parents are responsible for buying all resources.				

B.3:

Indicate your choice with an X

1 = Yes

2 = No

3 = Not sure

		1	2	3
B.3.1	The teacher is available to support me regarding the utilization of learning resources in class.			
B.3.2	My parents are available to support me regarding the utilization of learning resources at home.			
B.3.3	The availability of learning resources makes learning easy.			
B.3.4	The lack of learning resources makes learning difficult.			
B.3.5	I chose this school because there are learning resources.			

ANNEXURE B
QUESTIONNAIRE FOR TEACHERS

SECTION A

Number of years in teaching _____

Grade currently teaching _____

Learning areas / Subjects teaching _____

Gender	Male	Female
--------	------	--------

SECTION B

B.1.1 What to you understand your role to be regarding resource management at your school?

B.1.2 Are you familiar with Section 21.1c function?

B.1.3 Is your school allocated Section 21.1c function?

B.1.4 Give possible reasons why your school (is/is not yet) allocated the Section 21.1c function.

B.2

Please indicate your choice with an X

1 = Strongly agree	2 = Agree	3 = Disagree	4 = Strongly disagree
--------------------	-----------	--------------	-----------------------

B.2: Overview of provisioning systems

	1	2	3	4
B.2.1	There are clear resource provisioning systems in the Gauteng Province			
B.2.2	Resource provisioning systems are well communicated to schools.			
B.2.3	Schools are clear on how to incorporate teaching and learning material into the teaching and learning process.			
B.2.4	The procurement systems at school level are informed by the provincial resource provisioning systems.			
B.2.5	Learners benefit from the resource provisioning systems being implemented at schools.			

B.3: School procurement teams

	1	2	3	4
B3.1	The composition of the school LTSM team is such that all grades and learning areas are represented in it.			
B3.2	The school LTSM team functions to the satisfaction of all teachers.			
B3.3	Through the school LTSM team, the teachers are free to exercise the privilege of choosing resources fit for achieving the outcomes.			
B3.4	The school implements systems as per circular 64 of 1999 for distribution and retrieval of LTSM.			
B3.5	The systems implemented by the school LTSM team assist the school in the budgeting processes.			
B3.6	The school has a system to ensure that the procured resources are incorporated in the teaching and learning processes.			
B3.7	All procured resources are directly or indirectly of benefit to the learners.			
B3.8	The school governing body appreciates the input of the teachers regarding the necessary resources.			
B3.9	All teachers benefit from the work of the school LTSM.			

B.4: School procurement and management of resources.

Please indicate your choice with an X

1 = Strongly agree

2 = Agree

3 = Disagree

4 = Strongly disagree

		1	2	3	4
B4.1	The teachers are allowed to influence the procedures the school follows in the procurement of teaching and learning resources.				
B4.2	The extent to which a teacher is trained in curriculum development determines the extent to which the choice of teaching and learning material is influenced.				
B4.3	The extent to which the teacher has expertise in the choice of resources determines the extent to which that teacher can incorporate the resources into teaching and learning process.				
B4.4	Good management of resources assists the school in being cost effective.				
B4.5	Good management of resources by the teachers benefit the learners.				
B4.6	Lack of resources affects the learner performance.				

B.5: The district teams support to schools

Please indicate your choice with an X

1 = Strongly agree

2 = Agree

3 = Disagree

4 = Strongly disagree

		1	2	3	4
B5.1	A district team supports your school regarding resource provisioning.				
B5.2	The school knows what procedure to follow when soliciting help from the district regarding resource provisioning.				
B5.3	The district team is available to support the school regarding resource provisioning when ever there is a need.				
B5.4	The resource provisioning system is reviewed by the district and the schools for improvement.				
B5.5	The district team consult with the teachers on a continuous bases to ensure that correct material is procured.				
B5.6	The district team monitors that the procured material is incorporated into the teaching and learning processes.				

ANNEXURE C
QUESTIONNAIRE FOR DISTRICT LTSM COORDINATORS

SECTION A

District _____

Designation _____

Unit _____

Number of years experienced in the present job _____

Gender

Male	Female
------	--------

 (tick appropriate block)

SECTION B

B.1

B.1.1 What do you understand your function to be?

B.1.2 Are you familiar with the Section 21.1c. function?

Yes	No
------------	-----------

 (tick appropriate block)

B.1.3 How many schools in your district have been allocated the Section 21.1c. function?

B.1.4 Give possible reasons why these schools have been allocated the Section 21.1c. function.

B.1.5 How many schools in your district have not yet been allocated Section 21.1c. function?

B.1.6 Give possible reasons why these schools have not yet been allocated the Section 21.1c.1 function.

B.1.7 How would you summarize the criteria for allocation of the Section 21.1c. function?

B.1.8 Do you think there is any difference between the schools that have been allocated the Section 21.1c function and those that have not been allocated Section 21.1c. function?

B.1.9 Motivate your answer for question B.1.8 above.

B.1.10 Do you think learners benefit from the allocation of the Section 21.1c. function?

B.1.11 Motivate your answer for question B.1.10 above.

B.1.12 Is there any mechanism in place to check if the schools allocated the function 21.1c utilize the money to improve learner performance?.

B.2:

Please indicate your choice with an X

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

	1	2	3	4
B2.1 It is the responsibility of the district to support schools regarding resource provisioning.				
B2.2 The school LTSM systems are informed and by the district LTSM systems.				
B2.3 The teacher development is the main factor that affects the provisioning of resources				
B2.4 The district team is responsible for ensuring that procured material is incorporated in the teaching and learning process.				
B2.5 The provisioning system should be reviewed by districts and schools.				
B2.6 The district team has clear school support plans regarding the provisioning and management of the LTSM.				
B2.7 The district's plans regarding provisioning and management of the LTSM are well communicated to schools.				
B2.8 The districts team have the capacity to support schools regarding provisioning and management and of resources.				
B2.9 The district team support is the main factor affecting the provisioning of resources to schools.				
B2.10 The teacher's management styles affects the way in which the resources are managed in class.				

B2.11 Parental involvement on education matters contributes to the better provisioning and management of the resources at school.

B2.12 Parental level of development regarding education matters contributes to better provisioning and management of the resources at school.

B.3: The teacher development and resource management

Please indicate your choice with an X

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

B3.1 Training on choosing the correct LTSM should only be done after training on curriculum.

B3.2 The extent to which an teacher is trained on curriculum development determines the extent to which expertise in the choice of material is exercised.

B3.3 The extent to which the teacher has expertise in the choice of material determines the extent to which that teacher can incorporate resources into the teaching and learning process.

B3.4 Good management of resources assists the school in being cost effective and benefits the teachers and learners.

B3.5 The availability of the resources improve learner performance.

B3.7 Lack of resources affects the learner performance.

	1	2	3	4
B3.1				
B3.2				
B3.3				
B3.4				
B3.5				
B3.7				

B.4: Provisioning systems

Please indicate your choice with an X

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

B4.1 There are clear provisioning systems in Gauteng.

B4.2 The Provincial Department of Education communicates the systems to Districts.

B4.3 The district office communicates the provisioning systems to schools.

	1	2	3	4
B4.1				
B4.2				
B4.3				

- B4.4 Districts officials have the capacity to develop schools regarding procurement of resources.
- B4.5 Districts officials have the capacity to develop schools regarding management of resources.
- B.4.6 There is a link between the management of resources and the performance of schools.
- B4.7 Classroom management influence resource management..
