THE SOCIAL AND INDIVIDUAL CONSTRUCTION OF MEANING

Interpersonal and Intrapersonal communication in
Foundation phase learning

By

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1

Declaration

I, the undersigned, declare that the contents in this thesis
constitute my own original work, which has not
previously been presented to another institution,
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2

University of Zululand

Abstract

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In this thesis I present my recommendations regarding the role of organisational communication with particular reference to the social and individual construction of meaning in foundation phase learning. This thesis will demonstrate that the fundamental switch from the traditional educator-centred teaching to learner-centred teaching in Out-comes Based Education requires that both educators and learners be in command of a range of communication strategies in order to construct meaning in the real-world social contexts. I also hi-light the importance of verbal as well as nonverbal communication skills in relation to intra-personal, and interpersonal communication. I encapsulate the vision of teachers and learners who are knowledgeable and multi-faceted, sensitive to environmental issues and able to respond to and act upon the many challenges that society presents. With this in mind I examine an array of forms of communication that learners and educators must be in command of to ensure the success of OBE in the classroom situation. I stress the need for knowledge of verbal as well as nonverbal communication skills to

give learners the confidence they need in the social environment. In surveying organisational communication I also look at the challenges that educators face in the implementation of the new curriculum.

I will also reveal that OBE requires a cooperative method of teaching, which allows for democracy in the foundation phase classroom. Learners are allowed to contribute freely in group and class discussions about their daily life experiences and to become independent, literate, numerate and multi-skilled individuals of society. I further recommend a model of organisational communication for foundation phase learning taking into account the kind of learner that is envisaged in OBE.

WRITING CONVENTIONS

I wish to draw the attention of the reader to the following conventions that I am following in this study:

1. I am using the abbreviated Harvard style of referencing, for example Jones 1996: 52, meaning Jones 1996, page 52.

2. I have made a conscious effort not to use footnotes in order to facilitate the uninterrupted reading of the thesis.

3. Tables, graphics, and graphs are all given as Figures 1–29 in their chronological sequence of appearance.

4. For commonly used terms full terms are used in headings. I make use of Acronyms in paragraphs.

5. In consultation with my promoter I consciously tracked down relevant information relating to verbal and nonverbal communication, and included the relevant material in my thesis, accompanied by the website address (URL) of the websites where I found the material. Such website addresses are included in my thesis, both for verification purposes, and for acknowledging the sources of the information that I have drawn together. An example of a typical website address is: http://www. howardcc.edu/profdev/resources/learning/groups1.htm. It should however be kept in mind that the Worldwide Web (WWW) is ephemeral and ever changing. It may well be that websites from which I garnered information will go offline or alter their contents over the

course of time. While it is inevitable that some of the servers will shed documents, the periodic updating of files on most websites ensures the renewal of knowledge that does not happen as readily in the print media.

6. In instances where authorship could be established for website contents, or for an electronic document downloaded from websites, the author is given, followed by the website address as in: Bell 1998: http:// www. howardcc.edu/profdev/resources/learning/groups1.htm. I give the URL in place of page numbers because Website contents are not paginated.

7. In the bibliography I have separated the references in authored and non-authored references, and authored homepages that relate to the communication process. The non-authored references include websites.

ACKNOWLEDGMENTS

I owe a debt of gratitude to:

- o God, for giving me the strength to complete this research.

- o Professor Rembrandt Klopper, my promoter, for his invaluable knowledge, constructive guidance and encouragement.

- o My family for their sacrifice, understanding and support throughout this research.

- o Department of Education and Culture for allowing me to conduct my survey in the greater Empangeni Region.

- o All those whose generosity of spirit and expertise have helped me complete and present this dissertation.

TABLE OF CONTENTS

PREVIEW

My research focuses on the social and individual construction of meaning with particular reference to the foundation phase. Interpersonal and intrapersonal communication will be hi-lighted together with other forms of communication to establish how they complement one another in the social and individual construction of meaning.

The Chapter layout of this thesis

In this chapter1, I will provide a brief outline of the structure of this thesis.

In chapter 2, I stated the problems that are to be investigated, the aims of my research and the research methodology I used to find solutions to the problems.

In chapter 3, I define and discuss the key concepts used in this study and show how cognitive processes determine human behaviour. The key concepts are further elaborated on in subsequent chapters.

In chapter 4, I examine organisations and the role of effective communication. I look at the school as an organization. I also discuss the elements of the communication process.

In chapter 5, I discuss intrapersonal communication. I look at the concept "perception" and discuss aspects of perception that leads to inaccuracies. I also hi-light the need for communication in organisations.

13

In chapter 6, I describe interpersonal communication. I look at the interpersonal theories of Martin Buber, the needs theory of Schutz and the social exchange theory of Homans.

In chapter 7, I discuss non-verbal communication. I examine the functions and the categories of nonverbal communication. I also look at ways in which nonverbal communication can be improved.

In chapter 8, I focus on small group communication. I look at the importance of interaction in small groups. I also look at the role of leadership in groups.

In chapter 9, I discuss communication in the foundation phase. I emphasize the need for co-operative learning in an OBE classroom. I also stress on the importance of listening in the communication process.

In chapter 10, I look at the fieldwork that I conducted together with the data processing techniques adopted.

In chapter 11, I discuss the results by examining and analysising data recovered from questionnaires that were sent to the various schools.

In chapter 12, I present the conclusion to my research and make a number of recommendations to problems identified.

STATEMENT OF PROBLEMS AND RESEARCH METODOLOGY

PREAMBLE

In this dissertation I will apply the principles of organisational ˙communication to foundation phase learning programmes. The purpose of this study is to:

Apply/analyse the principles of organisational communication as set out in Mersham and Skinner's New Insights into Business & Organisational Communication (2001)

Evaluate the methods of communication at present being used by educators in foundation phase learning programmes at selected primary schools in the Lower Tugela District of the Empangeni Region.

Develop an effective model of communication for foundation phase learning programmes that will ensure that knowledge construction takes place in accordance with Outcomes-Based Education guidelines.

STATEMENT OF PROBLEMS TO BE ANALYSED

A range of communication skills plays a crucial role in educational renewal in South Africa. Because institutions of learning are organisations, organisational communication according to predetermined objectives is central to effective communication in educational settings.

Principles of organisational management have to be employed in order for the switch from traditional education to Outcomes-Based Education to be implemented successfully.

15

In the foundation phase the new approach to education essentially means focusing instruction on three new learning programmes, i.e. Literacy, Numeracy, and Life-Skills. Each learning programme integrates 8 areas of learning of which the details are not at issue here. The implementation of Outcomes-Based Education focuses on the achievement of clearly defined outcomes for all learning areas and therefore also for every learning programme at every level, hence the need for educators to be in command of an array of sophisticated forms of communication. A survey of methods of communication presently being used will be carried out at 50 randomly selected schools in the greater Lower Tugela District of the Empangeni region.

The main focus of my study will be on the forms of organisational communication required for curriculum 2008 to succeed as a programme of cooperative learning. In particular, I will look at how the principles of organisational communication can be applied to foundation phase learning programmes.

In the final phase of my research I will develop an effective method of communication for foundation phase learning programmes which will help learners develop the skills, values and knowledge that they will need to achieve the specific and critical outcomes in Outcomes-Based Education.

HYPOTHESIS TO BE TESTED

The following hypothesis will be tested in this study:

Educators at public schools in the greater Lower Tugela District have a clear understanding of the organisational communication in the foundation phase.

16

AIMS

With the above problems and hypothesis in mind the following aims will be borne in mind in the presentation of this thesis.

Aim 1

To determine by means of a literature survey, including an analysis of documentation from the Department of Education, whether facilitators are aware of organisational communication principles in the teaching of Outcomes-Based Education.

Aim 2

To determine what forms of communication facilitators are currently using at systematically selected schools in the greater Lower Tugela District of the Empangeni region.

Aim 3

To formulate specific communication–based solutions to the problems identified in the above survey.

RESEARCH METHODOLOGY

This research will consist of a literature survey, followed by survey research among systematically selected public schools in the greater Lower Tugela District of the Empangeni region.

Qualitative research methodology was used to analyse the responses from the various public schools. The quantitative research was conducted in the following phases:

An appropriate questionnaire was constructed.

17

Permission was sought from the relevant educational authorities in the Empangeni region of the KwaZulu-Natal Department of Education & Culture for a voluntary, anonymous survey to be conducted among foundation phase educators in its circuit.

The permission of Principals in the Lower Tugela District circuit was sought for the survey to be conducted among educators in their schools.

Questionnaire was disseminated and retrieved with the assistance of foundations phase heads of departments at each school selected for the survey.

The responses on the questionnaires was encoded and analysed in the statistical programme SPSS 11.

In a subsequent chapter I will explain the rationale behind the construction of my questionnaire, and how I encoded and analysed the results of my research in SPSS 11.

VALUE OF RESEARCH

The value of this research will be in the documentation of the various forms of communication being used in schools at present, as well as the coordinated application of organisational communication principles to foundation phase learning programmes.

SUMMARY

In this chapter I stated the problems experienced with regard to organisational communication in OBE, with particular reference to the foundation phase classroom. Thereafter I stated the aims of my research, and I indicated what research methodology I used to find solutions

18

to these problems in order to meet the aims of my research. In chapter 3 I define the key concepts concerning organisational communication in the foundation phase.

KEY CONCEPTS

PREVIEW

In this chapter I will define the key concepts relating to my research regarding the application of organisational communication in the foundation phase classroom in accordance with Curriculum 2005. The purpose of this chapter is to introduce the main concepts that I will be working with, and which I will analyse in greater detail in subsequent chapters.

FOUNDATION PHASE

This phase of learning includes learners from grade R to grade 3. The average age of learners in this phase range from six years to 9 years. The three main learning areas in this phase include Literacy, Numeracy and Lifeskills. An integrated approach is an ideal way of teaching in the foundation phase.

OUTCOMES-BASED EDUCATION

Van der Horst and McDonald 1997: 7 state that Outcomes-Based Education is a learner-centred, results-oriented approach to learning. Klopper 2000: 5 defines Outcomes-Based Education as a form of constructivist education that emphasises the acquisition of practical skills as an integral part of knowledge construction. Chisholm et al (rev overview-doc) 2001: 20 state that there are eight learning areas in the Revised National Curriculum Statement. The learning areas are Language, Literacy and Communication, Mathematics, Natural Sciences, Technology, Social Sciences, Arts and Culture, Life Orientation, Economic and Management Sciences.

Van der Horst and McDonald 1997: 13 state that objectives, competency-based education, mastery learning and criterion-referenced assessment together form the theoretical foundation of OBE. An educator who acts as facilitator rather than a mere presenter of knowledge facilitates the learner towards the achievement of outcomes.

Klopper, 2000b: 6-28 describes whole brain learning as the most suitable learning approach in the OBE classroom because the full potential of the learner is activated.

In an OBE setting all learners are perceived as being unique, and capable of success. Learning outcomes can be achieved through a variety of ways. Knowledge, skills, values and attitudes are important to the holistic development of learners. According to Spady (1994), the fundamental aim of OBE is for all learners to succeed, and school experiences are redefined as preparation for life rather than preparation for more schooling.

Traditional Outcomes-Based Education

According to Chisholm et al 2000: 11 Spady, one of the architects of OBE has stated that traditional OBE encompassed negative elements of education, such as rote learning, subject divisions, content-based knowledge and summative assessment. Traditional and transformational OBE would be depicted as opposite ends of the continuum.

Transitional Outcomes-Based Education

Transitional OBE lies between the two extremes of traditional and transformational OBE. According to Brandt 1994: http://showcase.netins.net/web/fwr /spawilhtm, Spady's transitional OBE extends beyond the traditional OBE in that higher order competencies are emphasised – 'it

21

centres curriculum and assessment design around higher order exit outcomes'. Having graduates who are broadly competent persons best reflects its vision.

COMMUNICATION

Williams 1992: 21-22 states that communication involves the exchange of meaningful symbols (messages) among sources and receivers via a medium. Most of our communication is transactional, that is, it can be seen as a dynamic process by which we exchange messages to satisfy our needs.

According to Williams 1992: 13 communication can be interactive and transactional. The most effective interpersonal conversations are highly transactional. That is, both individuals participate equally in the exchange. The transactional quality of communication also extends to situations that do not necessarily involve two or more individuals, for example, a reader of a newspaper can write a letter to the editor, a viewer can call a TV station to complain about a programme, or a listener can participate by telephone in a call-in radio show.

According to Mersham & Skinner 1999:2, "to communicate," means:

To exchange thoughts, feelings and information

To make known

To make common

To present something that somebody else understands.

Myers and Myers 1985: 18-19, describe communication as a sharing of meaning. To communicate is to process stimuli from raw data into meaningful information. This creative act of generating meaning performs the function of reducing uncertainty. The cues you select out of your internal, physical, and social environment all serve the purpose of clarifying what an encountered situation is all about so that you can adapt to it.

The major references do not define Communication Science as a discipline. Mersham and Skinner 1999, 2001a and 2001b for instance use the term without defining it. Communication Science can be analysed as a systematic study of the codes, the modes, means and the objectives of the different forms of human communication.

Intra Personal Communication

Intra personal communication is communication within and to the self. The internal self is the part that makes you unique because it connects to your personality. The social self is the part of you that interacts with others. Intra personal communication is thus communication within ones self. One often reflects on events of the day, or works out a problem in our head. We talk to ourselves, and often write diaries of ourselves. We thus communicate with ourselves. Further details will be examined in forthcoming chapters.

Interpersonal Communication

Interpersonal communication is communication between people. Usually this category is taken to refer to two people interacting face to face. Face to face communication also takes place in situations where there are more than two people present. Further details will be examined in forthcoming chapters.

Group Communication

Group communication is communication within groups of people and by groups of people to others. Two divisions become apparent in this category, namely small group and large group communication.

Small groups behave differently from pairs. Their interaction is face tó face. Examples of small group interaction include a family or a group of friends going out for the evening. A committee meeting at work also constitutes a small group.

Large groups behave differently from small groups. Large groups often come together for purposes that differ from that of small groups. Examples of large groups include an audience at a concert or a business organization.

Mass Communication

Mass communication refers to communication received by or used by a large number of people. Example of mass communication includes an open-air concert for a thousand people. Mass communication involves a number of people, which ordinarily would not constitute a group. Mass communication includes tele-communication as well as mass media.

ASSESSMENT

Teachers, like the rest of humankind, make assessments all the time. The 1998 Draft Assessment Policy in the General Education and Training Phase: Grade R to 9 and ABET defines assessment as follows:

24

"The process of identifying, gathering and interpreting information about learner's learning. The central purpose of assessment is to provide information on learner achievement and progress and set the direction for ongoing teaching and learning. OBE assessment is also a strategy to motivate learners to strive towards mastering the criteria, which define a specific outcome, so that they gradually take control of their own learning. OBE is equally strategy directed at teachers, empowering them with the professional skills of planning for and managing learning in their own classrooms. Assessment is therefore an essentially integrated element of the whole learning and teaching cycle, integral to Curriculum 2005.

CONCLUSION

In this chapter I defined the key concepts relating to my research regarding organisational communication in an OBE classroom with particular reference to the social and individual construction of meaning. The various categories of communication have been given due attention with further details in subsequent chapters. Attention is also focused on the revised national curriculum statement. In subsequent chapters, I will discuss how each of these concepts forms an important part of Organisational Communication with particular reference to foundation phase learning.

LITERATURE SURVEY

ORGANISATIONS AND EFFECTIVE COMMUNICATION

PREVIEW

In the previous chapter I outlined the key concepts that that I would be using in my research. In this chapter I will present a more extensive literature survey of some of these concepts that play a central role in Outcomes-Based Education.

Communication in organisations

Gelb 1969: 1 states that man has many ways of expressing his thoughts and his feelings. He can give expression in a natural way to his joy by laughing or humming and to his sorrow by weeping or moaning. In order to communicate thoughts and feelings there must be a conventional system of signs or symbols, which when used by some person are understood by other persons receiving them.

No organisation can function effectively if there is a lack of communication. An organisation is a social grouping deliberately established for a certain purpose. Research conducted indicates that a large part of a working day is spent in the communication process. Thus the importance of good effective communication can hardly be overemphasised. Van Schoor 1977:13 describes communication as the mutual exchange of ideas and interpretation of messages. He emphasises that this mutual exchange of ideas and interpretation of messages are not only the basis

26

of all forms of communication, but are also at the root of man's existence. Communication is a way of life, an ontological concept of being.

The above disposition of the description of communication by Van Schoor's, hi-lights four concepts which are very significant. The four concepts may be summarized as follows:

Making contact – conveys the idea of interaction between individuals

Informing – implies thought, planning and intention on the part of the one that is informing, also known as the communicator, source or transmitter.

Interpretation – points towards active participation on the part of the receiver of the message in all the communication events. The receiver has an intellectual part to play in the interpretation of the messages.

Messages – is at the heart of the meaning of communication, in other words it is what one person (communicator) wishes to relay to the other person (recipient)

Most theorists who have a technical view of communication view communication as a linear or one-way sequence of events from person A to person B. Other views will be explored in subsequent sections in this chapter.

Effective communication

According to Van der Westhuizen 1995:206, the following can be considered as the purpose for effective communication:

o   To ensure the flow of information by conveying messages.

27

- o To publicise planning and objectives

- o To ensure effective functioning of the organization.

- o To inform people about what should be done, how it should be done and when it should be done, thus to ensure effective delegation.

- o To ensure the effective co-ordination of various tasks.

- o To bring about mutual contact between people and tasks.

- o To facilitate guiding.

- o To ensure an effective control structure.

Carl Rogers and Fritz Roethlisberger 1952: 174 argued that ineffective listening is the greatest barrier to effective communication. Very often we say, "Go ahead, I'm listening" when, although we hear a voice, the words are not listened to and the mind is not engaged. Listening is a most difficult skill to learn. Perhaps this is because, throughout our lives, we develop improper listening habits and become expert in the art of not listening when appearing to listen, having an interested expression when all the time we may be thinking about something entirely different. Real listening is active in the sense that what is said is taken in, thoughtfully considered and if relevant shapes future exchanges. According to Riches 1999: 175 a good listener listens with understanding, looking for what is actually meant through inflexions and words that could be clues to hidden and double meanings. Riches1999: 175 contend that active listening requires getting inside the sender's point of view. Because we are different and have different purposes in our listening we listen to different stimuli and although we have "heard" the same message we are likely to assign a different significance to it. Listening thus involves the filtering of a variety of stimuli.

Communication is an Activity

Du Plessis1991: 5, states that communication is not just about speaking and listening. When we talk to some one, we actively engage ourselves to making sense of what the other person is trying to say. In the light of this statement it would thus be true to say that watching television, for instance is a passive activity. It can be argued, however that, just as the television filming group are actively engaged in putting a programme together, so we are actively engaged in making sense of the programme.

Communication hence follows a pattern or a series of steps, which may be called as the act of communicating. Extensive research conducted by Van Der Westhuizen 1995:206 indicates the following steps in the communication process.

The source, transmitter or communicator

This is the source of an idea and may originate with a person or a group or may even be an electronic device.

Idea: communication is usually initiated with an idea or thought. This implies that there should be something to say or transfer.

Coding (often referred to as encoding): This refers to the idea or thought that has to be coded by the communicator so that the receiver is able to understand and interpret the idea or thought. Faulty coding may result in incorrect interpretations of an idea. Signs and symbols are also used in the coding process.

Message: An idea is coded to convey a certain message. The idea is thus at the centre of the message. The message conveys the idea or information that needs to be transferred. The form of the message is determined by two variables, namely the channel and the medium, which conveys it.

Transfer

The message has to be transmitted in a certain direction through a specific medium. This enables the message to reach the receiver or recipient.

o Channel

The channel indicates the direction in which the message is moving or being communicated. It connects the communicator with the receiver. There are various channels or directions in which messages move or is received. Whether in small group, public or organisational communication some communicators will have equal status and some will have unequal status. Myers and Myers 1985: 22-23 state that you can relate to people either as equals or as non-equals. These include:

Downward communication – this is when a message from the school principal reaches teachers via the heads of departments. This type of communication usually indicates an autocratic or bureaucratic management style. Downward communication is crucial to the function of an organisation.

Figure 1 Downward Communication
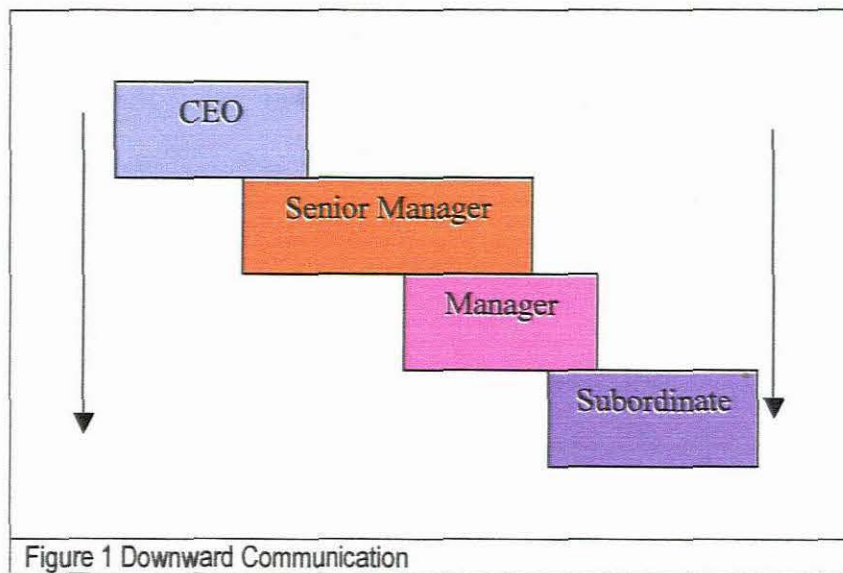
Upward communication – This is when messages are transmitted upwards from the lower levels. Thus upward communication flows from subordinates to super ordinates and depends on the trust and confidence felt by the former towards the latter.

The above are non-equal relationships. Non-equal relationships include two different positions. One communicator is in the superior, one-up position while the other occupies the one-down or inferior position. It is important not to equate the words 'up" and "down" with "good," "bad," "strong," or "weak." Non-equal relationships are often set by social or cultural factors as in the case of doctor-patient, principal-educator, learner-educator, and parent-child relationships. The one-up person usually defines the nature of the relationship, while the one-down person accepts and goes along with the decision.

Horizontal communication – When communication occurs among equals in the same department, the flow of information is usually swift and horizontal communication takes place. Horizontal communication also helps solve problems and ensures common policies. In equal

31

relationships, communicators exchange the same kind of behaviour. Mutual respect and a feeling of partnership exist. Friends, peers, and colleagues are usual examples of relationships among equals. Koontz et al 1980: 696 states for the sake of speed and co-ordination, information can flow horizontally at certain level by means of informal meetings, notices and so forth.

Figure 2 Horizontal Communication
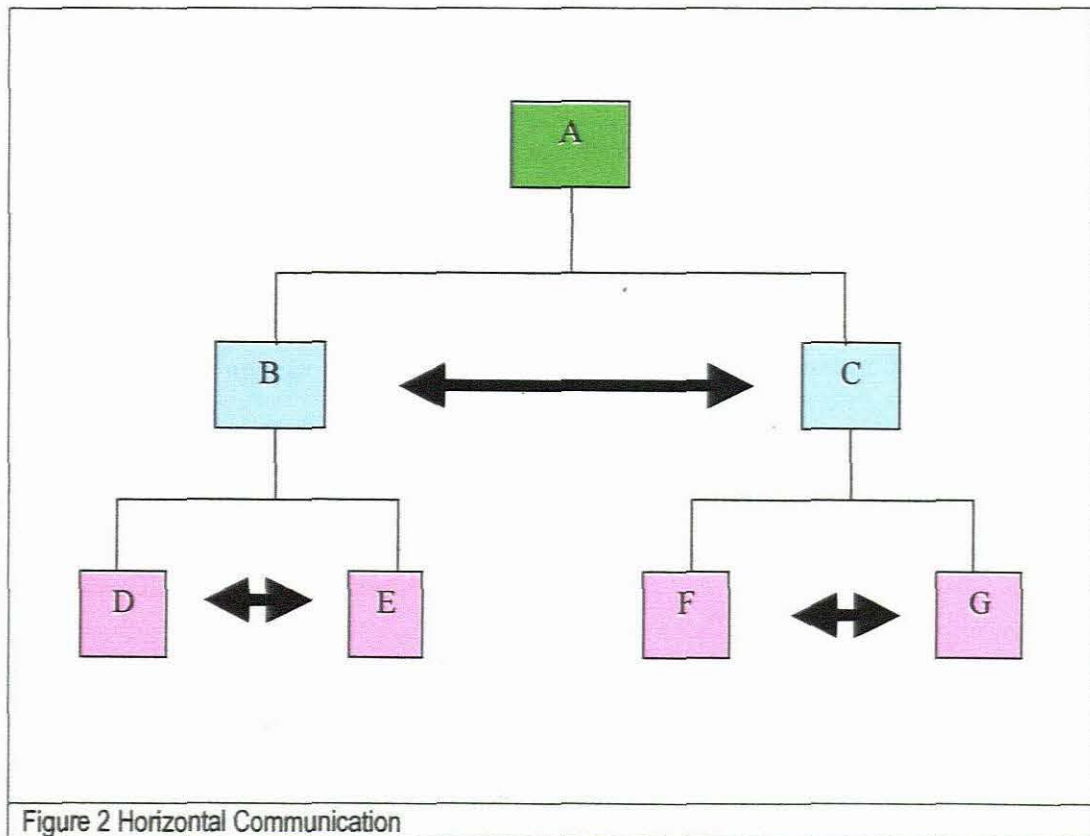
Apart from the formal channels mentioned above there are also informal channels of communication. These include:

o   Medium

Various media can be used to communicate in a channel of communication. This means that the message can be carried through various media in a specific channel of communication. The medium is thus the bearer of the message. Two distinct types of media are apparent:

Verbal communication – may be of a written or oral kind and may consist of verbal messages, circulars, meetings, intercoms or class visits. Telephones, radios and the electronic media can be used as apparatus in verbal communication. Steinberg 1998: 483 states that communication in relationships follows a pattern of social penetration, in which the breath of topics and the depth of discussions tend to increase during the course of the relationship. At first we tend to talk about fairly superficial things. Gradually, we increase the depth and breath of what we are willing to talk about. Gender differences appear to exist in communication patterns, content and styles. These differences can interfere with effective communication. For example, later adolescent and young adult males prefer to talk about cars, and sport, whereas females in this age group prefer to talk about feelings towards parents, close friends, and shopping.

Non-verbal communication – use may be made of facial expressions, body language, eye contact, gestures and appearance. Many of us do not realise how much our nonverbal behaviour influences other people's perception of us. Nonverbal communication plays a very important role in our lives, to an extent that many large companies hire professional consultants to teach their employees how to project the "right" image to clients. Nonverbal communication is examined in detail in subsequent chapters.

Receiver

The receiver is the person or group receiving the message or who becomes aware of it and must interpret it. Receiving the message is beyond the control of the communicator.

o   Decoding (Interpretation)

The transmitted message, which is received by ear or eye, is decoded by the receiver's mind into thought, a similar action occurs with the communicator. Decoding takes place according to the recipient's own frame of reference. Because of the various frames of reference, people attach different meanings to messages.

o   Feedback

Feedback refers to the reaction to a message and may determine how successful the transfer and interpretation of the message was. Feedback forms the basis of identifying faulty interpretations of the message and making the necessary adjustments. One way to obtain feedback is to listen or observe how the message is interpreted or executed. This is to determine the recipient's reaction to the message.
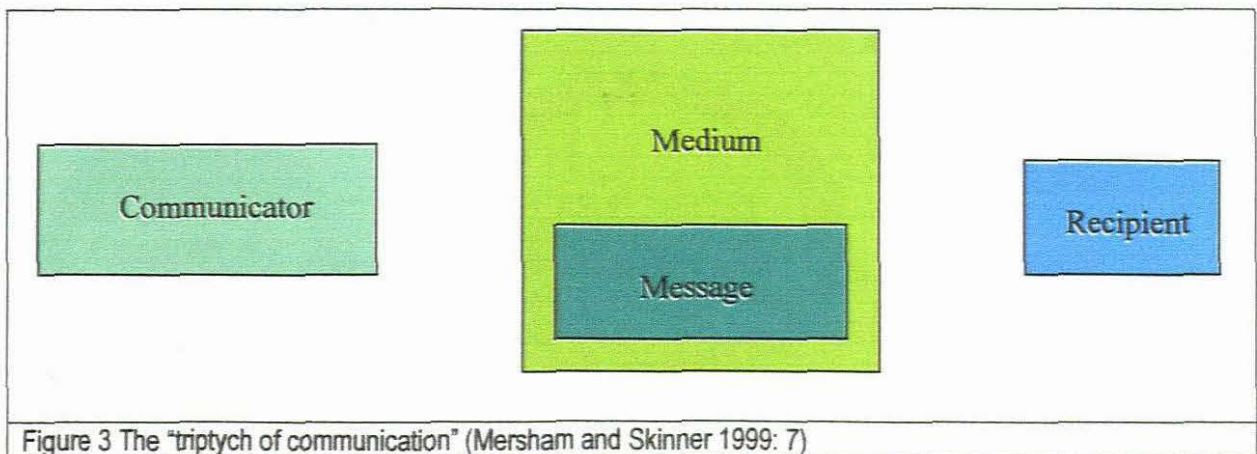
Figure 3 The "triptych of communication" (Mersham and Skinner 1999: 7)

Communication cannot take place unless all of the elements as shown in the above figure are present.

Communication is an exchange of messages

What is very evident is the fact that when be communicate, we actually exchange messages. We give messages and we receive them. These messages that are assimilated into our minds, are interpreted, stored or acted upon. We receive messages about all sorts of things in our daily lives. Du Plessis1991: 23, hi-lights the following functions of messages:

To warn, to advise, to inform, to persuade, to express opinions and to amuse.

Messages in its broadest sense, is held to cover a wide range of communication forms and media. Maps give us a message about the area of land they depict. Graphs can give us messages about the increase or decrease of the number of items sold in a shop. Photographs give us a message about what people look like in other countries. A piece of music also conveys a message from its composer, perhaps about an experience, a mood or feelings. Thus when we receive a message we are involved in an exchange process, just as when we make messages ourselves.
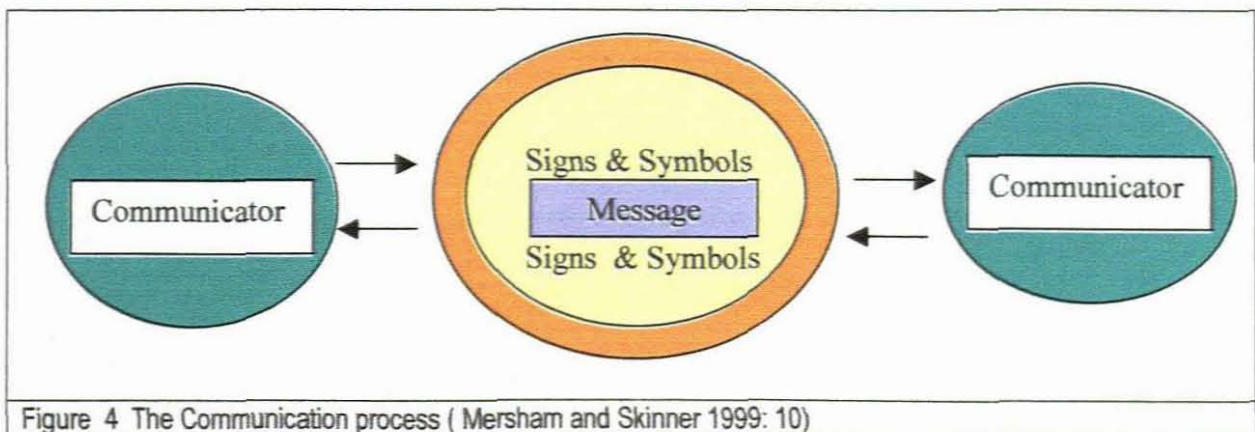
Figure 4 The Communication process (Mersham and Skinner 1999: 10)

35

The above figure displays the interactive nature of the communication process.

Communication is a part of Sharing

According to Du Plessis1991: 24 communication forms and media carry messages that allow us to share thoughts, feelings, opinions, information and experiences with others. Thus our everyday communication is also about emotions, attitudes and beliefs. Sharing affects many aspects of our lives, including the time we spend at work. At work we also frequently concern ourselves about what people think about us, and we of them. Time is often spent exchanging personal background and experiences. Research has shown that how well we deal with "job messages" depends on how well we are exchanging "personal messages". Thus sharing forms an important part of the communication process.

Overt or Covert messages

It often occurs that some messages are clear and obvious, while some are hidden and not so obvious. It is essential that we look carefully at what is expressed in the communication process. Sometimes a piece of communication actually intends to hide some of its messages. How good it is at doing this depends on how sharp the receiver is at decoding the communication. An example of this could be an advertisement where the message overtly says, that this is a good long lasting carpet cleaner. The message could also covertly indicate that you are not a very good mum to your family unless you buy this brand of carpet cleaner. The advertisement thus also conveys opinions about what the advertiser suggests good mums should do. Sometimes there are hidden messages in a piece of communication, which are not intended by the sender. For example, a friend might tell you overtly that she has not been out for the past three weeks and hasn't seen many other friends.

36

What she could be saying covertly is that she is lonely and wants some company. This thus illustrates that there may be more to a piece of communication than is apparent at first glance or at first hearing.

Multiple messages

Communication usually involves the exchange of more than one message at a time. Du Plessis1991: 26 contends that there are overt and covert messages in a piece of communication. With this in mind, communication is not the simple passing back and forth single messages. Communication usually takes place through multiple channels. As per the example above the advertiser probably communicates through speech and non-verbal communication. It is apparent that where people are involved, it is often the non-verbal channel, which carries the convert messages. With this in mind, we can conclude that when we communicate we certainly exchange messages, in the plural.

The nature of messages

Messages are not just about what is said. They are about how things are said, and about what channel or code is used. D.K.Berlo, an American writer, refers to this when he describes the message in three parts, the *code*, the *content*, and the *treatment.*

He further points out that everything we know or experience, including communication from others, can only enter our consciousness via one or more of the five senses – sight, hearing, touch, taste and smell. D.K.Berlo, rightfully contends that our knowledge, attitudes, communication skills and cultural background affect how we communicate with others. Thus our effectiveness as communicators depends on what we know, our attitudes, how good we are at communicating and how we have been brought up to communicate.

37

Signs and Meanings

Many theorists point out that communication is all about the giving and receiving of signs which have meanings attached to them. This actually means that when we speak with someone, we are actually *making signs* at him or her. As long as they know what these signs mean, then they can decode them and the message will have been put across. The same would be true for any form of communication. A non-verbal sign might be a wink, meaning, "Don't say anymore, it's our secret". A picture sign might be a low camera angle, meaning this person is important and dominating. A musical sign might be a black mark (crochet), which means play this note for a specific length of time. This page is covered with signs, called letters and words. It can be read to establish meaning.

Meaning

A sign can only be a sign if we assign meaning to it. Problems however can arise. Four identified problems include:

- o To say that something is a sign doesn't tell you what it's meaning is.
- o The same sign can have different meanings in different places or at different times.
- o One sign can have more than one meaning.
- o The same sign can mean different things to different people.

The answer to the first problem is that we learn to connect a sign with a meaning. We learn to do this through our parents and friends, as part of growing up. We are also taught formally at school.

We further go on learning more about signs and their meanings for the rest of our lives. Signs are useless unless we know the meaning. This is why archaeologists have spent many years trying to decipher or decode some ancient scripts.

Learning the "rules" for the right place and the right time must also solve the second problem. An example to illustrate this is, raising your hand to greet an English person. To a Greek, the same sign looks suspiciously like an insult. Putting your hands around someone's shoulder signals different things according to the situation that we are in.

The third problem could be illustrated by the use of a word, example "bow". As a sign on its own it could refer to the action of bending the body, and as an object which projects arrows, and an object which is drawn across the strings of musical instruments. Knowing all the possible means of the sign does not help, even though it is a lot better than having no idea at all of what the word means. We often understand the meaning of a sign from other signs around it. It is often argued that if communication is about the exchanging of signs, or the giving and receiving of meanings, then the ability to use a wide range and number of signs is likely to aid in the communication process.

Even when people are speaking the same language in the same place at the same time, signs can still mean different things. It is essential that we learn a wide variety of possible meanings for signs and use these signs in the correct situation to indicate our intentions.

Codes

It is an established fact that when we communicate through signs we in fact use codes.

Du Plessis 1991: 29 defines a code as a system for using signs. This system is based on rules and conventions shared by those who use the code. The "morse" code identifies itself literally. It is a code of long and short electrical signals, which stand in place of other codes and signs, such as the alphabet and writing or numbers. An example of code includes speech, which is a

series of sound signs, which forms a code that we know as the spoken language. The act of speaking involves knowing which sign goes where. Failure to pronounce or spell a word indicates a failure to communicate correctly. However, there are instances where a word is only slightly mis-spelt, but the meaning is nevertheless conveyed, which is largely due to the organising power of conventions. Because we know how words should be spelt we can work out what a mis-spelt word is probably intended to represent.

CONCLUSION:

In this chapter I discussed the role of communication in organisations and what effective communication is. I gave an explanation of how communication takes place. I also hi-lighted the purposes of communication. I included a general synopsis of verbal and nonverbal communication as part of my discussion.

In chapter 5, I look at intrapersonal communication.

INTRAPERSONAL COMMUNICATION

PREVIEW

Intrapersonal communication is communication within and to one's self. You are the only participant and the messages usually involve your thoughts. We constantly try to solve problems by communicating to ourselves. In this chapter I look at the various aspects of intrapersonal communication and how important a role it plays in our daily lives.

Intrapersonal Communication

Cronkhite 1986: www.usm.maine.edu/~com/intrabook/founda~1htm#Shedlet sky states that intrapersonal communication concerns the processes of assigning meaning (e.g., the mental structures and the retrieval processes of memory) and the products of assigned meaning (e.g., schemata, labels, and memories or more generally, representations). This view of communication places emphasis on the interpreter (the receiver). No interacting is required. Since educators are the people who make learning possible, their own attitudes, beliefs and feelings with regard to what is happening in the school and in the classroom are of crucial importance. Intrapersonal communication on the part of learners also helps in resolving problems when learners think out aloud. Self-talk could be positive as well as negative. Positive self-talk could occur when we have accomplished a task we have set out to do. Negative self-talk could occur when we have experienced failure or have done something silly. We often communicate intrapersonally when there are important decisions to be made.

The Self

The concept of self describes who and what we think we are. The self is also composed of many parts. According to Steinberg 1999: 75 the internal self is the part of you that makes you unique because it is connected to your personality. The social self is that part of you that interacts (communicates) with others. The internal or private self is the "real you". It is that part that you do not always let others know about you. The public self is the part that others "see" when they interact with you. Steinberg 1999: 175 emphasises that we all have many public selves. We carry ourselves differently in the presence of different people. The inner or private self is important as regards our relationship with others. Other people are important to our understanding of our self, because the inner self develops and changes as others influence us. An individual can work towards self-growth and change if there is something about ourselves that we dislike.

The Outcomes based curriculum can be adapted to suit the learners, rather than have the learners fit into the curriculum. An OBE curriculum is more flexible than the traditional curriculum and makes allowances for variations in learning rates, pace and style. It thus give due recognition to the uniqueness of learners. The educator thus has at her leeway the mechanisms to recognise the variable ability of all learners and to accept them for their strengths and weaknesses. The educator needs to create an environment where all learners feel accepted.

Perception

The concept perception often brings to mind the five senses. That is, hearing, sight, touch, taste and smell. The senses provide us with a great deal of information about the world and the people around us. We are imbued with the gift of being able to store perceptual information in our memory. We are able to reshape and recall information from our past experiences. It is an

established fact that a child who is born blind will grow up with a different perception of the world when compared with a child with normal sight. Steinberg 1999: 77 states that child who is born deaf and blind will have a different perception of people. We also have different perceptions of people around us. Two people may witness an incident, but when the incident is related, it could be difficult to believe that the two people were in the same place. Similar scenarios could develop when a person relates occurrences or impressions of a conversation. No two persons views will be necessarily the same. Experiences and prior learning influence our perception and views of others. In the light of this statement it is safe to state that our perception of what has happened and what is happening are sometimes so inaccurate that they give us the wrong impression of people and events around us. Others could also misjudge us and make completely wrong assumptions about us. Steinberg1999: 77 states that the two major causes of this sort of distortion are largely due to perceptual inaccuracies and the fact that any perception process is always subjective.

We all play an active role in the process of perception. A key factor on as to how we view the world is dependent on information and our experiences. In our daily lives we constantly experience incidents that are bound to impact on our lives at a later stage. We however do have a tendency to be selective of information, which supports our existing beliefs, attitudes and values. Steinberg 1999: 78 contend that we tend to ignore those experiences that contradict our existing attitudes, values and beliefs. When we communicate we also make choices. We tend to allow ourselves to be open to some information and we also tend to exclude information that we do not conform to. The concept of selective attention comes into play when we as individuals see what we want to see and hear what we want to hear. Our interests and needs influence our selective attention. A keen soccer player will hear all the statistics during a sports broadcast while a person who is not interested will only hear the broadcaster's voice. The same could apply to the driver of a

43

bus. The driver has to pay attention to all the road signs as well as the pedestrians and other vehicles, but the passenger may take little or no note of these because the passenger does not need to notice them. A similar situation could occur when at a meeting. We may selectively attend only to those aspects that pertain to our section of work. We may lose attention when aspects are discussed that we view as irrelevant.

Intrapersonal communication and self-concept

Our past experiences contribute to our knowledge and influence what we think, feel and believe. Steinberg 1994: 39 states that self-concept can be described as everything that people think and feel about themselves. Our relationship with others influences our self-concept of ourselves. If we receive positive messages from others, our self-concept will be positive. If we receive negative messages from others, then we will have a negative self-concept of ourselves. People with a negative self-concept often speak negatively, because they feel inferior to other people.

Examples of negative comments could include:

"You have no sense of responsibility."

" I don't know what's wrong with you – you never do anything right".

"You never appreciate anything I do for you".

Examples of positive comments could include:

"You're so pretty and you always look so nice and tidy".

"It was very considerate of you to help with the washing".

44

"Well done, you have worked very hard".

Improving our self concept

Most of us would like to improve the image we have of ourselves. The best way of improving our self-concept is to pay attention to, and act on, both the positive and the negative feedback we receive from others. Positive messages make one feel accepted, worthwhile, valuable and significant. Negative messages on the other hand make on feel small, worthless, left out and insignificant. In order to improve one's self-concept, one needs to feel positive about one's appearance, capabilities and impressions that others have of you. The self-concept that one has as an adult is often built up from parents, teachers and friends' views of you since childhood. The role of the teacher in creating a positive self-concept of the learner cannot be over-emphasised. The fundamental aim of OBE is for all learners to succeed, and school experiences are redefined as preparation for life rather than preparation for more schooling (Spady, 1994). We need to constantly monitor the feedback that we receive from other and modify our behaviour accordingly.

Perception of others

We often form perceptions of people we come into contact with. We use the way someone walks, dresses, speaks and even the car they drive to label him or her. It often occurs only after closer investigation that we realise that the young man who drives a sporty car is in fact a pharmacist with a double doctorate or the lady who wears a variety of Eastern wear is actually a very widely travelled researcher in the educational and cultural field. What becomes apparent is that we cannot rely solely on the evidence of our senses in forming perceptions of others. At times our perceptions of people are so inaccurate that our understanding of people and situations is distorted.

45

As educators we need to become aware of how inaccuracies in our perception of others occurs and how we can assist to help improve our relationships.

PERCEPTUAL INACCURACIES

Perceptual inaccuracies include the following:

Emotional state

The feelings people experience at a particular time affect the nature of perception. Steinberg 1994: 41, states that first impressions are especially vulnerable to fluctuations in moods. When one feels irritable, ones perception of others is generally more negative than if one had a good day.

Stereotyping

According to Steinberg 1999: 82 stereotype is the term used to describe the mental picture we form, and the behaviour we display when we classify people according to a general type of, rather than actually paying attention to the individual person. Our first impression often creates the stereotype, especially when we attach fixed meanings to their nonverbal messages. Stereotyping provides a convenient way for summing people up, but it can be very limiting and cause us to arrive at conclusions which are not only wrong, but have negative consequences for interpersonal relationships. Jane, for instance, has been told that all accountants are dull and boring. When she meets Nisha, an accountancy student, she automatically perceives her as dull and boring without taking the trouble to get to know her. Steinberg 1994: 42 states that to avoid the tendency to classify people, we need to make the effort to regard them as individuals: "relationships are formed with individuals, not with stereotypes".

The OBE system, in contrast to the old curriculum, is designed to have the capacity to respond to diversity in learning needs, based on a belief that all learners can learn successfully. All learners are understood to possess unique individual characteristics. It is important that the educator try to recognise learners as unique beings with the inherent ability to succeed and not adopt stereotype vision of learners. Instruction therefore requires inherently differentiated teaching based on the learning characteristics of the learning population. Mixed- ability teaching requires a diverse range of strategies. If all learners are regarded as having particular personal learning needs, teaching requires the identification of learner's strengths concurrently with assistance in overcoming particular weaknesses. In the information age the teacher's role has changed from the transmitter of knowledge to that of a mediator / facilitator who encourages learners to construct their own knowledge and become independent learners.

Selective perception

People often choose information according to their existing attitudes, values and beliefs. They are thus selective of information. This implies that people see what they want to see and hear what they want to hear. For instance, you may tend to think highly of people you like, and perceive only the positive side. The negative traits of that person, which may be apparent to other people, are often overlooked or ignored.

Improving the accuracy of your perception

Human beings as unique individuals perceive everything and everyone in the environment in a personal and subjective manner. Verderber 1990: 51-54 provides valuable guidelines for the construction of a more realistic impression of others and for assessing the validity of one's own perception. These guidelines include:

Active questioning of the accuracy of your perceptions: People often act on their perceptions as though they were reality, saying, "I know what I saw". Recognising the possibility of error motivates one to seek further verification and to avoid erroneous impressions.

Seek more information to verify perceptions: We need to make an effort of gather more information about people that we meet to determine whether the original perception is accurate.

Talk to people with whom you are forming perceptions: The best way to get information about people and to know them is to talk to them. The likelihood of creating a more accurate perception is increased by the communication.

Realise that the perception of people need to change over time: People's attitude and behaviour often change, and one's perception of them need to change accordingly. It may be easier to hang onto one's original perceptions, but communication based on outdated, inaccurate perceptions can be more costly than revising one's perceptions.

Check perceptions verbally before proceeding: In order to prevent drawing the wrong conclusions from other people's nonverbal behaviour, it becomes important to make perception checks, a verbal statement that reflects ones understanding of the meaning of other people's nonverbal cues. If someone speaks to you in a sharp tone of voice, you could enquire, "From the sound of voice, I get the impression that I have done something wrong. Have I?" The question asked forms part of the perception check. The person could well be annoyed with you, but the perception check may lead to a discussion and resolution of the problem.

PURPOSES AND NEED FOR COMMUNICATION

Physical and psychological needs

We communicate with others because we have a basic physical needs to fulfil in order to survive (food, water, air, shelter) we need to communicate in order to obtain food or to rent a house. Psychologists have established that people need contact with other people just as they need food, water, air and shelter. According to Verderber (1990) most of us would suffer serious consequences including hallucination and a loss of our sense of time and space if we could not communicate.

Relationships

One of the prime purposes for communicating is to develop and maintain relationships with others. Wilson (1989) describes a relationship as any connection, involvement or association between two people. We need the love and friendship of friends and family, and the cooperation of those in our work and social groups to feel secure about ourselves.

Information

We cannot function in our society without information. There are various reasons as to why we communicate and share information. We obtain some of our information through observation, some in conversation, and some through the mass media. For instance, observing an experienced colleague perform a task may give more information about improving work skills than studying a manual. To find out the time a particular flight is leaving we telephone the airport personnel. We read the newspapers to find out more about happenings in other parts of the world.

Decision-making

One of the most important purposes for which we require information is the decision making process. Some of our decisions are made unconsciously. Other decisions are made in cooperation with others. We communicate to obtain and share information that enables us to make informed decisions.

Persuasion

In many situations we communicate to persuade others to think the way we think or to change an attitude or behaviour. In today's world of high technology, the mass media are used extensively for persuasive purposes. We are bombarded with persuasive messages on a daily basis by advertisers who make a determined effort to persuade us to change our buying habits through constant exposure of their goods and services.

NEEDS THEORIES

Each of us has our own individual set of needs that motivate our communication and our responses to messages. I look specifically at Abraham H Maslow"s hierarchy of needs. Maslow's classification provides a theoretical background in which to understand the nature of needs.

Maslow identified five basic human needs that motivate behaviour: survival, safety, social, esteem and self-actualisation needs. Maslow contends that our needs follow a hierarchical order.

This hierarchical order may be illustrated as follows:

Figure 5 Maslow's needs hierarchy (Gray and Starke 1988: 109)
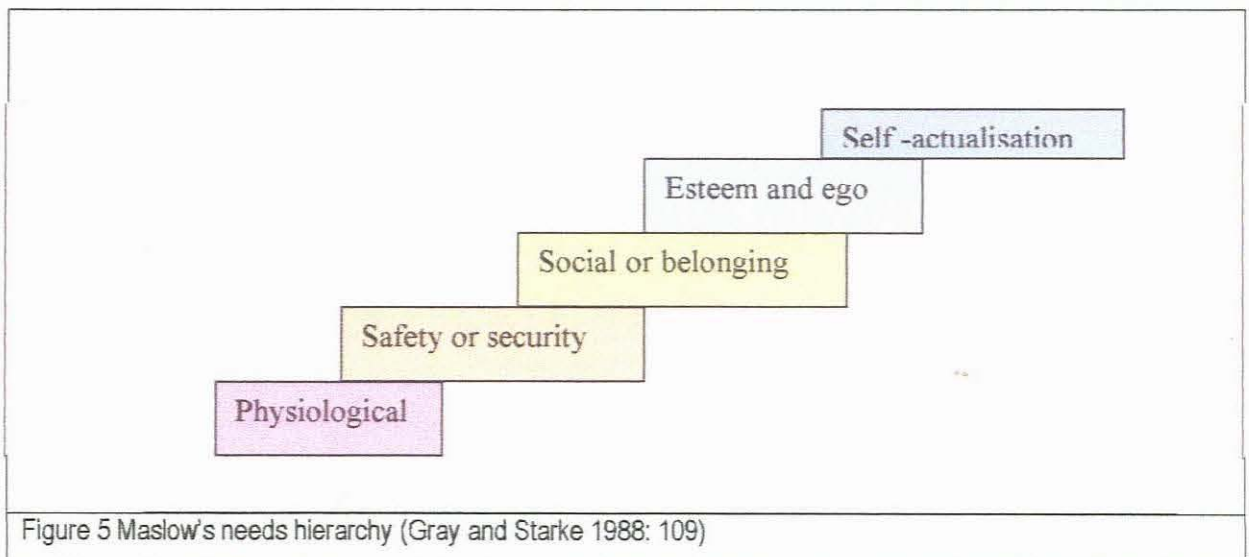
Maslow indicates that the most basic of all needs is self-preservation, or survival needs. These include the need for food, water, and sleep and may also include earning enough money to feed your family. The illustration below further serves to re-enforce figure 5 above.

Physiological	Security	Love	Appreciation and self-respect	Refined, "higher" needs; self-realisation
Food Clothing Shelter Rest/peace	Safety Protection against: uncertainty, loss of income, sickness, physical danger	Socialisation Feeling of belonging Acceptance Friendship	Pride Power Achievement Prestige Career Status Self-confidence Self-respect	Fulfillment of potential Achievement of ideals which is regarded as highest priority

Figure 6 Maslow's hierarchy of needs (Westhuizen 1995: 196)

According to Maslow's theory, there are four types of needs that must be satisfied before a person can act unselfishly. Maslow 1991: www.sfirstlook.com stated that the upward climb is made, by satisfying one set of needs at a time. The most basic drives are physiological. After that comes the need for safety, then the desire for love, and then the quest for esteem. We're driven to satisfy the lower needs, but we're drawn to meet the higher one. Maslow referred to the four lower needs as "deficiency needs" because their lack creates a tension within us.

Maslow's hierarchy illustrates the need for communication in satisfying the basic needs that motivate our lives. It also illustrates, to a large extent, our needs determine the type of relationships we form and what we communicate about. We form relationships, for instance, to satisfy love and esteem needs. We also communicate to satisfy more fundamental needs such as purchasing a house or applying for a job. At the highest level of needs, after all other needs have been satisfied, people tend to seek relationships in which they can communicate less about material needs and more about issues such as politics, art, knowledge, or justice, in order to feel self-actualised.

CONCLUSION

In this chapter I explored the process of perception, ways we select, organise and interpret the information that reaches us through our senses. I also considered the influence of perception on our understanding. An important aspect of perception is the effect it has on our impression of our-selves and our relationships with others. I also outline some guidelines for improving the accuracy of our perceptions. I make particular reference to Maslow's hierarchy of needs to hi-light the need of human beings and the role that communication plays in having these needs realised.

In the chapter six I look at interpersonal communication.

INTERPERSONAL COMMUNICATION

PREVIEW

Communication forms the basis all our interpersonal relationships. Sociologists have noted that, as modern society becomes increasingly technological and impersonal, people seem to place a greater value than ever on meaningful relationships in their everyday lives. Stewart 1990: 7 states, "the quality of your life is directly related to the quality of your communication". This concept is further re-enforced by Satir 1972: 30 in the following word:

"Once a human being has arrived on this earth, communication is the largest single factor determining what kinds of relationships he makes with others and what happens to him in the world about him".

MARTIN BUBER'S THEORY OF INTERPERSONAL RELATIONSHIPS:

According to Buber (1964), the basis of human existence is that people are communicating beings. Individuals are constantly in the process of communicating with the world, thereby making sense of the situation in which they find themselves. Others individuals are also part of our world and we enter into relationships with them. Buber states that it is the nature of the relationships that people form, which determines their mode of existence. The meaning that life holds for us arises from the type of relationship we create with other people.

Buber describes two types of interpersonal relationships:

I-you relationships

I-you relationships

In this type of relationship, partners approach each other with mutual respect, sincerity, and honesty, with the intention to become subjectively involved in a reciprocal relationship. Buber says the *I* (communicator) reaches out to the you (recipient) with his whole being and the you responds with his whole being. Each party reveals the person that she/he really is and not the image of herself/himself she/he would like to have. Each communicates his/her own feelings, thoughts and beliefs, not opinions he has heard from others.

In addition to revealing herself/himself as she/he is, the *I* also accepts the other as the unique individual that she/he is. Buber states that in such a relationship, a space opens up between people, which he refers to as the inter-human domain and it is here that dialogue unfolds and *"you"* and *"I"* become *"we"*. This dialogical relationship is based on intersubjectivity, that is, the participants acknowledge the differences between them while striving to come to an understanding of each other. Although the *"we"* relationship is characterised by involvement, equally important in the relationship is the idea of distance, meaning that even in the closest relationship each partner retains her/his individuality. In the inter-human domain each participant acknowledges the other as a unique individual and simultaneously reaches a deeper understanding of herself/himself.

The I-it relationship

The main idea in this relationship is that the attitude of the "I" is that her/his partner in communication is not an equal subject in the relationship, but an object to be manipulated for personal gain. This is not a dialogical relationship. The intention of the "I" in this instance is to convince the other to her/his way of thinking without taking into account the views and the needs

54

of the other, as in a dialogue. The communicator is conducting a monologue, a conversation in which only his point of view and needs are considered.

Buber uses words like self-centred, pretence, domination, exploitation and manipulation to describe the above relationship. He further emphasises that it is not a relationship of trust, openness and reciprocity, but one in which the communicator uses the recipient to achieve his own ends.

Buber acknowledges that in order to survive in the modern world *"I-it"* relationships are unavoidable. He further contends that one should not allow the *"I-it"* relationship to overtake one's life. *"I-it"* should always remain subordinate to *"I-you"*. Ultimately, however, the type of relationship and mode and mode of existence that predominates in each person's life remains the choice and responsibility of the individual herself/himself.

EstabLishing and maintaining Interpersonal Relationships

Relationships often develop because people are initially attracted to one another by physical and personality factors. We do not usually form close relationships immediately upon meeting someone, rather we grow into a relationship gradually by getting to know more about another through communication. As the relationship develops, we learn about the other person as well as our reasons for forming particular relationships.

Steinberg: 1994: 82 contends that no single characteristic or factor can describe the complexity of interpersonal relationships. Theorists have proposed a variety of factors in the study of interpersonal relationships. Steinberg hi-lights the following three factors that play a prominent role in influencing the nature and quality of relationship:

55

The degree to which people are able to satisfy each other's interpersonal needs,

Their ability to disclose information about themselves,

And the degree of assertiveness with, which they express feelings in their relationships.

Interpersonal Communication and Needs

There are a few theories that have been developed about interpersonal needs which provide a way of understanding why people behave the way they do. These theories help us to gain deeper knowledge of ourselves, our motivations for behaving in certain ways, and the manner in which we communicate. Steinberg 1994: 83 contends that by understanding other peoples' needs and motivations, we are more likely to identify communication priorities, learn how to attract and hold their attention, and express ourselves in ways they understand. As the relationship between two people grows, and they learn more about the needs that motivate them, it becomes easier to express themselves in ways that the other will understand.

Two theories that have particular reference to my study are those of Schutz's (1958) and Homan's (1959). Schutz's theory makes particular reference to the social grouping in relationships, which has a particular bearing to my study.

SCHUTZ'S INTERPERSONAL NEEDS THEORY

One of the major points of departure of Schutz's theory is that people need people. He contends that the drive to develop interpersonal relationships with others is to satisfy three basic human needs, namely inclusion, affection and control. We all have these needs in varying degrees and express them in different ways.

56

Need for Inclusion:

The need for inclusion reflects a desire for social contact. Schutz's finding include the fact that we need to be in the company of others and to establish and maintain a feeling of mutual interest with them. When the need for inclusion is met, we tend to feel accepted, understood and worthwhile. He further contends that when this need is not met we tend to feel lonely and unwanted. People differ in the amount of interaction that will satisfy their need. Schutz describes individuals who prefer limited interaction with others as undersocial. Oversocial people on the other hand are individuals that prefer an abundance of interactions.

Trenholm (1991) indicates that in reality people are able to balance their need for inclusion and privacy and that most people are adaptable-social beings. According to Schutz, relationships function best when people are able to achieve a balance between the need to be alone and to be with others.

Need for Affection

Schutz(1958) found that we all need opportunities to show affection for others as well as receive affection. This need is reflected in the development of emotionally close relationships in which affection is shown and expressed both verbally and nonverbally. People express varying degrees of this need by displaying different behaviours. There are two extremes of people in this category:

The *underpersonal* individuals who value privacy and seem to have little need for affection, who avoid close ties, keep their feelings to themselves, and who may respond with hostility to those who want to display affection.

On the other hand there are the *overpersonal* individuals who have a high need to be in close relationships with others. They tend to confide in all the people they meet, express their feelings openly and freely, and expect others to respond in the same way. Between these extremes are the *personal* people who are able to express and receive affection when desirable, but can maintain a distance when necessary. Schutz maintains that the personal people are able to handle both close and distant relationships more comfortably than the *underpersonal* and *overpersonal* people.

Schutz's theory contributes to our understanding of our interpersonal needs and helps us to make sense of our relationships. Schutz also contends that the most successful relationships develop between people who are not extreme in their interpersonal needs. The theory that focuses on why we maintain some relationships and terminate others is Homan's social exchange theory.

HOMAN'S SOCIAL EXCHANGE THEORY

According to Homan (1959), all social interaction involves some sort of exchange or barter. The following examples are cited to illustrate this concept; we may offer help to someone for gratitude, talk in exchange for friendship, or love in exchange for security. In other words we in actual fact exchange one interpersonal need for another. In making this kind of bargain, we tend to calculate the rewards we are likely to receive and the costs we will incur on our investment. Trenholm(1991) states that just as people pay for goods and services, they calculate the profits and losses in a relationship and decide either to pursue or terminate it. In terms of Homans's theory a reward or profit is any positive outcome resulting from the relationship. Rewards, however always involve some cost or payback. For example, in order to acquire the reward of a promotion at work, you might have to give up some degree of freedom. The payback for the promotion could be that

your social activities are curtailed and your relationship with others consequently deteriorates. The cost of maintaining one relationship might be that you have to give up the other.

In the same way, we calculate the costs incurred in maintaining our relationships and tend to terminate those, which have a negative outcome, those that create unhappiness, dissatisfaction and problems rather than happiness, satisfaction and pleasure. The social- exchange theory implies that we will work to maintain a relationship only as long as the rewards or profits we perceive for ourselves are greater than the costs. According to this theory, no interpersonal relationship continues for very long unless both parties think they are making a profit.

INTERPERSONAL COMMUNICATION AND SELF-DISCLOSURE

Another way that interpersonal communication influences our relationships and allows us to gain a deeper understanding of ourselves and our communication behaviour is related to the amount of information we disclose in our interpersonal relationships. A model that helps to assess the amount of information we disclose is the Johari window, named after two psychologists, Joseph Luft and Henry Ingham.

THE JOHARI WINDOW

Mersham and Skinner 2001a: 124 state that the self-disclosure is about revealing information about the private self to other people. It is essential in the development of close interpersonal relationships. Revealing information to another that he already knows is not self-disclosure. Self-disclosure relates to our deepest feelings or intimate thoughts. There are some relationships in which we are comfortable enough to allow people access to our most intimate thoughts, and others in which we keep our thoughts and emotions to ourselves.

A model, which helps to assess the amount of information we disclose, is the Johari window.

	KNOWN TO SELF	NOT KNOWN TO SELF
KNOWN TO OTHERS	Open 1	Blind 2
NOT KNOWN TO OTHERS	Hidden 3	Unknown 4

Figure 7 Johari Window (Steinberg 1994)
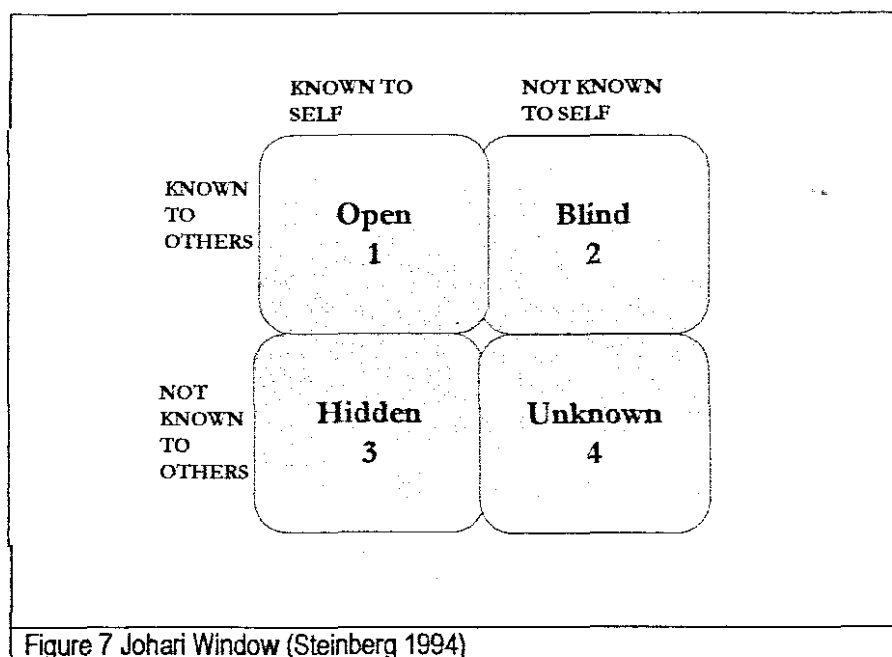
The window is divided into four panes or quadrants, which represent your different selves, and explains how each self relates to other people during communication encounters. According to DeVito (1989) the size of each pane is determined by your own and others' awareness of your behaviours, attitudes, feelings desires, motivations and ideas.

The Open Self (Arena)

The open pane is the most public area. This section reflects openness to the world and a willingness to be known. It comprises all the aspects that are known to you and others. Mersham and Skinner 2001a: 124 refer to the Open Self as the Arena. Mersham and Skinner 2001a: 124 contend that this region is most conducive to effective interpersonal relationships and communication.

In this setting all of the information necessary to carry on effective communication is known to both the communicator (self) and the receivers (others). For a communication attempt to be in the Arena region, the parties involved must share identical feelings, data, assumptions and skills. Since the Arena is the area of common understanding, the larger it becomes, the more effective communication is. According to Luft (1970), the smaller the first quadrant, the poorer the communication and the relationship.

The Blind spot

According to Mersham and Skinner 2001a: 124 when others know relevant information but the self does not, a Blind spot area results. This constitutes a handicap for the self, since one can hardly understand the behaviours, decisions, and potentials of others if one does not have the information on which these are based. Others have the advantage of knowing their own reactions, feelings, perceptions and so forth, while the self is unaware of these consequently interpersonal relationships and communications suffer. DeVito 1989: 56 points out that while communication and interpersonal relationships are generally enhanced as the blind area becomes smaller, we should not force people to see themselves as we see them because this could cause serious trauma. DeVito (1989) states that a certain amount of blindness is part of any successful relationship.

The Hidden Self (façade)

Mersham and Skinner 2001a: 124 state that when the self knows information, but this information is unknown to others, a person (self) may react with superficial communication, that is, present a false front or façade. Information that we perceive as potentially prejudicial to a relationship or that we keep to ourselves out of fear, desire for power, or whatever makes up the façade. This protective front, in turn, serves a defensive function for the Self. Such a situation is

particularly damaging when a subordinate 'knows' and an immediate supervisor 'does not know'. The Façade, like the Blind spot, diminishes the Arena and reduces the possibility of effective communication.

The unknown self

According to Mersham and Skinner 2001a: 125 this region constitutes that portion of the relationship where neither the self nor other parties know the relevant information. As is often stated: "I don't understand them, and they don't understand me." It is easy to see that interpersonal communication is poor under such circumstances.. Circumstances of this kind occur in organisations when individuals in different specialties must communicate to co-ordinate what they do.

An individual can improve interpersonal communications by utilising two strategies, namely exposure and feedback.

Exposure

Mersham and Skinner 2001a: 125 add that increasing the arena by reducing the façade requires that the individual be open and honest in sharing information with others. The process that the self uses to increase the information known to others is termed exposure because it sometimes leaves the self in a vulnerable position. Exposing one's true feelings by 'telling it like it is' often involves risks.

Feedback

Mersham and Skinner 2001a: 125 state further when the self does not know or understand, more effective communications can be developed through feedback from those who know. Thus,

the Blind spot can be reduced, with a corresponding increase in the Arena. Of course, whether the use of feedback is possible depends on the individual's willingness to 'hear' it and on the willingness of others to give it. Thus, the individual is less able to control the provision of exposure. Obtaining feedback is dependent on the active cooperation of others, while exposure requires the active behaviour of the communicator and the passive listening of others.

The four panes of the Johari window are interdependent, thus a change in one pane will affect the others. You may discover things you did not know about yourself from others. This information then moves into the open area. The open pane enlarges and the hidden pane is reduced. Luft (1970) states that it is rewarding and satisfying to learn more about yourself and thus gain self-insight, but also to reveal enough about yourself to enable others to get to know you better.

Interpersonal Communication and Assertiveness

Steinberg 1994: 90 states that the way we express ourselves to others, especially in the sensitive areas of feelings, needs and opinions, can have a positive or negative effect on the quality of our interpersonal relationships. Emotions such as anger, fear, happiness or sadness, as well as feelings that arise when confronted with adversity and conflict, are all pat of meaningful relationships. Top build trust, engage in self-disclosure, resolve conflicts, express our needs, and influence others; we need to be able to communicate such feelings. Often, it is not the emotion that threatens (or enhances) the relationship, rather how we deal with the emotion, and the effects that it has on you and those who are important to you. There are occasions when problems are created in relationships with friends, family or work colleagues because we lack the communication skills needed to express our emotions, needs and opinions assertively. Gamble & Gamble (1987)

63

indicate that we may sometime choose to bury our emotions or unleash them uncontrollably. The manner in which we handle such feelings often impedes the relationship and creates conflicts instead of helping it.

Verderber 1990: 155 defines assertiveness as "verbalising your position on an issue for the purposes of achieving a specific goal". This goal refers to the ability to express yourself in such a way that you hurt neither yourself nor others. Assertiveness involves the ability to express feelings and opinions openly and honestly, to give good reasons for a belief or feeling, and to offer suggestions without attacking the other person verbally.

Assertive Styles

Studies by Rakos 1986: 408 indicate that assertion is a skill, not a trait that someone has or lacks. With this in mind we need to understand that skills can be learnt over a period of time. Gamble & Gamble (1987) and Verderber (1990) state that an individual may express herself/himself passively, aggressively or assertively.

o **The passive style:**

Generally people who behave passively suppress their feelings to avoid conflict or rejection, or are afraid to let others know how they are feeling. They are generally reluctant to state opinions, share feelings, or assume responsibility for their actions. They often submit to the demands of others even when it is not in their best interest. When people behave passively, they force themselves to keep their real feelings inside and frequently end up in relationships that they do not really want. Typical characteristics of people who respond in a non-assertive style often hesitate, avoid eye contact, appease others, avoid contentious issues, and generally lack confidence.

Furnham 1979: 167 emphasises that cultural differences also play a part in passive behaviour in that some cultures value assertiveness whereas others emphasise values of humility, tolerance and subservience. In most western societies, non-assertive behaviour is perceived to be an asset for women but a liability for men. Thus, some women behave passively because they accept the stereotype that society has taught them, they are expected to be accepting, warm, loving and differential to men. On the other hand, both men and women sometimes lack assertiveness as a result of childhood experiences of authoritarian parents and teachers who discouraged the expression of personal opinions and feelings.

o **The aggressive style:**

It is noted that people who behave aggressively lash out at the source of their discomfort with little concern for the situation or the feelings of those concerned. Their only concern is to dominate and "win" in a relationship. The concept of aggressiveness is often confused with that of assertiveness. Unlike assertiveness, aggressive behaviour is judgemental, dogmatic, faultfinding and coercive. Researchers agree that we often tend to lash out at other because we have not been taught to handle our aggressive impulses, or it acts as a sense of self-defence when we feel vulnerable and powerless, or because we feel that the only way of getting our idea across to others is by being sufficiently forceful. Lange & Jakubowski (1976) points indicates that sometimes people who have repeatedly behaved in a passive manner in the past are no longer able to keep feelings of hurt and disappointment to themselves an they abruptly vent them as aggressiveness.

o **The assertive style:**

The assertive style dictates that neither party dominates the relationship. Individuals communicate feelings and opinions honestly and clearly without hurting others. People who

behave assertively take responsibility for their actions and feelings without personal attacks on others or exaggerating for dramatic effect. They use a firm but conversational tone to express their feelings, to state what they believe to be true, to make suggestions about the behaviour or attitudes of others and give good reasons for their opinions and feelings. Their verbal and nonverbal messages are congruent. Thus, tone of voice, eye contact and stance match the words that are spoken. The individual who responds in an assertive style addresses contentious issues, is self-respecting, protects the rights of others, allows room for negotiation or compromise, and generally conveys confidence.

Knowledge is a primary prerequisite for improving effective assertiveness in relationships

CONCLUSION

Interpersonal communication is communication between two or more people in a face-to-face encounter. In this chapter I examined communication between two people by focusing on the relationships that we develop and maintain in our everyday lives. The link between interpersonal communication and our mode of existence was discussed by examining Martin Buber's I-you and I-it relationships. I then looked at three important factors that influence the development and the nature of our relationships: interpersonal needs, self-disclosure and assertiveness, as well as some of the communication skills associated with these factors.

In the next chapter I examine nonverbal communication in organisations.

NONVERBAL COMMUNICATION

PREVIEW

Communication is not merely a matter of exchanging verbal messages. People also use a large number of cues or signs to send messages to one another. Even if they are not obvious, our interactions with others are affected by the meanings we give to a multitude of nonverbal cues. In this chapter I discuss various types of nonverbal behaviour and their functions.

Functions of Nonverbal communication

The term nonverbal is commonly used to describe all human communication that is not written or spoken. Danziger 1976: 78 states that nonverbal communication is that aspect of language, which deals with the way in which messages are sent. Nonverbal communication includes a wide range of behaviour such as body movements, eye contact, facial expression, and appearance, the use of touch and space, and tone of voice. Stewart (1990) states that in face-to-face communication, up to 65 percent of the meaning is conveyed by nonverbal communication. Nonverbal communication also has an effect when the participants are not I each other's presence. In a telephone conversation, for example, some of the meaning is carried by the speaker's tone of voice. According to Pease 1985: 1-3 there is adequate evidence that more communication takes place through gestures, bearing and distances, which are maintained than in any other way. Pease 1985: 8 further states that nonverbal signs carry five times more weight than words, and when these two do not correspond then people rely on the non-verbal message.

To arrive at a better understanding of communication and to develop skills that allow more effective participation in the communication process, you need to be aware of the range of nonverbal signs you are conveying and receiving at a particular time. The ability to analyse nonverbal messages enhance your understanding of other peoples meaning and helps to eliminate communication problems. One needs to remember that verbal and nonverbal signs work together to convey the total meaning of a message. We learn about the functions of nonverbal communication by studying them in relation to verbal communication. According to Knapp (1990) nonverbal communication serves the following main functions: it reinforces, complements, contradicts, replaces, or regulates verbal communication.

- o A nonverbal message reinforces the verbal message when it adds to its meaning.

- o A nonverbal message complements the verbal message when it conveys the same meaning.

- o A nonverbal message contradicts the verbal message. People often say one thing but often do the other.

- o A nonverbal message may replace the verbal message. Gestures, facial expression, and other nonverbal cues generate meaning without the use of words.

Nonverbal behaviour functions to regulate the flow of verbal interaction. Your eye contact, tone of voice, nodding of the head, slight hand movement, and other nonverbal behaviour tell others what to intend.

Categories of nonverbal communication

In a multicultural country such as South Africa, it is important to be aware of what messages nonverbal communication conveys so that misunderstandings are avoided. The following

are the main categories of nonverbal communication. According to Du Plessis 1991: 43 we make and receive non-verbal signs whenever we are with others. These signs are not words, but they are often used with words. They affect the meaning of what we say. They say a lot about our feelings and our attitudes towards others. We become well aware of this when a policeman raises his hand to stop our car at a junction, or if an angry driver waves his fist at us.

These non-verbal signs can be placed under three main headings: body language, para-language, and dress.

1. Body Language

This tells a lot about people's feelings, attitudes and intentions. Actors understand this very well when they put on nonverbal signs in order to convince the audience of the part that they are playing. People may like us if we are pleasant and friendly towards them, and a lot of this friendliness is shown through body language. Body language includes the following five main elements, namely gestures, expression, body posture, proxemics and haptics(touch).

Gestures (kinesics): the way we use our arms and hands. It is common to see people wave across a crowded room to attract attention, and then beckon someone to them. We use gestures to express things like height and width of objects we are describing. People vary in the amount of gestures they use. Hand gestures are commonly used to describe or emphasise a verbal description or to communicate attitudes. For example, in a conversation, crossing your arms generally conveys a less aggressive attitude than putting your hands on your hips. Similarly, leaning forward usually conveys a positive attitude towards the other person, while leaning backwards could be interpreted negatively. Steinberg 1994: 60 states that body movements are strong

69

indicators of how you feel. The meaning, which is attached to a group of gestures, will differ in various cultural groups.

Expressions: the way that we signal with our faces. This usually says a lot about moods and emotions. The eyes and the mouth dominate expression signs. These are the signs that people look at first when they are trying to weigh up someone. If someone gazes at you a lot, then it means they are interested in you. If two people gaze at one another a lot then it means that they have a positive and trusting relationship. We are also able to distinguish between the raised eyebrows of a surprise, of fear or acknowledgement when we meet a friend. In short, we do a lot of looking during the process of encoding and decoding body signs.

Body posture: Posture communicates a great deal of information about you. A relaxed posture expresses confidence in the person who we are talking to. Slouching or sitting with your head in your hands often indicate that you are feeling low, whereas sitting with your feet on the desk may be interpreted by others as a sign of your feeling of superiority.

Proxemics: The term was put forward by Edward Hall (1969) who conducted cross-cultural studies on the use of space in personal and social situations. Lewis 1987:79 states that proxemics studies how a person conducts herself/himself within a given space to communicate effectively. Pease 1985: 14 contends that every person has an area, space or zone which she/he may use as if it were an extension of his body and within which she/he feels safe. Proxemics includes the messages people convey when, for instance, they choose to sit at the front or back of a classroom, or whether they sit near to or far from the head of a table at a meeting. Most educators contend that the mischief-makers dash to the back of a classroom and that the more serious learners choose a front seat. One can guess the degree of people's friendship from the way they

70

treat each other's body space. The meaning of body proximity, like that of the other nonverbal signs, varies from culture to culture.

According to Barker 1982: 101 proxemics is the use of interpersonal space and distance. Whenever anyone communicates, their distance and angle from the receiver communicate powerful messages, including varying degrees of warmth or immediacy.

Hall 1969: 43 identified four spatial zones of interpersonal communication:

Intimate distance: Individuals are no more than 45 centimetres apart.

Personal distance: Individuals are between 45-120 centimetres apart.

Social distance: Individuals are 120-360 centimetres apart.

Public distance: Individuals are more than 360 centimetres apart.

Hybels &Weaver (1989) contend that space influences what we talk about with others. The use of space also varies between the different cultures.

Haptics (touch): Williams 1992: 59 states that the use of touch to communicate, as in shaking hands, holding hands, patting someone on the back, putting your arm around a person's shoulder, and the like – is known as *haptics*. Touch may convey emphasis, affection, or greetings, and it varies greatly across cultures. Physical contact with others is the most basic form of communication and a lack of touch in certain situations often indicate that there is a problem. Touch communicates information about the nature of relationship between people. Whether or not you often reach out to touch other people is often determined by cultural influences. Research

71

has proven that lovers usually touch each other more frequently in conversation than do friends. People who have just been introduced shake hands more formally than relatives. Social workers are quick to identify a problem when confront with mother who avoids touching or hugging her child. According to Barker 1982: 103 instrumental or functional touches occur frequently particularly in classes where psychomotor skills are being taught, including shop courses, athletics, dance, art and even when learning such skills as handwriting. While the primary purpose of instrumental touch is purely task related, this form of tactile communication probably conveys immediacy as well. Educators should be aware that touch is not reinforcing or pleasurable to some learners. Educators who are themselves touch avoiders need to find other ways of communicating immediacy and may wish to avoid teaching elementary grades, where touch is common if not inevitable.

2. Paralanguage

Williams 1992: 58 states that paralanguage is a kind of complementary language. Researchers have found that the tone, pitch, quality of voice, and rate of speaking convey emotions that can be accurately judged regardless of the content of the message. The important thing to gain from this is that the voice is important, not just as the conveyor of the message, but also as a complement to the message. As a communicator you should be sensitive to the influence of tone, pitch, and quality of your voice on the interpretation of your message by the receiver.

Barker 1982: 103-104 states that vocalic or paralinguistic communication deals with the nonverbal elements of the human voice. People communicate verbally, or linguistically, through words, and nonverbally, or non-linguistically, through the way in which the words are spoken. Various nonverbal vocal utterances (e.g., uh-huh, mmm, eeek) have meaning even though these utterances are not accompanied by any verbal communication

72

3. Dress

According to Tubbs and Moss 1977: 208 a person's physical appearance forms the basic first impression, which a person makes on others. The manner and style of one's dress says a lot about personality, role, job and status. Physical appearances influence first impressions, job interviews, and even consumer buying behaviour. Appearance is considered so important in the business world that many large organisations have a strict dress code, which lays down rules from the style and colour of clothing that may be worn, as well as the personal grooming of their employees. Others require their employees to wear uniforms that communicate to the public the image the organisation would like to portray.

Improving nonverbal communication

Steinberg (1994) states that the greatest problem about nonverbal communication is that most of us do not pay sufficient attention to our own and other people's use of it. The best way to improve your understanding of the nonverbal cues you receive from others is to make a conscious effort to interpret their verbal and nonverbal communication, what they say and how they say it. Steinberg emphasises that nonverbal messages must not be seen as fixed and unchanging. Different people ascribe different meanings on the basis of their attitudes, background, feelings and beliefs.

The best way to improve your own nonverbal communication is to consider the effects created by each of the categories as it relates to your own behaviour. Steinberg (1994) suggests the following four techniques.

Pay attention to the feedback you get from others. I you find that people regularly misunderstand your meanings and feeling, it could be that your verbal and nonverbal messages are incongruous. Use their feedback to try to improve your nonverbal communication.

73

Ask your friends and family to tell you about any distracting mannerisms of which you may not be aware and make a conscious effort to avoid them. People often do not know that they are swinging their feet, tapping on the table or saying, "O.K." or "Well, you know..." or "Basically speaking..." too often.

Observe the nonverbal communication of others. If you find some of their nonverbal behaviour irritating or distracting, make sure that you are not doing the same things.

Try to record yourself on audiotape or videotape, and study the results critically to identify some of the nonverbal habits of which you may not be aware. You can then work on improving aspects such as the tone of your voice, posture, appearance or hand gestures.

According to Neill 1991: 11 nonverbal communication is an underrated form of communication. Educators educate on two levels - both verbally and nonverbally. Mersham and Skinner 1999: 19 state that nonverbal codes include visual, sound and tactile codes, and chronemics.

Nonverbal communication is important in the classroom because the educator and learner may believe the nonverbal rather than the spoken message, and because some messages can be conveyed implicitly by nonverbal means which would be unacceptable if they were sent through more explicit channels. In some cases nonverbal signals may be the only ones available – if a learner is working at the other side of the room, the educator is working with a class group and cannot talk to individuals.

Enthusiastic educators use more marked nonverbal signals, such as gestures and range of intonation, than would be normal in informal social interaction. This appears to be due to the

74

inequality of educator and learner and the educator's need to compensate for the lack of feedback characteristic of most large audience groups.

Neill 1991: 79 continues to say that gestures appear to parallel and supplement verbal output. In some cases, especially iconic gestures that refer to objects or movements, they carry part of the meaning. Metaphoric gestures, which refer to abstract ideas, often indicate how the listeners should respond to an idea. Therefore, the development of an educator's argument may be supported by gestures, facial expressions and intonation indicating the development stages of an argument, and where potential problems arise. These contribute to the clear structuring of the material, which is necessary for the children to learn readily.

o When things go wrong.

No matter how well behaved your learner is, there will be times when things do not go according to plan. The way the learner communicates this will depend on the specific circumstances and the perceived outcomes.

o Open admission.

His spoken language gives you all the information you need about why he is upset.

o Partial admission.

When the learner may be reluctant to give the full account of the story the body language reveals that there is more to the story than what he has said verbally.

o Lying.

The learner may know that he has done something wrong, but he may hide the truth in order to escape the consequences. The body language will reveal that he is not telling the truth.

Genuine denial

According to Woolfson 1996: 116-117 when the learner is troubled and unhappy and he may not know why – the educator may have to pick up the nonverbal cues to find out why the learner is unhappy. There are many factors that can disturb a learner's normal emotional development:

o   Peer quarrels.

Friendships are fragile in childhood, but then the learner may not be content to stop playing with the learner he previously liked a lot

o   Struggling to complete assignments in school.

Work that is too challenging can depress a learner

o   Poor self-confidence.

If the learner does not feel good about himself, others will not like him either and this adds to his despair and agony

o   Parental quarrels.

Learners do not like to witness parental quarrels, whether they are overt or subtle.

o   Abuse.

Learners who are physically, emotionally or sexually abused appear troubled and unsettled. Learners may have great difficulty in acknowledging what is happening, and may prefer to remain silent about it

Woolfson 1996:117-118 mentions five ways that learner's uses body language to tell you, 'I'm unhappy deep down inside, even though I've not said anything to you about it':

o Reluctance to play with friends:

Unhappy learners find it difficult maintaining existing friendships and making new ones.

o Loss of appetite:

Loss of appetite can indicate ill health in learners and can also be a sign of desolation.

o General apathy:

Unhappiness has the effect of driving out a learner's liveliness and sparkle.

o Disrupted sleep patterns:

Unhappy learners find difficulty falling asleep and each morning they look as if they are ready to go to bed again.

o Irritability:

A learner who feels miserable will not have the patience to listen to others or to tolerate their presence. His temper will be triggered easily without much provocation. In reality his anger is directed towards himself.

Barker 1982: 106-107 states that eye contact is an invitation to communicate and a powerful immediacy clue. Educators who use more eye contact can more easily monitor and

77

regulate their classes, and they also communicate more warmth and involvement to their learners. Increased eye contact increases the opportunity for communication to occur and enables the educator to respond to the nonverbal behaviour of learners. Educators should position themselves so that they can and do establish eye contact with every learner in the class.

Ongoing classroom motivation

According to Jackson 1991: 34 interesting, well-prepared lessons given by an enthusiastic, motivated educator will inspire and stimulate the learners. Goals should be clearly and unambiguously defined. If the goal is not sufficiently challenging, the learners will soon become bored and spend their time disrupting the class. If the goals are beyond the capabilities of the learners, however, they will become despondent, or subject to so much stress that their will to achieve may be affected. Psychologists use the term 'achievement anxiety' to describe the attitude of learners who are afraid to attempt anything for fear of being unable to meet the demand made upon them. Since all the learners in a class will not have the aptitude or sense of challenge the perceptive educator will not expect the same standard from every learner in the class and will set individual goals for each learner. The uniqueness of each learner needs to be considered as well as past experiences.

Communication on the group level

According to Williams 1992: 169 we spent many hours of our lives in face-to-face communication that involves more than two persons, a situation that can properly be called group communication. This may be in informal groups as when chatting with friends, or it may be a more formal group that is part of a business or organisation. Although many of the generalisations made about individual communication apply to communication in groups, we humans do have various

78

strategies for adapting to the presence of more individuals entering into the interactions. We tend to communicate a bit differently when more than one person is listening to us; sometimes we may be addressing multiple persons in the group. And, of course, not only may we attend to what a person in a group is saying to us; we may simultaneously monitor the group reaction. Also, as in the study of interpersonal communication, we will see a manifestation in group behaviours of communication and the development of social structures among people.

CONCLUSION:

In this chapter I pointed out that communication is not merely a matter of exchanging verbal messages. People also use a large number of cues and signs to send messages to one another. One needs to understand that there is no "recipe" for understanding nonverbal communication. Its meanings must be interpreted in the context in which it is used.

In the next chapter, I look at small group communication.

SMALL GROUP COMMUNICATION

PREVIEW

In this chapter I will look at how humans communicate by the use of verbal as well as nonverbal skills in small group communication. Conversation is the prototype for human communication. Rugubeer 2001: 44 states that when two humans communicate, they focus attention on an entity. At this stage a personal process of knowledge construction and meaning begins.

According to Nofsinger 1991: 1 the immense power of everyday talk is at our disposal to contact and influence other people: to enlist their help, to offer them companionship, to protect ourselves from their demands, to establish important relationships with them, and to present ourselves as having the qualities that they (and we) admire. Almost everything that we do that concerns other people involves us in conversation.

Defining a small group

Sternberg 1998: 493 describes a group as a collection of individuals who interact with each other, often for a common purpose or activity. A group is sometimes distinguished from a *collective*, a set of people engaged in common activity but with minimal direct interaction

Sternberg explains further that groups serve two basic functions: to get work done and to handle relationships among group members. Leaders of groups also serve two key functions: to

guide the group to achieve its task-oriented goals and to facilitate the group's functions of mutual support and group cohesion.

Vu 1997: http://www.skc.edu/norm/srilahi/jones/com_jones.htm adds that members of groups usually have a little in common. It could be the same motivation, perception, goals or destiny. In most cases the result of what the group does affects all members of the group and not each member independently. An example of this is a basketball team losing a game; the whole team loses not each member in isolation.

The importance of goals in group interactions

Superior decisions and solutions are often reached because groups are generally better equipped than individuals to foresee difficulties, detect weaknesses, visualise consequences and explore possibilities. Goals keep a group together through tension and conflict. They serve an important purpose of providing focus and motivation. Members are filled with a sense of accomplishment as each goal is met. Members are then motivated to work toward the final product. Goals also ensure that each member knows her/his role within the group. Members become frustrated when the goals are impossible to carry out. Goals therefore have to be specific, challenging, attainable and clear. Goals that are challenging drive members to try harder, while those that are too challenging may adversely affect the morale of the members.

The role of norms in group interactions

Kiesler 1978: 123 states that norms are shared expectations, which guide many behaviours and beliefs in groups. Groups develop, enact and enforce norms through social pressure because norms are useful for regulating social interaction. Norms act as implicit agreements for guiding

social trade-offs; they provide information for reducing uncertainty; they are a vehicle for gaining social rewards such as liking and respect.

Roles apply to subsets of individuals in groups, and are especially useful for dividing up tasks, power and recourses. Each person has many roles, some of which may not fit the person very well (role strain) or may require conflicting behaviours and attitudes (role conflict).

In assessing the effectiveness of a norm or role expectation in controlling a person's behaviour or belief, it is important to focus on social pressure from the group, a psychological force (implicit or explicit) to fulfil the group's shared expectations. A person who ignores or rebels against social pressure, that is, who deviates from norms and roles, is likely to be rejected by the group. Deviance has many ramifications, some quite unpleasant.

From the before mentioned information one can see that groups do not consist of homogenous, like-minded people, but individuals who each have their own likes, dislikes and behaviours. How stable a group is, depends on how heterogeneous a group is. Reddings (1972) suggests that an effective group climate inclusive of supportiveness, participative decision making, mutual trust among members, openness and candour with high performance goals lead to a state of cohesiveness in groups.

Stages of group formation

Woods 1997: http://www.minot.su.edu/people/sections/development.htm describes the following stages in-group formation:

- o **Forming:**

This is when the group comes together and they become familiar with the project. Members get to know each other and expectations are discussed

- o **Storming:**

This is when the honeymoon phase has ended, and the group begins to experience conflict. Members realise that they do not see eye to eye on certain issues and have not resolved them. There is still vagueness over each other's roles. At this point, members may begin to resist working together and want to work independently

- o **Norming:**

At this stage, groups are able to verbalise their concerns and expectations. Members may be used to each other and feel comfortable expressing their concerns

- o **Performing:**

Groups are able to perform. They make progress on their project. Members may feel more accepting of each other

Types of groups

According to Williams 1992: 170-171 we are born into what sociologists call a primary group. As a child, a large part of ones socialisation process occurred in your family and school group.

Rugbeer 2001: 49 states that human beings live complex social lives because they are simultaneously individuals as well as members of several groups. The primary group is the group in which s/he exists, and besides the primary group the individual will be a member of a co-primary group which in the case of non-adults is the school, college or university that they attend and in the

case of adults will be the work. As an adult, one probably belongs to a social or sports club, religious groups, study groups, support groups or work groups at your place of employment. These groups are socially oriented, they stem from the human need for social contact. These groups are often referred to as secondary groups.

These secondary groups can be further demarcated as follows in accordance with the types of role function and communication that exists:

Learning group: A college class or seminar

Living group: One or several roommates; a cluster of individuals who live near you; or individuals in a dormitory or fraternity

Organisational group: A collection of individuals who represent some formal part of a business, institution, or organisations – the people in the accounting office, the receptionist; the "advertising group."

Committee: People who come together to accomplish some specific purpose or goal.

Therapeutic group: Individuals who are using the group experience in order to help one another work out personal problems, to stimulate one another, or to engage in any other type of personal growth; "assertiveness training", "consciousness raising" or "growth groups"

Ritual group: A collection of individuals who go through certain prescribed actions that are meaningful to them – a religious service or a traditional, formal meeting of a business group, where the main purpose is to participate in certain rituals

Circumstantial group: A group of individuals who are brought together by some course of events, often accidental or circumstantial, as in a group of individuals who find themselves waiting in line at the bank or who are travelling together in a section of an airplane

Event, ceremony, or public communication group: Individuals who come together to attend a presentation or performance of some type – a motion picture audience, the audience for a public speech, people attending a concert or a rally, people taking part in a riot or a mob.

Public gathering as a group: Usually a large group of people who come together for some cause in which they have immediate on-the-spot interest to which the assemblage gives momentum and strength, as in the case of a protest group

Due to the differences between individuals they fulfil different roles in these communication networks in which they are members.

Roles in groups

Every member of a group plays a certain role within that group. Borchers 1999: http://www.abacon.com/commstudies/groups/roles.html adds that some roles relate to the task aspect of the group, while others promote social interaction. A third set of roles is self-centred and can be destructive for the group.

Task-oriented roles

According to Mersham and Skinner 1999: 117-119 task roles reflect the work a group must do to accomplish its goals.

Borchers 1999: http://www.abacon.com/commstudies/groups/roles.html identifies several roles, which relate to the completion of the group's task:

Initiator-contributor: Generates new ideas

Information-seeker: Asks for information about the task

Opinion-seeker: Asks for the input from the group about its values

Information-giver: Offers facts or generalisation to the group

Opinion-giver: States her/his beliefs about a group issue

Elaborator: Explains ideas within the group, offers examples to clarify ideas

Coordinator: Shows the relationships between ideas

Orienter: Shifts the direction of the group's discussion

Evaluator-critic: Measures group's actions against some objective standard

Energiser: Stimulates the group to a higher level of activity

Procedural-technician: Performs logistical functions for the group

Recorder: Keeps a record of group actions

Social roles

The social role functions of groups include the following:

86

Encourager. Praises the ideas of others.

Harmoniser. Mediates differences between group members.

Compromiser. Moves group to another position that is favoured by all group members.

Gatekeeper/expediter. Keeps communication channels open.

Standard Setter. Suggests standards or criteria for the group to achieve.

Group observer. Keeps records of group activities and uses this information to offer feedback to the group.

Follower. Goes along with the group and accepts the group's ideas.

Individualistic roles

These roles place the group member above the group and are destructive to the group:

Aggressor. Attacks other group members, deflates the status of others, and other aggressive behaviour

Recognition seeker. Calls attention to himself or herself

Blocker. Resists movement by the group itself

Self-confessor. Seeks to disclose non-group related feelings or opinions

Dominator. Asserts control over the group by manipulating the other group members

Help seeker. Tries to gain the sympathy of the group

87

Special interest pleader: Uses stereotypes to assert her/his own prejudices

Leadership roles within groups

With very few exceptions, most groups have people who fulfil leadership roles. The quality of leadership does not only determine interrelationships but also the nature and quality of communication within the group.

Borchers 1999: http://www.abacon.com/commstudies/groups/leader.html states that leadership is concerned with control and power in a group. He adds that leadership can be aimed at either maintaining the interpersonal relationships in the group or prodding the group to achieve its task. Groups will sometimes have two leaders: one for the social dimension and one for the task dimension. There are also three main perspectives on leadership. First, some researchers believe some people are born with traits that will make them a good leader. A second perspective is that the group leader selects an appropriate leadership style for the given task. A third way of understanding leadership says that to some degree, leaders are born with traits that make them good leaders, but that they also learn how to become a leader and use strategies appropriate to a given situation.

Borchers states that: *"Good Leaders are born."* This effectively means that people are born with traits that make them effective leaders. The challenge for the group is to find a person with these traits.

One-Best-Style:

This approach says that in a given situation, one particular style of leadership is most effective. There are four main styles:

88

- o **Autocratic:**

Leader uses her/his authority to make decisions. Leaders are task orientated and have firm opinions on how to achieve the group's goal. They exercise direct control over the group by determining policy and procedure, assigning tasks and roles to members.

- o **Democratic:**

Authority is shared and all group members help make decisions. Leaders guide, rather than direct a group by involving all members in discussions and debate. Democratic leadership has proven to produce high quality results as it provides opportunities for originality and creativity, and stimulates group cohesiveness, motivation to work and achieve goals, and the desire to communicate.

- o **Laissez-faire:**

A "hands-off" style in which the leader allows the group to make its own decisions. Such leaders generally do not direct the group at all. They supply information, advice, and material when asked but do not actively participate in-group discussions. The group has complete freedom in determining policy, procedure, tasks and roles.

- o **Abdacratic:**

No one in the group exercises leadership. Researchers contend that this style, leads to group disintegration and is followed by autocratic leadership.

The contextual approach emphasises that leaders are to some degree born with leadership traits, however situations, personalities of other group members, pressure on the group, and group norms also determine leadership.

The church has a pastor as leader, schools have principles as leaders, and in businesses the chief executive officers are leaders. The above-mentioned leadership characteristics will determine how democratic or autocratic the relationship between members of the group is, and how cooperative and confrontational the forms of communication within the group are.

Interpersonal processes

Kiesler 1978: 16 indicates that interpersonal processes are psychological phenomena that influence social interaction in groups and organisations. He argues that interpersonal processes affect all facets of experience in groups and organisations, such as bureaucratic strategies for solving organisational problems. Knowing about interpersonal processes is useful for attaining a greater understanding of how groups and organisations behave and might behave, even if one cannot change that behaviour.

Four psychological principles comprise the fundamentals of interpersonal processes. These are:

- o That people respond and act on his or her own views of reality, not its objective qualities.

- o That people are influenced by the immediate (social) situation they perceive themselves to be in.

- o That people act on motives that they bring to situations as well as motives altered or created by situations.

- o That interpersonal action is guided by values and beliefs, which derive the culture in which people live.

Wellman's theory of commonsense belief-desire psychology 1992: 93-121 presents a rational for these above-mentioned psychological principles. He showed that sensory perceptions inform thinking, sensations and emotional awareness.

PUBLIC COMMUNICATION

As a successful, responsible, productive citizen one must be able to read critically, write coherently and speak effectively. Public communication plays an important role in the working lives of many individuals. In most organisations the ability to give oral presentations is an indication of personal and professional success. Senior personnel are expected to be able to give introductory talks to new employees, to conduct meetings, to present training sessions, and to report to the board of directors. A salesperson that is able to present a well thought-out scenario to clients has the opportunity of successfully concluding a sale than one that is not as coherent.

The social dimension may be illustrated as follows:
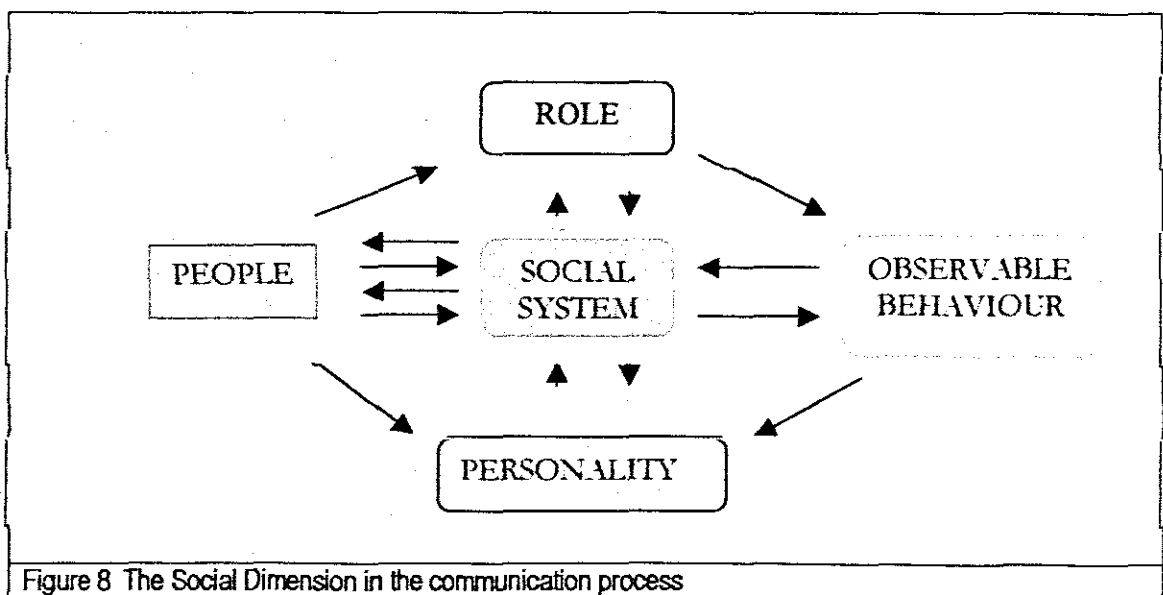
Figure 8 The Social Dimension in the communication process

91

Public speaking also plays a role in one's social life. Some of us are called upon to lead the meetings of church, school or social action groups. The more confident you feel about your ability to stand up in public and deliver your address, the greater the feeling of well-being you are likely to experience. It is important that the purpose of the talk be considered as well as the audience.

CONCLUSION

In this chapter, I discussed small group communication as it occurs in an Outcomes Based classroom with specific reference to the foundation phase. I looked at the importance of small group interactions. The stages in group formation are also given attention. I hi-light the involvement of groups as a part of society. I also discuss the leadership roles of groups in the classroom. I also discuss public communication very briefly.

In chapter 9, I discuss communication in the foundation phase.

COMMUNICATION IN THE FOUNDATION PHASE

PREVIEW

Foundation phase educators need to focus on how young children learn through activities that are relevant to their lives and of the interest to them at that moment. For this age group learning involves more concrete experiences and fewer abstracts thought. Young learners need time to explore ideas thoroughly. Self expression through stories, movement, music, rhyme, painting and drawing as well as the basic skills such as reading, speaking and concrete number operations should be the focus of teaching and assessment in the foundation phase. Assessment will be less formal and will be usually carried out as daily, targeted observation. This needs to be sensitive and analytical observation followed by interpretation, planning and interpretation. Educators should also help learners to begin to develop self-and peer assessment skill, discussing and reflecting on their own and each other's work and play.

In an Outcome Based classroom information sharing is the primary goal among educators and learners. The oral interaction that occurs in the classroom has a paramount effect on the personality development, intellectual development and social development of learners and educators alike. Levels of communication in the classroom include intrapersonal, interpersonal, group and cultural which have been discussed at depth in previous chapters.

Communication in the classroom

Barker 1982: 4 hi-lights that educators are the frequently originators of messages. The communication cycle is usually initiated because of the originator-educator's need to impart

information or the learner-originator's need to seek information. The need to communicate may result from a stimulus, which affects the originator. Hunger, thirst, a headache, a sudden flash of an idea, the immediate environment, books, pictures, questions from other persons and physical action all stimulate the communication act in the classroom.

Barker 1982: 4 explains that the encoding process transforms thoughts and ideas into word symbols, bodily movements, facial expression and/or gestures. On both cognitive and conditioned response levels, the encoding process interacts with the originator's individual communication climate. Such elements in the climate as hereditary influence, past experience and social development tend to mould the originator's encoding system into a particular pattern.

Levels of communication in the classroom include intrapersonal, interpersonal, group and cultural. Intrapersonal communication takes place within the individual. Interpersonal communication takes place on a one-to-one basis between an educator and a learner or between two learners. Group communication takes place in the classroom between an educator and several learners – or within a group of learners. Cultural communication reflects the influence of art, literature, laws and mores on individual communicators. In the classroom, this affects both educators and learners.

Barker 1982: 4 explains that in the classroom setting nonverbal responses are frequently used more than verbal responses. A nod of the head, a gesture of the hand, a stern look will often provide more effective feedback than will the verbal mode.

A good educator will be aware of what is taking place in the classroom situation. Perceiving and analysing occurs all the time. The educator has to adjust to the reactions of learners in the

94

classroom. She/he has to analyse learner's reactions and take the best action possible. The educator may decide to change the technique being used based on the learners reactions. Good educators will be flexible and be able to adjust to various different situations.

Learning and constructivism

OBE can be viewed as an agent of change. Cates 1993: http://www.faithchristianmin.org/articles/obe.htm states that the purpose of education and schools is to change the thoughts, feelings and actions of learners. School is a change agent - and the specific focus is on changing people. The goal is to develop a new kind of educator who engages in teaching as clinical practice and functions as a responsible agent of social change.

Carvin 1998b: http://edweb.gsn.org/ constructivism.basics.html explains that the basic tenet of constructivism is that learners learn by doing rather than observing.

Carvin 1998b: http://edweb.gsn.org/ constructivism.basics.html learners bring prior knowledge into a learning situation in which they must critique and re-evaluate their understanding of it. This process of interpretation, articulation, and re-evaluation is repeated until they can demonstrate their comprehension of the subject. Constructivism often utilises collaboration and peer criticism as a way of provoking learners to reach a new level of understanding.

According to Carvin 1998a: http://edweb gsn.org/constructivism.html as education has evolved so have the methods of teaching learners evolved with it. In general, reform-minded educators are now emphasising active learning over passive learning. Traditionally, a vast amount of the school day is spent listening to unidirectional lectures in large groups where the educator acts as a public speaker, with learners completing workbooks and taking memorisation-driven tests.

This form of passive education is extremely inefficient, for it fails to engage the learner within a given subject.

Cooperative Learning

According to Dirven and Verspoor 1998: 171 the exchange of information involves both giving and asking for information. In order to communicate as effectively as possible, it is important in both cases that the speaker and hearer can reasonably guess what she/he already knows, and what can therefore be presupposed and implied by the speaker and what has to be inferred by the hearer.

Small group communication promotes cooperative learning in the foundation phase.. Learner participation through cooperative learning will lead to more meaningful learning taking place in classes. Cooperative learning is an instructional design that stimulates peer interaction and learner-to-learner co-operation in the process of fostering successful learning by all. This model has two types of primary aims. The first is to improve learner understanding and skills in the learning areas being taught and the second is for the learners to develop cooperative group skills and to gain an appreciation for the different individuals and cultures found in our South African classrooms.

Cooperative learning has three specific elements that are critical to its success. These include:

- o Face-to-face interaction
- o A feeling of positive interdependence
- o A feeling of individual accountability

Conversation is often used in foundation phase classrooms. Nofsinger 1991: 107 states that the most cooperative form of communication in the classroom is conversation. Conversation can be characterised as the most democratic form of communication because all participants have an equal chance to take a turn at expressing ideas about the theme under discussion. The turn system for conversation fosters orderliness with the way in which it organises turns to talk. Turns are constructed using any of several different size units - words, phrases, clauses and sentences. Participants, who then employ three basic practices for allocating the next turn to someone, can project the possible completion of a turn. These practices are, current speaker selects next, any listener self-selects and the current speaker continues. The set of practices through which turn coordination is achieved is not the only respect in which participants display to each other what they are doing and what they mean. Conversations are cooperatively brought to a close, mistakes are repaired and understandings are checked. This pattern allows for the development of more extended dyadic structures of conversation, such as elaborated arguments, dialogues and colloquies.

Knowledge is actively constructed in a communication environment because learners are given ample opportunities to:

o   Work in groups,

o   Defend their point of view and

o   Debate.

The development of cooperative work skills

DeAvila 1987: http://www.ncbe.gwu.edu/ncbepubs/classics/trg/_02_cooperative.htm states that educators see interaction between learners as one of the chief motivators of intellectual development. When experiencing the different perspectives of their peers, learners can examine

97

their own environment more objectively. Cooperative learning activities require group work, and therefore proper steps must be taken to achieve learning and assimilation of new concepts in a group setting. Learners must have the opportunity to acquire the vocabulary and resources to achieve a requisite level of intellectual discourse. Furthermore, the experience must be structured so that learners will listen, explain, and provide feedback for one another. Practice in co-operation is essential.

DeAvila further states that cooperative group work may involve a radical change for learners who have unconsciously internalised regular classroom behaviour in which they normally are told to do their own work. In a cooperative learning classroom, learners are responsible for their own behaviour but also, to a large extent, for the group's behaviour. Learners learn to ask for help and to ask for each other's opinions, to listen to others, to explain, and to demonstrate how to do something. To assist in the implementation of cooperative learning, educators can design activities in which learners work cooperatively in a group setting and increase their awareness of the effects of positive and negative behaviour on group problem solving. This is highly promotive of the social setting in the classroom with positive interaction among learners.

Fundamental to cooperative learning group work is the recognition of each learner's role and responsibility in the group. The basic objective is to avoid the creation of status differences between groups and to foster recognition of interdependence. Typically, group assignments can be made weekly during the introduction to a theme; individual role assignments can be made daily or weekly.

DeAvila 1987: http://www.ncbe.gwu.edu/ncbepubs/classics/trg/_02cooperative.htm indicate that the first step in assigning roles, is to form groups of four to six learners of varying

98

academic and linguistic levels. Work groups should not consist of either high or lower achievers exclusively. In bilingual settings, groups should not be exclusively comprised of limited-English or English-proficient learners. It is also important that the procedure not result in ability groups in which one group dominates over another or is seen as the high-status group. Learners should be mixed by sex, reading level, and language proficiency.

DeAvila1987:   http://www.ncbe.gwu.edu/ncbepubs/classics/trg/02cooperative.htmit states that it is essential that the learners understand that their active participation is critical to the success of the group. Although some of them may be better at certain tasks, such as reading or math computation, the point remains that every learner has something to contribute. Just as learners must learn to help one another they must also learn to help the educator in coordinating all aspects of the program. A cooperative learning classroom represents a complex social environment, one that requires delegation of authority and sharing of responsibility. The main purpose of teaching learners how to work cooperatively in groups is to demonstrate the value of collective enterprise in completing intricate tasks and to promote interaction between individuals acting as equals.

EDUCATORS AS FACILITATORS

DeAvila 1987:   http://www.ncbe.gwu.edu/ncbepubs/classics/trg/02cooperative.htm states that the instructional role of the educator in a cooperative learning approach is cardinal. However, the educator's role in the cooperative learning classroom is slightly different from that in a conventional classroom. The role of the educator is to contribute to the development of learning sets and to focus learners' perceptual apparatus on the essential features of a task. Asking constructive questions and providing quick feedback effectively accomplish this. The best educator

99

never tells the answer but instead asks another question, therefore unobtrusively guiding the learning process.

Facilitating cooperative learning

The cooperative learning educator is a manager, chiefly responsible for the smooth running of the classroom. The educator is the final arbitrator. The educator is the learner's access to knowledge. Without the educator there is little, if any, learning that is meaningful in a modern society.

DeAvila 1987: http://www.ncbe.gwu.edu/ncbepubs/classics/trg/02 cooperative.htm adds that with the exception of the initial orientation and the final wrap-up of each learning activity, the educator is not the focal point in the classroom. Moving from one learning centre to another, the educator is a supportive catalyst of the learning process rather than a source of expected answers. The educator generates learner interaction, asks questions; talks about problem solving strategies, role performance, and cooperative behaviours; and generalises concepts or principles.

The development of problem solving and critical thinking skills

DeAvila 1987: http://www.ncbe.gwu.edu/ncbepubs/classics/trg/ 02 cooperative.htm states that to maximise the development of problem solving skills and to increase interdependence among learners, the educator must let learners find out and learn by themselves. Learners should not be given ready-made answers or be asked to repeat and memorise things they do not really understand. Interactions will depend on the educator's knowledge of the learning process and decision making in a particular situation. This educator guide suggests two general guidelines for educator learner interaction to help support the development of problem-solving skills: assisting and giving feedback.

100

o   The first guideline:

The educator assists learning by sharing information, helping learners analysing phenomena or problems, and extending and generalising concepts or relationships. In sharing information, the educator describes in detail her/his observation of learners' actions with the learning materials.

o   The second guideline:

The educator helps learners to examine a problem in terms of its parts and interrelationship without giving the answer. When experiments do not follow the predicted path, there is good opportunity for learners to attempt to discover why, to think more, to plan better, and to learn more. It is important that learners be given opportunities to react to a situation. This allows them to think aloud and to hear how others plan, organise, predict, and interpret information.

Educators have the responsibility to teach learners to think critically and to solve problems in their specific learning areas. Furthermore, the learners must be taught in terms of the cultural contexts that they can relate to and are familiar with.

Format of the facilitative lesson

According to DeAvila an educator may structure a constructivist lesson to engage learner interest on a topic that has a broad concept. Doing a demonstration, presenting data or showing a short film may accomplish this. This could also serve as a means to capture the learners' interest. The educator can also ask open-ended questions that probe the learners' preconceptions on the topic. In order to present a constructivist lesson the educator has to make use of the public communication technique at the onset of the lesson. This sets the tone and motivation for the lesson.

101

She/he could then present some information or data that does not fit with their existing understanding. The educator could invite constructive debate on the problematic information supplied. Brainstorming such information has the hallmarks of the democratic form of communication during this phase of constructivist lessons.

DeAvila then suggests that learners break into small groups to further discuss and share ideas on the topic or statements supplied. The role of the educator during the small group interaction time is to circulate around the classroom to be a resource or to ask probing questions that aid the learners in coming to an understanding of the principle being studied. Learners assume various roles as they engage in their discussions, emulating organisational communication. After sufficient time for experimentation, the small groups share their ideas and conclusions with the rest of the class, which will try to come to a consensus about what they learned. Learners could use verbal, or written communication to illustrate their findings.

ACTIVE LEARNING

According to Bell 1999: http://blbll.com, active learning is just as effective and important with teenagers and younger children as it is with adults. Active learning involves learners *doing* something and taking the lead to *think* about what they are doing. Examples include discussions, surveys, laboratory exercises, in-class writing, role-playing, small group or individual learner presentations, and field trips. Active learning therefore requires learners to take a participatory role in learning, rather than to adopt a receptive, passive posture.

Marsh 1997a: 43, quotes the following as important exit outcomes for all learners:

o   Ability to communicate (reading, writing, speaking, listening and numeracy skills)

102

o   Facilitate in social interaction

o   Analytical capabilities

o   Problem-solving skills

o   Skills in making value judgements and decisions

o   Skills in creative expression and in responding to the creative work of others

o   Civic responsibility

o   Responsible participation in a global environment

o   Skill in developing and maintaining wellness

o   Skill in using technology as a tool for learning

o   Skill in life and career planning

Bonwell 1995: http://s.psych.uiuc.edu/~ishenker/ indicates that active learning involves one or more of the following characteristics:

o   Learners do something other than simply listen passively.

o   Learners are engaged in activities.

o   There is more emphasis on exploring attitudes and values held about course material.

o   Learners generally must adopt "higher order" thinking - critical thinking, analysis, evaluation.

o   Both learners and educators receive more and faster feedback.

There is less emphasis on the transmission of information and greater emphasis on developing analytical and critical thinking skills

103

McKeachie et al 1987 http://s.psych.uiuc.edu/~jshenker/active.html state that active learning requires a greater depth of processing and more elaborative, semantic encoding as compared to passive learning. Such cognitive processes should result in greater comprehension and better retention. In studies comparing classrooms using active learning versus passive learning, active learning methods generally result in greater retention of material at the end of a class, superior problem solving skills, more positive attitudes, and higher motivation for future learning. Learners must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives.

Active communication and learning increases learner interest and attention. Active learning may benefit learners by providing greater and richer enjoyment of class meetings. Active learning involves various departures from classroom norms and expectations: educators may ask questions rather than state conclusions, learners may be physically move around while participating in an exercise or making a presentation, learner input may drive class content with the educator following the learners' lead. Therefore, deciding to involve learners actively in the classroom requires a willingness from both educator and learner to break social norms.

ACTIVE LISTENING

According to Woods 1997: http://www.inov8.psu.edu/puzzle/sessions/t.htm listening is very different from hearing. Hearing is a passive physical process involving sound waves and the inner ear. Listening is an active physiological process in which we analyse and interpret what we hear. In order to engage in effective, productive, interactive discussion, we must actively listen to the ideas of the other group members in order to provide feedback and formulate intelligent,

informed arguments. We can easily become good listeners by avoiding negative listening behaviours.

Listening is hindered when we:

- o Focus on how people are communicating rather than what they are communicating
- o Jump to conclusions before a person has finished speaking
- o Concentrate on our own responses before the other person is done speaking
- o Allow us to go off on mental tangents
- o Make the choice not to listen

Listening is aided when we:

- o Concentrate on what a person is saying rather than how they look or talk
- o Make mental connections between our own lives and the ideas being presented
- o Listen with an open mind rather than assuming the person speaking is wrong or uninformed
- o Focus on the ways in which we agree with the speaker rather than the ways we disagree.
- o Remind us to provide the speaker with positive feedback
- o Restate, in our minds, what we think the person is saying in our own words
- o Remember how frustrated we feel when people don't listen to us

CLASSROOM DISCIPLINE

The introduction of Outcome Based Education requires the use of various forms of communication at various stages during the mastery of a learning theme to help to manage and structure the progression of orderly process in the learning programme. Educators essentially are

105

managers of the process of knowledge construction by coordinating the information to be transmitted, the time frames according to which it must be transmitted and the type of activities that learners must engage in during the process of knowledge construction.

According to Mersham and Skinner 2001a: 125, the day-to-day activities of managers place a high value on effective interpersonal communication. Managers provide information – which must be understood; they give commands and instructions which must be obeyed and learned and they make efforts to influence and persuade – which must be accepted and acted on.

The way, in which managers communicate, is thus crucial for obtaining effective performance. Theoretically, managers who desire to communicate effectively can use both exposure and feedback to enlarge the area of common understanding. Jackson 1991: 42 states that traditionally, four styles of discipline are distinguished: dictatorial, autocratic, democratic and *laissez-faire*.

The dictatorial and *laissez-faire* styles are at the opposite ends of the scale with the *laissez-faire* style, giving learners almost free reign to destroy themselves, the educator and the classroom property. Both ends of the scale are in fact destructive, not only for educators, but also for the learners. The dictatorial educator reduces the learners to tears, while the educator who adopts the *laissez-faire* approach ends up being reduced to tears by the learners. Angry educators or angry learners are no solution to the discipline problem.

The democratic approach is the one recommended by most educationists, psychologists and parents, and is also the most popular with the learners.

Jackson 1991: 46 continues to say that the body language of the unassertive educator is in its-self a give-away. The educator tends to lean backwards when giving commands, which virtually tells the learners that no action will follow the command. This well-meaning and often dedicated educator becomes the focus of the learners' anger because they find it difficult to respect a leader who is afraid to assume the mantle of legitimate authority. When there is a power vacuum in a group situation, someone will step forward to fill it. If the educator does not assume the role of authority, then the learners or a learner surely will.

The aggressive educator generally lacks empathy and understanding. In some cases aggressive educators become paranoid about opposition to their authority. They tend to be sarcastic, often insult the learners, and break the policy of the school by inflicting corporal punishment. Their body language too conveys pent-up anger and aggression.

Learners tend to fear this kind of educator. They become timid and afraid to express opinions. They often suffer from achievement anxiety, develop psychosomatic symptoms, and may refuse to go to school. Conflict and anger pervade the classroom and learners are frequently reduced to tears.

Jackson 1991: 48 states that without being petty, the assertive educator reacts timeously to disruption, nipping it in the bud before chaos can develop. The assertive educator has a sense of humour and will laugh at a joke even if it is at her expense. In addition, the assertive educator is alert and his/her body language conveys that command will be followed by action. Such educators never have to scream or shout and seldom to even raise their voices. Their body language says it all, sometimes by just a disapproving look or the raising of an eyebrow.

107

One of the educator's primary tasks is to impart an interest, a love of learning to learners. If an educator does not genuinely enjoy acquiring knowledge, or lacks academic commitment, then a love of learning is hardly likely to flourish in that educator's classroom. The educator who is has a positive self-image, is well-prepared and projects the image of a dedicated, competent, confident, pleasant personality will have little difficulty in coping with the classroom situation.

According to C2005 (rev languages) 2001: 116 the learner should be able to communicate confidently and effectively in spoken language in a wide range of situations. We know this when the learner uses verbal and nonverbal communication and presentation skills and strategies and follows the conventions of group work. Educational communication implies that the educator and the learner enter each other's worlds and thus create a common world where the sharing of information and ideas merge.

FOUNDATION PHASE LEARNING PROGRAMMES

Language, Literacy and Numeracy

According to Chanda 1998: 104 language, literacy and numeracy are integral and core aspects of all subjects across the curriculum. They are used for instruction and communication in all teaching and learning contexts. Learners show their understanding and achievement in all subjects through written, verbal and numerical means and academic ability. General capability is measured in terms of achievement in English and maths. Insufficiency in any of these essential skills is thus a barrier to learning and achievement in all subjects and at all levels. Chanda 1994: 105 contends that the most effective approach to improving levels of literacy, language and numeracy across the curriculum is through concerted positive action. Chanda states that educators need to provide a varied method of teaching to sustain interest and motivation in the subject. To maximise

the chances of success learners' need to be exposed to spoken, written and visual language. Active participation needs to be encouraged. Teaching methods need to be modified to allow for staged development of language, literacy and numeracy skills. There is a need for an integrated development of language, literacy and numeracy skill within all subject areas.

CONCLUSION

In this chapter, I discussed communication as it occurs in an Outcomes Based classroom with specific reference to the foundation phase. I hi-light the involvement of school as a part of society. Society requires that individuals play different roles, experience achievement as a joint effort, and learn to deal with interpersonal conflict, develop social skills and deal with social diversity. I pursue the thought that active learning is the key to any constructivist lesson. I discussed information sharing as the primary goal among educators and learners. The cooperative method of teaching brings democracy into the OBE classroom. I discuss the roles of groups in the classroom. I looked at ways in which educators can maintain learner interest in lessons. I outlined the forms of communication that learners and educators must be in command of for success in OBE.

In chapter 10, I present my conclusions and recommendations.

FIELDWORK AND DATA PROCESSING

PREVIEW

In this chapter I will present an account of my questionnaire. I will then discuss the fieldwork that was carried out for the purposes of this study. I also explain the procedure used to process data from questionnaires to data tables.

The quantitative nature of the research

This project was of a quantitative analytic nature, entailing research methodology based on sampling techniques and questionnaires. I used the SPSS 11, analytical program for the interpretation of the results. I present these in the form of tables and graphs.

Questionnaire design

In this section I will briefly outline my questionnaire, which can be found in Addendum C. It was an anonymous, confidential questionnaire to foundation phase educators. Having empowered respondents with this information, they were further informed that their participation in the survey was voluntary but that their assistance, through their participation, was needed.

The following is a detailed break down of the types of questions that were posed to respondents in this survey:

In Questions 1 – 4 focussed on general demographic information regarding the age, gender and qualifications of the respondents.

110

In questions 5 - 6 attention was focussed on the respondents' teaching experience.

Question 7-9 relates to the respondents' attendance to retraining programmes organised by the Department of Education.

In questions 10 I focus on the ethnic grouping of respondents.

Questions 11-14 relates to the grade and number of learners in the respondent's class.

In Questions 15 - 18 respondents are given statements pertaining to Outcomes-Based Education. Respondents were required to indicate whether the given statements are correct or incorrect.

Questions 19 -23 focus on consultation and planning among educators with particular reference to Outcomes-Based Education.

In Questions 24-49 respondents' are given a series of organisational communication tasks, which are particularly relevant to OBE. Respondents are required to rate these tasks as being "important" or "unimportant".

In Questions 75 respondents are required to indicate whether they are able to record and maintain learner progress comfortably.

In the light of OBE being a relatively recent concept in South African school I have consciously submitted a lengthy questionnaire, as I believe it takes into account all the key aspects that are required to adequately survey the views of educators in the foundation phase. The questionnaire provides a holistic view of each respondent in terms of her / his background, as well

111

as her / his understanding of Outcomes-Based Education. I have consciously constructed my questionnaire with questions beginning with general particulars, followed by teaching experience, retraining, ethnic grouping, class particulars, Outcomes-Based Education, followed by organisational communication and organisational communication tasks. This was purposefully done to engage the respondent to be constructively involved in the completion of the questionnaire. Questions have been sequentially placed to gain the confidence of the respondent so that they would respond constructively to set questions. The questions posed are all relevant to my survey as far as the social and individual construction of meaning is concerned

FIELDWORK

Participating Schools

Fifty primary schools in the Lower Tugela District of the Empangeni Region in KwaZulu-Natal were engaged in this survey. Through the intervention of my promoter, I was able to obtain permission from the department to conduct my survey in the Lower Tugela District. The local district office provided me with information as regards the schools in the Lower Tugela District. Telephone numbers and addresses were also given to me. I telephoned the schools to establish the number of educators in the foundation phase. Office In the same instance I gave the principals a basic rundown of my intentions of submitting questionnaires to their schools to which many were very supportive off. Principals were made aware that permission was granted to me by the Department of Education and Culture to conduct this survey schools in the Lower Tugela District.

The survey

I personally distributed questionnaires to local schools, while the departments local internal mailing system was used to submit and retrieve questionnaires for schools in the remote rural areas.

112

The principals of schools, together with their respective heads of departments were made aware of the confidential nature of the questionnaires and they willingly indicated to see to the actually completion of questionnaires. I made arrangements to retrieve completed questionnaire on a specific date suitable. A total of 279 questionnaires were submitted and 222 (79,6%) responses received.

Data processing from questionnaires to data tables

Each respondent was required to read questions in the questionnaire and mark their responses by placing a cross in the appropriate spaces, or by writing down the appropriate information where required. The questionnaire consisted of 75 questions.

Entering the data

The responses were encoded into the SPSS 11.0 programme. Each question in the questionnaire was assigned a particular column in the database. The appropriate code variant for the individual respondent was entered in the column that deals with that question.

Verifying the accuracy of the coding process

I verified the accuracy of the encoding process by double-checking each code that I had entered after the questionnaire had been encoded onto the database.

On looking at the data base it was found that respondent 12 had a high degree of "no response" or "spoilt response". In consultation with my promoter this respondent was removed from the database, as the respondent was not constructively engaged in the survey. Originally this respondent was part of the survey (222 respondents), but to prevent the possible skewing effect of

113

the results this respondent was removed. Hence a total of 221 active respondents are being used in this survey.

Determining the statistical significance of the results

Significance relates to similarities within groups and differences between groups with regard to particular responses. Statistics can be used to determine whether there are significant similarities or difference in responses to questions within demographic groups. High levels of similar responses within groups, correlated with high levels of dissimilar responses between groups are shown as levels of significance on data tables. The nearer the decimal fraction is to 0 (zero) the higher the level of significance. Stringent measurements of significance consider 0.05 to be significant, and 0.01 as highly significant. These levels of significance indicate the probability that a hypothesis being tested could be wrong, or that a correlation between two factors is due to chance. A level of significance of 0.05 therefore means that there practically is no chance that the variable being tested is irrelevant.

With the fully encoded database, I used the general linear model feature of SPSS to determine the levels of significance for questions, which had a direct bearing on Outcomes-Based Education. I obtained this result by selecting the multi-variate option in SPSS. I used gender, and age as dependent variables while all other variables were used as fixed factor variables. In the sample table below the last column provides details as regards the levels of significance.

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Your age.	2.742[a]	2	1.371	.535	.586
	What is your gender?	2.746E-02[b]	2	1.373E-02	1.021	.362
Intercept	Your age.	374.908	1	374.908	146.306	.000
	What is your gender?	25.918	1	25.918	1927.137	.000
ADEQOBE	Your age.	2.742	2	1.371	.535	.586
	What is your gender?	2.746E-02	2	1.373E-02	1.021	.362
Error	Your age.	558.625	218	2.562		
	What is your gender?	2.932	218	1.345E-02		
Total	Your age.	4251.000	221			
	What is your gender?	230.000	221			
Corrected Total	Your age.	561.367	220			
	What is your gender?	2.959	220			

a. R Squared = .005 (Adjusted R Squared = -.004)

b. R Squared = .009 (Adjusted R Squared = .000)

Fig. 9: Significance measurements for responses

Here I will use the example of Question 8, which asks respondents to indicate the whether they are adequately equipped to implement Outcomes-Based Education. The above table shows that the variables of gender and age are correlated. A highly significant level of 0.586 is indicated for the variable gender. This means that there are significant similarities within the genders and significant differences between them with regard to educators being adequately equipped to implement OBE.

A significance level 0.362 has been recorded for the variable age. This demonstrates a significant difference in responses to this question concerning whether educators are adequately equipped to implement OBE. It needs to be noted that levels of significance close to 1 (one) do not mean that results are irrelevant. It simply means that there was a possible common source of the record keeping system that is being used. In summary, levels of significance close to 0 (zero)

indicate clear similarities within groups, co-varying with significant differences between groups. Levels of significance close to 1 (one) indicate similarities within as well as between groups.

CONCLUSION

In this chapter I explained the procedure that was followed when I conducted my survey. I followed this with a discussion of the questions that formed the questionnaire. I also gave an overview of how I carried out the fieldwork for this study. I then went on to explain how the survey was conducted. I also gave an account of the steps that were followed when encoding data into the SPSS 11.0 programme. Following this, I focused on the meaning of "significance" in this study and explained how statistical significance of the results is determined. In the next chapter I will present the results of my study.

RESULTS

PREVIEW

In this chapter I will present the results of my survey. I will give an account of my findings and demonstrate my findings through the use of graphs. Tables and Graphs demonstrating some of my findings can be found in Addendum D.

Demographic characterisation of the respondents

In the following sections I will give a general demographic characterisation of the respondents that participated in this study.

Gender

What is your gender?	female	Count	218
		Col %	98.6%
	male	Count	3
		Col %	1.4%
Total	Count		221
	Col %		100.0%

Figure 10 Gender

Almost 99% (218) of the respondents in my study were female and just over 1% (3) were males. All respondents indicated their gender in this survey. From the table below it can be deduced that there are significantly more females than males in the schools were this survey was undertaken. From the table it can be safely inferred that there are a majority of females teaching in the foundation phase.

117

Age

Figure11 Age of Respondents
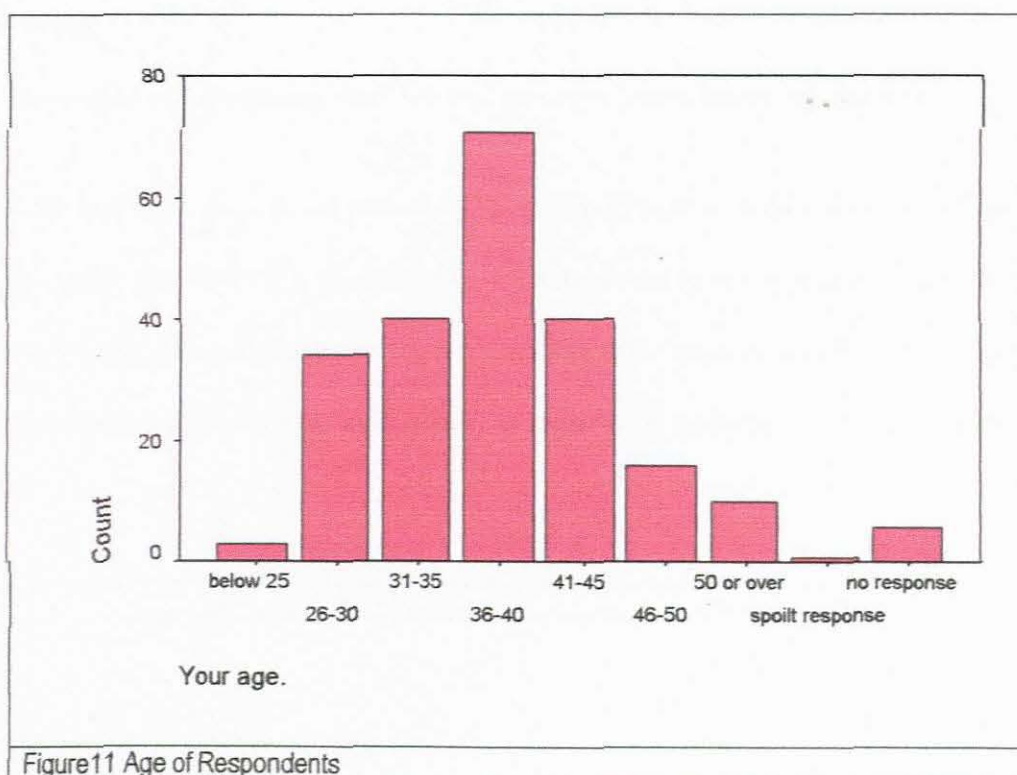
The table above provides the details as regards the age of the respondents. The age group that recorded the highest number of respondents was the 36-40 year age grouping, which amounted to just over 32% (71). A total of just over 1% (3) was recorded in the age category "below 25". The 26-30-age grouping made up just over 15%(34) while the 31-35-age grouping made up just over 18% (40) of the respondents. In the age category 41-45, an amount of just over 18% (40) was recorded. This implies that the teaching corps in the schools survey can be classified as being generally middle aged. Just over 7%(16) of respondents fell into the 46-50-age grouping. Just over 4% of respondents fell in the age category 50 and over. There was 1 spoilt response

118

recorded. A total of 6 respondents did not indicate their age. The figure below provides a graphical picture of the information above.

Qualification

There were no "spoilt responses" or "no reponses" recorded to this question.

Of the respondents received almost 87%(193) indicated that they do have a foundation phase qualification. Just over 11%(25) do not have a foundation phase qualification, which implies that there is a need for qualified foundation phase educators at some of the schools that were surveyed. The figure below provides information as regards the responses in terms of qualification and REQV.

Figure12 Response – Do you have a foundation phase qualification?

119
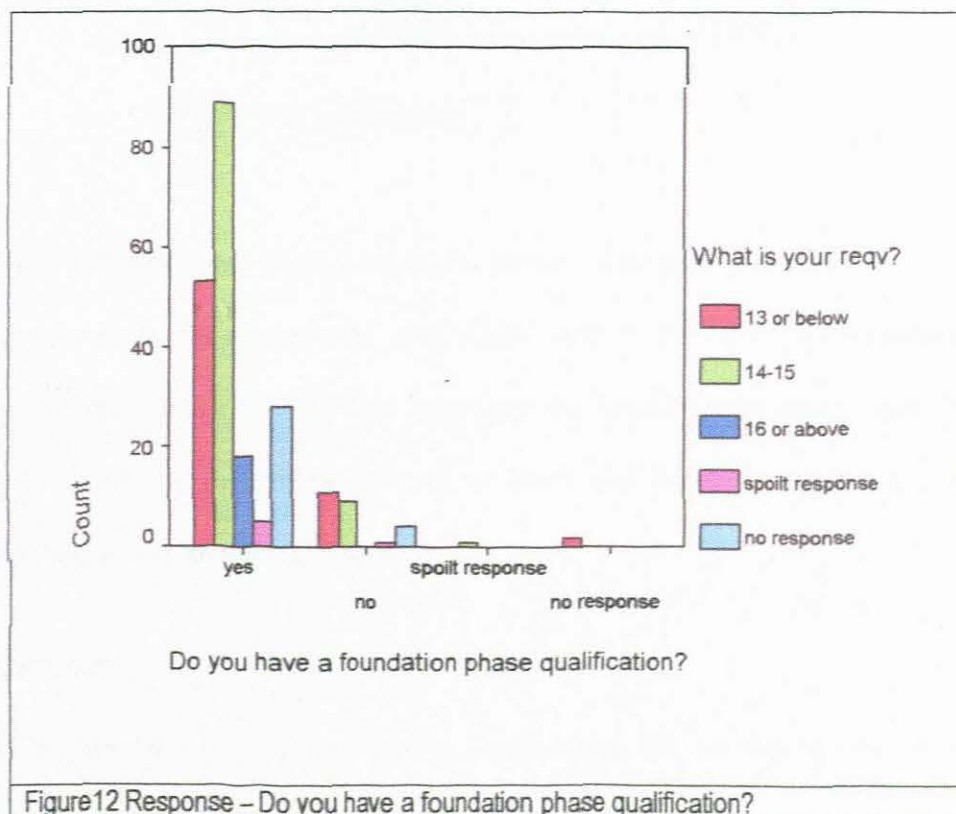
Race

The racial composition of the respondents in this study was as follows:

What is your ethnic grouping?	black	Count	82
		Table %	37.1%
	coloured	Count	6
		Table %	2.7%
	indian	Count	118
		Table %	53.4%
	white	Count	3
		Table %	1.4%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	10
		Table %	4.5%
Total	Count		221
	Table %		100.0%

Figure 13 Ethnic Grouping

Just over 37% (82) were Black, almost 3% (6) were Coloured, just over 53% (118) were Indian and just over 1% (3) respondents were White. Almost 1% (2) of the responses to this question, was "Spoilt". Almost 5% (10) "no" responses was recorded. The above clearly illustrates that the results would be particularly relevant to Black and Indian respondents. There is a minimum of White and Coloured respondents.

Class Particulars

From an analysis of the survey results I established that 10 respondents (almost 5%) indicated their class size to be below 30 learners. 111 respondents (just over 50%) indicated they

120

had between 31 and 40 learners in their classes. Large class sizes could poise a problem in the teaching-learning situation as individualised education and group work may be difficult to manage. 96 respondents (just over 43%) indicated their class size to be between 41 and 50 learners. 3 respondents (just over 1%) indicated that they had over 51 learners in their class.

Outcomes-Based Education

Questions 15 to 18 consisted of statement concerning Outcomes-Based Education. Respondents had to indicate whether these statements were correct or incorrect.

Statement 15 read, "Assessments are not necessary in OBE".

		Count	Table %
Assessments are necessary in obe.	correct	102	46.2%
	incorrect	118	53.4%
	spoilt response	1	.5%
Total		221	100.0%
The use of a good text means that one does not have to worry about curriculum content.	correct	45	20.4%
	incorrect	175	79.2%
	spoilt response	1	.5%
Total		221	100.0%

Figure14 Response to Assessments in OBE; Use of Textbook

Just over 46% (102 respondents) indicated that this statement is correct. 118 respondents (just over 53%) indicated that this statement is incorrect. There was 1 spoilt response (0.5%).

Statement 16 read as follows, " If one uses a good textbook one does not have to worry too much about the curriculum content in OBE". There were 45 respondents (just over 20%) who indicated that this statement is correct. Just over 79% (175) of respondents indicated that this statement is "incorrect". There was 1 spoilt response (0.5%). It must be noted that OBE

education is not totally reliant on the textbook. This is confirmed by the high response indicating this statement to be incorrect. Educators need to bear in mind that learners experience and their social interaction all form part of the learning process.

Statement 17 read as follows, "In OBE the educator actively dispenses knowledge while the learners passively absorb knowledge".

The educator actively dispenses knowledge while the learner passively absorbs knowledge.	correct	Count	55
		Table %	24.9%
	incorrect	Count	165
		Table %	74.7%
	no response	Count	1
		Table %	.5%
Total		Count	221
		Table %	100.0%
Awarding marks is the best way to reflect a learner's progress.	correct	Count	46
		Table %	20.8%
	incorrect	Count	173
		Table %	78.3%
	no response	Count	2
		Table %	.9%
Total		Count	221
		Table %	100.0%

Figure15 Response: - Knowledge dispensation; Awarding Marks

From the table above it is clear that a large portion of respondents (almost 75%) have indicated that this statement is "incorrect". OBE as a system of education is put to good use when all parties concerned adopted an integrated approach to teaching and learning. This means that learners are given opportunities to verbalise and be part of brainstorming activities before solutions and conclusions are arrived at. Educators do recognise the fact that their task is the facilitation of the learning process. The large number of respondents indicating that the statement is "incorrect" confirms this.

122

Statement 18 read, " Awarding marks is the best way to reflect a learner's progress".

Just over 78% (173) of respondents indicated that this statement is "incorrect". Almost 21% (46) of respondents indicated that this statement was "correct". Just over 1% of "spoilt" responses were recorded. The high response indicating that the statement to be "incorrect" means that educators are not comfortable with the assigning of marks in assessing learner progress. A key rating system is a commonly used alternate.

OBE: Consultation and planning

Questions 19 to 23 were poised to establish whether educators are adopting a consultative approach in OBE when planning.

The table below illustrates the results of question 19 and 20.

Are educators consulting one another when planning programme organisers?	yes	Count	157
		Table %	71.0%
	no	Count	64
		Table %	29.0%
Total		Count	221
		Table %	100.0%
Are educators consulting one another when planning lessons?	yes	Count	146
		Table %	66.1%
	no	Count	75
		Table %	33.9%
Total		Count	221
		Table %	100.0%

Figure 16 Consultation - Programme Organisers, Planning lessons

Statement 19 elicited a total of 157 respondents (71%) indicated "yes". A total of 64 respondents (29%) indicated "no" to statement 19. There were no spoilt responses recorded to this question. It is thus evident that educators are consulting another in planning Programme organisers.

Statement 20 reads as follows," Are educators consulting one another when planning lessons?" 146 respondents (just over 66%) responded, "yes" to this statement. 75 respondents (almost 40%) responded, "no" to this statement. There were no spoilt responses recorded to this question. The above results reveal that educators are consulting and sharing ideas in their teaching. This is a healthy scenario and auger well for the social and individual construction of meaning.

Are educators consulting	yes	Count	201
one another when		Table %	91.0%
planning assessments?	no	Count	20
		Table %	9.0%
Total		Count	221
		Table %	100.0%
Are educators consulting	yes	Count	203
one another when		Table %	91.9%
planning worksheets?	no	Count	18
		Table %	8.1%
Total		Count	221
		Table %	100.0%

Figure 17 Consultation- assessments; worksheets

Statement 21 and 22 elicited the following results as per the table above.

It is clear from the table above that educators are constructively involved in consultation when planning assessments. 91% of respondents (201) are consulting one another when planning

assessments. This is important as it allows for the setting and maintaining of standards between grades.

Worksheets are a common tool in the learning process. It is interesting to note that almost 92% of respondents (203) have indicated that they are involved in consultation in planning worksheets. Common worksheets used by a grade help reduce printing costs. It also affords educators an opportunity at having a turn at preparing worksheets for the various grades.

Planning is an essential element in Outcomes-Based Education. The response to question 23 was as follows: 143 Respondents (almost 65%) responded, "yes" to this question. 78 Respondents (just over 35%) responded "no" to this question. There were no "spoilt" or "no responses". The results reveal that educators are consciously planning to ensure that they cover as many programme organisers as possible. The table below illustrates the results.

Do you set time frames for each phase organiser?	yes	Count	143
		Table %	64.7%
	no	Count	78
		Table %	35.3%
Total	Count		221
	Table %		100.0%

Figure 18 Time Frames

Organisational communication tasks

Question24 to 49 polled the respondent's ability to rate given organisational tasks as either "important" or "unimportant". Tables and graphs illustrating the results to these questions can be found in Addendum D.

125

For brainstorming as an organisational communication task, 153 respondents (just over 69%) rated it as being important. 67 (just over 30%) Respondents rated this task as unimportant. There was 1 "no response" (0.5%) to this question. Brainstorming forms an important part in the social and individual construction of meaning. Educators need to consciously foster and encourage learners to verbalise their thought processes.

Conversation forms an important part of early foundation phase teaching and learning. Conversation as an organisational communication task had a significant 219 respondents (just over 99%) indicating this task to be "important" while 2 respondents (almost 1%) indicated "unimportant". There were no "spoilt responses" or "no responses" recorded to this question. Interaction between learners and their peers leads to the social construction of meaning.

Consultation as an organisational communication task elicited 217 respondents (just over 98%) indicating this task to be "important". 4 respondents indicated this task to be unimportant". The aforementioned results are important. It indicates that educators do realise the importance of consultation and are willing to share ideas and thoughts on the subject matter. Consultation plays an important role in the individual and social construction of meaning. Interpersonal and intrapersonal communication are forms of communication that are commonly used in the consultation process.

Giving instructions as an organisational communication task recorded just over 96% (213) of respondents indicating this task to be important. Almost 4%(8) respondents indicated this task to be unimportant. There were no "spoilt responses" or "no responses" recorded to this question. The results as outlined above are particularly relevant it that clear, concise instructions need to be

given to learners to aid in the learning process. Making learners aware of instructions sets the pace and the tone of the lesson and increases the individual and social construction of meaning.

Evaluation as an organisational communication task recorded just over 91% (202) of respondents indicating this task to be important". Almost 9% (19) respondents indicated this task to be unimportant. There were no "spoilt responses" or "no responses" recorded to this question. The evaluation process forms an important component in any learning situation as it affords the educator to establish how successful his/her teaching is. Educators in evaluating learner performance need to give learners various opportunities to show that they understand a concept. Written tests are not the only means of evaluation. Oral and observation strategies need to be put in place to maximise learner success.

Writing a story as an organisational communication task received just over 92% (204) of respondents indicating this task to be important while almost 8% (17) of respondents indicated that this task to be unimportant. There were no "spoilt responses" or "no responses" recorded to this question. Story writing forms an important part of communication in the foundation phase. It affords learners the opportunity to pen thoughts and ideas and provides the educator with valuable insights as to the thought process of learners. Intrapersonal communication prompts the learner in the writing process.

Doing a project received almost 96% (211) of respondents indicating that this is an important task while almost 5% (10) indicated that this task is unimportant. It is important that the educator carefully select topics within the ability range of learners, so that this aspect is integrated in the process of life-long learning. In completing projects learners improve their innate skills,

127

which educators need to take particular note of. Interpersonal and intrapersonal communication play an important role in the individual and social construction of meaning.

Role-playing has also proved to be significant in this survey. Almost 96% (212) of respondents indicated that this organisational task is important while almost 4% (8) of respondents indicated that this task is unimportant. There was 1 (0.5%) of "spoilt" responses to this question. Foundation phase learners have innate ability to role-play. Educators should encourage learners to verbalise and enact their thoughts.

Speech making as an organisational communication task received almost 95% (209) of respondents indicating this task to be important while just over 5% (12) respondents indicated that this task is unimportant. There were no "spoilt responses" or "no responses" recorded to this question. From the results it is clear that speech forms an important part of the learning process. It is important the educators afford learners a sympathetic ear in listening to the requests and responses of learners.

Record keeping forms an important part of OBE. This is reaffirmed by a significant amount of almost 93% (205) of respondents indicating this task to be important". Just over 7% (16) respondents indicated that this task is unimportant. It is imperative that educators keep proper, meticulous records of learner progress. The educator needs to consciously use a variety of recording techniques to capitalise on the strengths of learners.

Group discussions have also proved to be significant in OBE. This is an area that allows learners the opportunity to verbalise Almost 96% of respondents indicated that this task is important while just over 4% (9) respondents indicated that this task is unimportant. Both the

educator and learners make use of a variety of verbal and nonverbal cues to communicate with one another. Small group communication also becomes a prominent part in-group discussion. Interpersonal and intrapersonal communication also play an important part in group discussions which have a positive bearing on the individual an social construction of meaning.

The writing of notices elicited 158 respondents (almost 72%) indicating this task to be important. 63 respondents (almost 29%) indicated this task to be unimportant. There were no "spoilt" responses or "no responses" recorded to this statement. Learners need to be exposed to the writing and proper interpretation of notices. In reading a notice intrapersonal communication is hi-lighted as the learner plans his/her response.

Tests as an organisational communication task elicited 160 respondents (just over 74%) indicating this task to be important. 60 Respondents (just over 27%) indicated this task to be unimportant. There were no "spoilt" responses. 1 (0.5%) of "no response" was recorded. Testing does have a place in the new curriculum, but it need not be as rigid and formal as the old system required. Testing needs to take on various forms to make OBE truly successful.

Written assignments as an organisational communication task elicited 172 respondents (almost 78%) indicating this task to be important. 47 Respondents (just over 21%) indicated written assignments to be unimportant. There was 1 (0.5%) spoilt response and 1 (0.5%) no response recorded. Assignments are an important way of gathering information on a learner as well as his/her thought processes. Educators need to guide learners in the writing of assignments by ensuring that topics focussed on are relevant.

129

Display of values/beliefs elicited 206 respondents (just over 93%) indicating this task to be important. 15 respondents (almost 7%) indicated this task to be unimportant. There were no "spoilt" response or "no responses" recorded. The display of values and belief form an important part in the individual and social construction of meaning. Educators need to recognise the multicultural scenario prevalent in our schools. Learners and educators need to be tolerant and appreciative of one another.

Display of skills received 214 respondents (almost 97%) indicating this task to be important. 7 respondents (just over 3%) indicated this task to be unimportant. There were no "spoilt" responses or "no responses" recorded. Skills form an important aspect in the learning process. Educators need to assess skills accordingly. Dues credit needs to be given to learners who display competencies and skills in a particular area.

Interviews as an organisational communication task elicited 208 respondents (just over 94%) indicating this task to be important. 13 respondents (almost 6%) indicated this task to be unimportant. Interviews are valuable in providing the educator with an understanding and insight about the learner. Educators need to interview learners on an ongoing basis to establish their thought processes as well as their strengths and weaknesses.

Observation as an organisational communication task elicited 215 respondents (just over 97%) indicating this task to be important. 6 Respondents (almost 3%) indicated this task to be unimportant. There were no "spoilt" responses or "no responses" recorded. Educators need to be alert to the behavioural patterns of learners. Educators need to observe learners in different settings. This could aid in establishing their strengths and weaknesses. Educators need to capitalise on the strengths of learners while trying to build on their weaknesses.

130

204 Respondents (just over 92%) indicated rules and regulations to be important. 17 Respondents (almost 8%) indicated this task to be unimportant. There were no "spoilt" responses or "no responses" recorded. Rules and regulations are important in any organisation. Educators need top made learners aware of the rule and regulations that are in place.

Decision making as an organisational communication task elicited 208 respondents (just over 94%) indicating this task to be important. 13 Respondents (almost 6%) indicated this task to be unimportant. There were no "spoilt" responses or "no responses" recorded. Decision-making involves intrapersonal as well as interpersonal communication. Learners are often influenced by their peers. Educators need to develop good, healthy decision making skills in learners.

Learner profiles as an organisational communication task elicited 204 respondents indicating this task to be important. 17 Respondents (almost 8%) indicated this task to be unimportant. There were no "spoilt" responses or "no responses" recorded. Learner profiles are a valuable tool in tracking down learner progress over a year or more. Profiles should reveal the sequential development of the learner.

Assessment grids as an organisational communication task elicited 138 respondents indicating this task to be important. 83 Respondents (almost 38%) indicated this task to be unimportant. There were no "spoilt" responses or "no responses" recorded. Assessment grids provide a valuable means of monitoring learner progress. Educator's need to use such mechanisms to good effect to track learner progress.

149 Respondents (just over 67%) indicated mind mapping to be an important organisational communication task. 72 Respondents (almost 33%) indicated this task to be

unimportant. There were no "spoilt" responses or "no responses" recorded. Mind mapping brings to the fore interpersonal as well intrapersonal communication skills. These skills in turn have a direct bearing on the individual and social construction of meaning.

New technology as an organisational communication task elicited 155 respondents (just over 70%) indicating this task to be important. 66 Respondents (almost 30%) indicated this task to be unimportant. It is important that educators and learners be made aware of the new technology in learning. As much as all schools may not possess the same resources, it is important that awareness be created of what is available on the market in terms of technology.

Responsibly of organizational communication task

Questions 50 to 74 required the respondent to identify who is responsible (educator, learner or both) for the various organisational communication tasks.

The responses to the following organisational tasks are provided in the table below.

- o Brainstorming

- o Conversation

- o Consultation

Who is responsible for brainstorming as an organisational communiation task?	educator	Count	56
		Table %	25.3%
	learner	Count	7
		Table %	3.2%
	both	Count	157
		Table %	71.0%
	spoilt response	Count	1
		Table %	.5%
Who is responsible for conversation as an organisational communication task?	educator	Count	28
		Table %	12.7%
	learner	Count	35
		Table %	15.8%
	both	Count	157
		Table %	71.0%
	spoilt response	Count	1
		Table %	.5%
Who is responsible for consultation as an organisational communication task?	educator	Count	53
		Table %	24.0%
	learner	Count	25
		Table %	11.3%
	both	Count	139
		Table %	62.9%
	spoilt response	Count	1
		Table %	.5%
	no response	Count	3
		Table %	1.4%

Figure 19 Response to Brainstorming; Conversation; Consultation

It is interesting to note that a large percentage of respondents identify that both educator and learner are responsible for brainstorming (71%), conversation (71%) and consultation (almost 63%) as organisational communication tasks. Educators need to allow learners the opportunity to verbalise their thoughts. Their ideas need to be incorporated in lessons.

112 respondents (almost 51%) indicated that the educator is responsible for giving instructions. 17 Respondents (almost 8%) indicated that the learner is responsible for giving

133

instructions while 88 respondents (almost 40%) indicated that both educator and learner are responsible for giving instructions. 3 "Spoilt" responses (just over 1%) and 1 "no response" (0.5) was recorded. It is important that a co-operative learning environment be created so that educator and learner are able to work in a mutually conducive learning environment where healthy communication takes place.

Evaluation as an organisational communication task elicited 100 respondents (just over 45%) indicating that the educator is responsible for evaluation, 23 respondents (just over 10%) indicated that the learner is responsible for evaluation while 95 respondents (43%) indicated that both educator and learner are responsible for evaluation. There were 3 "spoilt" responses (just over 1%) recorded to this question. Respondents to evaluation seem to be more or less equally divided in their response. It is important that evaluation be done taking into account all stakeholders. namely educator, learner and parent.

Writing a story as an organisational communication task elicited 12 respondents (just over 5%) indicating that the educator is responsible for this task. 115 Respondents (52%) indicated that the learner is responsible for this task while 90 respondents (almost 41%) indicated that both educator and learner are jointly responsible for this organisational communication task. There were 2 "spoilt" responses (almost 1%) and 2 no" responses" (almost 1%) recorded. Educators need to provide adequate guidance to learners in writing stories.

The table below provides details as regards the responses concerning projects and group work as organisational communication tasks.

134

Who is responsible	educator	Count	8
for doing a project		Table %	3.6%
as an	learner	Count	132
organisational		Table %	59.7%
communication	both	Count	79
task?		Table %	35.7%
	spoilt response	Count	2
		Table %	.9%
Who is responsible	educator	Count	.13
for group work as		Table %	5.9%
an organisational	learner	Count	117
communication		Table %	52.9%
task?	both	Count	89
	.	Table %	40.3%
	no response	Count	2
		Table %	.9%

Figure 20 Response to Projects and Group work

Project work as an organisational communication task elicited 8 responses (almost 4%) indicating that the educator is responsible for this task. A significant number of respondents (132 respondents, almost 60%) indicated that the learner is responsible for this task. 79 Respondents (almost 36%) indicated that both educator and learner are jointly responsible for this task. There were 2 "spoilt" responses (almost 1%) recorded. Project work forms an important part in OBE learning. Educators need to ensure that tasks given to learners are within their ability levels. Educators need to discuss and guide learners as to how to go about creating and completing the project.

Group work as an organisational communication task elicited 13 respondents (almost 6%) indicating that the educator is responsible for this task. 117 Respondents (almost 53%) indicated that the learner is responsible for this task. 89 Respondents (almost 41%) indicated that the educator and learner are jointly responsible for this task. There were 2 "no" responses (almost 1%)

recorded to this question. Group work allows for peer interactions as well as provides a social dimension to learning. It is thus essential that the educator use group work often to allow learners to interact with one another and at the same time allowing them the opportunity to verbalise their thoughts and actions.

The table below provides information as regards the responses concerning role-playing and show and tell as organisational communication task.

Who is responsible for role-playing as an organisational communication task?	educator	Count	12
		Table %	5.4%
	learner	Count	108
		Table %	48.9%
	both	Count	98
		Table %	44.3%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	1
		Table %	.5%
Who is responsible for show and tell as an organisational communication task?	educator	Count	11
		Table %	5.0%
	learner	Count	115
		Table %	52.0%
	both	Count	93
		Table %	42.1%
	spoilt response	Count	2
		Table %	.9%

Figure 21 Response to Role playing and Show and Tell

12 Respondents (just over 5%) indicated that the educator is responsible for role-playing as an organisational communication task. 108 Respondents (almost 49%) indicated that the learner is responsible for role-playing while 98 respondents (just over 44%) indicated that the educator and the learner are jointly responsible fro role-playing as an organisational communication task. There

136

were 2 "spoilt" responses (almost 1%) and 1 "no" response (almost 1%) recorded. Educators need to expose learners to role-playing as little children enjoy imitating their elders or others.

Show and tell as an organisational communication task elicited 11 respondents (5%) indicating that the educator is responsible for this particular task. 115 Respondents (52%) indicated that the learner is responsible for this particular task. 93 Respondents (just over 42%) indicated that both educator and learner are jointly responsible for show and tell as an organisational communication task. There were 2 "spoilt" response (almost 1%) recorded. Educators need to guide learners as to how to successfully present an oral narrative while showing the object/item being discussed. Efforts need to be made to enhance the enquiry process and learners should be encouraged to ask questions after a presentation.

The table below provide information as regards speech making and group discussions as organisational communication task. Both these tasks require interpersonal and intrapersonal communication skills. Feed back during group discussions play an important part in the individual and social construction of meaning.

137

Who is responsible	educator	Count	7
for speech making		Table %	3.2%
as an organisational	learner	Count	119
communication		Table %	53.8%
task?	both	Count	91
		Table %	41.2%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	·. 1
		Table %	.5%
Who is responsible	educator	Count	9
for group		Table %	4.1%
discussions as an	learner	Count	111
organisational		Table %	50.2%
communication	both	Count	97
task?		Table %	43.9%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	2
		Table %	.9%

Figure 22 Response to Speech making and Group discussions

Speech making as an organisational communication task elicited 7 respondents (just over 3%) indicating that the educator is responsible for this task, 119 respondents (almost 54%) indicating that the learner is responsible for this task and 91 respondents (just over 41%) indicating that both the educator and the learner are responsible for this task. There were 3 spoilt responses recorded (just over 1%). 1 "no" responses was recorded. Educators should guide learners in their preparation and presentation of speeches. Particular attention needs to be focussed on the content as well as the delivery style.

Group discussions as an organisational communication task elicited 9 respondents (just over 4%) indicating that the educator is responsible for this task. 111 Respondents (just over 50%) indicated that the learner is responsible for this task. 97 Respondents (almost 44%) indicated that

138

both the educator and learner are responsible for this task. There were 2 "spoilt" responses and 2 "no" responses recorded. The educator needs to create a healthy environment where learners are comfortable to share ideas with others in a co-operative manner.

The figure below provides information on the writing of notices and tests as organisational communication tasks.

Who is responsible for writing of notices as an organisational communication task?	educator	Count	89
		Table %	40.3%
	learner	Count	48
		Table %	21.7%
	both	Count	83
		Table %	37.6%
	spoilt response	Count	1
		Table %	.5%
Who is responsible for tests as an organisational communication task?	educator	Count	97
		Table %	43.9%
	learner	Count	50
		Table %	22.6%
	both	Count	70
		Table %	31.7%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%

Figure 23 Response to the writing of notices and tests

89 Respondents (just over 40%) indicated that the educator is responsible for the writing of notices as an organisational communication task. 48 Respondents (almost 22%) indicated that the learner is responsible for this organisational communication task. 83 Respondents (almost 38%) indicated that both educator and learner are responsible for this task. There was 1 "spoilt" response

recorded. It is important that learners be made aware about notices. They need to know how to write notices as well as read notices.

Tests as an organisational communication task elicited 97 respondents (almost 44%) indicating that educators are responsible for this task while 48 respondents (almost 22%) indicated that the learner is responsible for this task. 83 Respondents (almost 38%) indicated that both the educator and the learner are responsible for tests as an organisational communication task. There were 3 "spoilt" responses (just over 1%) recorded. 1 "no" response was recorded. Tests form an important part of assessment. Educators need to note that when tests are administered to learners such test need to be carefully thought out covering relevant aspects that have been dealt with. Testing needs to take on various forms. Skills and values also form an important part of learning and need to be rated accordingly.

The figure below provides details recorded with regard to written assignments and the display of values/beliefs as organisational communication tasks. From the figure below the following information can be deduced.

33 Respondents (almost 15%) indicated that the educator is responsible for written assignments while 97 respondents (almost 44%) indicated that the learner is responsible for this organisational communication task. 85 Respondents (almost 39%) indicated that both educator and learner are jointly responsible for this task. 5 "spoilt" responses were recorded. 1 "no" response was recorded.

Who is responsible for written assignments as an organisational communication task?	educator	Count	33
		Table %	14.9%
	learner	Count	97
		Table %	43.9%
	both	Count	85
		Table %	38.5%
	spoilt response	Count	5
		Table %	2.3%
	no response	Count	·· 1
		Table %	.5%
Who is responsible for the display of values/beliefs as an organisatioanl communication task?	educator	Count	16
		Table %	7.2%
	learner	Count	93
		Table %	42.1%
	both	Count	108
		Table %	48.9%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	2
		Table %	.9%

Figure 24 Response to Written assignments and Values/Beliefs

The display of values/beliefs as an organisational communication elicited 16 respondents (just over 7%) indicating that the educator is responsible for this task while 93 respondents (just over 42%) indicated that the learner is responsible for this task. 108 Respondents (almost 49%) indicated that both educator and learner are responsible for this organisational communication task. There were 2 "spoilt" responses (almost 1%) and 2 "no" responses (almost 1%) recorded. Educators need to be sensitive to the value and beliefs of the various learners in his/her class. Lessons need to be well balanced taking into account all learners in class. Cultural differences and values need to be tackle in a diplomatic manner.

The table below provides details as regards responses to the display of skills and interviews as organisational communication tasks.

141

Who is responsible	educator	Count	9
for the display of		Table %	4.1%
skills as an	learner	Count	103
organisational		Table %	46.6%
communication	both	Count	106
task?		Table %	48.0%
	spoilt response	Count	1
		Table %	.5%
	no response	Count	2
		Table %	.9%
Who is responsible	educator	Count	46
for interviews as an		Table %	20.8%
organisational	learner	Count	70
communication		Table %	31.7%
task?	both	Count	104
		Table %	47.1%
	spoilt response	Count	1
		Table %	.5%

Figure 25 Response to the Display of skills and Interviews

9 Respondents (just over 4%) indicated that the educator is responsible for the display of skills as an organisational communication task. 103 Respondents (almost 47%) indicated that the learner is responsible for this task. 106 Respondents (48%) indicated that both the educator and the learner are responsible for this task. There was 1 "spoilt" response (almost 1%) and 2 "no" responses (almost 1%) recorded. Educators need to take particular note that the display of skills forms an important part in OBE. Skills need to be assessed accordingly.

46 Respondents (almost 21%) indicated that the educator is responsible for interviews as an organisational communication task. 70 Respondents (almost 32%) indicated that the learner is responsible for this task. 104 Respondents (just over 47%) indicated that both educator and learner are responsible for this task. There was 1 "spoilt" response recorded. Educators need to implement

142

interviews in class so the learners are able to verbalise their thought processes an answer questions at a given time.

The table below provides the results as regards observation as well as rules and regulations as organisational communication task.

Who is responsible for observation as an organisational communication task?	educator	Count	52
		Table %	23.5%
	learner	Count	56
		Table %	25.3%
	both	Count	110
		Table %	49.8%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	1
		Table %	.5%
Who is responsible for rules and regulations as an organisational communication task?	educator	Count	56
		Table %	25.3%
	learner	Count	49
		Table %	22.2%
	both	Count	115
		Table %	52.0%
	spoilt response	Count	1
		Table %	.5%

Figure 26 Response to Observation and Rules/regulations

52 Respondents (almost 24%) indicated that the educator is responsible for observation as an organisational communication task. 56 Respondents (just over 25%) indicated that the learner is responsible for this task. 110 Respondents (almost 50%) indicated that both educator and learner are responsible for this task. There were 2 "spoilt" responses and 1 "no" response recorded. Educators need to observe learners an record such observations.

Rules and regulations as an organisational communication task elicited 56 respondents (just over 25%) indicating that the educator is responsible for this task while 49 respondents (just over 22%) indicated that the learner is responsible for this task. 115 Respondents (52%) indicated that both educator and learner are responsible for this task. There was 1 "spoilt" response recorded.

The figure below provides details of results recorded for decision-making and learner profiles as organisational communication task.

Who is responsible for decision making as an organisational communication task?	educator	Count	40
		Table %	18.1%
	learner	Count	63
		Table %	28.5%
	both	Count	115
		Table %	52.0%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	1
		Table %	.5%
Who is responsible for learner profiles as an organisational communication task?	educator	Count	37
		Table %	16.7%
	learner	Count	75
		Table %	33.9%
	both	Count	106
		Table %	48.0%
	spoilt response	Count	3
		Table %	1.4%

Figure 27 Response to Decision making and Learner Profiles

40 Respondents (just over 18%) indicated that the educator is responsible for decision-making as an organisational communication task. 63 Respondents (almost 29%) indicated that the learner is responsible for this task. 115 Respondents (52%) indicated that both educator and learner are responsible for this task. There were 2 "spoilt" responses (almost 1%) and 1 "no" response

(almost 1%) recorded. Educators need to foster good, healthy decision making skills among learners

37 Respondents (almost 17%) indicated that the educator is responsible for learner profiles as an organisational communication task. 75 Respondents (almost 34%) indicated that the learner is responsible for this task. 106 Respondents (48%) indicated that both educator and learner are responsible for this task. There were 3 "spoilt" responses (just over 1%) recorded. Learner profiles are valuable tools in tracking learner progress over a period of time. It is thus important that both educator and learner maintain a well-balanced portfolio.

The table below provides details as regards the results obtained for assessment grids, mind mapping and new technology as organisational communication tasks. The following information can be deduced from the table.

75 Respondents (almost 34%) indicated that the educator is responsible for assessment grids as an organisational communication task. 54 Respondents (just over 24%) indicated that the learner is responsible for this task. 91 Respondents (just over 41%) indicated that both educator and learner are responsible for this task. There was 1 "no" response recorded. Educators need to use assessment grids to adequately monitor the progress of learners.

Mind mapping as an organisational communication task elicited the following results: 61 Respondents (almost 28%) indicated that the educator is responsible for this task. 56 Respondents (just over 25%) indicated that the learner is responsible for this task. 102 Respondents (just over 46%) indicated that both educator and learner are responsible for this task. There was 1 "spoilt"

response and 1 "no" response recorded. Learners need to be given opportunities to verbalise ideas and thoughts. These need to be included in lessons in a diplomatic manner.

Who is responsible for assessment grids as an organisational communcation task?	educator	Count	75
		Table %	33.9%
	learner	Count	54
		Table %	24.4%
	both	Count	91
		Table %	41.2%
	no response	Count	1
		Table %	.5%
Who is responsible for mind mapping as an oganisational communication task?	educator	Count	61
		Table %	27.6%
	learner	Count	56
		Table %	25.3%
	both	Count	102
		Table %	46.2%
	spoilt response	Count	1
		Table %	.5%
	no response	Count.	1
		Table %	.5%
Who is responsible for new technology as an organisational communciation task?	educator	Count	63
		Table %	28.5%
	learner	Count	53
		Table %	24.0%
	both	Count	101
		Table %	45.7%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%

Figure 28 Response to Assessment grids, Mind mapping and New Technology

New technology as an organisational communication task elicited 63 respondents (almost 29%) indicating that the educator is responsible for this task. 53 Respondents (24%) indicated that

146

the learner is responsible for this task. 101 Respondents (almost 46%) indicated that both the educator and the learner are responsible for this activity. There were 3 "spoilt" responses (just over 1%) and 1 "no" response (almost 1%) recorded. The rapid advancement in modern technology make it necessary that the educator make learners aware of some of the latest technology although they may not be exposed to such technology.

The table below provides the results to whether educators are able to adequately maintain learner progress comfortably.

		Count	Layer %
Are you able to record and maintain leraner progress comfortably?	yes	185	83.7%
	no	26	11.8%
	no response	10	4.5%
Total		· 221	100.0%

Figure 29 Record Keeping and learner progress

Almost 84% of Respondents (185) indicated that they are able to record and maintain learner progress comfortably. Almost 12% of Respondents (26) indicated "no" meaning that they are not able to adequately record and maintain learner progress comfortably. There were 10 "no responses" recorded. It is important that educators have a suitable record keeping mechanism in place to adequately track and maintain learner progress. There may be a need for some educators to be retrained in this area.

Conclusion

In this chapter I explained the procedure that I followed when conducting my survey. I presented a breakdown of the questions that formed the questionnaire before discussing how I carried out the fieldwork to this study. I then went on to explain how the survey was conducted. I also gave an account of the steps that were followed when encoding data into the SPSS 11.0 programme. Following this, I focused on the meaning of "significance" in this study and explained how statistical significance of the results is determined. A detailed analysis of the results was done using graphs and table.

CONCLUSIONS AND RECOMMENDATION

PREVIEW

In this chapter I will present my conclusions and recommendations regarding the social and individual construction of meaning with particular reference to interpersonal and intraperasonal communication in an envisaged Foundation phase Outcomes -Based curriculum.

THIS THESIS IN THE REAR VIEW MIRROR

While the first chapter served as a roadmap for the reader through an untraversed educational landscape, this chapter affords glances in the rear view mirror alternated by focusing the social and individual construction of meaning with particular reference to interpersonal and intrapersonal communication in an envisaged Foundation phase Outcomes -Based curriculum.

In chapter 2, I outlined four substantive problems relating to the role of communication in the new revised national curriculum statement. I showed that the fundamental switch from the traditional educator-centred teaching to learner-centred teaching in OBE required that both educators and learners be in command of a range of communication strategies in order to construct meaning in real-world social contexts. I also showed that the before-mentioned communication strategies had to take into account the relationship between verbal communication and nonverbal communication.

In chapter 3, I defined the key concepts relating to my research regarding Outcomes-Based Education and organisational communication.

149

In chapter 4, I look at organisations and effective communication. I focus on the elements of the communication process as well as multiple messages.

In chapter 5, I focus on intrapersonal communication. I hi-light the purpose and need for communication.

In chapter 6, I looked at interpersonal communication. I examine the theories of Martin Buber, Schutz's interpersonal theory and Homan's social exchange theory.

In chapter 7, I discussed non-verbal communication. I focus on the functions and categories of nonverbal communication.

In chapter 8 I look at small group communication, which is particularly relevant in an OBE setting. I focus on the stages of group formation, the types of groups as well as leadership in groups.

In chapter 9 I examine communication in the foundation phase.

In chapter 10 I discuss the process undertaken in terms of the fieldwork conducted.

In chapter 11 I discuss the results of my fieldwork by examining the responses received.

In chapter 12 the final chapter of my thesis, I present my conclusions and recommendations regarding the social and individual construction of meaning with particular reference to interpersonal and intrapersonal communication in an envisaged Foundation phase Outcomes -Based curriculum.

DELIMITATION OF THE VALIDITY OF RESULTS

After surveying the results it must be noted that

- o The results depicted are valid for Indian and Black respondents in terms of ethnic grouping. The majority of the respondents fell in the Indian and Black ethnic group. This is largely due to the minimal number of White and Coloured educators in the schools surveyed.

- o The results are valid for female educators, because the majority of respondents were female educators. It is an established fact that there are more females teaching in the foundation phase than males.

- o The results are valid for the rural and semi-rural schools in the Lower Tugela District.

RECOMMENDATIONS

The results of this study pertain to the social and individual construction of meaning with particular reference to interpersonal and intrapersonal communication in an envisaged foundation phase Outcomes Based curriculum.

After surveying questionnaires and inputs made by educators I recommend that:

- o Educators need to provide a variety of opportunities to learners to achieve success. They need to adopt an integrated, co-operative teaching/learning style. The various forms of communication need to be used as a tool to re-enforce teaching and learning.

- o Parents need to be encouraged to become actively involved in their child's education. Channels of communication between school and home needs to be

151

fostered on a regular basis. Parents need to be made aware of their children's strengths and weaknesses.

o   Adequate implementation of all the forms of communication in education. Educators need to recognise learners as unique beings who have the innate ability to achieve success.

o   In creating a classroom conducive of learning, particular mention needs to be made about class sizes. The large class sizes that are portrayed in this survey make the implementation of OBE difficult. Class numbers need to be reduced to ensure a better quality of education.

Finally, this study has focused social and individual construction of meaning with particular reference to interpersonal and intrapersonal communication in an envisaged Foundation phase Outcomes -Based curriculum. Of equal importance are studies, yet to be done, in the field of organisational communication.

CONCLUSION

I this chapter I presented my conclusions and recommendations regarding the social and individual construction of meaning with particular reference to interpersonal and intraperasonal communication in an envisaged foundation phase Outcomes Based curriculum.

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ADDENDUM A:

RESEARCH PROPOSAL

NAME OF CANDIDATE: Miss U. Balliram
STUDENT NUMBER: 012214
QUALIFICATIONS
JP ed. Dip. (SCE, M+3)
Part BA (Unisa, M+4)
FDE (RAU, M+5)
Relevant Educational Qualification Value (REQV): 15

PROPOSED DEGREE: MA
FACULTY: Arts
DEPARTMENT: Communication Science
SUPERVISOR: Prof. R.M. Klopper (Durban-Umlazi Campus)
CO-SUPERVISOR: Dr. M. Spruyt (Durban-Umlazi Campus)

TITLE OF PROJECT

THE SOCIAL AND INDIVIDUAL

CONSTRUCTION OF MEANING

Interpersonal and Intrapersonal communication in Foundation phase learning

PREAMBLE

> The purpose of this study is to:
> - Apply/analyse the principles of organisational communication as set out in Mersham and Skinner's New Insights into Business & Organisational Communication (2001)
> - Evaluate the methods of communication at present being used by educators in foundation phase learning programmes at selected primary schools in the Empangeni Region.
> - Develop an effective model of communication for foundation phase learning programmes that will ensure that knowledge construction takes place in accordance with Outcomes-Based Education guidelines.

STATEMENT OF PROBLEMS TO BE ANALYSED

A range of communication skills plays a crucial role in educational renewal in South Africa. Because institutions of learning are organisations, organisational communication according to predetermined objectives is central to effective communication in educational settings.

Principles of organisational management have to be employed in order for the switch from traditional education to Outcomes-Based Education to be implemented successfully.

In the foundation phase the new approach to education essentially means focusing instruction on three new learning programmes, i.e. Literacy, Numeracy, and Life-Skills. Each learning programme integrates 8 areas of learning of which the details are not at issue here. The implementation of Outcomes-Based Education focuses on the achievement of clearly defined outcomes for all learning areas and therefore also for every learning programme at every level, hence the need for educators to be in command of an array of sophisticated forms of communication. A survey of methods of communication presently being used will be carried out at 50 randomly selected schools in the greater Empangeni area.

The main focus of my study will be on the forms of organisational communication required for curriculum 2008 to succeed as a programme of cooperative learning. In particular, I will look at how the principles of organisational communication can be applied to foundation phase programmes.

In the final phase of my research I will develop an effective method of communication for foundation phase learning programmes which will help learners develop the skills, values and knowledge that they will need to achieve the specific and critical outcomes in Outcomes-Based Education.

HYOTHESIS TO BE TESTED

The following hypothesis will be tested in this study:

1. Facilitators at public schools in the greater Empangeni Region have a clear understanding of the organisational communication in the foundation phase.

AIMS

1. To determine by means of a literature survey, including an analysis of documentation from the Department of Education, whether facilitators are aware of organisational communication principles in the teaching of Outcomes-Based Education.
2. To determine what forms of communication facilitators are currently using at systematically selected schools in the greater Empangeni region.
3. To formulate specific communication–based solutions to the problems identified in the above survey.

RESEARCH METHODOLOGY

This research will consist of a literature survey, followed by survey research among systematically selected public schools in the greater Empangeni region.

Qualitative research methodology will be used to analyse the responses from the various public schools. The quantitative research will be conducted in the following phases:

2

1. An appropriate questionnaire will be constructed.
2. Permission will be sought from the relevant educational authorities in the Empangeni region of the KwaZulu-Natal Department of Education & Culture for a voluntary, anonymous survey to be conducted among foundation phase educators in its Stanger circuit.
3. The permission of Principals in the Stanger circuit will be sought for the survey to be conducted among educators in their schools.
4. Questionnaire will be disseminated and retrieved with the assistance of foundations phase heads of departments at each school selected for the
5. The responses on the questionnaires will be encoded and analysed in the statistical program SPSS.

VALUE OF RESEARCH

The value of this research will be in the documentation of the various forms of communication being used in schools at present, as well as the coordinated application of organisational communication principles to foundation phase learning programmes.

PROVISIONAL CHAPTER HEADINGS

1. Orientation
2. Statement of problems
3. Research methodology
4. Overview of key concepts
5. Literature survey
6. The nature of organisational communication
7. Foundation phase learning programmes
8. The quantification of the survey results
9. The interpretation of the survey results
10. An appropriate model of organisational communication for foundation phase learning programmes
11. Problem areas and possible solutions
12. Conclusion and recommendations
13. Bibliography

TIME FRAMES

- Literature survey: July 2001-December 2001
- Construction of questionnaire: November 2001
- Fieldwork: February 2002- May 2002
- Analysis: June 2002
- Writing of dissertation: September 2002-February 2002
- Dissemination of results: 2003 onwards

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ADDENDUM B:

PRELIMINARY CORRESPONDENCE WITH OFFICIALS

Private Bag X1(

Tel 082-9233-150   ISIPINGC

Fax (031) 907-3011   411C

E-Mail rklopper@iafrica.com

Sunday, June 09, 2002

The Superintendent of Education Management

KwaZulu-Natal Department of Education

Lower Tugela District

Private Bag X10689

Stanger

4450

Dear Mr. Blose and Mr. Bridglall

PERMISSION SOUGHT TO CONDUCT A SURVEY AMONG PRIMARY SCHOOL EDUCATORS IN THE LOWER TUGELA
DISTRICT

      Two of my Masters students, Mr. Aneel Ramcharan and Miss. Usha Balliram, are doing inter-related empirical research to determine how the principles of organisational communication could be used in foundation phase and intermediary phase OBE classrooms. To this effect they need to respectively survey the opinions of educators teaching in these phases.

      I am hereby applying for permission in principle for the above-mentioned research to be done in the region under your jurisdiction.

➢ Participation will be on a voluntary and anonymous basis.

➢ The survey will be of a constructive nature.

➢ The permission of the Regional Chief Director, Empangeni is also being sought.

➢ After obtaining permission in principle from you the permission of the principals of about fifty schools will be sought, emphasizing the anonymous and voluntary nature of participation.

➢ The questionnaires will be disseminated and retrieved by the researchers.

➢ The KZN Department of Education will be acknowledged in the theses, of which copies will be provided upon completion.

Kind regards

Prof. R M Klopper

HOD: Communication Science (Durban)

University Of Zululand

Department Of Communication Science (Durban Campus)

·Unit For Postgraduate Studies in Cognition, Language Learning & Communication

Tel 082-9133-150

· Fax (031) 907-3011

E-Mail rklopper@iafrica.com

Private Bag X10

ISIPINGO

4110

Monday, July 22, 2002

Delivered by DoE internal mail from Lower Tugela District office

The Regional Senior Manager

KwaZulu-Natal Department of Education

Empangeni Region

Dear Mr. Dorkin,

PERMISSION SOUGHT TO CONDUCT A SURVEY AMONG PRIMARY SCHOOL EDUCATORS IN THE LOWER TUGELA DISTRICT

Two of my Masters students, Mr. Aneel Ramcharan and Miss. Usha Balliram, are doing inter-related empirical research to determine how the principles of organisational communication could be used in foundation phase and intermediary phase OBE classrooms. To this effect they need to respectively survey the opinions of educators teaching in these phases.

I am hereby applying for permission in principle for the above-mentioned research to be done in the region under your jurisdiction.

➢ Participation will be on a voluntary and anonymous basis.

➢ The survey will be of a constructive nature.

➢ After obtaining permission in principle from you the permission of the principals of about fifty schools will be sought, emphasizing the anonymous and voluntary nature of participation.

➢ The questionnaires will be disseminated and retrieved by the researchers.

➢ The KZN Department of Education will be acknowledged in the theses, of which copies will be provided upon completion.

Kind regards

Prof. R M Klopper

HOD: Communication Science (Durban)

University Of Zululand

Department Of Communication Science (Durban Campus)

Unit For Postgraduate Studies in Cognition, Language Learning & Communication

Tel 082-9133-150

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E-Mail rklopper@iafrica.com

Private Bag X10

ISIPINGO

4110

Sunday, June 09, 2002

Delivered by DoE internal mail from Lower Tugela District office

Letter to Principals

KwaZulu-Natal Department of Education

Lower Tugela District

Dear Madam / Sir

PERMISSION SOUGHT TO CONDUCT A SURVEY AMONG FOUNDATION PHASE AND INTERMEDIATE EDUCATORS AT YOUR SCHOOL

      The Empangeni regional office as well as the Lower Tugela district office have given permission for two of my Masters students, Mr. Aneel Ramcharan and Miss. Usha Balliram, to do inter-related empirical research to determine how the principles of organisational communication could be used in foundation phase and intermediary phase OBE classrooms. To this effect they need to respectively survey the opinions of educators at your school teaching in these phases. In a letter addressed to me personally the national Minister of Education Professor Kader Asmal expressed appreciation of the fact that my students are conducting this type of research to help resolve problems with the reconfiguration of Education in South Africa.

      With this letter there will be questionnaires for your staff members. *Please assist my students by promptly disseminating them to your staff, by impressing on them the urgency of completing them, and by promptly returning them via your desk to the Glenhills Primary School via the Lower Tugela District office.* The ethical conditions of participation in the survey are:

➢ Participation will be on a voluntary and anonymous basis.

➢ Neither your school, nor the respondents will be identified by name

➢ The survey will be of a constructive nature.

➢ The questionnaires will be disseminated and retrieved via the Lower Tugela District office by the researchers.

➢ The KZN Department of Education, and participating educators will be collectively acknowledged in the theses.

Your prompt response in this matter will be greatly appreciated.

Kind regards,

[signature]

Prof. R M Klopper

HOD: Communication Science (Durban)

HEAD OFFICE   **INHLOKO HHOVISI**   **HOOFKANTOOR**

Miss Usha Balliram
P.O. Box 287
STANGER
4450

Dear Miss Balliram

RE: PERMISSION TO CONDUCT RESEARCH

Your letter dated 12-06-2002 which I received today, refers.

Permission is granted for you to conduct the above research. The following conditions obtain:

1. Access to the target group is at the discretion of the members concerned and their principals and SBGs.
2. Your findings may not be used to embarrass the KZNDEC, or any of its employees.
3. A written copy of the findings must be provided to the Chief Executive Officer.

You are wished success with your studies.

Yours faithfully

PROF. C.R.M. DLAMINI
CHIEF EXECUTIVE OFFICER
Wp\miss usha balliram\nn

ADDENDUM C:

RESEARCH QUESTIONNAIRES

Anonymous Questionnaire for Educators

The social and individual construction of meaning

Interpersonal and Intrapersonal communication

in Foundation phase learning

Researcher: V. Balliram

Department of Communication Science

University of Zululand (Durban Campus)

APPLYING THE PRINCIPLES OF ORGANISATIONAL COMMUNICATION TO FOUNDATION PHASE LEARNING PROGRAMMES.

i)   This is a **voluntary, anonymous** and **confidential** survey.

ii) Your personal particulars will not be recorded as part of this survey and your school will not be identified.

iii) We need your help to determine how organisational communication can be stream-lined and improved in foundation phase classrooms.

iv) Your participation is greatly appreciated.

v)   Please feel free to give your candid opinions.

vi) Please read each question carefully and reflect on your answer before responding because your response will be invalidated if you mark more than one option, or if you in any way alter a response.

vii) Please use a pen to mark your responses by placing a clear **X** directly over the appropriate empty space.

General particulars about yourself

1. Your **age**: _____

2. Your **gender**: Female _____ Male _____

3. Your **qualifications**: State your REQV Value _____

4. Do you have a foundation phase qualification? Yes_____ No _____

Teaching Experience

5. State your total number of years of teaching experience in the foundation phase. _____years.

6. State any additional number of years of teaching experience in any other phase other than the foundation phase. _____years.

Retraining:

7. Have you attended an Outcomes-Based retraining workshop conducted by the KZN Department of Education? Yes_____No _____

8. Would you say you are adequately equipped to implement Outcomes-Based Education in the classroom? Yes _____ No _____

9. Have you been trained as an Outcomes-Based Education facilitator to conduct workshops on behalf of the Department of Education? Yes _____ No _____

10. Your **Ethnic group:**(Given in alphabetic order)

    Black _____

    Coloured_____

    Indian_____

    White _____

    Other _____(Please specify): _____

Particulars about your class

11. What grade are you teaching? _____

12. How many learners are there in your class?_____

13. How many of the learners are girls? _____

14. How many of the learners are boys?_____

Outcomes-Based Education

Indicate whether the following statements about Outcomes-Based are correct or incorrect by marking the appropriate space with a **X**.

15. Assessments are not necessary in OBE. Correct _____Incorrect_____

16. If one uses a good textbook one does not have to worry too much about the curriculum content in OBE. Correct_____Incorrect_____

17. In OBE the educator actively dispenses knowledge while the learners passively absorb knowledge. Correct_____Incorrect_____

18. Awarding marks is the best way to reflect a learner's progress.
    Correct_____Incorrect_____

Are educators at your school consulting one another when planning the following?

19. Programme Organisers Yes___No____

20. Lessons Yes___No____

21. Assessments Yes___No____

22. Worksheets Yes___ No____

23. *Do you set time frames for each phase organiser? Yes_____No_____*

Organisational communication

An organisation has two basis components i.e. people and their role function.(purpose). The school is thus an organisation of individuals who work together to achieve specific goals.

> *Organisational communication* includes varied activities such as giving direction, counselling learners and parents, evaluating learners, motivating learners, analysing problems, brainstorming, resolving conflicts, monitoring learner progress, interviewing learners and parents.

Rate the following organisational communication tasks accordingly.

24. Brainstorming	Important _____	Unimportant _____
25. Conversation	Important _____	Unimportant _____
26. Consultation	Important _____	Unimportant _____
27. Giving instructions	Important _____	Unimportant _____
28. Evaluation	Important _____	Unimportant _____
29. Writing a story	Important _____	Unimportant _____
30. Doing a project	Important _____	Unimportant _____
31. Group work	Important _____	Unimportant _____
32. Role-playing	Important _____	Unimportant _____
33. Show and Tell	Important _____	Unimportant _____
34. Speech making	Important _____	Unimportant _____
35. Keeping records	Important _____	Unimportant _____
36. Group discussions	Important _____	Unimportant _____
37. Writing of notices	Important _____	Unimportant _____
38. Tests	Important _____	Unimportant _____
39. Written Assignments	Important _____	Unimportant _____
40. Display of values/beliefs	Important _____	Unimportant _____
41. Display of Skills	Important _____	Unimportant _____
42. Interviews	Important _____	Unimportant _____
43. Observations	Important _____	Unimportant _____
44. Rules and Regulations	Important _____	Unimportant _____
45. Decision making	Important _____	Unimportant _____
46. Learner Profiles	Important _____	Unimportant _____

47. Assessment Grids   Important _____ Unimportant _____

48. *Mind Mapping*   *Important* _____ *Unimportant* _____

49. New Technology   Important _____ Unimportant _____

Who is responsible for the following organisational communication tasks?

50. Brainstorming   Educator _____ Learner _____ Both _____

51. Conversation   Educator _____ Learner _____ Both _____

52. Consultation   Educator _____ Learner _____ Both _____

53. Giving instructions   Educator _____ Learner _____ Both _____

54. Evaluation   Educator _____ Learner _____ Both _____

55. Writing a story   Educator _____ Learner _____ Both _____

56. Doing a project   Educator _____ Learner _____ Both _____

57. Group work   Educator _____ Learner _____ Both _____

58. Role-playing   Educator _____ Learner _____ Both _____

59. Show and Tell   Educator _____ Learner _____ Both _____

60. Speech making   Educator _____ Learner _____ Both _____

61. Group discussions   Educator _____ Learner _____ Both _____

62. Writing of notices   Educator _____ Learner _____ Both _____

63. Tests   Educator _____ Learner _____ Both _____

64. Written Assignments   Educator _____ Learner _____ Both _____

65. Display of values/beliefs   Educator _____ Learner _____ Both _____

66. Display of Skills   Educator _____ Learner _____ Both _____

67. Interviews   Educator _____ Learner _____ Both _____

68. Observations   Educator _____ Learner _____ Both _____

69. Rules and Regulations   Educator _____ Learner _____ Both _____

70. Decision making   Educator _____ Learner _____ Both _____

71. Learner Profiles   Educator _____ Learner _____ Both _____

72. Assessment Grids   Educator _____ Learner _____ Both _____

73. Mind Mapping   Educator _____ Learner _____ Both _____

74. New Technology   Educator _____ Learner _____ Both _____

75. Are you able to record and maintain learner progress comfortably? Yes _____ No _____

Thank you for your time and assistance

ADDENDUM D:

TABLES AND GRAPHS

	respond	age	gender	reqv	intquali	tchexper	addexper
1	1	50 or ov	female	14-15	yes	16-23 ye	5 years
2	2	36-40	female	13 or bel	yes	16-23 ye	no resp
3	3	46-50	female	14-15	yes	16-23 ye	5 years
4	4	26-30	female	14-15	yes	8-15 yea	no resp
5	5	36-40	female	14-15	yes	16-23 ye	no resp
6	6	41-45	female	14-15	yes	16-23 ye	no resp
7	7	31-35	female	14-15	yes	7 years	6-10 ye
8	8	36-40	female	14-15	no	7 years	6-10 ye
9	9	36-40	female	13 or bel	yes	7 years	5 years
10	10	26-30	female	13 or bel	yes	7 years	5 years
11	11	41-45	female	13 or bel	yes	7 years	11-15 y
12	13	26-30	female	14-15	yes	7 years	no resp
13	14	31-35	female	no respo	yes	spoilt res	5 years
14	15	36-40	female	13 or bel	yes	8-15 yea	5 years
15	16	26-30	female	14-15	yes	8-15 yea	no resp
16	17	41-45	female	14-15	yes	8-15 yea	no resp
17	18	41-45	female	14-15	yes	16-23 ye	no resp
18	19	26-30	female	no respo	no	7 years	no resp
19	20	46-50	female	13 or bel	yes	8-15 yea	no resp
20	21	spoilt res	female	13 or bel	no respo	8-15 yea	5 years
21	22	41-45	female	13 or bel	no	16-23 ye	5 years
22	23	26-30	female	14-15	no	7 years	5 years
23	24	31-35	female	14-15	no	7 years	6-10 ye
24	25	36-40	female	14-15	yes	8-15 yea	5 years
25	26	26-30	female	14-15	yes	8-15 yea	no resp
26	27	31-35	female	14-15	no	8-15 yea	5 years
27	28	31-35	female	13 or bel	yes	7 years	5 years
28	29	36-40	male	13 or bel	yes	16-23 ye	5 years
29	30	41-45	female	no respo	yes	16-23 ye	no resp
30	31	36-40	female	13 or bel	yes	16-23 ye	no resp
31	32	36-40	female	no respo	yes	8-15 yea	spoilt r
32	33	26-30	female	14-15	spoilt res	8-15 yea	no resp
33	34	36-40	female	14-15	no	16-23 ye	no resp
34	35	46-50	female	14-15	yes	16-23 ye	6-10 ye
35	36	41-45	female	14-15	yes	16-23 ye	5 years
36	37	36-40	female	14-15	yes	16-23 ye	5 years
37	38	41-45	female	14-15	yes	16-23 ye	no resp
38	39	36-40	female	13 or bel	no	7 years	spoilt r
39	40	26-30	female	no respo	yes	7 years	5 years

	attwkshd	adeqobe	trobefac	ethnicgr	grteachi	nolearnc	compbygl
1	yes	yes	no	indian	grade 3	31-40	more girl
2	yes	no	no	black	grade 2	41-50	equal bo
3	no	no	no	black	grade 3	41-50	more girl
4	yes	no	no	black	grade 2	41-50	more girl
5	yes	yes	no respo	black	grade 1	41-50	more girl
6	yes	yes	no	coloured	grade 2	41-50	more girl
7	yes	no	no respo	indian	grade 2	31-40	more girl
8	yes	no	no	black	grade 3	31-40	more bo
9	yes	no	no	black	grade 1	41-50	more girl
10	no	yes	no	black	grade r	41-50	more girl
11	yes	yes	yes	black	grade 1	over 51	more girl
12	yes	yes	no	black	grade 1	41-50	more bo
13	yes	no	no	indian	grade 1	41-50	equal bo
14	yes	no	no	indian	grade 1	41-50	more bo
15	yes	no	no	indian	grade 2	31-40	more bo
16	yes	no	no	indian	grade 2	31-40	more girl
17	yes	yes	no	indian	grade 3	41-50	more bo
18	no	no	no	black	grade 3	41-50	more bo
19	yes	yes	no	black	grade 3	41-50	more bo
20	yes	yes	no	black	grade 2	41-50	more bo
21	yes	yes	no	black	grade 2	41-50	more girl
22	yes	no	no	indian	grade 3	31-40	more girl
23	yes	no	no	indian	grade 2	31-40	more bo
24	yes	no	no	coloured	grade 1	no respo	no respo
25	yes	no respo	no	indian	grade 2	31-40	more bo
26	yes	yes	yes	indian	grade 1	over 51	more bo
27	yes	yes	no	black	grade 1	41-50	more bo
28	yes	yes	no	indian	grade 3	31-40	more girl
29	no	yes	no	spoilt res	grade 1	31-40	more bo
30	yes	no	no	indian	grade 2	41-50	more girl
31	yes	yes	no	black	grade 1	31-40	equal bo
32	yes	no	no	indian	grade 1	31-40	more bo
33	yes	no	no	indian	grade 1	41-50	equal bo
34	yes	yes	no	indian	spoilt res	41-50	more girl
35	yes	no	no	indian	grade 2	41-50	more bo
36	yes	yes	no	indian	grade 3	41-50	more girl
37	yes	yes	no	indian	grade 2	31-40	more girl
38	spoilt res	yes	no	black	grade 1	over 51	more girl
39	no	yes	no	indian	grade 1	below 30	equal bo

	assesobe	txtcurco	disknpsa	awmklepr	plprogor	pllesson	plassess
1	correct	incorrect	incorrect	incorrect	yes	yes	yes
2	correct	incorrect	incorrect	incorrect	no	yes	yes
3	correct	incorrect	incorrect	incorrect	no	yes	yes
4	incorrect	incorrect	incorrect	incorrect	no	yes	no
5	incorrect	incorrect	incorrect	incorrect	no	yes	no
6	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
7	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
8	incorrect	incorrect	incorrect	correct	no	no	no
9	incorrect	incorrect	incorrect	correct	yes	yes	yes
10	incorrect	incorrect	incorrect	correct	yes	yes	yes
11	incorrect	incorrect	incorrect	correct	yes	yes	yes
12	incorrect	incorrect	incorrect	correct	yes	yes	yes
13	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
14	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
15	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
16	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
17	incorrect	incorrect	incorrect	incorrect	yes	no	yes
18	incorrect	incorrect	no respo	correct	yes	no	no
19	incorrect	incorrect	incorrect	correct	yes	yes	no
20	incorrect	incorrect	incorrect	correct	yes	yes	yes
21	incorrect	incorrect	incorrect	incorrect	yes	yes	no
22	incorrect	incorrect	incorrect	incorrect	yes	no	no
23	incorrect	incorrect	incorrect	correct	yes	yes	yes
24	correct	incorrect	incorrect	incorrect	yes	yes	yes
25	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
26	incorrect	incorrect	incorrect	incorrect	no	no	no
27	incorrect	incorrect	incorrect	correct	yes	yes	no
28	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
29	incorrect	incorrect	incorrect	incorrect	no	no	no
30	incorrect	incorrect	incorrect	correct	yes	yes	yes
31	correct	incorrect	incorrect	correct	yes	yes	yes
32	incorrect	incorrect	incorrect	correct	yes	yes	yes
33	incorrect	incorrect	correct	correct	no	no	yes
34	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
35	incorrect	incorrect	incorrect	incorrect	yes	yes	yes
36	correct	correct	incorrect	correct	yes	no	yes
37	spoilt res	correct	incorrect	correct	yes	yes	yes
38	incorrect	incorrect	correct	correct	yes	yes	yes
39	correct	incorrect	incorrect	incorrect	yes	yes	yes

	plwkshee	timefrpo	rtbrains	rtconver	rtconsul	rtgivins	rtevalua
1	yes	yes	unimport	importan	importan	importan	unimport
2	yes	yes	unimport	importan	importan	importan	importan
3	yes	yes	unimport	importan	importan	unimport	unimport
4	yes	no	unimport	importan	unimport	unimport	unimport
5	yes	no	unimport	importan	unimport	importan	unimport
6	yes	yes	importan	importan	importan	importan	unimport
7	yes	yes	unimport	importan	importan	importan	importan
8	no	no	importan	importan	importan	importan	importan
9	yes	yes	importan	importan	importan	importan	importan
10	yes	yes	importan	importan	importan	importan	importan
11	yes	yes	importan	importan	importan	importan	importan
12	yes	yes	importan	importan	importan	unimport	importan
13	yes	yes	importan	importan	importan	importan	importan
14	yes	no	importan	importan	importan	importan	importan
15	yes	yes	importan	importan	importan	importan	importan
16	yes	yes	importan	importan	importan	importan	importan
17	yes	yes	importan	importan	importan	importan	importan
18	no	no	importan	importan	importan	importan	importan
19	no	yes	importan	importan	importan	importan	importan
20	no	yes	importan	importan	importan	importan	importan
21	yes	yes	importan	importan	importan	importan	importan
22	no	no	importan	importan	importan	importan	importan
23	yes	yes	importan	importan	importan	importan	importan
24	yes	yes	importan	importan	importan	importan	importan
25	yes	yes	importan	importan	importan	importan	importan
26	no	yes	importan	importan	importan	importan	importan
27	no	yes	importan	importan	importan	importan	importan
28	yes	yes	importan	importan	importan	importan	importan
29	no	yes	importan	importan	importan	importan	importan
30	yes	yes	importan	importan	importan	importan	importan
31	yes	yes	importan	importan	importan	importan	importan
32	yes	yes	importan	importan	importan	importan	importan
33	yes	yes	importan	importan	importan	importan	importan
34	yes	yes	importan	importan	importan	importan	importan
35	yes	yes	importan	importan	importan	importan	importan
36	no	yes	importan	importan	importan	importan	importan
37	yes	yes	importan	importan	importan	importan	importan
38	yes	yes	importan	importan	importan	importan	importan
39	yes	yes	importan	importan	importan	importan	importan

	rtwrstor	rtdoproj	rtgrwork	rtrolepl	rtshtell	rtspchma	rtkpreco
1	importan	importan	importan	importan	importan	unimport	unimport
2	importan	importan	importan	importan	importan	importan	importan
3	importan	importan	importan	importan	importan	unimport	unimport
4	unimport	importan	importan	importan	importan	unimport	unimport
5	importan	importan	importan	importan	importan	importan	importan
6	importan	importan	importan	importan	importan	importan	importan
7	importan	importan	importan	importan	importan	importan	importan
8	importan	importan	importan	importan	importan	importan	importan
9	importan	importan	importan	importan	importan	importan	importan
10	importan	importan	importan	importan	importan	importan	importan
11	importan	importan	importan	importan	importan	importan	importan
12	unimport	importan	importan	importan	importan	importan	importan
13	importan	importan	importan	importan	importan	importan	importan
14	importan	importan	importan	importan	importan	importan	importan
15	importan	importan	importan	importan	importan	importan	importan
16	importan	importan	importan	importan	importan	importan	importan
17	importan	importan	importan	importan	importan	importan	importan
18	unimport	importan	unimport	importan	importan	unimport	importan
19	importan	importan	importan	importan	importan	importan	importan
20	importan	importan	importan	importan	importan	importan	importan
21	importan	importan	importan	importan	importan	importan	importan
22	importan	importan	importan	importan	importan	importan	importan
23	importan	importan	importan	importan	importan	importan	importan
24	importan	importan	importan	importan	importan	importan	importan
25	importan	importan	importan	importan	importan	importan	importan
26	importan	importan	importan	importan	importan	importan	importan
27	unimport	importan	importan	importan	importan	importan	importan
28	unimport	importan	importan	importan	importan	importan	importan
29	importan	importan	importan	importan	importan	importan	importan
30	importan	unimport	unimport	spoilt res	importan	importan	importan
31	unimport	importan	importan	importan	importan	importan	importan
32	importan	importan	importan	importan	importan	importan	importan
33	unimport	importan	importan	importan	importan	importan	importan
34	importan	importan	importan	importan	importan	importan	importan
35	importan	importan	importan	importan	importan	importan	importan
36	importan	importan	importan	importan	importan	importan	importan
37	importan	importan	importan	importan	importan	importan	importan
38	importan	importan	importan	importan	importan	importan	importan
39	importan	importan	importan	importan	importan	importan	importan

Tables

Your age.	below 25	Count	3
		Subtable %	1.4%
	26-30	Count	34
		Subtable %	15.4%
	31-35	Count	40
		Subtable %	18.1%
	36-40	Count	71
		Subtable %	32.1%
	41-45	Count	40
		Subtable %	18.1%
	46-50	Count	16
		Subtable %	7.2%
	50 or over	Count	10
		Subtable %	4.5%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	6
		Subtable %	2.7%
Total	Count		221
	Subtable %		100.0%

Your age.
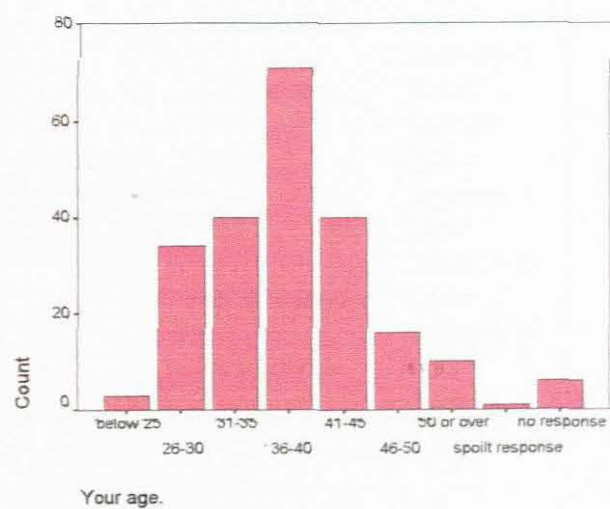
Tables

What is your gender?	female	Count	218
		Col %	98.6%
	male	Count	3
		Col %	1.4%
Total	Count		221
	Col %		100.0%

Gender
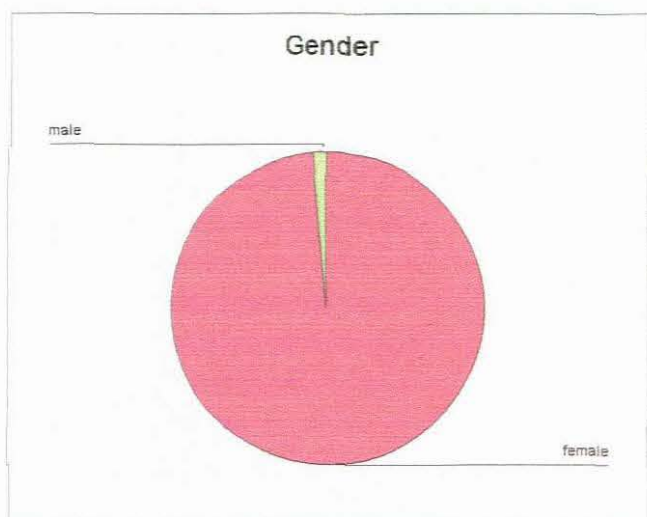
Tables

What is your reqv?	13 or below	Count	66
		Subtable %	29.9%
	14-15	Count	99
		Subtable %	44.8%
	16 or above	Count	18
		Subtable %	8.1%
	spoilt response	Count	6
		Subtable %	2.7%
	no response	Count	32
		Subtable %	14.5%
Do you have a foundation phase qualification?	yes	Count	193
		Subtable %	87.3%
	no	Count	25
		Subtable %	11.3%
	spoilt response	Count	1
		Subtable %	.5%
	no response	Count	2
		Subtable %	.9%

What is your reqv?

- 13 or below
- 14-15
- 16 or above
- spoilt response
- no response
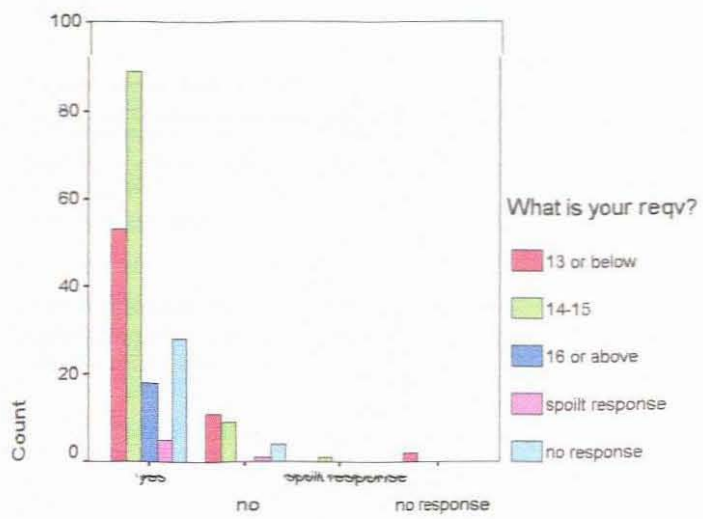
Do you have a foundation phase qualification?

Tables

		Count	Subtable %
How many years of teaching experience do you have in the foundation phase?	7 years or below	40	18.1%
	8-15 years	93	42.1%
	16-23 years	77	34.8%
	over 24 years	10	4.5%
	spoilt response	1	.5%
State any additional teaching experience that you may have.	5 years or below	100	45.2%
	6-10 years	30	13.6%
	11-15 years	3	1.4%
	over 16 years	1	.5%
	spoilt response	7	3.2%
	no response		
		80	36.2%
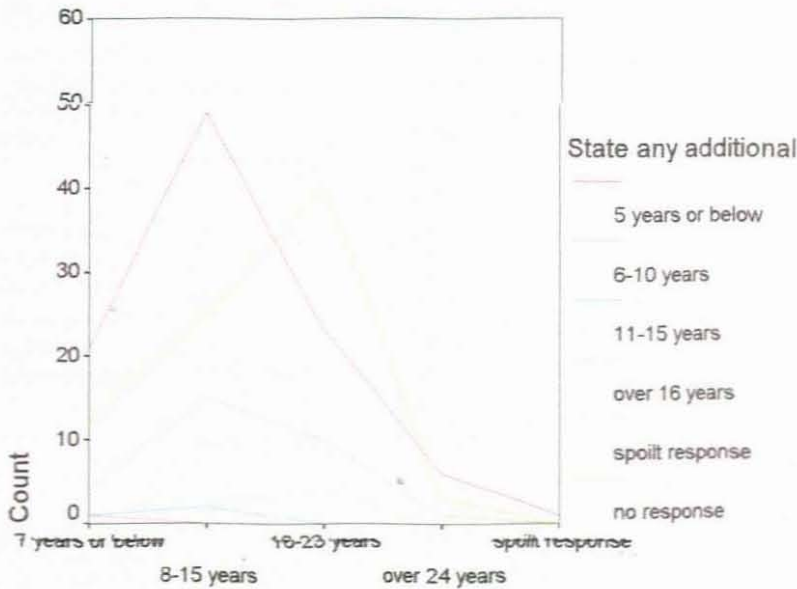
How many years of teaching experience do you have in the fou

Tables

		Count	Table %
Have you attended any obe retraining workshops?	yes	206	93.2%
	no	14	6.3%
	spoilt response	1	.5%

OBE Workshop attended
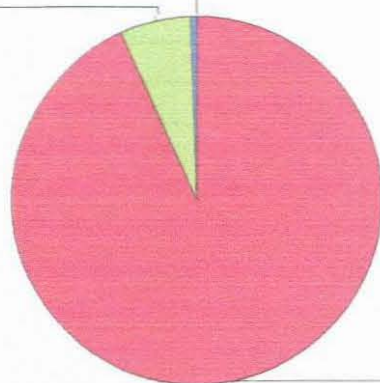
spoilt response
no
yes

Tables

Are you adequately equipped to implement obe?	yes	Count	132
		Table %	59.7%
	no	Count	86
		Table %	38.9%
	no response	Count	3
		Table %	1.4%
Have you been trained as an obe facilitator to conduct workshops?	yes	Count	7
		Table %	3.2%
	no	Count	181
		Table %	81.9%
	spoilt response	Count	8
		Table %	3.6%
	no response	Count	25
		Table %	11.3%
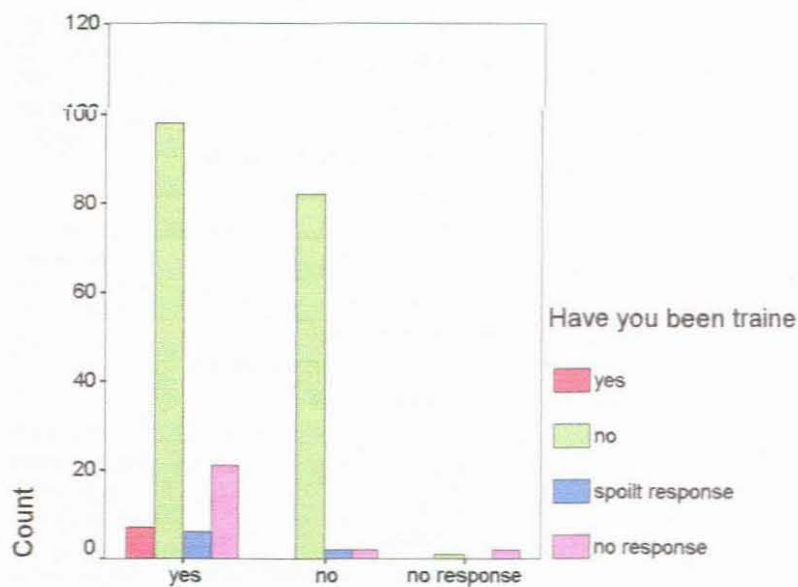
Are you adequately equipped to implement obe?

Tables

Have you attended any obe retraining workshops?	yes	Count	206
		Layer %	93.2%
	no	Count	14
		Layer %	6.3%
	spoilt response	Count	1
		Layer %	.5%
Are you adequately equipped to implement obe?	yes	Count	132
		Layer %	59.7%
	no	Count	86
		Layer %	38.9%
	no response	Count	3
		Layer %	1.4%
Have you been trained as an obe facilitator to conduct workshops?	yes	Count	7
		Layer %	3.2%
	no	Count	181
		Layer %	81.9%
	spoilt response	Count	8
		Layer %	3.6%
	no response	Count	25
		Layer %	11.3%

Have you attended any obe retraining workshops?	yes	Count	206
		Layer %	93.2%
	no	Count	14
		Layer %	6.3%
	spoilt response	Count	1
		Layer %	.5%
Are you adequately equipped to implement obe?	yes	Count	132
		Layer %	59.7%
	no	Count	86
		Layer %	38.9%
	no response	Count	3
		Layer %	1.4%
Have you been trained as an obe facilitator to conduct workshops?	yes	Count	7
		Layer %	3.2%
	no	Count	181
		Layer %	81.9%
	spoilt response	Count	8
		Layer %	3.6%
	no response	Count	25
		Layer %	11.3%

Tables

What is your ethnic grouping?	black	Count	82
		Table %	37.1%
	coloured	Count	6
		Table %	2.7%
	indian	Count	118
		Table %	53.4%
	white	Count	3
		Table %	1.4%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	10
		Table %	4.5%
Total		Count	221
		Table %	100.0%

What is your ethnic grouping?

Ethnic grouping
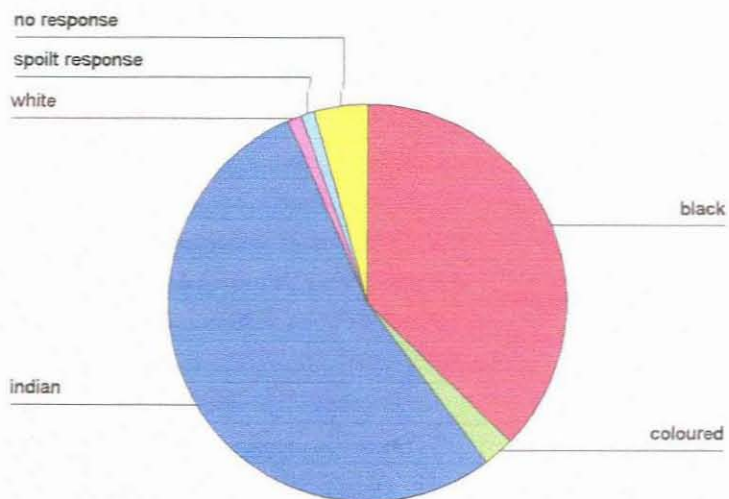
Tables

What grade are you teaching?	grade r	Count	1
		Table %	.5%
	grade 1	Count	78
		Table %	35.3%
	grade 2	Count	73
		Table %	33.0%
	grade 3	Count	68
		Table %	30.8%
	spoilt response	Count	1
		Table %	.5%
How many learners are there in your class?	below 30	Count	10
		Table %	4.5%
	31-40	Count	111
		Table %	50.2%
	41-50	Count	96
		Table %	43.4%
	over 51	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%

How many learners ar

below 30

31-40

41-50

over 51

no response
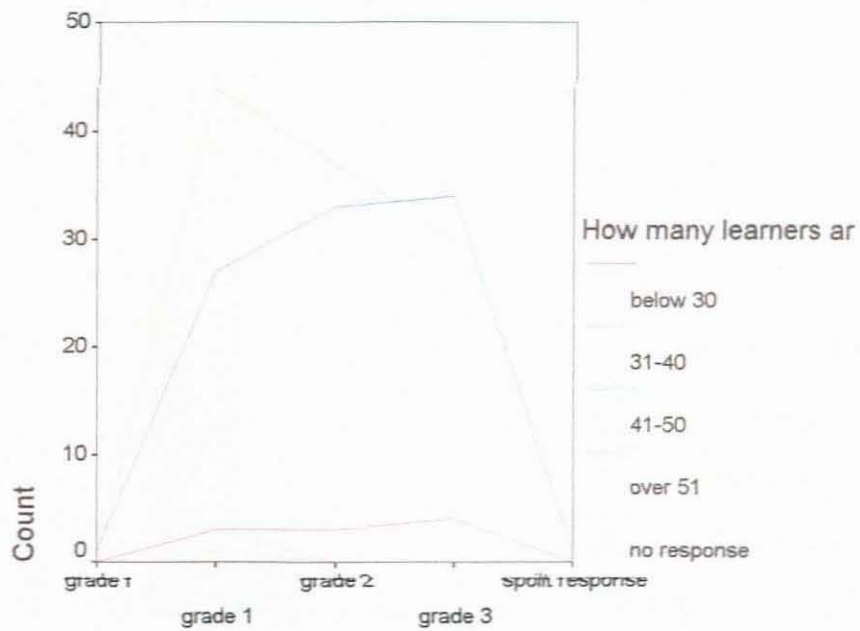
What grade are you teaching?

Tables

Compare the number of boys and girls in your class.	more boys than girls	Count	83
		Table %	37.6%
	more girls than boys	Count	118
		Table %	53.4%
	equal boys and girls	Count	19
		Table %	8.6%
	no response	Count	1
		Table %	.5%
Total		Count	221
		Table %	100.0%
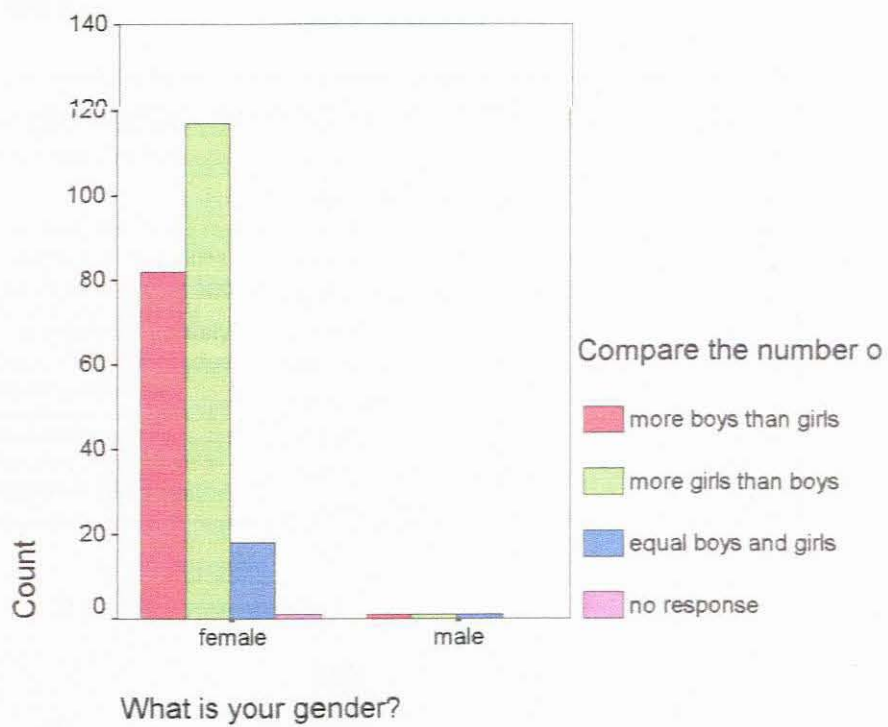
Compare the number o

- more boys than girls
- more girls than boys
- equal boys and girls
- no response

What is your gender?

Tables

		Count	Table %
Assessments are necessary in obe.	correct	102	46.2%
	incorrect	118	53.4%
	spoilt response	1	.5%
The use of a good text means that one does not have to worry about curriculum content	correct	45	20.4%
	incorrect	175	79.2%
	spoilt response	1	.5%
The educator actively dispenses knowledge while the learner passively absorbs	correct	55	24.9%
	incorrect	165	74.7%
	no response	1	.5%
Awarding marks is the best way to reflect a learner's progress.	correct	46	20.8%
	incorrect	173	78.3%
	no response	2	.9%
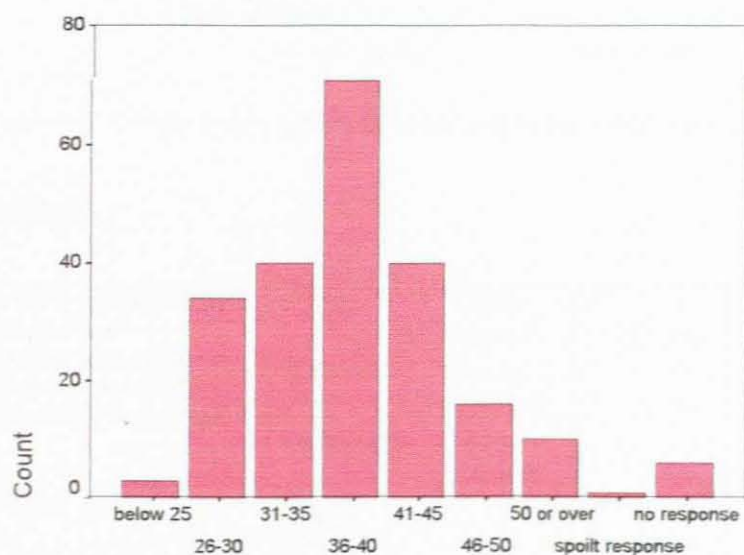
Your age.

Tables

		Count	Table %
Assessments are necessary in obe.	correct	102	46.2%
	incorrect	118	53.4%
	spoilt response	1	.5%
Total		221	100.0%
The use of a good text means that one does not have to worry about curriculum content	correct	45	20.4%
	incorrect	175	79.2%
	spoilt response	1	.5%
Total		221	100.0%

Response as per experience
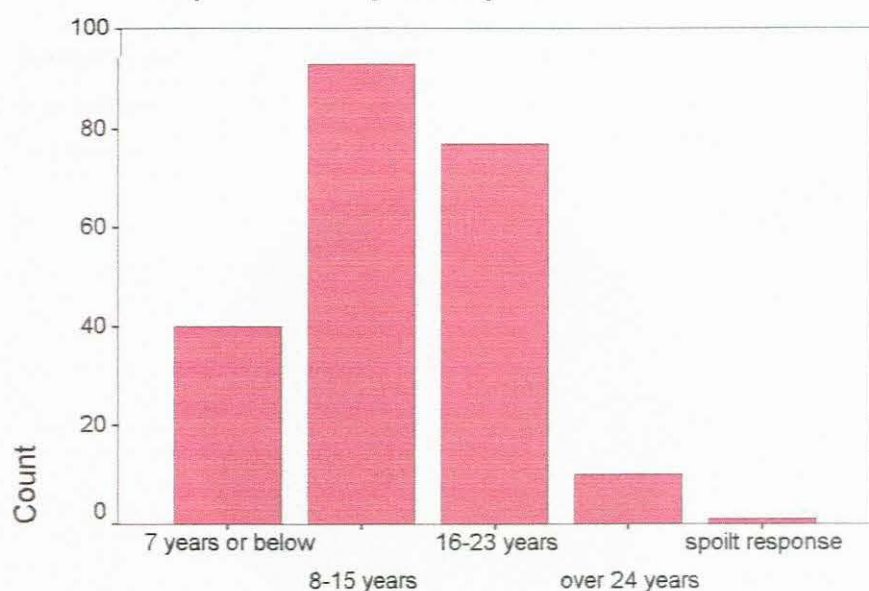
How many years of teaching experience do you have in the

Tables

The educator actively dispenses knowledge while the learner passively absorbs knowledge.	correct	Count	55
		Table %	24.9%
	incorrect	Count	165
		Table %	74.7%
	no response	Count	1
		Table %	.5%
Total		Count	221
		Table %	100.0%
Awarding marks is the best way to reflect a learner's progress.	correct	Count	46
		Table %	20.8%
	incorrect	Count	173
		Table %	78.3%
	no response	Count	2
		Table %	.9%
Total		Count	221
		Table %	100.0%

Response as per experience

spoilt response

over 24 years

16-23 years

7 years or below

8-15 years

Tables

Are educators consulting one another when planning programme organisers?	yes	Count	157
		Table %	71.0%
	no	Count	64
		Table %	29.0%
Total		Count	221
		Table %	100.0%
Are educators consulting one another when planning lessons?	yes	Count	146
		Table %	66.1%
	no	Count	75
		Table %	33.9%
Total		Count	221
		Table %	100.0%

How many years of te

- 7 years or below
- 8-15 years
- 16-23 years
- over 24 years
- spoilt response

Your age.

Tables

Are educators consulting one another when planning assessments?	yes	Count	201
		Table %	91.0%
	no	Count	20
		Table %	9.0%
Total		Count	221
		Table %	100.0%
Are educators consulting one another when planning worksheets?	yes	Count	203
		Table %	91.9%
	no	Count	18
		Table %	8.1%
Total		Count	221
		Table %	100.0%

Tables

Do you set time frames for each phase organiser?	yes	Count	143
		Table %	64.7%
	no	Count	78
		Table %	35.3%
Total		Count	221
		Table %	100.0%

Response as per REQV

no response

spoilt response

16 or above

13 or below

14-15
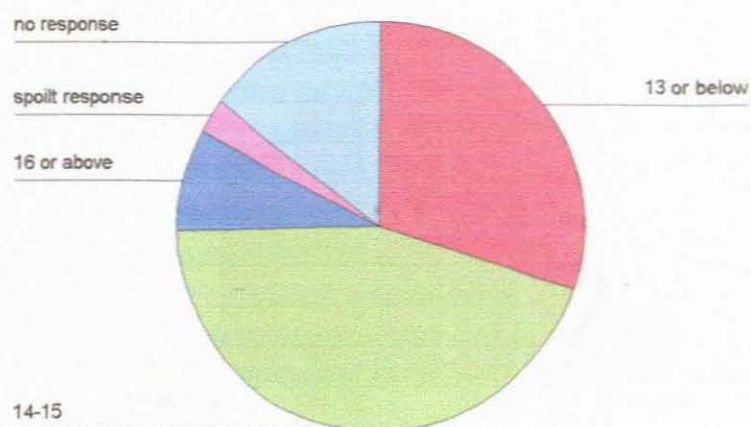
Tables

Rate brainstorming as an organisational communication task.	important	Count	153
		Subtable %	69.2%
	unimportant	Count	67
		Subtable %	30.3%
	no response	Count	1
		Subtable %	.5%
Rate conversation as an organisational communication task.	important	Count	219
		Subtable %	99.1%
	unimportant	Count	2
		Subtable %	.9%
Rate consultation as an organisational communication task.	important	Count	217
		Subtable %	98.2%
	unimportant	Count	4
		Subtable %	1.8%
Rate giving instructions as an organisational communication task.	important	Count	213
		Subtable %	96.4%
	unimportant	Count	8
		Subtable %	3.6%

Your age.
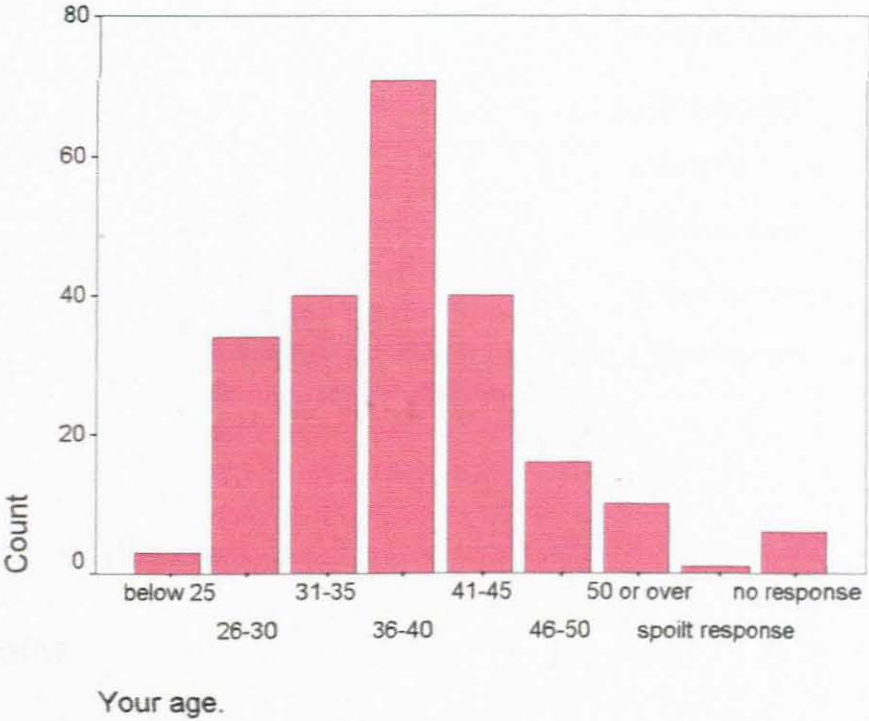
Tables

Rate evaluation as an organisational communication task.	important	Count	202
		Table %	91.4%
	unimportant	Count	19
		Table %	8.6%
Rate the writing a story as an organisational communication task.	important	Count	204
		Table %	92.3%
	unimportant	Count	17
		Table %	7.7%
Rate the doing of a project as an organisational communication task.	important	Count	211
		Table %	95.5%
	unimportant	Count	10
		Table %	4.5%
Rate group work as an organisational communication task.	important	Count	208
		Table %	94.1%
	unimportant	Count	13
		Table %	5.9%

Your age.
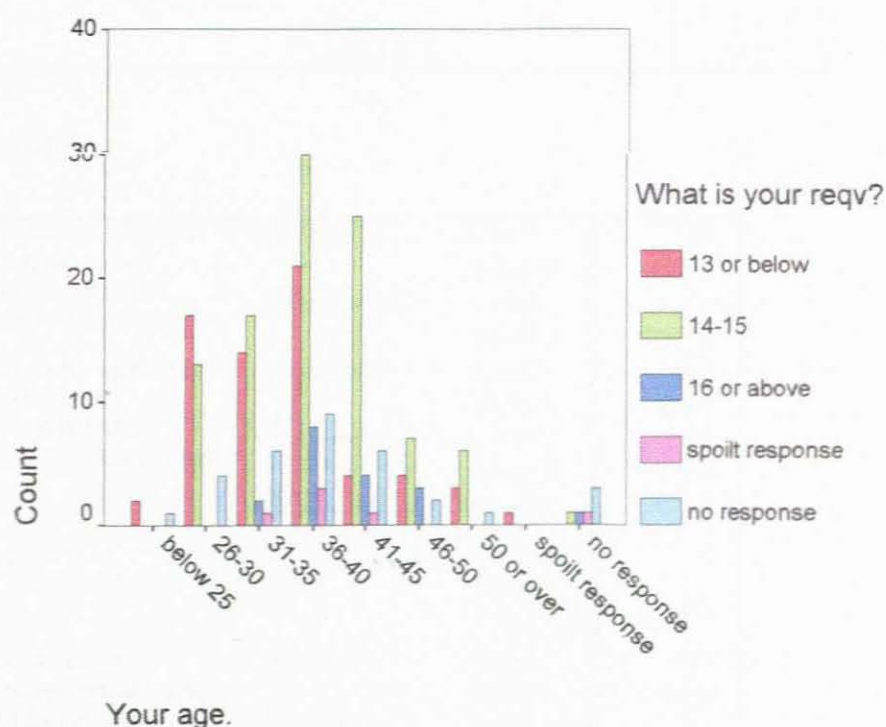
Tables

Rate role-playing as an organisational communication task.	important	Count		212
		Subtable %		95.9%
	unimportant	Count		8
		Subtable %		3.6%
	spoilt response	Count		1
		Subtable %		.5%
Rate show and tell as an organisational communication task.	important	Count		211
		Subtable %		95.5%
	unimportant	Count		10
		Subtable %		4.5%
Rate speech making as an organisational communication task.	important	Count		209
		Subtable %		94.6%
	unimportant	Count		12
		Subtable %		5.4%
Rate group discussions as an organisational communication task.	important	Count		212
		Subtable %		95.9%
	unimportant	Count		9
		Subtable %		4.1%
Total	Count			221
	Subtable %			100.0%

Tables

Rate the writing of notices as an organisational communication task.	important	Count		158
		Table %		71.5%
	unimportant	Count		63
		Table %		28.5%
Rate the writing of tests as an organisational communication task.	important	Count		160
		Table %		72.4%
	unimportant	Count		60
		Table %		27.1%
	no response	Count		1
		Table %		.5%
Rate written assignments as an organistional communication task.	important	Count		172
		Table %		77.8%
	unimportant	Count		47
		Table %		21.3%
	spoilt response	Count		1
		Table %		.5%
	no response	Count		1
		Table %		.5%
Rate the display of values/beliefs as an organisational communication task.	important	Count		206
		Table %		93.2%
	unimportant	Count		15
		Table %		6.8%

Tables

Rate the display of skills as an organisational communication task.	important	Count	214
		Table %	96.8%
	unimportant	Count	7
		Table %	3.2%
Rate interviews as an organistional communication task.	important	Count	208
		Table %	94.1%
	unimportant	Count	13
		Table %	5.9%
Rate observations as an organisational communication task.	important	Count	215
		Table %	97.3%
	unimportant	Count	6
		Table %	2.7%
Rate rules and regulations as an organisational communication task.	important	Count	204
		Table %	92.3%
	unimportant	Count	17
		Table %	7.7%
Total		Count	221
		Table %	100.0%

Tables

Rate decision making as an organisational communication task.	important	Count	208
		Layer %	94.1%
	unimportant	Count	13
		Layer %	5.9%
Rate learner profiles as an organistional communication task.	important	Count	204
		Layer %	92.3%
	unimportant	Count	17
		Layer %	7.7%
Rate assessment grids as an organisational communication task.	important	Count	138
		Layer %	62.4%
	unimportant	Count	83
		Layer %	37.6%
Rate mind mapping as an organisational communication task.	important	Count	149
		Layer %	67.4%
	unimportant	Count	72
		Layer %	32.6%
Rate new technology as an organisational communication task.	important	Count	155
		Layer %	70.1%
	unimportant	Count	66
		Layer %	29.9%
Total		Count	221
		Layer %	100.0%

Tables

Who is responsible for brainstorming as an organisational communiation task?	educator	Count	56
		Table %	25.3%
	learner	Count	7
		Table %	3.2%
	both	Count	157
		Table %	71.0%
	spoilt response	Count	1
		Table %	.5%
Who is responsible for conversation as an organisational communication task?	educator	Count	28
		Table %	12.7%
	learner	Count	35
		Table %	15.8%
	both	Count	157
		Table %	71.0%
	spoilt response	Count	1
		Table %	.5%
Who is responsible for consultation as an organisational communication task?	educator	Count	53
		Table %	24.0%
	learner	Count	25
		Table %	11.3%
	both	Count	139
		Table %	62.9%
	spoilt response	Count	1
		Table %	.5%
	no response	Count	3
		Table %	1.4%
Whos is responsible for giving instructions as an organisational communication task?	educator	Count	112
		Table %	50.7%
	learner	Count	17
		Table %	7.7%
	both	Count	88
		Table %	39.8%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%
Who is responsible for evaluation as an organisational communication task?	educator	Count	100
		Table %	45.2%
	learner	Count	23
		Table %	10.4%
	both	Count	95
		Table %	43.0%
	spoilt response	Count	3
		Table %	1.4%
Who is responsible for writing a story as an organisational communication task?	educator	Count	12
		Table %	5.4%
	learner	Count	115
		Table %	52.0%

Who is responsible for writing a story as an organisational communication task?	both	Count	90
		Table %	40.7%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	2
		Table %	.9%
Who is responsible for doing a project as an organisational communication task?	educator	Count	8
		Table %	3.6%
	learner	Count	132
		Table %	59.7%
	both	Count	79
		Table %	35.7%
	spoilt response	Count	2
		Table %	.9%
Who is responsible for group work as an organisational communication task?	educator	Count	13
		Table %	5.9%
	learner	Count	117
		Table %	52.9%
	both	Count	89
		Table %	40.3%
	no response	Count	2
		Table %	.9%
Who is responsible for role-playing as an organisational communication task?	educator	Count	12
		Table %	5.4%
	learner	Count	108
		Table %	48.9%
	both	Count	98
		Table %	44.3%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	1
		Table %	.5%
Who is responsible for show and tell as an organisational communication task?	educator	Count	11
		Table %	5.0%
	learner	Count	115
		Table %	52.0%
	both	Count	93
		Table %	42.1%
	spoilt response	Count	2
		Table %	.9%
Who is responsible for speech making as an organisational communication task?	educator	Count	7
		Table %	3.2%
	learner	Count	119
		Table %	53.8%
	both	Count	91
		Table %	41.2%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%
Who is responsible for group	educator	Count	9
		Table %	4.1%

Who is responsible for group discussions as an organisational communication task?	learner	Count	111
		Table %	50.2%
	both	Count	97
		Table %	43.9%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	2
		Table %	.9%
Who is responsible for writing of notices as an organisational communication task?	educator	Count	89
		Table %	40.3%
	learner	Count	48
		Table %	21.7%
	both	Count	83
		Table %	37.6%
	spoilt response	Count	1
		Table %	.5%
Who is responsible for tests as an organisational communication task?	educator	Count	97
		Table %	43.9%
	learner	Count	50
		Table %	22.6%
	both	Count	70
		Table %	31.7%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%
Who is responsible for written assignments as an organisational communication task?	educator	Count	33
		Table %	14.9%
	learner	Count	97
		Table %	43.9%
	both	Count	85
		Table %	38.5%
	spoilt response	Count	5
		Table %	2.3%
	no response	Count	1
		Table %	.5%
Who is responsible for the display of values/beliefs as an organisatioanl communication task?	educator	Count	16
		Table %	7.2%
	learner	Count	93
		Table %	42.1%
	both	Count	108
		Table %	48.9%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	2
		Table %	.9%
Who is responsible for the display of skills as an organisational communication task?	educator	Count	9
		Table %	4.1%
	learner	Count	103
		Table %	
	both	Count	███████
		Table %	48.0%

Who is responsible for the display of skills as an organisational communication	spoilt response	Count	1
		Table %	.5%
	no response	Count	2
		Table %	.9%
Who is responsible for interviews as an organisational communication task?	educator	Count	46
		Table %	20.8%
	learner	Count	70
		Table %	31.7%
	both	Count	104
		Table %	47.1%
	spoilt response	Count	1
		Table %	.5%
Who is responsible for observation as an organisational communication task?	educator	Count	52
		Table %	23.5%
	learner	Count	56
		Table %	25.3%
	both	Count	110
		Table %	49.8%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	1
		Table %	.5%
Who is responsible for rules and regulations as an organisational communication task?	educator	Count	56
		Table %	25.3%
	learner	Count	49
		Table %	22.2%
	both	Count	115
		Table %	52.0%
	spoilt response	Count	1
		Table %	.5%
Who is responsible for decision making as an organisational communication task?	educator	Count	40
		Table %	18.1%
	learner	Count	63
		Table %	28.5%
	both	Count	115
		Table %	52.0%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	1
		Table %	.5%
Who is responsible for learner profiles as an organisational communication task?	educator	Count	37
		Table %	16.7%
	learner	Count	75
		Table %	33.9%
	both	Count	106
		Table %	48.0%
	spoilt response	Count	3
		Table %	1.4%
Who is responsible for assessment grids as an organisational communcation task?	educator	Count	75
		Table %	33.9%
	learner	Count	54
		Table %	24.4%

Who is responsible for assessment grids as an organisational communcation task?	both	Count	91
		Table %	41.2%
	no response	Count	1
		Table %	.5%
Who is responsible for mind mapping as an oganisational communication task?	educator	Count	61
		Table %	27.6%
	learner	Count	56
		Table %	25.3%
	both	Count	102
		Table %	46.2%
	spoilt response	Count	1
		Table %	.5%
	no response	Count	1
		Table %	.5%
Who is responsible for new technology as an organisational communciation task?	educator	Count	63
		Table %	28.5%
	learner	Count	53
		Table %	24.0%
	both	Count	101
		Table %	45.7%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%

Tables

Who is responsible for brainstorming as an organisational communiation task?	educator	Count	56
		Table %	25.3%
	learner	Count	7
		Table %	3.2%
	both	Count	157
		Table %	71.0%
	spoilt response	Count	1
		Table %	.5%
Who is responsible for conversation as an organisational communication task?	educator	Count	28
		Table %	12.7%
	learner	Count	35
		Table %	15.8%
	both	Count	157
		Table %	71.0%
	spoilt response	Count	1
		Table %	.5%
Who is responsible for consultation as an organisational communication task?	educator	Count	53
		Table %	24.0%
	learner	Count	25
		Table %	11.3%
	both	Count	139
		Table %	62.9%
	spoilt response	Count	1
		Table %	.5%
	no response	Count	3
		Table %	1.4%

Tables

Whos is responsible for giving *instructions* as an organisational communication task?	educator	Count	112
		Table %	50.7%
	learner	Count	17
		Table %	7.7%
	both	Count	88
		Table %	39.8%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%
Who is responsible for evaluation as an organisational communication task?	educator	Count	100
		Table %	45.2%
	learner	Count	23
		Table %	10.4%
	both	Count	95
		Table %	43.0%
	spoilt response	Count	3
		Table %	1.4%
Who is responsible for writing a story as an organisational communication task?	educator	Count	12
		Table %	5.4%
	learner	Count	115
		Table %	52.0%
	both	Count	90
		Table %	40.7%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	2
		Table %	.9%

Tables

Who is responsible for doing a project as an organisational communication task?	educator	Count	8
		Table %	3.6%
	learner	Count	132
		Table %	59.7%
	both	Count	79
		Table %	35.7%
	spoilt response	Count	2
		Table %	.9%
Who is responsible for group work as an organisational communication task?	educator	Count	13
		Table %	5.9%
	learner	Count	117
		Table %	52.9%
	both	Count	89
		Table %	40.3%
	no response	Count	2
		Table %	.9%

Tables

Who is responsible for role-playing as an organisational communication task?	educator	Count	12
		Table %	5.4%
	learner	Count	108
		Table %	48.9%
	both	Count	98
		Table %	44.3%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	1
		Table %	.5%
Who is responsible for show and tell as an organisational communication task?	educator	Count	11
		Table %	5.0%
	learner	Count	115
		Table %	52.0%
	both	Count	93
		Table %	42.1%
	spoilt response	Count	2
		Table %	.9%

spoilt response

over 24 years

16-23 years

7 years or below

8-15 years

Tables

Who is responsible for speech making as an organisational communication task?	educator	Count	7
		Table %	3.2%
	learner	Count	119
		Table %	53.8%
	both	Count	91
		Table %	41.2%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%
Who is responsible for group discussions as an organisational communication task?	educator	Count	9
		Table %	4.1%
	learner	Count	111
		Table %	50.2%
	both	Count	97
		Table %	43.9%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	2
		Table %	.9%

What is your gender?

Your age.
- below 25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 50 or over
- spoilt response
- no response

Tables

Who is responsible	educator	Count	89
for writing of notices		Table %	40.3%
as an organisational	learner	Count	48
communication		Table %	21.7%
task?	both	Count	83
		Table %	37.6%
	spoilt response	Count	1
		Table %	.5%
Who is responsible	educator	Count	97
for tests as an		Table %	43.9%
organisational	learner	Count	50
communication		Table %	22.6%
task?	both	Count	70
		Table %	31.7%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%

Tables

Who is responsible	educator	Count	33
for written		Table %	14.9%
assignments as an	learner	Count	97
organisational		Table %	43.9%
communication	both	Count	85
task?		Table %	38.5%
	spoilt response	Count	5
		Table %	2.3%
	no response	Count	1
		Table %	.5%
Who is responsible	educator	Count	16
for the display of		Table %	7.2%
values/beliefs as an	learner	Count	93
organisatioanl		Table %	42.1%
communication	both	Count	108
task?		Table %	48.9%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	2
		Table %	.9%

What is your reqv?

Tables

Who is responsible for the display of skills as an organisational communication task?	educator	Count	9
		Table %	4.1%
	learner	Count	103
		Table %	46.6%
	both	Count	106
		Table %	48.0%
	spoilt response	Count	1
		Table %	.5%
	no response	Count	2
		Table %	.9%
Who is responsible for interviews as an organisational communication task?	educator	Count	46
		Table %	20.8%
	learner	Count	70
		Table %	31.7%
	both	Count	104
		Table %	47.1%
	spoilt response	Count	1
		Table %	.5%

Tables

Who is responsible for observation as an organisational communication task?	educator	Count	52
		Table %	23.5%
	learner	Count	56
		Table %	25.3%
	both	Count	110
		Table %	49.8%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	1
		Table %	.5%
Who is responsible for rules and regulations as an organisational communication task?	educator	Count	56
		Table %	25.3%
	learner	Count	49
		Table %	22.2%
	both	Count	115
		Table %	52.0%
	spoilt response	Count	1
		Table %	.5%

Tables

Who is responsible for decision making as an organisational communication task?	educator	Count	40
		Table %	18.1%
	learner	Count	63
		Table %	28.5%
	both	Count	115
		Table %	52.0%
	spoilt response	Count	2
		Table %	.9%
	no response	Count	1
		Table %	.5%
Who is responsible for learner profiles as an organisational communication task?	educator	Count	37
		Table %	16.7%
	learner	Count	75
		Table %	.33.9%
	both	Count	106
		Table %	48.0%
	spoilt response	Count	3
		Table %	1.4%

Tables

Who is responsible for assessment grids as an organisational communcation task?	educator	Count	75
		Table %	33.9%
	learner	Count	54
		Table %	24.4%
	both	Count	91
		Table %	41.2%
	no response	Count	1
		Table %	.5%
Who is responsible for mind mapping as an oganisational communcation task?	educator	Count	61
		Table %	27.6%
	learner	Count	56
		Table %	25.3%
	both	Count	102
		Table %	46.2%
	spoilt response	Count	1
		Table %	.5%
	no response	Count	1
		Table %	.5%
Who is responsible for new technology as an organisational communciation task?	educator	Count	63
		Table %	28.5%
	learner	Count	53
		Table %	24.0%
	both	Count	101
		Table %	45.7%
	spoilt response	Count	3
		Table %	1.4%
	no response	Count	1
		Table %	.5%

Tables

		Count	Layer %
Are you able to record and maintain leraner progress comfortably?	yes	185	83.7%
	no	26	11.8%
	no response	10	4.5%
Total		221	100.0%
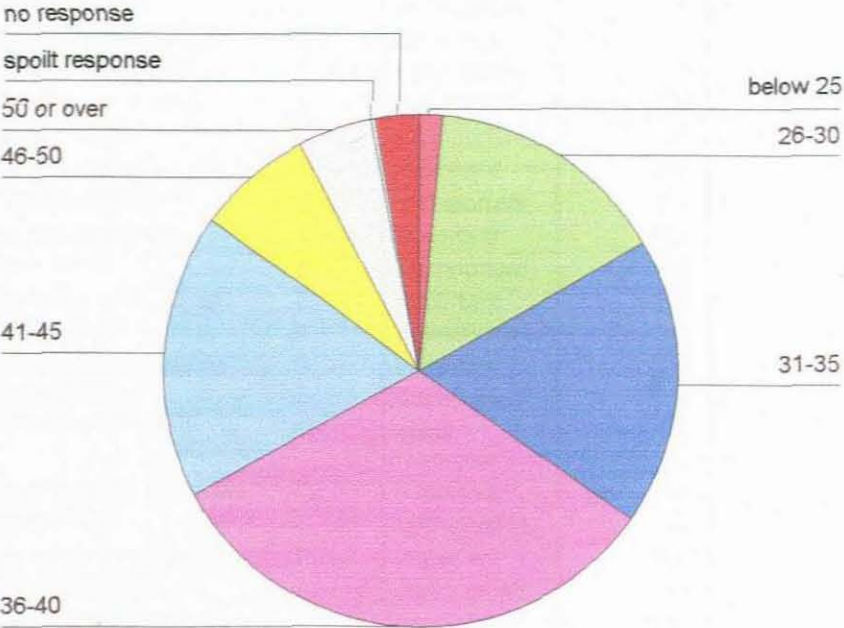
General Linear Model

Between-Subjects Factors

		Value Label	N
Rate brainstorming as an organisational communication task.	1	important	153
	2	unimportant	67
	4	no response	1
Rate conversation as an organisational	1	important	219
	2	unimportant	2
Rate consultation as an organisational	1	important	217
	2	unimportant	4
Rate giving instructions as an organisational	1	important	213
	2	unimportant	8
Rate evaluation as an organisational	1	important	202
	2	unimportant	19
Rate the writing a story as an organisational	1	important	204
	2	unimportant	17
Rate the doing of a project as an	1	important	211
	2	unimportant	10
Rate group work as an organisational	1	important	208
	2	unimportant	13
Rate role-playing as an organisational communication task.	1	important	212
	2	unimportant	8
	3	spoilt response	1
Rate show and tell as an organisational	1	important	211
	2	unimportant	10
Rate speech making as an organisational	1	important	209
	2	unimportant	12
Rate record keeping as an organisational	1	important	205
	2	unimportant	16
Rate group discussions as an organisational	1	important	212
	2	unimportant	9
Rate the writing of notices as an organisational	1	important	158
	2	unimportant	63
Rate the writing of tests as an organisational communication task.	1	important	160
	2	unimportant	60
	4	no response	1
Rate written assignments as an organistional communication task.	1	important	172
	2	unimportant	47
	3	spoilt response	1
	4	no response	1
Rate the display of values/beliefs as an	1	important	206
	2	unimportant	15
Rate the display of skills as an organisational	1	important	214
	2	unimportant	7
Rate interviews as an organistional	1	important	208
	2	unimportant	13
Rate observations as an organisational	1	important	215
	2	unimportant	6
Rate rules and regulations as an	1	important	204
	2	unimportant	17

Between-Subjects Factors

		Value Label	N
Rate decision making as an organisational	1	important	208
	2	unimportant	13
Rate learner profiles as an organistional	1	important	204
	2	unimportant	17
Rate assessment grids as an organisational	1	important	138
	2	unimportant	83
Rate mind mapping as an organisational	1	important	149
	2	unimportant	72
Rate new technology as an organisational	1	important	155
	2	unimportant	66

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.348	50.751[a]	2.000	190.000	.000
	Wilks' Lambda	.652	50.751[a]	2.000	190.000	.000
	Hotelling's Trace	.534	50.751[a]	2.000	190.000	.000
	Roy's Largest Root	.534	50.751[a]	2.000	190.000	.000
RTBRAINS	Pillai's Trace	.040	1.933	4.000	382.000	.104
	Wilks' Lambda	.960	1.942[a]	4.000	380.000	.103
	Hotelling's Trace	.041	1.950	4.000	378.000	.102
	Roy's Largest Root	.041	3.881[b]	2.000	191.000	.022
RTCONVER	Pillai's Trace	.003	.267[a]	2.000	190.000	.766
	Wilks' Lambda	.997	.267[a]	2.000	190.000	.766
	Hotelling's Trace	.003	.267[a]	2.000	190.000	.766
	Roy's Largest Root	.003	.267[a]	2.000	190.000	.766
RTCONSUL	Pillai's Trace	.004	.382[a]	2.000	190.000	.683
	Wilks' Lambda	.996	.382[a]	2.000	190.000	.683
	Hotelling's Trace	.004	.382[a]	2.000	190.000	.683
	Roy's Largest Root	.004	.382[a]	2.000	190.000	.683
RTGIVINS	Pillai's Trace	.000	.022[a]	2.000	190.000	.979
	Wilks' Lambda	1.000	.022[a]	2.000	190.000	.979
	Hotelling's Trace	.000	.022[a]	2.000	190.000	.979
	Roy's Largest Root	.000	.022[a]	2.000	190.000	.979
RTEVALUA	Pillai's Trace	.002	.212[a]	2.000	190.000	.809
	Wilks' Lambda	.998	.212[a]	2.000	190.000	.809
	Hotelling's Trace	.002	.212[a]	2.000	190.000	.809
	Roy's Largest Root	.002	.212[a]	2.000	190.000	.809
RTWRSTOR	Pillai's Trace	.056	5.626[a]	2.000	190.000	.004
	Wilks' Lambda	.944	5.626[a]	2.000	190.000	.004
	Hotelling's Trace	.059	5.626[a]	2.000	190.000	.004
	Roy's Largest Root	.059	5.626[a]	2.000	190.000	.004
RTDOPROJ	Pillai's Trace	.027	2.684[a]	2.000	190.000	.071
	Wilks' Lambda	.973	2.684[a]	2.000	190.000	.071
	Hotelling's Trace	.028	2.684[a]	2.000	190.000	.071
	Roy's Largest Root	.028	2.684[a]	2.000	190.000	.071
RTGRWORK	Pillai's Trace	.013	1.234[a]	2.000	190.000	.294
	Wilks' Lambda	.987	1.234[a]	2.000	190.000	.294
	Hotelling's Trace	.013	1.234[a]	2.000	190.000	.294
	Roy's Largest Root	.013	1.234[a]	2.000	190.000	.294

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
RTROLEPL	Pillai's Trace	.004	.374[a]	2.000	190.000	.689
	Wilks' Lambda	.996	.374[a]	2.000	190.000	.689
	Hotelling's Trace	.004	.374[a]	2.000	190.000	.689
	Roy's Largest Root	.004	.374[a]	2.000	190.000	.689
RTSHTELL	Pillai's Trace	.004	.415[a]	2.000	190.000	.661
	Wilks' Lambda	.996	.415[a]	2.000	190.000	.661
	Hotelling's Trace	.004	.415[a]	2.000	190.000	.661
	Roy's Largest Root	.004	.415[a]	2.000	190.000	.661
RTSPCHMA	Pillai's Trace	.005	.432[a]	2.000	190.000	.650
	Wilks' Lambda	.995	.432[a]	2.000	190.000	.650
	Hotelling's Trace	.005	.432[a]	2.000	190.000	.650
	Roy's Largest Root	.005	.432[a]	2.000	190.000	.650
RTKPRECO	Pillai's Trace	.004	.334[a]	2.000	190.000	.716
	Wilks' Lambda	.996	.334[a]	2.000	190.000	.716
	Hotelling's Trace	.004	.334[a]	2.000	190.000	.716
	Roy's Largest Root	.004	.334[a]	2.000	190.000	.716
RTGRDISC	Pillai's Trace	.010	.982[a]	2.000	190.000	.377
	Wilks' Lambda	.990	.982[a]	2.000	190.000	.377
	Hotelling's Trace	.010	.982[a]	2.000	190.000	.377
	Roy's Largest Root	.010	.982[a]	2.000	190.000	.377
RTWRNOTI	Pillai's Trace	.015	1.437[a]	2.000	190.000	.240
	Wilks' Lambda	.985	1.437[a]	2.000	190.000	.240
	Hotelling's Trace	.015	1.437[a]	2.000	190.000	.240
	Roy's Largest Root	.015	1.437[a]	2.000	190.000	.240
RTTESTS	Pillai's Trace	.012	1.172[a]	2.000	190.000	.312
	Wilks' Lambda	.988	1.172[a]	2.000	190.000	.312
	Hotelling's Trace	.012	1.172[a]	2.000	190.000	.312
	Roy's Largest Root	.012	1.172[a]	2.000	190.000	.312
RTWRASSI	Pillai's Trace	.001	.066[a]	2.000	190.000	.936
	Wilks' Lambda	.999	.066[a]	2.000	190.000	.936
	Hotelling's Trace	.001	.066[a]	2.000	190.000	.936
	Roy's Largest Root	.001	.066[a]	2.000	190.000	.936
RTVALBEL	Pillai's Trace	.021	2.008[a]	2.000	190.000	.137
	Wilks' Lambda	.979	2.008[a]	2.000	190.000	.137
	Hotelling's Trace	.021	2.008[a]	2.000	190.000	.137
	Roy's Largest Root	.021	2.008[a]	2.000	190.000	.137
RTDISKIL	Pillai's Trace	.011	1.080[a]	2.000	190.000	.342
	Wilks' Lambda	.989	1.080[a]	2.000	190.000	.342
	Hotelling's Trace	.011	1.080[a]	2.000	190.000	.342
	Roy's Largest Root	.011	1.080[a]	2.000	190.000	.342
RTINTERV	Pillai's Trace	.009	.909[a]	2.000	190.000	.405
	Wilks' Lambda	.991	.909[a]	2.000	190.000	.405
	Hotelling's Trace	.010	.909[a]	2.000	190.000	.405
	Roy's Largest Root	.010	.909[a]	2.000	190.000	.405
RTOBSERV	Pillai's Trace	.006	.543[a]	2.000	190.000	.582
	Wilks' Lambda	.994	.543[a]	2.000	190.000	.582
	Hotelling's Trace	.006	.543[a]	2.000	190.000	.582
	Roy's Largest Root	.006	.543[a]	2.000	190.000	.582

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
RTRULREG	Pillai's Trace	.001	.105[a]	2.000	190.000	.901
	Wilks' Lambda	.999	.105[a]	2.000	190.000	.901
	Hotelling's Trace	.001	.105[a]	2.000	190.000	.901
	Roy's Largest Root	.001	.105[a]	2.000	190.000	.901
RTDECMKG	Pillai's Trace	.005	.452[a]	2.000	190.000	.637
	Wilks' Lambda	.995	.452[a]	2.000	190.000	.637
	Hotelling's Trace	.005	.452[a]	2.000	190.000	.637
	Roy's Largest Root	.005	.452[a]	2.000	190.000	.637
RTLEPROF	Pillai's Trace	.008	.748[a]	2.000	190.000	.475
	Wilks' Lambda	.992	.748[a]	2.000	190.000	.475
	Hotelling's Trace	.008	.748[a]	2.000	190.000	.475
	Roy's Largest Root	.008	.748[a]	2.000	190.000	.475
RTASSESG	Pillai's Trace	.002	.182[a]	2.000	190.000	.834
	Wilks' Lambda	.998	.182[a]	2.000	190.000	.834
	Hotelling's Trace	.002	.182[a]	2.000	190.000	.834
	Roy's Largest Root	.002	.182[a]	2.000	190.000	.834
RTMDMAPP	Pillai's Trace	.009	.883[a]	2.000	190.000	.415
	Wilks' Lambda	.991	.883[a]	2.000	190.000	.415
	Hotelling's Trace	.009	.883[a]	2.000	190.000	.415
	Roy's Largest Root	.009	.883[a]	2.000	190.000	.415
RTNEWTEC	Pillai's Trace	.017	1.666[a]	2.000	190.000	.192
	Wilks' Lambda	.983	1.666[a]	2.000	190.000	.192
	Hotelling's Trace	.018	1.666[a]	2.000	190.000	.192
	Roy's Largest Root	.018	1.666[a]	2.000	190.000	.192

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design:
Intercept+RTBRAINS+RTCONVER+RTCONSUL+RTGIVINS+RTEVALUA+RTWRSTOR+RTDOPRO
J+RTGRWORK+RTROLEPL+RTSHTELL+RTSPCHMA+RTKPRECO+RTGRDISC+RTWRNOTI+RTT
ESTS+RTWRASSI+RTVALBEL+RTDISKIL+RTINTERV+RTOBSERV+RTRULREG+RTDECMKG+RT
LEPROF+RTASSESG+RTMDMAPP+RTNEWTEC

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Your age.	96.275[a]	29	3.320	1.363	.114
	What is your gender?	.304[b]	29	1.047E-02	.753	.815
Intercept	Your age.	21.621	1	21.621	8.879	.003
	What is your gender?	1.380	1	1.380	99.264	.000
RTBRAINS	Your age.	18.890	2	9.445	3.879	.022
	What is your gender?	2.942E-03	2	1.471E-03	.106	.900
RTCONVER	Your age.	1.307	1	1.307	.537	.465
	What is your gender?	2.325E-04	1	2.325E-04	.017	.897
RTCONSUL	Your age.	.247	1	.247	.102	.750
	What is your gender?	8.163E-03	1	8.163E-03	.587	.444
RTGIVINS	Your age.	.105	1	.105	.043	.836
	What is your gender?	2.104E-05	1	2.104E-05	.002	.969
RTEVALUA	Your age.	.418	1	.418	.172	.679
	What is your gender?	2.754E-03	1	2.754E-03	.198	.657

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
RTWRSTOR	Your age.	5.737	1	5.737	2.356	.126
	What is your gender?	.106	1	.106	7.623	.006
RTDOPROJ	Your age.	6.082	1	6.082	2.498	.116
	What is your gender?	3.031E-02	1	3.031E-02	2.180	.141
RTGRWORK	Your age.	4.937	1	4.937	2.027	.156
	What is your gender?	1.021E-02	1	1.021E-02	.734	.393
RTROLEPL	Your age.	1.298	1	1.298	.533	.466
	What is your gender?	4.359E-03	1	4.359E-03	.314	.576
RTSHTELL	Your age.	.725	1	.725	.298	.586
	What is your gender?	5.932E-03	1	5.932E-03	.427	.514
RTSPCHMA	Your age.	.903	1	.903	.371	.543
	What is your gender?	5.309E-03	1	5.309E-03	.382	.537
RTKPRECO	Your age.	1.515	1	1.515	.622	.431
	What is your gender?	1.888E-04	1	1.888E-04	.014	.907
RTGRDISC	Your age.	4.586	1	4.586	1.883	.172
	What is your gender?	1.824E-04	1	1.824E-04	.013	.909
RTWRNOTI	Your age.	1.568E-02	1	1.568E-02	.006	.936
	What is your gender?	3.886E-02	1	3.886E-02	2.795	.096
RTTESTS	Your age.	3.615	1	3.615	1.484	.225
	What is your gender?	8.088E-03	1	8.088E-03	.582	.447
RTWRASSI	Your age.	.222	1	.222	.091	.763
	What is your gender?	3.639E-04	1	3.639E-04	.026	.872
RTVALBEL	Your age.	.948	1	.948	.389	.533
	What is your gender?	4.552E-02	1	4.552E-02	3.274	.072
RTDISKIL	Your age.	.358	1	.358	.147	.702
	What is your gender?	2.568E-02	1	2.568E-02	1.847	.176
RTINTERV	Your age.	1.531	1	1.531	.629	.429
	What is your gender?	1.973E-02	1	1.973E-02	1.419	.235
RTOBSERV	Your age.	.637	1	.637	.262	.609
	What is your gender?	1.311E-02	1	1.311E-02	.943	.333
RTRULREG	Your age.	.197	1	.197	.081	.776
	What is your gender?	2.162E-03	1	2.162E-03	.155	.694
RTDECMKG	Your age.	.997	1	.997	.410	.523
	What is your gender?	8.596E-03	1	8.596E-03	.618	.433
RTLEPROF	Your age.	3.126	1	3.126	1.284	.259
	What is your gender?	1.369E-03	1	1.369E-03	.098	.754
RTASSESG	Your age.	.882	1	.882	.362	.548
	What is your gender?	6.601E-06	1	6.601E-06	.000	.983
RTMDMAPP	Your age.	.920	1	.920	.378	.540
	What is your gender?	1.650E-02	1	1.650E-02	1.187	.277
RTNEWTEC	Your age.	4.535	1	4.535	1.862	.174
	What is your gender?	1.464E-02	1	1.464E-02	1.053	.306
Error	Your age.	465.092	191	2.435		
	What is your gender?	2.656	191	1.390E-02		
Total	Your age.	4251.000	221			
	What is your gender?	230.000	221			
Corrected Total	Your age.	561.367	220			
	What is your gender?	2.959	220			

a. R Squared = .172 (Adjusted R Squared = .046)

b. R Squared = .103 (Adjusted R Squared = -.034)

General Linear Model

Between-Subjects Factors

		Value Label	N
Are you adequately equipped to implement obe?	1	yes	132
	2	no	86
	4	no response	3

Multivariate Tests^c

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.902	993.284^a	2.000	217.000	.000
	Wilks' Lambda	.098	993.284^a	2.000	217.000	.000
	Hotelling's Trace	9.155	993.284^a	2.000	217.000	.000
	Roy's Largest Root	9.155	993.284^a	2.000	217.000	.000
ADEQOBE	Pillai's Trace	.013	.735	4.000	436.000	.569
	Wilks' Lambda	.987	.733^a	4.000	434.000	.570
	Hotelling's Trace	.014	.730	4.000	432.000	.572
	Roy's Largest Root	.012	1.262^b	2.000	218.000	.285

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept+ADEQOBE

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Your age.	2.742^a	2	1.371	.535	.586
	What is your gender?	2.746E-02^b	2	1.373E-02	1.021	.362
Intercept	Your age.	374.908	1	374.908	146.306	.000
	What is your gender?	25.918	1	25.918	1927.137	.000
ADEQOBE	Your age.	2.742	2	1.371	.535	.586
	What is your gender?	2.746E-02	2	1.373E-02	1.021	.362
Error	Your age.	558.625	218	2.562		
	What is your gender?	2.932	218	1.345E-02		
Total	Your age.	4251.000	221			
	What is your gender?	230.000	221			
Corrected Total	Your age.	561.367	220			
	What is your gender?	2.959	220			

a. R Squared = .005 (Adjusted R Squared = -.004)

b. R Squared = .009 (Adjusted R Squared = .000)

General Linear Model

Between-Subjects Factors

		Value Label	N
Assessments are necessary in obe.	1	correct	102
	2	incorrect	118
	3	spoilt response	1
The use of a good text means that one does not have to worry about curriculum content.	1	correct	45
	2	incorrect	175
	3	spoilt response	1
The educator actively dispenses knowledge while the learner passively absorbs	1	correct	55
	2	incorrect	165
	4	no response	1
Awarding marks is the best way to reflect a learner's progress.	1	correct	46
	2	incorrect	173
	4	no response	2

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.842	529.909[a]	2.000	199.000	.000
	Wilks' Lambda	.158	529.909[a]	2.000	199.000	.000
	Hotelling's Trace	5.326	529.909[a]	2.000	199.000	.000
	Roy's Largest Root	5.326	529.909[a]	2.000	199.000	.000
ASSESOBE	Pillai's Trace	.004	.187	4.000	400.000	.945
	Wilks' Lambda	.996	.187[a]	4.000	398.000	.945
	Hotelling's Trace	.004	.186	4.000	396.000	.946
	Roy's Largest Root	.003	.343[b]	2.000	200.000	.710
TXTCURCO	Pillai's Trace	.004	.223	4.000	400.000	.925
	Wilks' Lambda	.996	.222[a]	4.000	398.000	.926
	Hotelling's Trace	.004	.221	4.000	396.000	.926
	Roy's Largest Root	.004	.401[b]	2.000	200.000	.670
DISKNPSA	Pillai's Trace	.009	.473	4.000	400.000	.755
	Wilks' Lambda	.991	.472[a]	4.000	398.000	.756
	Hotelling's Trace	.010	.471	4.000	396.000	.757
	Roy's Largest Root	.009	.936[b]	2.000	200.000	.394
AWMKLEPR	Pillai's Trace	.013	.659	4.000	400.000	.621
	Wilks' Lambda	.987	.657[a]	4.000	398.000	.622
	Hotelling's Trace	.013	.656	4.000	396.000	.623
	Roy's Largest Root	.013	1.260[b]	2.000	200.000	.286
ASSESOBE * TXTCURCO	Pillai's Trace	.002	.220[a]	2.000	199.000	.802
	Wilks' Lambda	.998	.220[a]	2.000	199.000	.802
	Hotelling's Trace	.002	.220[a]	2.000	199.000	.802
	Roy's Largest Root	.002	.220[a]	2.000	199.000	.802
ASSESOBE * DISKNPSA	Pillai's Trace	.005	.524[a]	2.000	199.000	.593
	Wilks' Lambda	.995	.524[a]	2.000	199.000	.593
	Hotelling's Trace	.005	.524[a]	2.000	199.000	.593
	Roy's Largest Root	.005	.524[a]	2.000	199.000	.593
TXTCURCO * DISKNPSA	Pillai's Trace	.001	.093[a]	2.000	199.000	.911
	Wilks' Lambda	.999	.093[a]	2.000	199.000	.911
	Hotelling's Trace	.001	.093[a]	2.000	199.000	.911
	Roy's Largest Root	.001	.093[a]	2.000	199.000	.911

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
ASSESOBE * TXTCURCO * DISKNPSA	Pillai's Trace	.001	.142[a]	2.000	199.000	.868
	Wilks' Lambda	.999	.142[a]	2.000	199.000	.868
	Hotelling's Trace	.001	.142[a]	2.000	199.000	.868
	Roy's Largest Root	.001	.142[a]	2.000	199.000	.868
ASSESOBE * AWMKLEPR	Pillai's Trace	.004	.377[a]	2.000	199.000	.686
	Wilks' Lambda	.996	.377[a]	2.000	199.000	.686
	Hotelling's Trace	.004	.377[a]	2.000	199.000	.686
	Roy's Largest Root	.004	.377[a]	2.000	199.000	.686
TXTCURCO * AWMKLEPR	Pillai's Trace	.008	.405	4.000	400.000	.805
	Wilks' Lambda	.992	.404[a]	4.000	398.000	.806
	Hotelling's Trace	.008	.402	4.000	396.000	.807
	Roy's Largest Root	.008	.810[b]	2.000	200.000	.446
ASSESOBE * TXTCURCO * AWMKLEPR	Pillai's Trace	.003	.259[a]	2.000	199.000	.772
	Wilks' Lambda	.997	.259[a]	2.000	199.000	.772
	Hotelling's Trace	.003	.259[a]	2.000	199.000	.772
	Roy's Largest Root	.003	.259[a]	2.000	199.000	.772
DISKNPSA * AWMKLEPR	Pillai's Trace	.000	.040[a]	2.000	199.000	.961
	Wilks' Lambda	1.000	.040[a]	2.000	199.000	.961
	Hotelling's Trace	.000	.040[a]	2.000	199.000	.961
	Roy's Largest Root	.000	.040[a]	2.000	199.000	.961
ASSESOBE * DISKNPSA * AWMKLEPR	Pillai's Trace	.000	.023[a]	2.000	199.000	.977
	Wilks' Lambda	1.000	.023[a]	2.000	199.000	.977
	Hotelling's Trace	.000	.023[a]	2.000	199.000	.977
	Roy's Largest Root	.000	.023[a]	2.000	199.000	.977
TXTCURCO * DISKNPSA * AWMKLEPR	Pillai's Trace	.001	.077[a]	2.000	199.000	.926
	Wilks' Lambda	.999	.077[a]	2.000	199.000	.926
	Hotelling's Trace	.001	.077[a]	2.000	199.000	.926
	Roy's Largest Root	.001	.077[a]	2.000	199.000	.926
ASSESOBE * TXTCURCO * DISKNPSA * AWMKLEPR	Pillai's Trace	.003	.286[a]	2.000	199.000	.752
	Wilks' Lambda	.997	.286[a]	2.000	199.000	.752
	Hotelling's Trace	.003	.286[a]	2.000	199.000	.752
	Roy's Largest Root	.003	.286[a]	2.000	199.000	.752

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept+ASSESOBE+TXTCURCO+DISKNPSA+AWMKLEPR+ASSESOBE * TXTCURCO+ASSESOBE * DISKNPSA+TXTCURCO * DISKNPSA+ASSESOBE * TXTCURCO * DISKNPSA+ASSESOBE * AWMKLEPR+TXTCURCO * AWMKLEPR+ASSESOBE * TXTCURCO * AWMKLEPR+DISKNPSA * AWMKLEPR+ASSESOBE * DISKNPSA * AWMKLEPR+TXTCURCO * DISKNPSA * AWMKLEPR+ASSESOBE * TXTCURCO * DISKNPSA * AWMKLEPR

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square
Corrected Model	Your age.	29.516[a]	20	1.476
	What is your gender?	.159[b]	20	7.961E-03
Intercept	Your age.	214.941	1	214.941
	What is your gender?	14.455	1	14.455
ASSESOBE	Your age.	.415	2	.207
	What is your gender?	8.898E-03	2	4.449E-03
TXTCURCO	Your age.	2.054	2	1.027
	What is your gender?	2.215E-03	2	1.107E-03
DISKNPSA	Your age.	4.825	2	2.412
	What is your gender?	5.573E-04	2	2.787E-04
AWMKLEPR	Your age.	4.475	2	2.238
	What is your gender?	1.037E-02	2	5.184E-03
ASSESOBE * TXTCURCO	Your age.	2.231E-02	1	2.231E-02
	What is your gender?	6.196E-03	1	6.196E-03
ASSESOBE * DISKNPSA	Your age.	2.559	1	2.559
	What is your gender?	5.519E-04	1	5.519E-04
TXTCURCO * DISKNPSA	Your age.	.266	1	.266
	What is your gender?	1.493E-03	1	1.493E-03
ASSESOBE * TXTCURCO * DISKNPSA	Your age.	.397	1	.397
	What is your gender?	1.493E-03	1	1.493E-03
ASSESOBE * AWMKLEPR	Your age.	.202	1	.202
	What is your gender?	8.809E-03	1	8.809E-03
TXTCURCO * AWMKLEPR	Your age.	2.594	2	1.297
	What is your gender?	6.891E-03	2	3.446E-03
ASSESOBE * TXTCURCO * AWMKLEPR	Your age.	.322	1	.322
	What is your gender?	6.196E-03	1	6.196E-03
DISKNPSA * AWMKLEPR	Your age.	8.597E-02	1	8.597E-02
	What is your gender?	5.519E-04	1	5.519E-04
ASSESOBE * DISKNPSA * AWMKLEPR	Your age.	1.184E-02	1	1.184E-02
	What is your gender?	5.519E-04	1	5.519E-04
TXTCURCO * DISKNPSA * AWMKLEPR	Your age.	.169	1	.169
	What is your gender?	1.493E-03	1	1.493E-03
ASSESOBE * TXTCURCO * DISKNPSA * AWMKLEPR	Your age.	1.357	1	1.357
	What is your gender?	1.493E-03	1	1.493E-03
Error	Your age.	531.850	200	2.659
	What is your gender?	2.800	200	1.400E-02
Total	Your age.	4251.000	221	
	What is your gender?	230.000	221	
Corrected Total	Your age.	561.367	220	
	What is your gender?	2.959	220	

Tests of Between-Subjects Effects

Source	Dependent Variable	F	Sig.
Corrected Model	Your age.	.555	.939
	What is your gender?	.569	.931
Intercept	Your age.	80.828	.000
	What is your gender?	1032.499	.000
ASSESOBE	Your age.	.078	.925
	What is your gender?	.318	.728
TXTCURCO	Your age.	.386	.680
	What is your gender?	.079	.924
DISKNPSA	Your age.	.907	.405
	What is your gender?	.020	.980
AWMKLEPR	Your age.	.841	.433
	What is your gender?	.370	.691
ASSESOBE * TXTCURCO	Your age.	.008	.927
	What is your gender?	.443	.507
ASSESOBE * DISKNPSA	Your age.	.962	.328
	What is your gender?	.039	.843
TXTCURCO * DISKNPSA	Your age.	.100	.752
	What is your gender?	.107	.744
ASSESOBE * TXTCURCO * DISKNPSA	Your age.	.149	.700
	What is your gender?	.107	.744
ASSESOBE * AWMKLEPR	Your age.	.076	.783
	What is your gender?	.629	.429
TXTCURCO * AWMKLEPR	Your age.	.488	.615
	What is your gender?	.246	.782
ASSESOBE * TXTCURCO * AWMKLEPR	Your age.	.121	.728
	What is your gender?	.443	.507
DISKNPSA * AWMKLEPR	Your age.	.032	.857
	What is your gender?	.039	.843
ASSESOBE * DISKNPSA * AWMKLEPR	Your age.	.004	.947
	What is your gender?	.039	.843
TXTCURCO * DISKNPSA * AWMKLEPR	Your age.	.063	.801
	What is your gender?	.107	.744
ASSESOBE * TXTCURCO * DISKNPSA * AWMKLEPR	Your age.	.510	.476
	What is your gender?	.107	.744
Error	Your age.		
	What is your gender?		
Total	Your age.		
	What is your gender?		
Corrected Total	Your age.		
	What is your gender?		

a. R Squared = .053 (Adjusted R Squared = -.042)

b. R Squared = .054 (Adjusted R Squared = -.041)

General Linear Model

Between-Subjects Factors

		Value Label	N
Who is responsible for brainstorming as an organisational communiation task?	1	educator	56
	2	learner	7
	3	both	157
	4	spoilt response	1
Who is responsible for conversation as an organisational communication task?	1	educator	28
	2	learner	35
	3	both	157
	4	spoilt response	1
Who is responsible for consultation as an organisational communication task?	1	educator	53
	2	learner	25
	3	both	139
	4	spoilt response	1
	5	no response	3
Whos is responsible for giving instructions as an organisational communication task?	1	educator	112
	2	learner	17
	3	both	88
	4	spoilt response	3
	5	no response	1
Who is responsible for evaluation as an organisational communication task?	1	educator	100
	2	learner	23
	3	both	95
	4	spoilt response	3
Who is responsible for writing a story as an organisational communication task?	1	educator	12
	2	learner	115
	3	both	90
	4	spoilt response	2
	5	no response	2
Who is responsible for doing a project as an organisational communication task?	1	educator	8
	2	learner	132
	3	both	79
	4	spoilt response	2
Who is responsible for group work as an organisational communication task?	1	educator	13
	2	learner	117
	3	both	89
	5	no response	2
Who is responsible for role-playing as an organisational communication task?	1	educator	12
	2	learner	108
	3	both	98
	4	spoilt response	2
	5	no response	1
Who is responsible for show and tell as an organisational communication task?	1	educator	11
	2	learner	115
	3	both	93
	4	spoilt response	2

Between-Subjects Factors

		Value Label	N
Who is responsible for speech making as an organisational communication task?	1	educator	7
	2	learner	119
	3	both	91
	4	spoilt response	3
	5	no response	1
Who is responsible for group discussions as an organisational communication task?	1	educator	9
	2	learner	111
	3	both	97
	4	spoilt response	2
	5	no response	2
Who is responsible for writing of notices as an organisational communication task?	1	educator	89
	2	learner	48
	3	both	83
	4	spoilt response	1
Who is responsible for tests as an organisational communication task?	1	educator	97
	2	learner	50
	3	both	70
	4	spoilt response	3
	5	no response	1
Who is responsible for written assignments as an organisational communication task?	1	educator	33
	2	learner	97
	3	both	85
	4	spoilt response	5
	5	no response	1
Who is responsible for the display of values/beliefs as an organisatioanl communication task?	1	educator	16
	2	learner	93
	3	both	108
	4	spoilt response	2
	5	no response	2
Who is responsible for the display of skills as an organisational communication task?	1	educator	9
	2	learner	103
	3	both	106
	4	spoilt response	1
	5	no response	2
Who is responsible for interviews as an organisational communication task?	1	educator	46
	2	learner	70
	3	both	104
	4	spoilt response	1
Who is responsible for observation as an organisational communication task?	1	educator	52
	2	learner	56
	3	both	110
	4	spoilt response	2
	5	no response	1

Between-Subjects Factors

		Value Label	N
Who is responsible for rules and regulations as an organisational communication task?	1	educator	56
	2	learner	49
	3	both	115
	4	spoilt response	1
Who is responsible for decision making as an organisational communication task?	1	educator	40
	2	learner	63
	3	both	115
	4	spoilt response	2
	5	no response	1
Who is responsible for learner profiles as an organisational communication task?	1	educator	37
	2	learner	75
	3	both	106
	4	spoilt response	3
Who is responsible for assessment grids as an organisational communcation task?	1	educator	75
	2	learner	54
	3	both	91
	5	no response	1
Who is responsible for mind mapping as an oganisational communication task?	1	educator	61
	2	learner	56
	3	both	102
	4	spoilt response	1
	5	no response	1
Who is responsible for new technology as an organisational communciation task?	1	educator	63
	2	learner	53
	3	both	101
	4	spoilt response	3
	5	no response	1

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.465	60.069[a]	2.000	138.000	.000
	Wilks' Lambda	.535	60.069[a]	2.000	138.000	.000
	Hotelling's Trace	.871	60.069[a]	2.000	138.000	.000
	Roy's Largest Root	.871	60.069[a]	2.000	138.000	.000
REBRAINS	Pillai's Trace	.052	1.229	6.000	278.000	.291
	Wilks' Lambda	.949	1.231[a]	6.000	276.000	.291
	Hotelling's Trace	.054	1.232	6.000	274.000	.290
	Roy's Largest Root	.049	2.259[b]	3.000	139.000	.084
RECONVER	Pillai's Trace	.050	1.188	6.000	278.000	.313
	Wilks' Lambda	.950	1.184[a]	6.000	276.000	.315
	Hotelling's Trace	.052	1.180	6.000	274.000	.317
	Roy's Largest Root	.040	1.862[b]	3.000	139.000	.139
RECONSUL	Pillai's Trace	.051	1.205	6.000	278.000	.304
	Wilks' Lambda	.950	1.206[a]	6.000	276.000	.303
	Hotelling's Trace	.053	1.207	6.000	274.000	.303
	Roy's Largest Root	.047	2.190[b]	3.000	139.000	.092
REGIVINS	Pillai's Trace	.167	4.210	6.000	278.000	.000
	Wilks' Lambda	.838	4.249[a]	6.000	276.000	.000
	Hotelling's Trace	.188	4.288	6.000	274.000	.000
	Roy's Largest Root	.151	7.019[b]	3.000	139.000	.000
REEVALUA	Pillai's Trace	.115	2.817	6.000	278.000	.011
	Wilks' Lambda	.886	2.877[a]	6.000	276.000	.010
	Hotelling's Trace	.129	2.936	6.000	274.000	.009
	Roy's Largest Root	.125	5.809[b]	3.000	139.000	.001
REWRSTOR	Pillai's Trace	.056	.995	8.000	278.000	.440
	Wilks' Lambda	.945	.990[a]	8.000	276.000	.444
	Hotelling's Trace	.058	.986	8.000	274.000	.447
	Roy's Largest Root	.042	1.443[b]	4.000	139.000	.223
REDOPROJ	Pillai's Trace	.108	2.632	6.000	278.000	.017
	Wilks' Lambda	.893	2.673[a]	6.000	276.000	.015
	Hotelling's Trace	.119	2.714	6.000	274.000	.014
	Roy's Largest Root	.112	5.189[b]	3.000	139.000	.002
REGRWORK	Pillai's Trace	.021	.742	4.000	278.000	.564
	Wilks' Lambda	.979	.738[a]	4.000	276.000	.567
	Hotelling's Trace	.021	.734	4.000	274.000	.569
	Roy's Largest Root	.017	1.162[b]	2.000	139.000	.316
RERLPLAY	Pillai's Trace	.050	1.191	6.000	278.000	.311
	Wilks' Lambda	.950	1.195[a]	6.000	276.000	.309
	Hotelling's Trace	.052	1.199	6.000	274.000	.307
	Roy's Largest Root	.050	2.319[b]	3.000	139.000	.078
RESHTELL	Pillai's Trace	.027	.940	4.000	278.000	.441
	Wilks' Lambda	.973	.934[a]	4.000	276.000	.445
	Hotelling's Trace	.027	.928	4.000	274.000	.448
	Roy's Largest Root	.019	1.307[b]	2.000	139.000	.274
RESPMAKI	Pillai's Trace	.035	.818	6.000	278.000	.557
	Wilks' Lambda	.965	.818[a]	6.000	276.000	.557
	Hotelling's Trace	.036	.817	6.000	274.000	.557
	Roy's Largest Root	.033	1.546[b]	3.000	139.000	.205

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
REGRDISC	Pillai's Trace	.050	1.179	6.000	278.000	.317
	Wilks' Lambda	.951	1.175[a]	6.000	276.000	.320
	Hotelling's Trace	.051	1.171	6.000	274.000	.322
	Roy's Largest Root	.040	1.846[b]	3.000	139.000	.142
REWRNOTI	Pillai's Trace	.022	.521	6.000	278.000	.792
	Wilks' Lambda	.978	.520[a]	6.000	276.000	.793
	Hotelling's Trace	.023	.518	6.000	274.000	.794
	Roy's Largest Root	.021	.972[b]	3.000	139.000	.408
RETESTS	Pillai's Trace	.011	.255	6.000	278.000	.957
	Wilks' Lambda	.989	.254[a]	6.000	276.000	.958
	Hotelling's Trace	.011	.252	6.000	274.000	.958
	Roy's Largest Root	.011	.496[b]	3.000	139.000	.686
REWRASSI	Pillai's Trace	.027	.646	6.000	278.000	.694
	Wilks' Lambda	.973	.644[a]	6.000	276.000	.695
	Hotelling's Trace	.028	.643	6.000	274.000	.696
	Roy's Largest Root	.026	1.213[b]	3.000	139.000	.307
REVALBEL	Pillai's Trace	.026	.606	6.000	278.000	.725
	Wilks' Lambda	.974	.604[a]	6.000	276.000	.727
	Hotelling's Trace	.026	.603	6.000	274.000	.728
	Roy's Largest Root	.024	1.096[b]	3.000	139.000	.353
REDISKIL	Pillai's Trace	.261	5.213	8.000	278.000	.000
	Wilks' Lambda	.747	5.406[a]	8.000	276.000	.000
	Hotelling's Trace	.327	5.596	8.000	274.000	.000
	Roy's Largest Root	.288	10.010[b]	4.000	139.000	.000
REINTERV	Pillai's Trace	.032	.743	6.000	278.000	.616
	Wilks' Lambda	.968	.743[a]	6.000	276.000	.615
	Hotelling's Trace	.033	.743	6.000	274.000	.615
	Roy's Largest Root	.032	1.496[b]	3.000	139.000	.218
REOBSERV	Pillai's Trace	.381	8.176	8.000	278.000	.000
	Wilks' Lambda	.627	9.086[a]	8.000	276.000	.000
	Hotelling's Trace	.584	10.003	8.000	274.000	.000
	Roy's Largest Root	.563	19.561[b]	4.000	139.000	.000
RERUREGL	Pillai's Trace	.038	.894	6.000	278.000	.500
	Wilks' Lambda	.962	.891[a]	6.000	276.000	.502
	Hotelling's Trace	.039	.888	6.000	274.000	.504
	Roy's Largest Root	.032	1.479[b]	3.000	139.000	.223
REDECMAK	Pillai's Trace	.023	.402	8.000	278.000	.919
	Wilks' Lambda	.977	.400[a]	8.000	276.000	.920
	Hotelling's Trace	.023	.397	8.000	274.000	.922
	Roy's Largest Root	.017	.587[b]	4.000	139.000	.672
RELEPROF	Pillai's Trace	.065	1.558	6.000	278.000	.160
	Wilks' Lambda	.935	1.566[a]	6.000	276.000	.157
	Hotelling's Trace	.069	1.575	6.000	274.000	.154
	Roy's Largest Root	.065	2.989[b]	3.000	139.000	.033
REASSEGR	Pillai's Trace	.022	.788	4.000	278.000	.534
	Wilks' Lambda	.978	.786[a]	4.000	276.000	.535
	Hotelling's Trace	.023	.783	4.000	274.000	.537
	Roy's Largest Root	.021	1.489[b]	2.000	139.000	.229

Multivariate Tests[c]

Effect		Value	F	Hypothesis df	Error df	Sig.
REMDMAPP	Pillai's Trace	.051	1.224	6.000	278.000	.294
	Wilks' Lambda	.949	1.226[a]	6.000	276.000	.293
	Hotelling's Trace	.054	1.227	6.000	274.000	.293
	Roy's Largest Root	.048	2.234[b]	3.000	139.000	.087
RENTECHN	Pillai's Trace	.016	.383	6.000	278.000	.890
	Wilks' Lambda	.984	.381[a]	6.000	276.000	.891
	Hotelling's Trace	.017	.379	6.000	274.000	.892
	Roy's Largest Root	.013	.613[b]	3.000	139.000	.608

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design:
Intercept+REBRAINS+RECONVER+RECONSUL+REGIVINS+REEVALUA+REWRSTOR+REDOPROJ+REGRWO
RK+RERLPLAY+RESHTELL+RESPMAKI+REGRDISC+REWRNOTI+RETESTS+REWRASSI+REVALBEL+REDIS
KIL+REINTERV+REOBSERV+RERUREGL+REDECMAK+RELEPROF+REASSEGR+REMDMAPP+RENTECHN

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Your age.	237.589[a]	81	2.933	1.259	.117
	What is your gender?	1.919[b]	81	2.369E-02	3.166	.000
Intercept	Your age.	25.864	1	25.864	11.104	.001
	What is your gender?	.851	1	.851	113.694	.000
REBRAINS	Your age.	12.785	3	4.262	1.830	.145
	What is your gender?	1.296E-02	3	4.319E-03	.577	.631
RECONVER	Your age.	4.049	3	1.350	.579	.629
	What is your gender?	4.002E-02	3	1.334E-02	1.782	.153
RECONSUL	Your age.	3.175	3	1.058	.454	.715
	What is your gender?	4.312E-02	3	1.437E-02	1.921	.129
REGIVINS	Your age.	12.613	3	4.204	1.805	.149
	What is your gender?	.152	3	5.076E-02	6.783	.000
REEVALUA	Your age.	2.720	3	.907	.389	.761
	What is your gender?	.122	3	4.053E-02	5.416	.001
REWRSTOR	Your age.	5.455	4	1.364	.585	.674
	What is your gender?	4.170E-02	4	1.042E-02	1.393	.239
REDOPROJ	Your age.	11.068	3	3.689	1.584	.196
	What is your gender?	9.355E-02	3	3.118E-02	4.167	.007
REGRWORK	Your age.	3.465	2	1.732	.744	.477
	What is your gender?	1.042E-02	2	5.211E-03	.696	.500
RERLPLAY	Your age.	.804	3	.268	.115	.951
	What is your gender?	5.168E-02	3	1.723E-02	2.302	.080
RESHTELL	Your age.	2.695	2	1.348	.579	.562
	What is your gender?	1.956E-02	2	9.782E-03	1.307	.274
RESPMAKI	Your age.	8.091	3	2.697	1.158	.328
	What is your gender?	1.297E-02	3	4.325E-03	.578	.630
REGRDISC	Your age.	9.721	3	3.240	1.391	.248
	What is your gender?	2.382E-02	3	7.939E-03	1.061	.368
REWRNOTI	Your age.	6.244	3	2.081	.894	.446
	What is your gender?	2.926E-03	3	9.752E-04	.130	.942
RETESTS	Your age.	3.353	3	1.118	.480	.697
	What is your gender?	9.883E-04	3	3.294E-04	.044	.988

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
REWRASSI	Your age.	7.851	3	2.617	1.123	.342
	What is your gender?	3.336E-03	3	1.112E-03	.149	.930
REVALBEL	Your age.	.923	3	.308	.132	.941
	What is your gender?	2.422E-02	3	8.072E-03	1.079	.360
REDISKIL	Your age.	29.621	4	7.405	3.179	.016
	What is your gender?	.257	4	6.419E-02	8.578	.000
REINTERV	Your age.	.608	3	.203	.087	.967
	What is your gender?	3.094E-02	3	1.031E-02	1.378	.252
REOBSERV	Your age.	10.452	4	2.613	1.122	.349
	What is your gender?	.582	4	.145	19.428	.000
RERUREGL	Your age.	5.757	3	1.919	.824	.483
	What is your gender?	2.041E-02	3	6.802E-03	.909	.438
REDECMAK	Your age.	3.534	4	.883	.379	.823
	What is your gender?	1.342E-02	4	3.356E-03	.448	.773
RELEPROF	Your age.	1.519	3	.506	.217	.884
	What is your gender?	6.710E-02	3	2.237E-02	2.989	.033
REASSEGR	Your age.	4.203	2	2.102	.902	.408
	What is your gender?	9.086E-03	2	4.543E-03	.607	.546
REMDMAPP	Your age.	2.815	3	.938	.403	.751
	What is your gender?	4.533E-02	3	1.511E-02	2.019	.114
RENTECHN	Your age.	3.821	3	1.274	.547	.651
	What is your gender?	4.571E-03	3	1.524E-03	.204	.894
Error	Your age.	323.777	139	2.329		
	What is your gender?	1.040	139	7.483E-03		
Total	Your age.	4251.000	221			
	What is your gender?	230.000	221			
Corrected Total	Your age.	561.367	220			
	What is your gender?	2.959	220			

a. R Squared = .423 (Adjusted R Squared = .087)

b. R Squared = .649 (Adjusted R Squared = .444)