

**THE EDUCATOR-LEARNER-RATIO AND ITS EFFECT ON
INVITATIONAL LEARNING**

by

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TO WHOM IT MAY CONCERN

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DECLARATION

"I declare that this dissertation '*The educator-learner-ratio and its effect of invitational learning*' represents my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references."

A handwritten signature in black ink, appearing to read 'T. Venketsamy', is written over a horizontal dotted line.

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January 2000

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SUMMARY

The aim of the investigation was to establish effects of the educator-learner ratio on invitational learning by means of a literature and empirical study.

As an introduction, invitational learning was reviewed and the role of the educator and learner was highlighted. The educator acts in *loco parentis* and therefore plays a vital role in the promotion of invitational learning. The relationship of trust, understanding and authority between the educator and learner is a necessary prerequisite for creating an invitational learning climate. It is of paramount importance that, for successful invitational learning to take place, both educator and learner must enter into a mutual relationship of trust, understanding and authority.

The various factors affecting invitational learning in a class with an unfavourable educator-learner ratio were discussed. Factors concerning the learners, their attitudes towards learning, their discipline, perception of their educators and their self-concept all have an effect upon the success of invitational learning. The role of the educator, his attitude, motivation, self-concept, salaries, incentives, job satisfaction, etc. also have an effect upon invitational learning. Factors such as management's authority style, class size, educational resources, physical provisions, etc. also impact upon the promotion of invitational learning.

For the purpose of the empirical investigation a self-structured questionnaire was utilized. An analysis was done of 150 questionnaires completed by educators teaching at primary schools in the Durban South and Port Shepstone area. The data was processed and interpreted by means of descriptive and inferential statistics.

In conclusion, a summary and findings emanating from the literature study and the descriptive and inferential statistics were presented. Based on these findings, the following recommendations were made:

- All learners should be governed by a code of conduct that will enhance positive behaviour and attitude towards learning.
- All educators should be governed by a code of conduct that will prohibit unprofessional behaviour.
- That further research must be done regarding educator-learner ratio and its effect on invitational learning.

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Quality invitational education in South Africa is currently impeded by rapid changes and accompanying problems such as overcrowded classrooms, inadequate educational facilities, poor discipline among learners and a loss of vision for the future. From all sides it is being said that something is radically wrong with our education system (Le Roux, 1993: 32).

Prinsloo, Vorster & Sibaya (1996: 316) state that evidence of this can be seen in the attitudes of both learners and educators towards the realisation of successful invitational learning. Learners show no respect for educators. Learners have adopted a negative attitude towards school and a total disrespect for their educators. Learners are often guilty of serious offences to school personnel including disrespect towards their educators, threats, vandalism, neglecting their schoolwork and displaying poor discipline.

Why do learners behave in such an undisciplined manner and why do they lose their respect for their educators? Is the authority of the educator no longer respected in schools? Is there a mutual relationship of trust, understanding, and authority existing between educators and learners so that meaningful and effective invitational learning can be realised? Is there a climate of invitational learning present in our schooling system?

Education can only be considered to be effective if it is able to guide and encourage the learner (educand) to strive towards proper adulthood. This is only possible if both educators and learners are mutually involved with each other in a specific situation called the education situation (Le Roux, Munnik & Reeler, 1988: 11).

An education situation implies a specific relationship or association between the educator and the learner which arouses within the learner the readiness to participate in his own becoming an adult (Barnard, 1986: 19). In the education situation the educator does not only initiate a relationship of trust but also of knowing. He must know something about the learner's character, his attitude, sex, age, physique, his cultural background, family life, his scholastic and intellectual achievements, his dreams and ideals. According to Coetzer & Le Roux (1996: 79) the learner as a unique individual must be acknowledged; his inherent values, dignity and status needs to be respected.

On the other hand, the learner who has confidence in his educator, must of necessity come to know his educator well in all the education situations in which they are bodily and spiritually together and involved. Educator and learners have to co-operate in coming to know each other mutually (Du Plooy & Kilian, 1985: 85). This relationship is characterised by an attitude of mutual trust and understanding. If both educator and learner know and trust each other, there is a possibility that the learner will accept the authority of the educator. If such a relationship is absent and the educator and learner do not know and trust each other, then invitational learning will be hampered and can become a futile activity. This hampering will hinder the learner's

progress towards becoming a responsible adult (Oberholzer, van Rensburg, Gerber, Barnard & Moller, 1990: 90-91).

There are three components in the teaching learning situation, namely the educator, learner and the teaching content. These components cannot be separated. There is a mutual dependency between these three components. A continuous interaction takes place between these three; by removing any one of the three, the whole didactic (teaching/learning) situation will fail and the aim of all education will not be actualised i.e. adulthood (Pitout, Smith, Windell & Steinmann, 1993: 51-52).

1.2 ANALYSIS OF THE PROBLEM

According to Hartshorne (1992: 39, 56) research conducted by the Eiselen Commission found that the average educator-learner-ratio was 1:43,8. In the seventies it began to rise to a peak of 1:59. This increased educator-learner-ratio according to the Eiselen Commission will lead to the deterioration of learning and greater indiscipline in schools, thus causing a breakdown in the educator-learner relationship of trust, understanding and authority.

There are many demands made on the educator in our schools today. The school, and particularly the educator, have assumed the responsibility of being parent substitutes – in *loco-parentis*. For successful invitational learning, an educational relationship must exist between the educator and the learner. It is through the relationship of trust and knowing that authority can be maintained. The "authority relationship" is fundamental to the disciplining of the learner, and it is rooted in the learner's acceptance of

authority because of his need for support (Steyn, Bisschoff, Behr & Vos, 1992: 179-180 ; Griessel, 1988: 57-58).

1.3 STATEMENT OF THE PROBLEM

In essence the problem that will be investigated in this study pertains to the factors affecting invitational learning and some of the questions that require answers are:

- What are the various factors that have an effect on invitational learning?
- Are the relationships of trust, understanding and authority a prerequisite for invitational learning to take place?
- Does the educator-learner-ratio have any influence on the relationship of trust, understanding and authority?

1.4 HYPOTHESIS

In behavioural research, the statistical hypothesis is most always a null hypothesis, i.e. "no difference" statistical hypothesis. The null hypothesis is a statistical hypothesis in which the parameter in question is hypothesized to be zero. The hypothesis to be tested is referred to as the null hypothesis, because it states that the difference between the researcher's sample statistic

and the hypothesized value of the population parameter is "null". It is therefore a statement about an unknown parameter.

The research hypothesis for this study is formulated as follows:

- A relation exists between the educator-learner ratio and invitational learning.

For the purpose of this study the research hypothesis is formulated as a null hypothesis H_0 as follows:

- There is no relation between the educator-learner ratio and invitational learning.

1.5 ELUCIDATION OF CONCEPTS

For the sake of clarity, it is essential that certain relevant concepts be clearly defined. Regarding the gender issue it must be noted that when reference is made to a learner as "his" (male) it also implies "her" (female).

1.5.1 Gender issue

In this study all references to any gender include references to the other gender.

1.5.2 Education

The word "education" is derived from the Latin root "educere" meaning to draw forth from within (Smith, 1993: 13). Education is a practice – the educator's concern in assisting the learner on his way to responsible adulthood. Education may be defined as the conscious, purposive, normative intervention by an adult (educator) in the life of a learner with the aim of guiding him towards independence (Van Rensburg, Landman & Bodenstein, 1994: 366). Education as pedagogic assistance is the positive influencing of a not-yet-adult by an adult, with the specific purpose of effecting changes of significant value. Du Toit & Kruger (1991: 5) contend that education refers to the help and support which the learner receives from an educator with a view of attaining responsible adulthood. According to Hope & Timmel (1992: 8) education is designed to liberate people, helping them to become critical, creative, free, active and responsible members of society.

1.5.3 Invitational learning

Van Rensburg, Landman & Bodenstein (1994: 554) describe the concept "theory" as a plan or scheme existing in the mind only but based on principles verifiable by experiment and observation, a proposed explanation designed to account for any phenomenon.

Learning is an activity in which the person being taught actively wishes to benefit from the teaching and absorb particular (learning) content. These activities result in teaching-learning and influence each other. Teaching and

learning are inseparably linked (Fraser, Loubser & Van Rooy, 1990: 3). Successful learning is only possible if there is educative intervention by the educator. Educative intervention must be deliberate and purposeful and it must be guided by certain norms. This intervention implies action on the part of the educator and the educator's behaviour should show either approval or disapproval of the learner's action (Botha & van Niekerk, 1990: 5).

According to Mwamwenda (1995: 120-121) learning is a continuous process lasting from the moment a person is born to the end of his life on this planet. It occurs everywhere, both as a result of deliberate and conscious effort and sub-consciously. It occurs not only at school through the educator's conscious effort to transmit information, but also at home and with other learners. By definition learning involves a change of behaviour as a result of what one has experienced, and this may be shown in either the way a person thinks (cognitive), acts (psychomotor) or feels (affective).

For successful learning to take place, both the educator and the learner must become inextricably involved in a relationship. There must be a mutual relationship of trust, understanding and authority. In a relationship of mutual trust, both the learner and educator receive freedom, faith and self-confidence to venture into the world and learn (Le Roux, Munnik & Reeler, 1988: 22).

Once the learner feels secure in the company of his educator he is willing to submit himself to the authority of the educator. For successful and effective invitational learning the educator must also obey the demands of propriety

so that the learner will also learn to uphold the demands of propriety. The relationship of authority is a relationship of mutual involvement (Botha & van Niekerk, 1990: 24).

According to Oberholzer, Landman, Higgs, Roelofse, Swanepoel & Barnard (1993: 120) the pedagogic relationship is supported by love and the relationship of understanding is basically pathic; it is important for educators to know learners in their world and be fully aware of the destination towards which they are leading them. If they do not have a relationship of understanding with the learner, they will not understand the learner's appeal for help. If learners are secure they learn to have faith and trust.

Successful invitational learning according to Vrey (1990: 222) always involves both educator and learner in totality, and understanding plays a greater or lesser part throughout. Learning may be defined as an action whereby new relationships are established.

To invite means to request courteously to do what is presumably agreeable, to bring on things unintentionally, to attract mutually, ensuring enjoyment without fear (Allen, 1991: 528). In the education situation the educator invites the learner to become involved in education by ensuring that the learner feels safe, secure and unthreatened (Gravett, 1997: 23).

Invitational learning involves the creation of a learning environment (climate) which is non-threatening, safe and secure, based on mutual trust and co-operation between educator and learner. In such a climate mutual trust, understanding, and authority between educator and learners is

prevalent at all times (Clark & Starr, 1991: 80). Effective invitational learning is only possible when both educator and learner invite each other mutually for assistance.

This theory will form the basis of this study.

1.5.4 Learner (educand)

A learner or educand is a child or adolescent, a person who needs to be educated. Each learner is unique. The learner cannot actualise his potential unaided, so he is dependent upon the educator for assistance from birth to adulthood. The learner is assisted to experience, become involved and attribute meaning to his life-world. He is a not-yet-adult or a not-quite-adult, who needs the support and assistance of an adult and through a mutual relationship is brought to responsible adulthood (Van den Aardweg & Van den Aardweg, 1988: 71).

1.5.5 Ratio

Allen (1991 858-859) defines "ratio" as a quantitative relationship between two similar magnitudes determined by the number of times one contains the other integrally or fractionally. Educator learner-ratio refers to the number of learners who are classed together in a particular class.

1.5.6 Relationship

The concept "relation" is derived from the Latin word *relatio* which means relation or reference. "Relation" can also be regarded as the Latin word *relatum* which means to carry, to support, to transfer something to a beneficiary or to communicate with another and benefit him by interfering with him. The prefix "re" denotes mutuality and presupposes an involvement of human beings with one another. The suffix "ship" means instance of being related (Steyn, Bisschoff, Behr & Vos , 1992: 165).

Relationship is the dynamic, interactive, truly human stand or alignment with another person or persons, whereby bipolar association or interaction is established and mutual influence is realised (Van den Aardweg & Van den Aardweg, 1988: 193; Le Roux, 1992: 14). The success of any relationship depends on the people involved in that relationship (Tutorial letter, 1983: 4).

1.5 7 Educator

Van den Aardweg & Van den Aardweg (1988: 225) and Fraser, Loubser & van Rooy (1990: 5) agree that educators are persons who are professionally and didactically trained and who are qualified, as far as their respective subjects and their occupations are concerned, to carry out educative teaching. The educator as an adult who has superior knowledge and insight who purposefully teaches a learner who has inferior knowledge and insight in order to help him to become intellectually independent and socially responsible (i.e. a mature adult). The educator's basic task according to

Badenhorst (1988: 24) and Fraser, Loubser & van Rooy (1990: 14-15) is to teach and to help learners to acquire knowledge, insight and skills.

1.6 AIMS OF THIS STUDY

The aims of this study are:

- To pursue a study of relevant literature in order to establish the educator-learner-ratio and its effect on invitational learning.
- To undertake an empirical investigation with regards to the effect the educator-learner-ratio has on invitational learning.
- To provide certain recommendations and guidelines so that accountable support can be rendered to educators who may be experiencing problems regarding the increased number of learners in their classes.

1.7 METHOD OF RESEARCH

Research with regard to this study will be conducted as follows:

- A literature study of available, relevant literature.
- An empirical survey comprising a structured questionnaire to be completed by educators in primary schools.

1.8 FURTHER COURSE OF THE STUDY

Chapter two will focus on invitational learning and the task of the educator.

In chapter three the factors influencing invitational learning will be discussed.

In chapter four the planning of the research will be explained.

A presentation and analysis of the research data will be given in chapter five.

A summary of the study, certain findings and recommendations will be offered in chapter six.

1.9 SUMMARY

An exposition of the problem, statement of the problem and the aims of this study were given in this chapter. The method of research was explained and certain relevant concepts were elucidated. Finally, the further course of this study was set out.

CHAPTER 2

INVITATIONAL LEARNING AND THE TASK OF THE EDUCATOR

2.1 INTRODUCTION

In the teaching-learning situation, educator and learner find themselves in a relationship (Pitout, du Plessis, Jacobs & Russels, 1993: 45 ; Pretorius, 1981: 15). Initially, educator and learner are strangers and a definite 'distance' exists between them. As educator and learner work towards a better relationship their knowing and understanding of each another improves; trust in and respect for one another gradually increase or decrease; willingness to allow for authoritative guidance grows. In other words the initial distance is bridged and they gradually come "closer together". By making room for one another a sound educational atmosphere is constituted. Once there is an atmosphere of mutual trust, understanding, respect, acceptance and love prevails, invitational learning follows naturally (Visser, 1987: 13). Such an atmosphere is on the one hand the result of educative influence and on the other the pre-condition for further educative activities. A personal relationship between the educator and the learner can thus be seen as an essential characteristic of invitational learning (Steyn *et al.*, 1992: 180).

In this chapter the task of the educator and his relationship with the learner will be discussed. Attention will be given to the effect of an unfavourable educator-learner ratio on the relationship of trust, understanding and authority between educator and learner.

2.2 THE EDUCATOR AS A PERSON

Griessel, Louw & Swart, (1996: 102); Prinsloo, Vorster & Sibaya (1996: 46-47) and Ballantine (1983: 159-160) state that the educator as a person plays a vital role in initiating and maintaining the success of invitational learning. There is no doubt that when we look back to our schooldays certain educators stand out in our minds as either good, bad or indifferent. An educator does have a significant influence on a learner and his willingness to learn. Many books on teaching give a long list of "characteristics" of "good educators". Educators should be competent professionals. They are not simply dispensers of information who impart facts mechanically and who could be replaced by a teaching machine. Their obligations extend far beyond this, demanding a total understanding of the complex world of each human being entrusted to their care.

The truly professional educator is not merely a scatterer of facts which he hopes will take root in fertile soil, but rather a "tiller of that soil", to make the learner receptive to the precious information he imparts according to Cohen (Vorster & Meillon, 1991: 21). A good educator should have the following personality traits: he should be fair, democratic, alert, original, responsible, stable, self-assured, friendly and dignified. Ineffective educators were described as biased, autocratic, bleak, stern, callous, boring, stereotyped, apathetic, unimpressive, insecure, evasive, hasty and anxious according to research conducted by Ryan & Cooper (1988: 435).

The educator as a total person must be taken into consideration when he is involved in ensuring meaningful and effective invitational learning. Without

these sound aspects the relationship between educators and learners will not promote effective invitational learning.

2.2.1 The educator as a physical being

When we meet other people their appearance is the first thing we notice. In our perceptions of others, we cannot get away from the physical aspect. The educator embodies what he believes in and what he would like his learners to believe in. It is important that he should be an image of good health, reflecting a healthy lifestyle. Someone who is neat and well-groomed displays respect for himself as a person. An educator's appearance undoubtedly plays a part in the way in which his learners feel about him. A sloppy, ungroomed appearance reflects a careless attitude and will not earn the respect of either his learners or his colleagues (Prinsloo, Vorster & Sibaya, 1996: 47; Vorster & Meillon, 1991: 22).

2.2.2 The educator as an affective being

According to Clark & Starr (1991: 99) and Van den Aardweg & Van den Aardweg, 1988: 235) an educator who aspires to promote invitational learning needs the following affective characteristics: warmth, understanding, cordiality, responsibility, systematic and thorough working methods, together with stimulating, imaginative, enthusiastic and disciplined behaviour, as opposed to egocentricity, indifference and repression. Affective stability is one of the most important requirements for establishing sound relationships. Mphahlele (1993: 48) states that it is important that the

educator should possess affective stability, since he has to accompany his learners on the way to adequate affective adulthood.

2.2.3 The educator as a normative being

The formation of values in the educator depends partly on a stable affective and disciplined cognitive life. One important way in which an educator achieves normative fulfilment is to be an example to his learners of a certain level of maturity. If an educator is going to defend his beliefs to learners who are in the process of questioning existing norms and values, it is essential that such beliefs should be an inherent part of his personality. Such values include honesty, modesty, charity, respect for oneself and for other people, and the preservation of moral standards. If the educator's conduct reflects these characteristics, the learner is more likely to strive to acquire them and adopt them (Vorster & Meillon, 1991: 23).

2.2.4 The educator's cognitive life

An educator should aim to achieve his full potential to promote invitational learning. Schools provide many different outlets for the talents of people with enthusiasm. This is advantageous not only to the educator in his development but also to the learners, who can benefit from his additional knowledge or become involved in activities as a result of the educator's enthusiasm (Cohen, Manion & Morrison, 1996: 143).

The educator's cognitive life stretches further than his knowledge; it also refers to the extent of his self-knowledge. Anyone's self-concept lies at the

heart of his personality. The educator must be someone in his own right. If the educator is still struggling to achieve self-acceptance, self-assertion and self-respect there will be so many impediments to communication that his encounter with learners will not be successful (Vrey, 1990: 218).

A good educator should be able to examine himself and see himself as he really is. The educator with poor self-knowledge and a poor self-image, who is always on the defensive, will not be prepared or able to encounter his learners easily and spontaneously – an encounter is a prerequisite for spontaneous, unforced association with learners to promote invitational learning (Prinsloo, Vorster & Sibaya, 1996: 49).

Self-understanding forms an integral part of the educator's self-image, which determines his attitude towards himself. The educator's knowledge of himself is the basis for good self-understanding. It is important that the educator should know whether he can control his own emotions, as research conducted by Ryan & Cooper (1988: 437) showed that people who are unable to control their own emotions cannot respect other people's feeling.

According to Vrey (1990: 219) and Duminy, Dreyer & Steyn (1990: 69) the adequate educator is someone with a high self-regard and a high level of self-acceptance, who has a realistic self-image and is willing to subject himself to criticism in order to promote invitational learning.

2.3 THE PROFESSIONAL TASK OF THE EDUCATOR AS AN EXPERT EDUCATOR

There is a close relationship between teaching and learning. When we speak of teaching and learning we are implicitly postulating a unity of educator, learner and learning content (Fraser, Loubser & Van Rooy, 1990: 10). According to Bergh (1996: 106) the role of the educator is, in the first place, the construction of learning (opportunities). It is also to educate. It is furthermore to awaken the learner's interest in the surrounding world and to develop his critical spirit. The educator is responsible for constructing a coherent progression and adapting the rhythm to the diversity of the learner. If education falls away, teaching in the classroom situation also falls away. Educators are the ones who have the knowledge and with their professional training they should have a proper command of the subject matter. Teaching is more than communicating knowledge. It is a matter of inculcating a certain attitude, approach and concept of life, a disposition that enables the learner to stand up to the confrontations and challenges of life (Pitout *et al.*, 1993: 66 ; Oberholzer *et al.*, 1993: 160).

Educators' authority is mainly personal, residing in what they exemplify to their learners. According to Warnock (Oberholzer *et al.*, 1993: 160) the first priority in moral teaching is exemplification, and the instant readiness to intervene and expostulate, when manifest wrong is done. The authority of the educator must come, and does come, from his being the kind of person whom his learners can trust, both intellectually and with regard to his character; being steady, reliable and consistent.

Educators are expert educators because of their knowledge – experiential, scientific and subject knowledge – and their special task of disclosing reality to the learner. Because they possess knowledge of a certain subject, didactic skill and scientific knowledge of education that should be applied in the school (classroom) situation, they are recognised as expert educators or pedagogues (Fraser, Loubser & Van Rooy, 1990: 15).

According to Cohen, Manion & Morrison (1996: 146-147) and Oberholzer *et al.* (1993: 161 - 162) the experiential knowledge of the educator entails the following:

- Self-knowledge.
- Knowledge of life, a person's place and relation to reality, other people.
- Knowledge of education.
- Intuitive knowledge and sensitivity to other people's needs.
- Involvement with others and guidance at the cognitive, emotional (affective) and normative levels of humanness.

Oberholzer *et al.*, (1993: 161 - 162) and Pitout *et al.*, (1993: 52) agree that the scientific knowledge of the educator entails the following:

- Science of education (essences, relations, structures, aims).
- Childhood, learner development and becoming.
- Teaching methods.
- Scientific methods.

- Concept of life – one's own and other people's.
- Agogics (the science of guidance).

The subject knowledge entails more than just a command of one's own subject. Educators should be acquainted with the other subjects so as to convey the relation of person to world of the learner in the course of disclosing reality.

Clark & Starr (1991: 18-19); Burns (1986: 151-159); Ballantine (1983: 165) and Oberholzer *et al.* (1990: 169-174) maintain that educators as expert educators, fulfil their task by way of educative teaching to the extent that:

- They realise that they are not perfect and that, together with colleagues, parents, and learners they are responsible for educating.
- Their intuitions are sound and they are so committed that they support the learner in two ways – as regards both the acquisition of knowledge and character moulding.
- They know when to disclose reality and when to enter the learner's reality.
- They manage to become involved with the learner as a totality.
- They get to know each learner individually in as much as this is possible.

- They heed the requirements of propriety both in the school and elsewhere and they appeal to the learner to observe proper norms.
- They realise that neither they nor their learners have a greater say in the classroom, since both parties are subject to norms.
- They know the nature of the learner's need, for instance when to engage in dialogue with a learner who has (spiritual) problems.
- They know how much to expect of a learner in the sense of knowing the learner's potential and limitations.
- They know the difference between primary and secondary school learners.
- They are able to involve themselves with the learner in a way that accords with the foundations laid at home in respect of emancipation, independence and self-responsibility without either injuring the learner or exposing the learner to self-injury.
- They are able to live in two worlds – the adult world and that of learners, in the sense that they understand the learner's imagination and mentality; they can transpose themselves to the learner's life world; they know learners and can momentarily themselves "become learners".

- They can utilise the learner's open potentiality and the fact that learners are amenable to educative teaching so as to disclose the reality of education to their learners.
- They introduce the learner to spiritual values and guide them to proper adulthood to the extent that their work programme permits it.
- They assuage the learner's need for a father and a mother at school by fulfilling both roles and standing in for both parents – that is, to the extent that they act *cum parentis*.
- They involve themselves correctly with the individual learner and their notions of learner guidance are wholesome so that they do not succumb to fallacies like pedocentrism.
- They know the role they should play in developing the learner's thinking, acquisition of insight, inspiration and spiritual moulding.
- They establish the education relationship on a basis of acceptance, trust, love and mutuality – that is, to the extent they have themselves reached responsible adulthood.
- They are able to provide sympathetic authoritative guidance based on an innate sympathetic disposition and they manage to inculcate a balanced sense of authority and freedom in their learners by helping them to understand what freedom entails and how to

accept authority. They must be able to maintain their position of authority even when it is jeopardised by the improper conduct of colleagues who may permit learners unwarranted liberties or are unable to maintain authority. They must be able to maintain authority without enforcing iron discipline, just to show who is the boss. They must display self-control, knowing that they are still working at their own adulthood.

- They are adult and responsible and act in a pedagogically accountable manner, not just because that is what they are paid to do and because they are accepted leaders.
- They can create a proper agogic atmosphere by actualising the essences of education.
- They can control their manner of presenting the subject. Subject knowledge is authoritative. Educators provide an incentive and clarify to the extent that they manage to bring about a true encounter between learners and subject matter.
- They keep abreast of new knowledge. They must be well versed in their subject and its subject didactics.
- They use their knowledge effectively (educatively), according to the degree of autonomy they are granted by the school. It is important that learners be educated in their mother tongue or some

official language. Learners cannot be taught about a foreign culture before they know their own. This is the educators' task; if they are culturally different from the learners they can only accomplish their educative task to the extent that they become thoroughly conversant with the other cultures.

2.4 RELATIONSHIP BETWEEN EDUCATOR AND LEARNERS

The success of invitational learning in the education environment depends on the success of the relationship between the educator and learners. A positive relationship of trust, understanding and authority will promote effective and meaningful invitational learning to take place, while the absence of an adequate relationship of trust, understanding and authority between educator and learners will hamper any success of invitational learning in the classroom (Pitout *et al.*, 1993:84).

The education relationship is not formed by the mere association of learner and educator, but is a relationship between a fully-fledged adult and an adult-in-the-making constituted by their common involvement in the advancement of the learner (Prinsloo, Vorster & Sibaya, 1996: 36-37; Oberholzer *et al.* (1990: 82). The educational relationship between the educator and the learner is realised through educational love. Du Plooy, Griessel & Oberholzer (1987: 98) maintain that educational love forms the basis of all help and support rendered by the educator in the education situation. Mutual love creates a safe space within which the learner feels secure and gains confidence for the forming of further relationships (Smith & Le Roux, 1991: 89). The educational relationship consists of a number of

equally important relationships which can be regarded as the pillars of all education. The relationships that are essential for education are the relationship of trust, understanding and authority.

2.4.1 Relationship of trust

In the absence of trust, invitational learning will not be possible. The word trust is frequently used on a daily basis in our society, in education, religion, families, business, industry, government, as well as in friendships and other relationships. Often trust is used casually in both formal and informal conversations with a lack of comprehensive insight into its conceptual depth. Trust is a requisite for a positive, constructive life in the early stages of human development (Arceneaux, 1995: 2).

To become an adult, a learner must learn to explore his life-world and come to know it. If the learner does not feel secure, the learner will be reluctant to venture into the unknown and his learning will cease to progress adequately (Cook, Tessier & Klein, 1992: 219). This confidence and security are experienced by the learner when the adult accepts the learner as he is, and the learner trust and accepts the adult as a guide to and an image of his own future. This resulting sense of confidence and security promotes the learner's readiness and willingness to explore and to learn (Du Toit & Kruger, 1991: 11; Botha & Niekerk, 1990: 23).

In the education situation a special relationship exists between educator and learner. The situation is special because it is a loving meeting-space in which the learner experiences security (Nel & Urbani, 1990: 13). The safety

experienced by the learner gives the learner within the educational need the necessary confidence to ask a trustworthy adult for help. An authentic relationship of trust is realised when the learners entrust himself to his educators (Botha & Niekerk, 1990: 23). Within a relationship of trust, the learner expects acceptance by his educators as he is, will be, can be, ought to be and must be. Educators should also respect the learner's learner-likeness and human dignity (Smith & Le Roux, 1991: 92).

The relationship of trust is significantly pathic (affective) in nature. It is primarily within this relationship that the trusted adult accompanies the trusting learner and provides emotional support. The quality of the relationship of trust, or affective guidance, is directly related to the quality of the learner's learning (Sonnekus, 1985: 51; Vrey, 1990: 24).

If adults and learners truly know each other, they will gradually grow to trust one another. Likewise, if adults care for learners and call upon them to become obedient to the norm image of adulthood, learners will trust such adults (Clark-Stewart, Friedman & Koch, 1985: 461). The adult who is not willing to become involved and not willing to prescribe to learners what ought to be, will not be trusted and thus the relationship of trust will be impaired (de Vries, 1986: 34 ; Behr, 1982: 39). The relationship of trust is a precondition for an improved knowing of each other. If adults and learners truly trust one another, learners will become more willing to obey the authoritative say of educators and adult norms (Steyn *et al.*, 1992: 182 ; Catron & Allen, 1993: 176).

Whatever the educator and the learner accomplish during their pedagogic encounter, there is a specific goal, and that is – that the events are aimed towards a future about which the learner is still uncertain. He searches for certainty. His human form of existence is a venturing out to the future. Because this is inevitable, he has to depend on the support of the adult to do so. Since his future actually represents a greater existential venturing than in the present, he needs someone he can trust. In this way he will gain foothold or “anchorage” in life, today, tomorrow and in the days to follow. He wants to be certain that life (with his educator) is meaningful, and that his participation in life and in reality is not without significance. He hankers after safety and security and once he has acquired this, he experiences emotional security (Du Plooy, Griessel & Oberholzer, 1987: 95).

A trusting sphere in which the learner and the educator accept each other as persons who are bearers of human dignity is necessary to constitute the education relationship. In accepting the learner, the adult must accept the learner as he is, but also as he wants to be, must be and should be (Catron & Allen, 1993: 176). The mutual involvement of the educator and the learner is indicated in the adult’s accosting of the learner as a “learner”. In calling out the name “learner” the adult concurs that he accepts the existence of an ontic bond between himself and the learner. This ontic bond is a precondition for the constitution of a co-existential world as life-world in which the learner can trust the adult as someone who welcomes him on the grounds of his indisputable human dignity (Oberholzer *et al.*, 1990: 84-85).

According to Kruger (1992: 54) the learner should not be viewed in a cold and unsympathetic manner. He should be lovingly accepted by the adult as

a fellow human being. Since one is concerned here with the mutual involvement of adult and learner, it is also of great importance for the learner to trust the adult. The learner's trust in the adult is shown by his willingness to accept and realise the norms himself that are exemplified through the adult's life. Van Vuuren (1990:78) states that the relationship of trust as a pre-condition for education implies active and meaningful involvement of adult and learner. In actually calling to the learner, the adult exhibits his trust in the learner. In other words, the adult shows his trust in the learner to lead a life which is worthy of being human. In his being together with the learner in trust, the adult is presently related the learner in the pedagogic situation on account of his faith in the learner's potential to become that which he ought to be through increasing humanisation (Kilian & Viljoen, 1990: 169).

The key to the understanding of trust is faith. One can only trust a person if one has complete faith in him. Faith always appears within a relationship. Faith is lasting, firm and consistent. It encompasses the sensible, the valuable and the truth for the one who has faith. It is dynamic and is a fulfilment of the demands emanating from what the person who has faith views as the "good order". It ensures security, consistency and safety to the person who trusts. Pedagogic trust manifests numerous dimensions. The educator must have faith that the learner is educable within the society. He must also have trust in the social order within which he educates. If his faith in any of the two (spheres) is inconsistent or fluctuates, then the pedagogic situation will be weakened, especially because the learner's faith in the educator depends on the educator's trustworthiness (Griessel, Louw & Swart, 1996: 53-54).

A learner has expectations of "his world" which, although still very much founded in the present situation, are also to a great extent future directed. A well educated small learner has a diffused, still naive but explicit faith in his educator. His orientatedness is equally undifferentiated and unrefined. As the learner grows older and his psychic life develops within the pedagogic situation, his orientatedness becomes more differentiated and refined (Nel & Urbani, 1990: 76). There is enough evidence to prove that the psychic life of pedagogically neglected learner (abused learner) develops inadequately and that his orientatedness remains relatively undifferentiated and unrefined (Van Niekerk, 1987: 11). The crucial point of the problem is the underdevelopment of the feelings which are not only weakened, but are mainly directed at satisfaction on the sensory level.

The pedagogically neglected (hampered or disadvantaged) learner will neither love nor trust. It is even doubtful if he can hate. Behaviour which may seriously harm others may often emanate from a lack of feelings of either love or hatred (Van Niekerk, 1987: 16).

2.4.3 Relationship of understanding

Mutual understanding is a prerequisite for the promotion of invitational learning. Without mutual understanding between the participants in the education situation invitational learning will not be realised.

A learner desires to be someone and also needs to and wants to know and understand. In order to adequately actualise this cognitive directedness (intentionality), the learner relies on the accompaniment or guidance of a trustworthy as well as an understanding adult (Botha & Niekerk, 1990: 22). This accompaniment of the learner by the adult towards increasing knowledge and understanding not only requires that the educator generally understands the nature of learners and the role of education and their becoming, but also the uniqueness and particularity of this learner in his actuality and potentiality. This understanding should also reflect a respect for the dignity of the individual learner (Grobler & Moller, 1991: 42-43).

The relationship of understanding is alternatively referred to as the relationship of knowing by educationists. The term "know" however does not have the same meaning as the term "understanding". Grobler & Moller (1988: 47) say that to know somebody does not mean that one has a complete understanding or concept of that person. Understanding and conception are more comprehensive concepts than knowing and knowledge. It is therefore possible for the educator to "know" the learner without "understanding" him. In the course of this study the term "relationship of understanding" will be used. Yonge (1990: 116) and Oberholzer *et al.* (1990: 90-91) point out that the relationship of understanding is a condition for creating and maintaining the education relation which is imperative for invitational learning. To be able to educate the learner, the educator has to understand the learner well, and to acquaint himself progressively and more thoroughly with the learner especially regarding whether and to what extent the learner is educable (Sonnekus, 1984: 56 ; Clark & Starr, 1991: 36). On the other hand the learner should know who his educator is and what to

expect of him. On the basis of their mutual understanding they both establish the educational relationship of understanding which can be initiated from the educator's side or from that of the learner. Du Plooy & Kilian (1985: 81-82) maintain that the learner's acceptance of such accompaniment emanates from his belief and trust in the adult as someone who offers advice and knowledge worth following.

In his relationship to the learner it is important that the educator understands the true essentials of being a learner. This includes knowledge and understanding of the learner's educability which is dependent on his physical abilities, talents, shortcomings, limitations and individuality. The learner's possibilities and talents are not only there, but are continuously changing as the result of the becoming and growth of the learner on the one hand, and education and experience on the other hand (Power, 1990: 291-292; Harmse, 1985: 4). The educator has to be knowledgeable and well aware of the continuous changes the learner is undergoing in his transition to adulthood. According to Du Toit & Kruger (1991: 27-28) it is only possible for the educator to render adequate support and assistance to the learner in each phase of becoming if he understands the different phases of becoming.

In addition to having intuitive feeling and affection for learners, the educator should also try to know and understand them. Knowing the learner should be supplemented by honest understanding (Prinsloo, Vorster & Sibaya, 1996: 53; Du Plooy & Kilian, 1985: 84). If educators do not know their learners they can never come to a true understanding of them. The act of understanding implies action. Through understanding educator and learner constitute each other in their personal worlds. They attach meaning to each

other's existence. Interpersonal understanding goes a step further than a theoretical form of knowledge. It involves the imaginative reactions to what others will do. Mutual understanding implies the ability to place oneself in the shoes of another. Educator and learner supplement their knowing of one another with a true understanding of one another if they become able to see the world from the viewpoint of the other (Oberholzer *et al.*, 1990: 90). The same principle holds for self-understanding. If the knowing and viewing of oneself corresponds with the views of others; if one sees oneself as others see one, then self-understanding has been accomplished (Vrey, 1990: 43).

The relationship of understanding also implies that the educator has to understand what the future holds for the learner and what the aim of education is. This means that the relationship of understanding implies explorations within the education situation. The educator has to know and understand the essences of adulthood and be able to interpret it according to the learner's level of becoming. The successful realisation of the educational aim requires from both the educator and learner adequate and mutual understanding (Blunt, 1995: 104-105; Van Niekerk, 1987: 46; Bacher, 1985: 3-4).

The relationship of understanding further implies that the demands set by propriety should not only be known but should also be fully comprehended. The adult should bring the learner to the understanding of what the demands of norms and a philosophy of life really comprise. This implies an understanding of the essence and meaning of life and world. The adult can only bring about true understanding of the demands of propriety if he can come to a sensitive understanding of the learner's knowledge and insights.

In his craving to be understood by the adult and to understand the norms of adult life, the learner actually helps to constitute the relationship of understanding (Steyn *et al.*, 1992:179 ; de Vries, 1986: 33-34 ; van Vuurven, 1990: 72-73).

2.4.3 The relationship of authority

Arising from the Latin words "auctoritas" and "augere" which mean "power" and "to help" educational authority implies that the educator conveys the meaning of authority to the learner by "telling, setting an example or helping" the learner to behave in an appropriate manner to ensure successful invitational learning (Van Rensburg, Landman & Bodenstein, 1994: 318). Therefore educational authority would in essence differ from all other forms of authority that are legal or official. Educational authority is based on the love and affection that the educator has for the learner (Drescher, 1991: 73). Loving authority allows the learner to feel safe and cared for and this leads to willing obedience to authority (Pistorius, 1990: 45). According to Du Plooy, Griessel & Oberholzer (1987: 105) educationists agree that authority is indispensable for the realisation of successful invitational learning. In the absence of authority, in one form or another, the education situation cannot be realised and invitational learning will not occur (Yonge, 1990: 116). According to Harsch (1990: 3) the educator, as figure of authority, can change his association with the learner into an education situation solely on the strength of the authority that he has. This authority is valid while the learner has not yet sufficient responsibility and knowledge to make an independent choice between what is right and what is wrong, what is acceptable and what is unacceptable.

Before the learner is prepared to contemplate the establishment of a relationship of authority it is necessary for him to accept authority and be able to submit to it which is a prerequisite for meaningful invitational learning. To obey authority the learner must not only acknowledge authority but also understand it – therefore the necessity for the adequate realisation of the relationship of understanding (Grobler & Moller, 1988: 49 ; Van Manen, 1991: 70). For the acceptance of educational authority by the learner a relationship of trust must exist between the educator and the learner. The relationship of trust and understanding are imperative for the realisation of the relationship of authority (Steyn *et al.*, 179, 184 ; Sonnekus, 1984: 5).

The exercising of authority in the education situation assumes the personal realisation and practice of the prescribed norms and values by the educator. If the educator is not in control of the education situation at all times, then he is merely a communicator of norms and values. In such an education situation the learner will not experience authentic authority and education is inadequately realised – in such a way that the learner will not succeed in acquiring and accepting norms and values (Van Rensburg, Landman & Bodenstein, 1994: 119; Botha & Niekerk, 1990: 24).

Acceptance of authority by the learner also requires sustained discipline. Grobler & Moller (1988: 42) state that in the education situation, discipline means the voluntary acceptance of the educator's authority by the learner. Pedagogic authority cannot be imposed on learners, but can be acquired or developed through interaction between the educator and the learner in a spirit of mutual trust, respect and understanding. The educator as a symbol

of authority, has to display certain qualities in his inter-personal relationship or contact with the learner in order to get him to accept and respect his authority (Grobler & Moller, 1991: 35-36; Mhlambo, 1993: 46).

An educator can only be entrusted with pedagogic authority if he displays love for the learner, concern for his well-being, and a genuine interest in his progress. Pedagogic love implies an affective disposition that indicates a feeling of mutual attraction, affection, closeness and sacrifice between the adult and the learner which is necessary for invitational learning to take place. But before pedagogic authority can succeed, there must be mutual understanding between the adult and the learner. If the adult does not know the learner well enough to impart the norms and values inherent in the societal code of conduct, then the progress of pedagogic authority may flounder. Their bond of mutual acceptance may be weak. Through respect the adult and the learner will accept each other just as they are – as unique persons in their own right. The learner has to perceive the adult's demeanour as reliable, consistent and trustworthy before he can submit himself to the educator's guidance, and attach appropriate meaning to what is wrong and what is right (Du Plooy, Griessel & Oberholzer, 1987: 102-103 ; Kruger, 1992: 55 ; Pitout *et al.*, 1993: 68).

It is also noteworthy that the source of pedagogic authority according to Ferreira (1994: 60-62) is not invested in the adult as such, but in his observance of the norms and values to which the adult is committed. These norms and values are exemplified to the learner by the adult's word and deed in a trusting and understanding way. In this manner within the relationship of authority, the learner experiences what in psychopedagogics is called

"sympathetic and authoritative guidance." The establishment of authority as one of the major aspects of all education and every education action is so paramount that Du Plooy, Griessel & Oberholzer (1987: 107) believe that if there is lack of authority and sympathetic, authoritative guidance, adulthood can never be attained. This manifests that the relationship of knowing and the relationship of trust are pre-conditions for the existence of the relationship of authority (Kilian & Viljoen, 1990: 171; Griessel, Louw & Swart, 1996: 138-140; Steyn *et al.*, 1992: 171-178).

The relationship of authority has nothing to do with authoritarianism. The implication here is not that the learner should submit himself unwillingly to the strict and prescriptive authority of the educator. The relationship of authority should not be viewed as a relationship within which learners are compelled, forced and prescribed to. The etymological origin of the word confirms that authority should not in the first place be associated with the exertion of power. According to Steyn *et al.*, (1992: 180) authority manifests itself in the sphere of:

- Assertion, declarations and statements.
- Figures of authority like judges, umpires, etc.
- Rules, norms, standards and laws.

2.5 PEDAGOGIC PROGRESSION STRUCTURE

Successful invitational learning depends positively upon the various structures in education such as the relationships structures, progression structures, the aim structures, and the pedagogic sequence structure. If the

criteria within these structures impact negatively upon the learners learning, invitational learning will be unsuccessful thus resulting in the learner failing to reach responsible adulthood.

Steyn *et al.*, (1992: 185) maintains that when the educator and the learner know and trust one another and when they find themselves in a relationship of authority, the education situation takes a particular course. The relationship between the adult and learner "moves" or "grows" as a result of visible educative actions. The progression structure of the educator-learner relationship describes the following:

- Perceivable educative acts of educators
- Intensification of the educative relationship
- Progression or course which is followed by educator and learner.

The existence of a sound atmosphere, attitudes and relationship between educators and learners can be viewed as prerequisites or pre-conditions for invitational learning to take place. Without these vital aspects invitational learning will not be realised in the education situation. This educational act is characterised by association (co-existence), encounter, engagement, intervention, assent, periodic breaking away and eventual return to the educational association (Van Rensburg, Landman & Bodenstein, 1994: xxiii). Oberholzer *et al.* (1990: 102-104) state that although the educational progression (sequence) structure can be positioned next to the educational relationship it forms an inseparable unity. The actualisation of the educational progression (sequence) structure can only be effective when the educational relationship has been adequately realised.

2.5.1 Association (co-existence)

Meaningful association between educator and learner is a necessary prerequisite for invitational learning to take place. Association means to link with each other in one's thinking. Association refers to a meaningful cognitive connection, link or relationship between two or more representations, concepts or ideas. Association is preceded by differentiation (Du Toit & Kruger, 1991: 141). In the educational associative situation educator and learner are together in educational communication. The educational phenomenon is only manifested when there is already some association between an adult and a learner. This association in an associative situation is a prerequisite for the education situation. Association between adult and learner turns to education as soon as the learner appeals by word or deed to the educator for educational help and support. As soon as the education act is completed, the education relationship turns once again into an associative relationship (Du Toit & Kruger, 1991: 2-3 ; Du Plooy, Griessel & Oberholzer, 1987: 119).

2.5.2 Encounter

The failure by an educator to successfully encounter the learner in the learning situation will hamper successful invitational learning. Positive encounter between educator and learner is necessary for the creation of a climate conducive to invitational learning.

The educational togetherness or association relationship become more intimate, fonder, more confidential and more intense to lead to an

encountering relationship in which the educator can see clearly whether it will become necessary for him to intervene in the learner's actions (Du Plooy, Griessel & Oberholzer, 1987: 21). Encounter entails the "touching" and sharing of inner personality cores. In encounter the learner world and adult world are united for a few moments. During moments of educative encounter two human beings invite each other to, and become willing to, share their mutual worlds. In the educational encounter the educator and the educand are closely committed to each other (Bacher, 1985: 3). The educator becomes aware of the educand as someone who has taken up a position counter to (against) him. In revealing their true selves to one another, educator and learner engage in existential dialogue. The adult is not only looking learners lovingly in the eye in order to observe their craving for support; he also listens attentively when they express themselves to hear their dearest cries for assistance. In the close presence of one another the educator can clearly perceive the needs of the learner (Steyn *et al.*, 1992: 186-187).

According to Du Plooy & Kilian (1985: 82) the educator's attitude towards the learner is an inviting one: he invites him to enter an "intimate space" in which he takes him by the hand to accompany him on his path to adulthood. This he does endearingly and sympathetically. Their togetherness in the education situation then becomes a "tending space" in which the educand feels that he is accepted completely.

In listening to and answering to the needs of learners both educator and learner experience an enhancement of their views on humanity. Their ideas about humanity eventually affect their own lives. Learners not only know

about the idea of humanity but also internalise such ideas in their lives (Steyn *et al.*, 1992: 186). By encountering the adult, a learner recognises the educator as one who is in an opposite position and who is able to give him the support he needs with regard to values and norms. Educative encounter is thus a visible educative act of stepping out towards the educative partner by revealing personal needs and by becoming engaged in an existential dialogue (Van Rensburg & Landman, 1988: 315). In such educative dialogue learners are provided with a sound base from where they can choose, decide, think and act, as an adult ought to do. The educative activity of encountering leads to the next perceivable educative activity, namely, educative "engagement" (Steyn *et al.*, 1992: 187).

2.5.3 Engagement

The engagement between educator and learner is a necessity for the promotion of invitational learning. The educative activity "encountering" gives rise to educative engagement. According to Van Rensburg, Landman & Bodenstein (1994: 327,375), in the educational course structure, being engaged refers to the willingness of educator and learner to accept responsibility for the realisation of the educative occurrence. It expresses an intimate pledging of the learner to the adult and vice versa. It is in fact the entanglement of various positionalities of the persons involved.

According to Steyn *et al.* (1992: 187) in engagement the adult can leave his own position and place himself in the position of the learner. Likewise the learner can mentally position himself in the "shoes" of the educator. Engagement brings about a true understanding of the other's viewpoint. It

contributes to the becoming receptive of the underlying and subjective nuances of the opposite viewpoint. Landman, van der Merwe, Pitout, Smith, & Wendell (1990: 119) state that educative 'engagement' describes the effort of truly understanding the opposite view. In other words, the educative activity undergoes a progression in the sense that encounter, which denotes a measure of oppositeness, is transformed into a togetherness or intertwinement.

To learners educative "engagement" further denotes their pledging to adults as an act of placing their existence in the hands of an adult. Learners rely upon adults and adults accept responsibility for learners. Engagement is only completed when adults take responsibility for learners with whom they are confronted. In other words, learners entrust themselves into the hands of adults. In educative engagement learners commit themselves to the hands of their educators whatever the good or bad may be which lie ahead. Adults and learners lock hands and embrace each other in the face of what ought to be. The unknown future demands of and makes an appeal to learners to entrust themselves to adults who can support them, and adults entrust themselves to learners in the hope of helping them answer this existential appeal and demand (Du Plooy, Griessel & Oberholzer, 1987: 121-122; Landman *et al.*, 1990:119).

The next structural component as a visible educative event of the progression structure is educative intervention.

2.5.4 Educative intervention

Meaningful intervention with the aim of assisting the learner to reach responsible adulthood is a prerequisite for successful invitational learning. If the being together (co-existence) has been conducive to true educative encounter which in turn has culminated in 'engagement', the educator will sporadically feel obliged to act or intervene when the ideal moment arises. Intervention with the object of changing the learner's life for the better sometimes becomes necessary when the learner behaves contrary to the accepted norms of propriety (Du Plooy, Griessel & Oberholzer, 1987: 123). Intervention may take on different forms such as an expression of dissatisfaction, reprimand or admonishment, discouragement and warning, prohibition or reproof and order, counselling, teaching and instruction and discipline and punishment (Steyn *et al.*, 1992: 189).

A relationship of intervention reveals itself when the educator decides to concern himself with the learner-in-need of assistance, and he has perceived the willingness of the learner to accept educative help. According to Grobler & Moller (1988: 54-55) the educator, in his educative intervention can be supportive in two ways. If the educator observes that the learner is doing something which is contrary to particular demands (norms) of propriety, it is his duty to intervene with the view of changing the learner's life for the better – educational disapproval. When the learner does something which is in accordance with duly accepted norms the educator must affirmatively intervene by concurring and expressing happiness with the learner's action – educational assent (Sonnekus, 1984: 6-7). Both educator and learner must

participate in this educative occurrence and interventions can only be meaningful if aimed towards assisting the learner in his becoming an adult.

2.5.5 Return to association (co-existence)

Invitational learning must ensure that the learner is able to apply what he has learnt successfully. Those aspects which the learner has not mastered, must be allowed to return to the association with the educator in order to master the learning to promote successful invitational learning. Educators and learners do not continue incessantly to act educationally. Education is a sporadic event. By returning from the component "educational act" to "educational co-existence" learners get the opportunity to reinforce what has been learnt during educative intervention (Du Plooy, Griessel & Oberholzer, 1987: 128).

While learners are still in the presence of adults, they internalise the ideas, norms and attitudes which have been conveyed to them during the intervening moments. During this stage learners get the opportunity and occasion to show adults that they not only understand what has been learnt, but that they are willing to assimilate or reinforce those ideas. Although adults do not intervene during this stage in the lives of learners, the learners are aware of the controlling influence of educators. They experience independence, which is conducive to their becoming someone different. Learners gradually come to know themselves better during the periods of "back to co-existence". Sonnekus (1984: 8) says in returning to the education situation the learner finds more time to decide to carry on, responding positively to interventions that may come his way, and progress

on his becoming and adult in his own right. The "second" educational associative situation can therefore be regarded as "re-experiencing" or "re-living" of the educative occurrence by the learner.

The last structural component of the pedagogic progression structure is "periodical withdrawal or periodic breaking away" ((Steyn *et al.*, 1992: 190)

2.5.6 Periodic withdrawal

Every learner must be afforded the opportunity for periodically withdrawing from the educator to assess the success of invitational learning which he has received from the educator. It is obvious that adult and learner cannot continuously remain in each other's presence. Long periods will inevitably occur when adults and learners are not in each other's presence. This particular pedagogic progression structure gives opportunity for learners to act independently (Grobler & Moller, 1988: 55).

Van Rensburg, Landman & Bodenstein (1994: 480) say that to break away periodically from the education association, the learner must prove to the adult that he already has some sense of responsibility for his own actions. Sonnekus (1984: 7) says that the periodic break away provides the learner with an opportunity to assume independently and on his own account, his connection with reality and to actualise it, and to further do so in a stylish manner.

An essential characteristic of this particular progression structure is the adult's active withdrawal from learners. Adults usually find it difficult to do so. They are afraid that learners will not be able to do things themselves. A

further implication of this essential structure is the practising of separation, which means that adults should prepare learners for this separation and provide opportunities for them to explore on their own. It further implies that adults should not overprotect learners but should entrust to them the freedom of experimenting. It is sometimes necessary for adults to intentionally dissociate themselves from learners in order to allow them to do their own thing (Steyn *et al.*, 1992: 190-191).

Even though learners experience freedom when they act independently, they still find themselves within the cadre of sphere of influence of adults. The values and norms of adults continue to influence learners even when they are alone. In experiencing dissociation from adults, learners usually experience a need for re-association with adults. It is when they are alone that they realise their lack of know-how. Under such circumstances learners realise that they are still in need of adults and actually long for re-union. Adults who know this, always keep the door open and welcome them back whenever they seek their presence after they have experienced separation. Learners must always be assured and reassured that they can at any time return to their adults for further assistance (Du Plooy, Griessel & Oberholzer, 1987: 133)

2.6 PEDOGOGIC ACTIVITY STRUCTURE

The educative occurrence is a dynamic occurrence which takes a particular course, because educator (adult) and educand (learner) are actively engaged in characteristic activities which are known as the pedagogic activity structure (Van Rensburg & Landman, 1988: 395).

Since what happens to and inside a person during the events known as education is generally not visible or observable, a phenomenological description of education is necessary. One of the structures described by phenomenologists is the pedagogic activity structure. Educative activities are actions which can be identified when education takes place in a secondary education situation (Oberholzer *et al.*, 1993:127).

When education at home or school occurs, it is described as a relationship between and educator and learner. This relationship is observable partly as an activity, and partly as an attitude to reality which is not readily or concretely demonstrable, except when displayed in actions or activities.

According to Landman (Oberholzer *et al.*, 1993: 127) the following twelve essences describe what happens when an educator is educationally engaged with a learner.

- **Giving meaning** – the learner shows responsibility towards the world, expands his horizons and experiences increasing meaningful activities as well as giving meaning to these activities.
- **Exerting** – the learners becomes dynamically involved in participation, taking up position for the demands of propriety and living according to these demands.
- **Exemplicifation and emulation of norms** – learner unconditionally identifies with norms and shows an understanding of these norms.

- **Venturing together** – learner forms a mutual relationship of trust and understanding with the educator and joins together to venture together and give meaning to this venture. The learner accepts responsibility for his actions.
- **Gratitude** – the learner shows gratitude to his educator for the experience and the security he enjoys with the educator.
- **Accountability** – he shows accountability in shouldering responsibility and shows regard for others as co-participants and co-travellers.
- **Hope** – the learner shows hope in the future and engages in trusting conversation about the future and takes decisions concerning the future.
- **Design** – the learner sees reality as new possibility and he yearns for the future. He shows moral self determination.
- **Realisation** – the learners realises that the educator's aim is to lead him to responsible adulthood and he shows gratitude to his educator for the accompaniment.
- **Human dignity** – the learner acknowledges his individuality and shows respect for the uniqueness of his fellow men. He shows an understanding of values.

- **Self-understanding** – he shows critical self-evaluation and responsible self-understanding. Shows an increasing understanding of being human, accountability, possibilities, demands of propriety, duty and solitariness.
- **Freedom** – the learner is willing to exert himself, acknowledges and obeys authority. He begins to assume freedom with responsibility and becomes conscious of the reciprocity between responsibility and freedom. He shows increasing preference for responsibility.

2.7 PEDAGOGIC AIM STRUCTURE

The outcome of invitational learning is the pedagogic aim structure. Invitational learning is aimed at a special goal. All pedagogic acts are goal-directed, otherwise it would be aimless and meaningless for an adult to concern himself with a not yet adult. Education is orientated to the ultimate adulthood of the learner (Van Rensburg & Landman, 1988: 395).

To determine whether the educative intervention has had the effect the educator hoped for there is a way of judging the learner's progress. The extent to which a person satisfies the requirements of adulthood can be judged according to certain criterias. Seen from an educative perspective, the criteria for adulthood are those norms or standards according to which the educator can determine to what extent educative assistance helped to lead the learner to adulthood. These criteria demand that the following essences of the educative aim structure be actualised: meaningful existence;

self-judgement and understanding; human dignity; morally independent decision making and actions; responsibility; norm identification and a philosophy of life (Du Plooy & Kilian, 1985: 101).

If successful invitational learning is present in the education situation the following aims of education will be realised (Oberholzer *et al.*, 1990: 116 ; Pitout *et al.*, 1993: 79 ; Du Plooy, Griessel & Oberholzer *et al.*, 1990: 116 ; Van Rensburg & Landman, 1988: 416 ; Van Rensburg, Landman & Bodenstein, 1994: xxix)

- **Meaningful existence** – the learners become conscious of the demands of proper human existence and give account of their choices and participation and also to live responsibly.
- **Self-judgement and self-understanding** – this is realised when the learner makes evaluations and judgements critically. These judgements enhance self-improvement.
- **Worthiness of being human** – this aim is actualised when the learner becomes conscious of his human dignity, has a knowledge of values, and shows regard for the dignity of a fellow human being.
- **Morally independent choice** – this aim is realised when the learner shows truth to decisions he has made regardless of the consequences. The learner takes responsibility for his actions and not shirk his responsibilities.

- **Norm identification** – the learner lives voluntarily according to the demands of propriety, has a fundamental knowledge of norms and identifies with norms.
- **Philosophy of life** – this aim is realised when the learner lives in obedience to the demands of propriety, shows acceptance of a particular philosophy of life and has a basic knowledge of that particular philosophy of life.

2.8 SUMMARY

The pedagogic relationship structure and progression structure should not be seen as separate structures. The relationship structure forms an essential component of the education structure. The essential components of the relationship structure are only realised in the actualization of the progression structure. In other words, during example, the visible act of 'pedagogic' co-existence, the relationship structure components (know, trust, authority relationship) appear and intensify. This intensification makes it possible to progress from 'educational co-existence' to 'educational encounter'. During educative encountering the further blossoming of the relationship structure becomes possible. In other words, within the framework of the relationship structure education progression becomes possible and vice versa. These various structures and structural components are interrelated.

These visible educational activities do not take place of their own account. These activities take place with the view to achieving a specific purpose.

Learners are gradually brought to realise and actualise the pedagogic aim structures.

In the light of the preceding exposition of the relationships and progression in education, it may be stated that the mutual involvement (educative relationship) between educator and learner and the progression which characterises these relationships, affords the learners the opportunity to become proper adults. The relationship of mutual knowing, trust and authority create a secure space in which the learner is able to practise becoming a proper adult under the supervision of the educator.

CHAPTER 3

FACTORS AFFECTING INVITATIONAL LEARNING

3.1 INTRODUCTION

It is a matter of common knowledge that invitational learning in a large number of schools in South Africa leaves much to be desired. This is due to the fact that a culture of teaching and learning is not present in many schools. Successful invitational learning can only take place if a culture of teaching and learning prevails in schools. Therefore it can be said that a culture of teaching and learning is a necessary prerequisite for invitational learning to take place (Beckman, 1999; Nxumalo, 1998: 4; Naidoo, 1999: 74).

According to Bergh (1996:105) and Vinjevold (1999: 17) education in South Africa is grappling to establish common grounds and shared values to serve as a point of departure. There is however less funding available for education, different funding structures, higher educator-learner ratios, a large number of underqualified educators, inadequate physical provisions and environment and the diversity of languages and cultures to be provided for in education without assimilating learners into one dominant language. Purkey & Norvak (Norvak, 1985: 3) say as a result of these factors disinviting messages are extended through the physical environment, school programmes and school policies making invitational learning a difficult task.

Van der Vyver (1997: 156) states that more than sixty percent of the learners in schools have failed at least once during their school career or have left school. Bergh (1996: 95) maintains that repetition, dropout and school failure are problems in South African education. Smith (1996: 1-2) also mentions the very disappointing pass rates in schools. Thirty seven percent of the learners fail or leave the system within the first two years of their school career. Although a pass rate in excess of 86% is achieved during the remainder of learners' primary school years only 35% of learners who start grade one reach grade eight within the normal time of seven years. The pass rates in the high school phase are consistently in the region of 84%, except in grade 12 where there is a drastic drop in the pass rate. Only 22% of learners entering grade eight pass grade 12 successfully within the normal 5 years. "In many of the media reports the low pass rate of final year learners were attributed to the attitudes of learners, discipline, class-size, educator's behaviour and involvement in education". De Klerk (1998: 75) and De Villiers (1997: 76) further reiterate that many learners fail because of their lack of discipline and enthusiasm to learn.

Calitz (1998: 14) states that the dismal pass rate could be directly attributed to ongoing disruptions through violence and intimidation that inhibit educators from conducting meaningful invitational learning. Some schools lost many school days which is detrimental to successful invitational learning because of educators' absences, late arrivals and early departures. Book shortages, vandalism, arson and pilfering have also resulted in many schools not being suitable for the creation of a climate conducive for effective invitational learning.

Smith (1996: 52); Ramdun (1999: 1) and Clarizio, Craig & Mehrens, (1987: 326) state that a large number of schools are characterised by lack of control, poor discipline and loss of basic values and that classroom discipline has always been the foremost problem for educators. The reasons for this state of affairs are multiple and includes, *inter alia*, invitational learning. This chapter will deal with some of the factors that have an effect on invitational learning.

3.2 The concepts "inviting" and "disinviting"

To give a better understanding of invitational learning, it is necessary to explain the terms "inviting" and "disinviting." Invitational learning will be discussed against the criteria of "inviting" and "disinviting."

3.2.1 Inviting

Sykes (1989:528) defines inviting as " a request to come to, to attract, to do what is presumably agreeable, thus invitation." According to Purkey (1987: 2-3) in an inviting environment educators and other people show trust, respect, optimism and intentionality. They foster an environment where learning can take place positively and harmoniously (Brinson 1995: 4-5). They ensure that such an environment is safe and conducive to learning. Inviting educators try to encourage learners to enrich and orchestrate their lives to seek balance and harmony (Purkey & Norvak, 1988: 11).

3.2.2 Disinviting

The most negative and toxic level of human functioning involves those actions, policies, programmes, places and processes that are deliberately designed to demean, dissuade, discourage, defeat and destroy. A disinviting person is someone who is purposely insulting, a policy that is intentionally discriminatory, a programme that purposely demeans people or an environment intentionally left unpleasant and unattractive. Disinviting people are often viewed as uncaring, racist, dictatorial, chauvinistic or just plain thoughtless. They lack consistency in direction and purpose, they act in disinviting ways (Purkey, 1987: 3).

3.3 **FACTORS CONCERNING THE LEARNERS**

Learners' attitudes, interests, motivation to learn, their self-concepts and values all have an influence on invitational learning (Le Roux, 1992: 37 & Van Niekerk & Meyer, 1995: 73-75). The learner's attitude, whether it be favourable or unfavourable, stems mainly from the generalisation of his own experience with regard to the school. Every learner will, after a sufficient number of experiences of success or failure, develop a correspondingly positive or negative attitude towards school and consequently learning (Vos, 1997: 2). According to Smith (1996: 3) a global trend for the present generation is to be more troubled emotionally than the last, more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive. Baron & Byrne (1997: 106-107; 343-344) point out that disregard shown to basic values like honesty and tolerance,

obedience, respect and authority has become a matter of grave national concern and this has a tremendous impact upon invitational learning.

3.3.1 Relevance of subject content

Successful invitational learning will be realised if the subject content is in accordance to the life-world of the learner. Van Niekerk & Meier (1995: 73-75) states that the work of many learners is characterised by superficial acquaintance with the subject content and educators are concerned about this inability of learners to express themselves. The home environment of most of the learners are not supportive and conducive to preparing the learner for the requirements of formal schooling. Parents are unable to assist or check the learner's schoolwork due to their absence from home, illiteracy and in some cases ignorance. Although learners may have many learning experiences at home, these are not suitable for academic achievement and purposeful invitational learning in a school situation.

3.3.2 Attitude of learners

According to Baron & Byrne (1997: 126) an attitude is a conscious state of readiness which has a direct or indirect directive influence on a person's action towards all related objects and situations. The positive outcome of invitational learning depends largely on the attitude of learners towards learning in the education environment. A positive attitude and interest towards learning will enhance invitational learning. A negative attitude will however cause disinterest in the learner and thus invitational learning will not be realised. Du Toit & Kruger (1991: 59) state that when we speak of a

learner with a negative attitude towards education, we imply a negative disposition towards or about invitational education. Attitudes are important components of the learner's volitional life.

According to Evans, Gable & Schmidt (1991:72) and Frude & Gault (1984: 39-40) learners with a negative attitude towards invitational learning may challenge authority for a number of reasons. Such rebelliousness would be particularly apparent in cases of learners who have generalised negative feelings about school. Raven (Frude & Gault, 1984: 39-40) states that approximately one third of the learners sometimes or always hate going to school. This problem may relate partly to a reaction against the school as a total institution. He comments that if learners don't like school it is because they cannot see the relevance of what they are doing there and that their disenchantment is so great that it is difficult to see how educators can achieve any goal effectively. Learners' disenchantment is strongly related to expectations of future social destination, which is of jobs and careers.

Mtshali (1999a: 6) states that some learners regard schooling as another form of imprisonment. They say that being in school is the same as being imprisoned for twelve years. When an opportunity arises they use it to destroy the school. Other learners regard township education as poor quality education and therefore display negative attitudes towards invitational learning.

According to Grove & Hauptfleisch (1982: 246) learners often assume a negative attitude in order to hide their inability in a particular subject. They

behave in an unacceptable manner in the classroom. Negative attitude of learners make invitational learning a difficult task.

3.3.3 Discipline

Van den Aardweg & Van den Aardweg (1988: 62) define discipline as "...the system by which order is maintained in the school, home and the community. One of the pre-requisites for all learners is that they learn how to behave at school and in their homes. Whether they like it or not they have to adhere to the family or school's code of conduct."

The realisation of invitational learning in the classroom situation depends greatly on the discipline of learners in the education situation. Pitout *et.al.*, (1993: 118) maintains that discipline in terms of education denotes the learner's voluntary acceptance of learning from the influence of the educator. What is required of the learner is respect for and voluntary compliance with the demands and instructions of the educator as a figure of authority (Mphahlele, 1993: 46).

According to Kruger & Van Schalkwyk (1993: 74) and Bernbaum (1980: 202) a degree of discipline is needed in schools so that all participants know exactly what is going to happen next. Smith (1993: 37) states that a new generation of learners, the influence of peers and the emergence of learners rights are also central to disciplinary problems. Good discipline is no longer considered synonymous with quietness, stillness and obedience. Learners are more outspoken, are aware of their rights and easily query their educator's decisions. Healthy discipline in a school is a prerequisite for the

success of the school's curricular and extra-curricular programmes to promote invitational learning successfully (Kruger & Van Schalkwyk, 1993: 74). Discipline is an important element of school and classroom management and it ensures good academic results. Without proper discipline and authority, chaos may rule in a class and thus affect invitational learning. Garson (2000: 5) and Dunham (1989: 33) state that learners' behaviour (disruption) in classes often take the form of rowdiness, abuse, bad language, talking refusing to accept the educator's authority thus increasing the low morale of educators towards their profession.

Evans, Gable & Schmidt (1991: 72) categorically state that no single problem poses such a challenge and or causes so much educator heartache, frustration and failure as the problem of discipline in schools. However, sound discipline in the school and classroom does not happen by itself (Kruger, 1995: 45). Today principals and educators contend with numerous factors that cause misconduct and disciplinary problems which have a negative influence on invitational learning.

De Villiers (1997: 77) and Doyle (1990: 63) cite the following as possible causes of undisciplined behaviour in schools which might have an impact on invitational learning:

- Situational and environmental factors. Social class conflicts, irresponsible parents and poor family conditions trigger emotional problems which are reflected in classroom behaviour.
- Size of the school. Crowded classrooms adversely affect behaviour.

- Class size and composition. As the size of the class increases so does disciplinary problems.
- Poor administration and school organisation. This drains educators' emotional energy and learners behave aggressively and impulsively.
- Too much emphasis on control and punishment by educators. When restrictive requirements exceed the limits of youth's tolerance, this may trigger reactions that are more a rebellion against unreasonable constraints than personal problems unrelated to the school.
- Inexperienced educators. Lack of experience is often associated with the disciplinary problems encountered by younger educators whereas rigidity and being out of touch with values and behavioural standards of a younger generation are found with the older educators.
- Academic and curriculum factors. Disciplinary problems arise when learning tasks are unchallenging and unrelated to learners needs.
- Learners' personality and growth factors. Misbehaviour may occur when a learner is ill, tired, nervous or emotionally disturbed.
- Difference between developmental and reactive defiance.
- Group dynamics. The group is a powerful force bringing out the bully in some and the leader in others. This force can be so strong that

individuals tend to bow to majority opinion even when they know it is wrong.

- Drug abuse and drinking are numbered among the causes of disciplinary problems and have a debilitating effect on learning.

Smith (1996: 36) and Squelch & Lemmer (1994: 40) view the following as the main factors contributing to poor discipline in schools:

- Inadequate school management, including educators and curricula.
- Learners themselves.
- Lack of resources such as textbooks, chairs and desks.
- Education is boring and meaningless to the learners.
- English as medium of instruction is quite often a third or fourth language to learners.
- Overcrowding.
- Lax discipline classrooms in many schools.
- Violence.
- Family disintegration.
- Poverty.

3.3.4 Self-concept of learners

The self-concept of a learner refers to the "picture" which the learner has of himself and the value he attaches to himself (how I see myself, what my characteristics are, how I judge myself in the areas of appearance, ability,

talents, motives, goals, ideals and social interactions and relationships) according to Carl Rodgers (Meyer, Moore & Viljoen, 1997: 466).

The embodiment of a positive self-concept is a necessary prerequisite for the enhancement of successful invitational learning. If a learner has a positive self-concept his self-esteem is enhanced. This enhancement of the self promotes positive self-actualisation thus ensuring positive invitational learning. An adverse effect of the self-concept will negatively affect the self-esteem of the learner and the learner will not be able to actualise his self, thus hindering the progress of invitational learning (Meyer, Moore & Viljoen, 1997: 469).

Du Toit & Kruger (1991: 14, 21-22) maintain that the learner's self-concept is extremely personal and of paramount importance to him. The self-concept is the core of someone's personality, is highly personal and highly significant to the person concerned and therefore he will do everything in his power to defend it (Baron & Byrne, 1997: 152-153; 190). The self-concept is the criterion on the basis of which the person becomes involved, attributes meaning and conducts himself. His self-concept determines not only with whom and with what he forms relationships but also the quality of the relationships formed. A learner who regards himself as academically stupid and inadequate, is likewise unable to like school and decides to quit. The learner's behaviour elicits a response (positive or negative) from others. This is important to him. The opinions expressed, together with his comparison of himself and with others contribute to a positive or negative evaluation of his self. The outcome of this self-evaluation is a high or low self-worth. Positive feedback results in pleasant experience, high self-

evaluation and high self-esteem while negative feedback results in unpleasant experiences (rejection and failure) poor self-evaluation and poor self-esteem (Baron & Byrne, 1997: 190, 224).

Vrey (1990: 95) maintains that every learner should, with the support and guidance of his educators form a realistically positive self-concept in order to achieve invitational learning. A negative self-concept will have an effect on invitational learning. This negativism will have an impact upon the self-esteem, as the self-concept and the self-esteem are related to each other and are shaped by the individual's experience and attitudes he perceives others have about him (Kyriacou, 1994: 51).

3.3.5 Self-esteem

The self-esteem is the degree of positive or negative feeling that one has on the assessment or evaluation of oneself. It is what we feel about ourselves and such feelings are brought about as we compare ourselves with others (Van den Aardweg & Van den Aardweg, 1988: 206; Kyriacou, 1994: 51). A high self-esteem comes from being able to do things better than others, when we achieve goals we have set ourselves, and one's history of success or failure. It is one's self-judgement of one's own abilities, influence, popularity and this limits behaviour (Van der Merwe, 1997: 77). Many learners are at a phase in their lives when they don't know what is expected of them. Some are still too young to be referred to as adults, others suffer from an identity crisis because they want to imitate others as they are not happy with whom they are - these learners have poor or negative self-esteem (Steyn, 1993: 11). Such learners become defensive and even aggressive if

educators attack their personality, opinions and views because they see it as an attack on their self-worth. Therefore, the manner in which educators perceive learners will most certainly affect their self-esteem. This self-esteem is fragile because it is constantly being evaluated by the becoming learner himself. A good educator values and respects the individual learner for who he is and by doing this acknowledges the human dignity of others (Smith, 1996: 14).

According to Els & Els (1993: 171- 172) learners with learning problems often regard the school as the cause of all their unhappiness. They feel insecure, unaccepted and helpless and because of these feelings become unwilling to do schoolwork. They show a lack of initiative, co-operation, battle to concentrate and become anxious and insecure. These learners suffer because they develop a low self-esteem and do not believe that they are capable of achieving. They experience the school situation as threatening and this might give rise to *inter alia* the following:

- disobedience to the educators;
- staying away from school without apparent reason; and
- serious behavioural problems, e.g. alcohol and drug abuse and delinquency.

A person, and therefore the learner in school, is and becomes what he thinks. The more self-esteem learner has, the greater, as a rule, is his desire and ability to become somebody of value (Britton, 1992: 22). Too often, however, the real problem of a negative or low self-esteem is hidden beneath such labels as unmotivated, undisciplined or disinterested (Van der Merwe,

1997: 78). The learner's self-esteem invariably has an influence on his ability to perform a particular task – thus his inability to actualise himself (his potentials) for successful invitational learning.

3.3.6 Self-actualisation

A learner's self-actualisation stems from his self-esteem. Vrey (1990: 25) sees self-actualisation as the outcome and product of guidance and support given by educators to learners. The goal of invitational education, according to him, is to assist learners in becoming mature and growing to their full potential. Self-actualisation implies a person's deliberate attempts to realise all the latent potential of the self. This includes every terrain of physical skills, intellectual ability, emotional experience and moral awareness, enabling the individual to acquire and actualise the human self which he in fact is.

The conditions for self actualisation according to Vrey (1990: 29; 42; 77) are as follows:

- The individual should be fully involved in the self-actualisation process.
- There is an intrinsic interaction between a positive self-concept and self-actualisation. Thus successful self-actualisation depends on the essential condition: a positive self-concept.

- A negative self-concept and self-perception as a rejected, incapable, unrespected and little esteemed person will hamper effective self-actualisation.

These conditions are clearly relevant to learners who, assisted by educational guidance, are becoming aware of latent potential and then proceeding to realise as much of this potential as possible at the highest possible level.

3.3.7 Motivation

Invitational learning is possible if learners are motivated and become positively involved in the learning activities. The effectiveness and success of learning in school depends to a large extent upon the motivation of the learners (Clarizio, Craig & Mehrens, 1987: 316). If the learners in the class are motivated they participate and co-operate meaningfully (Van Rooyen, 1993:87). According to De Witt (1993: 20) and Van den Aardweg & Van den Aardweg (1988: 153) motivation is the impetus and driving force of the personality which can be realised by means of a volitional act and concomitant behaviour. Motivation is then related to purposeful fulfillment of aspirations. It implies the learner's will to reach a goal which is important to him, as well as his anticipation that the goal can in fact be reached by his motivated purposeful action.

All learners are motivated and all behaviour is motivational behaviour (Du Toit & Kruger, 1991: 58). According to Van den Aardweg & Van den Aardweg (1988: 153) motivation emanates from the following essential human needs:

- the need to be competent/proficient;
- the need to self-actualise;
- the need to become functional;
- the need for personal adequacy;
- and the need to reach a certain level of self-actualisation the need to be somebody.

Du Toit & Kruger (1991: 58) agree that this motivation can be intrinsic, extrinsic or can take place as a need of achievement. Intrinsic motivation, an inner drive which urges a learner on, fuelled by his own intrinsic goals, curiosity and interests, plays a significant role in invitational learning. Van den Aardweg & Van den Aardweg (1988: 138) say intrinsic motivation in itself sustains invitational learning. It is independent of external motivation although external motivation does feature to a certain degree an inner drive may achieve good marks and the educators praise may further motivate the learner. There is a self perpetuating energy behind intrinsic motivation which can function in the complete absence of extrinsic motivation (Maehr, Midley & Urdan, 1992: 410).

According to White (1999: 23) without the motivational inspiration, effective invitational learning will not take place efficiently. Learners will not feel the need to learn or achieve a particular goal in reaching the aims of education. For learners to be motivated educators must ignite the learner's natural curiosity and passion for invitational learning in every learning situation. Educators must be enthusiastic and excited about invitational learning themselves.

3.3.8 Learners' perception of educators

Successful invitational learning depends heavily on the learners perception of their educators. Positive perception of their educators promotes successful invitational learning while negative perception has an adverse effect. Ashley (1993: 32) maintains that the quality of an education system is more dependent on the quality of its educators than any other single factor. In a survey of learners in the previous Transvaal province in 1993 it was found that learners considered the educators to be the main obstacle to progress, and that dissatisfaction with educators was likely to be the main cause of boycotts or demonstrations (Dekker & Van Schalkwyk, 1995: 491). According to Bergh (1996: 99) it appears that a lot of blame for school failure was placed at the doorstep of the educator and educator training. The learners saw many of their educators as unhelpful, lacking in commitment and effort, failing to explain new work, drinking too much and being absent from school too often.

Steyn (1993: 39) is of the opinion that a large number of educators lack a professional work ethos. The most widely accepted complaint regarding the problems of disadvantaged schools is the unprofessional conduct of educators. According to Motaung (1999: 7) and Mtshali (1998: 7) some educators were found to be sharing alcohol with learners in shebeens, smoking, dancing with learners at dance-clubs and had made some of their learners pregnant. They believe that many educators have lost their dignity and respect in the community because of their unprofessional behaviour. Smith & Pacheco (1996: 24) remark the following about educators: "Their culture of hard work is zero, their bodies are in it but not their souls. Most

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educators have to be pushed from behind like a wheelbarrow and they are here for their salaries, not for the learners.”

Another complaint often lodged about educators is their involvement in political and union activities (Pillay, 1998: 187). Some educators concentrate more on the activities of the union than teaching. Educators who belong to the South African Democratic Educators Union (SADTU) feel that they can do what they like - they don't have to do their work as an educator any more (Smith, 1996: 24). It seems that especially SADTU, became the union for those educators who cannot cope in the teaching profession - the lazy ones hide behind the unions.

According to Mbatha & Naidu (1997: 15) and Dekker & Lemmer (1993: 12) the criticism of educators can be summarised as follows:

- Uncommitted and unprepared for lessons.
- Didactic inability.
- Unprofessional conduct.
- Absence from classes.
- Alcohol abuse by some male educators.
- Poor role models set by educators.
- Unionists attitude by some educators.
- Lack of knowledge of their subject.

With the lack of commitment and enthusiasm for this ennobling profession, invitational learning is a far cry and thus results in poor discipline, high failure rate and school drop out.

3.3.9 Labelling

Successful teaching stems from positive perceptions of learners, rather than from analyses of their specific "deficits." Research conducted by Good and Weinstein (Strahan & Strahan, 1988: 5) demonstrated in their analysis of "educator expectations" that educators behaviour is often shaped by perceptions of learners' ability and differential educator behaviour affects learner performance. Their research suggests that when certain learners are perceived as less able, they begin to internalise lowered expectations and behave accordingly. They communicate them through almost all their actions. Efforts to promote school success for all learners must thus begin with educators' perceptions of their learners and thus avoid labelling.

Educators should continually take heed that the learner does not become the object of mockery and malice (Ballantine, 1983: 170). They should guard against the learner being labelled because of his build for instance typifying the learners as a "sissy", "macho", " a sluggard", etc. (Du Toit & Kruger, 1991: 109). Labelling often demotivate learners and thus makes invitational learning a difficult task for both educator and learner (McKay, 1995: 134).

Cohen, Manion & Morrison (1996: 249) state that invitational learning success will be realised if educators:

- treat learners as individuals of equal worth – regardless of gender, race, background or special needs;
- counter stereotypes, discrimination, bias and misconceptions;
- promote a clear understanding of equal rights and freedoms; and
- celebrate the notion of difference and promote positive images of diverse populace.

3.4 FACTORS CONCERNING THE EDUCATOR

An independent survey conducted by Holman (Sylvester, 1999: 1) has found that more than half the country's school educators and principals would leave the beleaguered profession if they could. Levels of motivation among educators countrywide have plummeted by a staggering 37% in the past three to five years. The figures are even more shocking when it is considered that the 68% of educators and 88% of principals ready to leave are those who opted to stay in service and not take severance packages when these were offered as part of government "rationalisation" of the public sector. The report also highlighted learners' misbehaviour and violence as a mammoth problem steadily on the increase. Most educators and principals believe that national education authorities are caught up in their own processes and "chase their own tails most of the time." Willy Madisha, the president of SA Democratic Educators' Union welcomed the report's finding. He said learners' problems and the drop in morale were of great concern to SADTU (Sylvester, 1999: 1).

3.4.1 Educators' safety and security

Invitational learning will be effectively and efficiently enhanced if educators are guaranteed safety and security in the work environment. The government's policy of redeployment of educators have increased the fears of educators in respect of their jobs. According to Garson (1999a: 2) five years ago, many educators in the education sector were promised:

- an education system linked more closely to the world of work;
- a world where job opportunities would be in abundance;
- educators retrained to teach the new outcomes based education curriculum; and
- most importantly, no job losses.

She states that thousands of educators continue to live with anxiety and job uncertainty and the much trumpeted redeployment plan has only happened on the smallest scale. These open promises were not kept and thus redeployment and unemployment continue to take place.

Many educators are being redeployed or have become unemployed in the past year. Educators are dissatisfied with the implementation of redeployment. Many educators have developed a negative attitude towards education and some have resigned themselves to terminate their services with the education department or have opted to take the voluntary severance packages (Fox, 1999: 15).

According to Sieborger (Sylvester, 1990: 1-2) of the National Union of Educators' educators are experiencing frustration because authorities are unable to answer their queries or allay their fears. The uncertainty in education is a source of frustration and insecurity for many educators who can't get straight answers from the department.

Other fears that educators experience within the education environment is the uncontrolled discipline among learners. Educators are no longer safe in the company of learners as many learners are armed with illegal weapons. Due to the poor discipline of learners many educators feel insecure among their learners. This insecurity is increased by direct confrontation with learners, especially when they are hostile as a group (Makumbila, 1999: 7). Many principals and educators are often threatened and intimidated by learners if they fail or reprimand learners for their behaviour (Bridgraj, 1999a: 6 ; Ntombela, 1999: 6 ; Mtshali, 1999b: 13). Another source of insecurity is lack of psychological knowledge, a feeling that one is out of one's depth with a particular learner, or the school as a whole. A further source of insecurity for educators is that the range of the learners' behaviour and attitudes is beyond the educators' experience, training and expectations. Some educators feel confused and uncertain about the right actions to take (Dunham, 1989: 37).

Educators feel stressed out because of learners discipline, particularly the coarse language, unsolicited rudeness and constant talking, teaching very low ability classes, losing free periods which are needed for preparation duplicating, etc.; having to cover for colleagues who are not pulling in their weight; noise and the constant battle to create a stimulating but tranquil

environment. Some educators feel like zoo-keepers rather than educators (Dunham, 1989: 42).

3.4.2 Job satisfaction

Job satisfaction is of vital importance for effective invitational learning to take place. Invitational learning cannot take place in an environment where participants in the education situation are unhappy. Educators are persons who have been professionally trained but who have, in contrast to other professionals, little say in their working conditions, their planning or the manner in which these must be executed (Cooper & Payne, 1995:331). According to many principals, staffs were demoralised and increasingly disillusioned in the teaching profession (Sylvester, 1990: 1-2). Further dissatisfaction in the profession stem from the fact that some educators are not given their salaries timeously. According to educators, the Education Departments do not appear to consider the personal anguish it causes employees in terms of their other financial commitments, such as medical aid, housing loans and insurance (Geoff, 1999: 2).

Educators have to spend more hours in school talking, preparing, etc. This has caused much unpleasantness among educators. Teaching can be an extraordinarily lonely profession. The loneliness of the classroom is compounded by that of the staffroom. Disruptive behaviour is the most striking example of stress which too often has to be borne in painful isolation. To many educators, admitting to bad classroom discipline is paramount to admitting that they are bad educators. Many educators have

shown dissatisfaction in their jobs, thus negatively impacting upon invitational learning (Dunham, 1989: 12).

In section 2(1) of Act 39 of 1967 as amended by Act 103 of 1986, recognition is given to the organised teaching profession, but in practice this is of little significance for the individual educator. While the private sector takes all sorts of initiatives to make the work place more humane, to involve employees in decision making, planning and the utilisation of their talents by encouraging innovation, teaching remains an environment where creativity is restricted to initiatives in the classroom or on the sport field. Within the school the involvement of the individual educator in decision making is practically non-existent according to King (1990: 22-23) and McNiel (1996: 219, 424).

One of the principles for the provision of educators in the RSA, formulated in the De Lange Report – and endorsed in the White Paper on the Provision of Educators in the RSA and taken up in the Act on the National policy for General Education Affairs, Act 76 of 1984 – reads as follows: "The professional status of the educator and lecturer will be recognised (King, 1990: 23). Many educators have displayed dissatisfaction in their work environment. This dissatisfaction stems from various reasons such as learners' attitudes, salaries, class size, management, etc. Due to their increased dissatisfaction, many educators have adopted a negative attitude towards the profession. Their classroom commitment is evident in the drop in the educational standards. (Dunham, 1989: 43).

According to Dow (1982: 120) there are certain expectations of educators which are more important to overall job satisfaction than others. These aspects are about intrinsic characteristics of teaching for example opportunities for personal growth, intellectual stimulation and independent action, they are more likely to decline during induction than expectations during extrinsic characteristics for example teaching load, school administrative duties, etc.

3.4.3 Curriculum 2005

Bengu, (1997: 1) stated that it was a great honour to unveil Curriculum 2005 as the new national curriculum for the twenty first century. He further stated that the new curriculum would effect a shift from one which has been content-based to one which is based on outcomes. It aimed at equipping all learners with the knowledge, competencies and orientations needed for success after they leave school or have completed their training. Its guiding vision was that of a thinking, competent future citizen.

According to Bridgraj (1999b: 5) whether the school is in the rural heartland of Kwa-Zulu Natal or in a plush house in Holland, OBE (Curriculum 2005) seems to receive the same mixed reaction among all major stake-holders, especially educators.

However, according to Bengu (1999: 1), much effort would have been focused on providing the necessary support to educators in the form of in-service training, assessment, guidelines and learner orientation. In his message regarding Curriculum 2005 he stated the following:

- Educators and trainers should not be threatened by this new approach.
- Both educator and learner will benefit in the long term.
- OBE requires educators and trainers to focus on the outcomes of education rather than merely teaching information. The educator will plan all activities around the outcomes. Assessment will be on-going.
- OBE encourages educators and trainers to translate the learning programmes into something achievable. There will be a shift away from content-based programmes where educators aim to cover the curriculum in a predetermined amount of time.
- In OBE educators and trainers are encouraged to find ways of providing conditions of success in the classroom. A positive learning environment is seen as essential to educator and learner-motivation.

According to Garson (1999b: 6-7) the implementation of Curriculum 2005 in grade 1 in 1988 was badly hampered by inadequate training of educators, a lack of materials and poor communication between department officials and educators. Pretorius (1999: 1) stated that Minister Bengu failed to ensure the delivery of textbooks on time and failed to implement Curriculum 2005 successfully. According to research conducted by the Gauteng Institute for Curriculum Development (GCID) and by the National Department of

Education it was found that only 15% of the government's materials reached the educator they were intended for. Although the Gauteng study found educators to be supportive of the underlying principles of OBE, there were significant obstacles to making it work (Garson, 1999b: 6-7). Many educators felt that they needed classroom based training and not the "theoretical" training they received often from trainers who lacked primary school experience. Educators were intimidated and confused with new terminology. Most educators don't understand the high level of language used. Educators felt that large class size, lack of key resources like photostat machines and "inadequate and poor quality materials supplied" did not help matters. Materials were often in the "wrong language" and arrived as late as June 1998. Many educators complained that their principals were not supportive of the new curriculum which made matters worse. Educators also raised concerns around the new assessment criteria which they felt were unclear and depended too much on an individual educator's own "character and integrity" according to (Potenza, 1999: 9; Mashaba, 1999: 17).

Dzvimbo (1999: 13) states that an outcome based approach to teaching and learning is problematic because it has a tendency to separate the theory from the practice and puts a lot of weight on the textbook. If materials come to the educator complete with objectives, content, methodology and assessment models already in place, the educators' role runs the risk of being reduced to that of merely implementing something which they have not taken part in developing. The end result is not only a mechanistic approach to teaching and learning but the alienation and deskilling of the educator. He believes that educators play a pivotal role in invitational learning and should be given an opportunity to develop the curriculum.

With the limited knowledge and the lack of expertise, the implementation of Curriculum 2005 will probably have a negative impact upon invitational learning as educators themselves are unfamiliar with this new approach to teaching (Motanyane, 1999: 3). In a number of schools educators struggle to get the basics of teaching and learning, like textbooks and stationery. In some cases the classroom itself does not exist. In instances like these the educator needs the freedom and know-how to rework the curriculum to suit the classroom environment. It is vital for stake-holders to compare the pros and cons of outcome based education in the countries in which it was first initiated and look at some of the reasons why these countries have abandoned this approach for invitational learning (Dzvimbo, 1999: 13).

3.4.4 Classroom management

An important aspect for the realisation of invitational learning is the educator's management of his classroom. Successful classroom management will impact positively upon invitational learning. Badenhorst (1988: 83) states that the most important task of the educator as a classroom manager is to create a pleasant, orderly classroom climate that is conducive to learning. In such a climate learners get the opportunity to participate fully in the instruction-learning event. The effective educator-manager should integrate instructional and managerial activities in his instruction-management style in such a way that the proposed teaching and learning goals and objectives are achieved in the shortest possible time.

According to van Niekerk (1987: 19) and Cawood & Gibbon (1985:303) successful invitational learning will become a futile task if problems arise in

the learner's education situation when authority is constantly wielded in an unsympathetic, inconsistent, loveless or dictatorial manner, but also when no authority is exercised at all. When a learner is confronted with too many commands and/or demands, when too much is expected of him, he regards most of these restrictions to be devoid of meaning, the great number of impressions alone give rise to uncertainty within him.

Clark & Starr (1991: 73) state that many educators feel that learners' apathy and lack of motivation are about the most troublesome of all problems they face. The lack of motivation is responsible for problems of classroom management, discipline and control as well as deficiencies in learner's learning. They state that for successful invitational learning learners must be orderly, well behaved, disciplined and courteous.

3.4.5 Motivation

Motivation is the spark which ignites and influences the course of human actions. Beach (Van der Westhuizen, 1995: 194) states that motivation is the preparedness to expend energy to achieve a certain goal. Motivation is all the efforts used by educational leaders to encourage their staff to willingly achieve the best of their abilities.

Educators in their job situation can either be intrinsically or extrinsically motivated to promote successful invitational learning. Intrinsically motivated educators want to perform because they would like to and because they find their task interesting and informative. Extrinsically motivated educators take action because something or someone other than themselves

have prompted them because of some reward or incentive which they will receive (Kruger & Gouws, 1994: 152).

According to McGregor (Van der Westhuizen, 1995: 197) the behaviour of educators (individuals) is motivated to a far greater extent by their personal needs than by the force which can be exerted on them by management. He states the following regarding motivation of educators in their work environment:

- Educators are not naturally antagonistic towards work. The aware individual has as a strong desire to work as to relax. Circumstances and negative experiences influence a person's experience of work in general and so also his positive or negative attitude to it.
- The willingness to attain certain goals is closely linked to the reward which the educator will eventually receive. The reward does not only refer to material things but to satisfaction of so-called higher hierarchical needs such as acceptance, prestige, self-confidence and the degree of self-realisation experienced.

The outcome of successful invitational learning depends significantly on the motivational level of educators. An educator's attitude and personality influence his role in motivation in the classroom. Educators who have a positive attitude toward their jobs will enhance positive attitude of learners towards invitational learning. The educator can also motivate his learners by showing some amount of zeal and interest and enthusiasm in the subject

matter he is presenting. This will make the learners sit up and pay attention and become eagerly involved in invitational learning (Mwamwenda, 1994: 186).

Due to disciplinary problems at school, many educators according to James & John (1989: 7) see themselves as failing in their profession resulting in a lack of self-motivation. As a result their lessons are clearly not as intended, so they are failing professionally. They are evaluated as poor educators by their learners and probably by their fellow educators whether peers or superiors. They are blamed for the discipline incidents in their classes.

If motivational factors are neglected, one does not become dissatisfied, but one's performance does not exceed that typically described as a fair day's work for a fair day's pay. According to Sylvester (1990: 1-2) many educators lack the motivation to work and as a result have shown apathy towards the profession. Many educators work under appalling conditions. Due to the lack of self-motivation and enthusiasm towards the profession many educators go to school with a negative attitude thus failing to promote invitational learning.

3.4.6 Incentives

The promotion of invitational learning and motivation by educators depends to a large extent on the benefits and satisfaction they derive from their working situation. Educators must be extrinsically motivated by examples of rewards and incentives. Incentives give people an opportunity of performing to their optimal (Clarizio, Craig & Mehrens, 1987: 69-70). The

teaching profession has terminated the incentive policies which were offered in the past. Educators kept abreast of new knowledge because they were certain to be recognised, reimbursed and afforded the opportunity of upward mobility (Pretorius & Heard, 1999: 6). With the falling away of incentives, many educators feel there is no need to spend thousands of rands on studies when there is no recognition from their employers. Many educators complained that their salaries do not afford them the opportunity of pursuing their studies. Some of the reasons advanced for the unattractiveness of the teaching profession to gifted young people, are:

- the wide variety of other careers open to them;
- the profession's lack of status;
- fear of problems with discipline;
- the poor remuneration and opportunities for promotion; and
- disillusionment in respect of the inadequate financing of education.

The 1988 Act makes provision for school management to determine the salaries of educators within the limits of the *Educators' Pay and Conditions Act* of 1967 and to decide whether or not specific educators will receive merit bonuses (King, 1990: 32; Pretorius & Heard, 1999: 6). Kader Asmal, Minister of Education (Garson, 2000: 4-5) states that the National Educators Award will bestow recognition on educators doing excellent job in the classroom.

3.4.7 Self-concept of educators

Successful invitational learning depends greatly on the self-concept of the educator. Vrey (1990: 202) maintains that the educator in his professional capacity is always an educator. But in himself he is always a person, and it is by being a person that he accomplishes his task as an educator. The educator's self-concept lies at the core of his personality. This self-concept directs his tendencies to action, so that the educator's relations with himself – his self-concept – will inevitably influence his performance as an educator.

The educator who encounters the learner and is prepared to enter into a relationship with him, must be prepared to disclose himself, to expose himself so that others particularly his learners may see him as he really is, thinks, feels and believes. The educator must be somebody, a person who accepts and esteems himself. Learners cannot respect an educator unless he can accept and bypass himself so as to meet them with spontaneous authority (Child, 1991: 244-245). If the educator has problems with regard to self-acceptance, self-assertion and self-esteem, communication is so disrupted that the encounter becomes forced and artificial and authority has to be physically enforced with a greater or lesser measure of success. Learners are not impressed by an educator's academic achievements or degrees: they take it for granted that he is qualified to teach them. They are concerned with the person, and one of the things they expect from him is that he should be able to impart his knowledge.

All this flows from a positive self-concept. The educator must see himself as adequate – as having actualised or realised himself. Combs (Vrey, 1990:

202) and Cohen, Manion & Morrison, (1996: 349-350) describe the adequate personality of the educator as follows :

- He sees himself positively – accepts himself as important, successful, esteemed, dignified, a person of integrity who is liked by others.
- He regards himself realistically and without self-deception and looks at his world equally frankly with a minimum of distortion and defensiveness.
- He perceives and empathises with other in their circumstances and problems. This identification manifests itself as a feeling of oneness with people in different situations.
- He is well informed. A person with an adequate self has a rich and functional perceptual field.

Educators must have a realistic self-image which they themselves can accept and esteem and which does not need constant defence. An educator with a positive self-concept can expose himself to criticism without feeling threatened. He can discipline himself, concede viewpoints and modes of behaviour without feeling that he is sacrificing a cardinal part of himself (Vrey, 1990: 202-203 ; Maslow, 1987: 21).

Self-concept can be a motivation since achievement at school will strengthen self-concept. Everyone likes to feel good about themselves, and to feel that

Self-concept can be a motivation since achievement at school will strengthen self-concept. Everyone likes to feel good about themselves, and to feel that one is a person of worth and competent enough to perform most of the tasks required of him at school. Educators should view the fostering of self-concept as an important part of their task, and should view to be as positive as they can in their interaction with learners (Mwamwenda, 1995: 184-185).

3.4.8 Qualifications

Central to the quality of the school is the quality of the educator. According to Hartshorne (1992: 44, 64, 243) and Ashley (1993: 10) many primary schools have a disturbing and marked increase in the number of professionally unqualified educators. Due to the lack of qualifications, educators are unable to maintain authority and discipline in the class as they do not possess the necessary skills. The shortage of suitably qualified educators showed itself as standards began to fall considerably.

The present system of merit reward is not a very satisfactory mechanism to retain educators in the "scarce" subjects. The situation can only be remedied by the application of normal business principles. This will encourage aspirant educators to qualify in the more difficult subjects while enterprising persons will be prepared to show just that little bit of additional initiative (King, 1990: 48).

Without proper educational qualifications and knowledge in their teaching fields, educators will not be fully equipped to create an environment

3.4.9 Resources

For quality invitational learning to take place educators must be equipped with the necessary resources to carry out their educational functions effectively. Many schools are faced with limited resources which make the promotion of invitational learning difficult. Altbach (1989: 100) states that the safest investment in educational quality is to make sure that there are enough books and supplies. These materials are necessary for the realisation of invitational learning. Dunham, (1989: 12) states that educators have to make do with limited resources and so share books between learners or do group work because of the lack thereof. The class organisation and curriculum are governed by the available resources, not what the educator thinks is the best method of working.

Sallis (Steyn, 1996: 125-126) states that the greatest waste in an organisation is a failure to use its human resources (people's talents) properly. Training is a powerful tool of quality improvement which should be totally reconstructed. Rappaport (1993: 19) regards training of personnel in the quality improvement process a key element. Educators are an education system's greatest expense and its most important investment (Holt, 1993: 19). It therefore makes sound economic sense to allow them time, during the school day, to plan curriculum together, to share professional experience with other schools and to conduct in-service programmes.

3.4.10 Salaries

Effective and meaningful invitational learning is only possible if the participants in the education situation benefit mutually. Educators salaries play a vital role in the promotion of quality invitational learning and educator performance in classes. Excellent remuneration packages paid to educators will increase their commitment to the success of invitational learning and many educators will be content in their jobs (Jarvis, 1986: 11).

According to Catron & Allen (1993: 261) there had been an ongoing undertone of impatience and dissatisfaction among educators. Thapelo (1999: 5) states that an inadequate remuneration package which, according to educators, compares very unfavourably with that of the private sector, was usually given as reason. This problem, that is constantly recurring, is the dispute between educators and authorities for better educator remuneration. This dispute is settled from time to time when educators receive a meagre salary increase, only to flare up again after one to three years. King (1990: 1; 21) states that in view of the Exchequer's inability to satisfy all the needs of a First World, coupled with a rapidly growing Third World component, the maintenance of the status quo implies that the dispute as regards educators' salaries and the harm this is causing the profession will continue and also that the loss of good educators will continue. Permanent shortages, will by necessity lead to a lowering of educational standards. One of the strongest arguments advanced for higher salaries is the high resignation figure, especially among male educators; the latter join the private sector and receive a far better remuneration than in the teaching profession.

It must be accepted that all educators' inputs differ, but salaries do not reflect these differences. Inadequate educators are overpaid and excellent educators are underpaid, which encourages mediocrity and discourages gifted young people from becoming educators. This discouragement and apathy towards teaching has a direct influence upon invitational learning as many educators are not willing to put in the extra effort (Verma, 1993: 33).

For effective invitational teaching, the central government must retain its responsibility for a basic salary package for educators but, by means of deregulation, give schools the right to supplement such package as the need arises. This will result in educators who give excellent service being remunerated accordingly. The onus to improve his remuneration will then be placed on the educator himself. At present, there is very little encouragement towards better achievement for educators and the only way to retain people in the "scarce" subjects is to promote them out of the classroom to administrative jobs. A proper remuneration system coupled to personal achievement and innovation should make it possible for an educator to remain in the tuition situation while his remuneration provides for his needs (Thapelo, 1999: 5).

If educators could be remunerated on a more professional basis and according to the free-market principles, it will no longer be necessary for educators in "scarce" subject – who enjoy their work – to seek promotion. Promotion takes them out of the classroom and places them in managerial posts which they often neither enjoy nor fill properly (Thapelo, 1999: 5 ; King 1990: 24)

3.5 FACTORS CONCERNING THE SCHOOL ENVIRONMENT

A school can be described as an institution for teaching and learning, where learners receive unique pedagogic counselling, under the leadership of professional educators, so that subject content may be conveyed to them effectively (Botha, 1996: 48). According to Kruger (1996: 15) schools can only achieve the objectives for which they are instituted if high and pure ethical principles are maintained in the first place. The primary purpose of the school is to render a service, that is, to effect education through teaching and learning. Schools hold the future of the communities they serve and of society at large in their hands. If the school system fails, the community fails. Steyn (1996: 122) states that being quality and service minded in schools means relating to and caring about the goals, needs and desires and interests of participants and making sure they are met.

However, effective invitational learning is virtually non-existent in many schools in the country. This means that in spite of the vital role of schools with regards to the education of the country's youth, there are also factors concerning the school environment that contribute to the erosion of a successful invitational learning.

3.5.1 School management

The positive outcome of invitational learning depends upon the school management. Ineffective management according to Mona (1997:3) is one of the contributing factors to the breakdown of invitational learning in most schools. Poor school management can be further attributed to the way

provincial education departments are managed. Van Schalkwyk (1994: 14) states that schools cannot perform their functional tasks (teaching and learning) effectively if they are poorly managed, in which case they have a negative impact on the overall education of the community. Poor school administration, from the organisation of timetables to the review and promotion of educators, is the single most important cause of inferior schooling in South Africa. School administration is also a dimension in which there are striking inequalities across departments and areas. The traditional white suburban school is served by a network of committees and sub-committees, involving educators, parents and trustees, responsible for a wide range of support functions, and is also supported by a strong departmental administration. Rural and township schools are unlikely to have adequately functioning school committees, and principals often carry substantial teaching loads in addition to a range of bureaucratic functions, while departmental support amounts to no more than cursory annual inspections (NECC, 1992: 25).

Smith (1996: 8) maintains that effective school management is undermined by:

- marginalisation of the authority of the principal;
- over-accentualizing freedom and rights and an understatement of responsibilities and obligations;
- hesitancy on the part of principals and management teams to discipline learners; and
- inability on the part of principals and educators to discipline learners.

For effective invitation learning schools need to adopt a Total Quality Management policy. Total Quality Management explicitly states that all aspects of an organisation have to be dedicated to the goal of achieving the highest standards of performance (Murgatroud & Morgan, 1993: 60 ; Phillips, 1997: 58). It is total because it affects all who work in the school as well as all activities undertaken in the name of the school.

Steyn (1996: 122) strongly emphasises that Total Quality Management would have a tremendous impact upon positive invitational learning by the participants in the education act. According to Rappaport (1993: 17); Tribus (1990: 3); Moore (1993: 7); Schargel (1993: 67) schools which have adopted a Total Quality Management revealed tremendous improvement in various areas such as:

- learners have become more involved in after-school activities;
- the curriculum was developed to motivate learners intrinsically to do and be their best;
- learners have become "co-managers" of their education;
- educators have become enablers and facilitators and not taskmasters;
- morale and motivation have improved;
- conflict between staff members has decreased; and
- schools have experienced academic improvements.

Apathy towards the Education Department as a managerial structure is evident by the fact that about 50 full time educators have been accidentally sacked by the Education Department, while 2000 temporary educators have

not been paid since March. This is part of the administrative chaos reigning in the finance and staffing sections of the department (Editor, 1998: 6).

The leadership style of the principals, as the managers of the school, has a vital influence upon promotion of invitational learning. Principals who adopt a laissez-faire style allow their subordinates to do whatever they please, while principals with an autocratic style do not allow for educators to become involved in decision making in the affairs of the school. This creates an atmosphere of intense dislike and apathy towards the promotion of invitational learning. Educators often want to be part of the school and its planning according to Van der Westhuizen (1995: 190).

3.5.2 Physical provisions

Lazarus (1998: 14) states that a lack of provisions of the basic amenities at schools such as electricity, toilets, classroom space, furniture, etc. creates an *unconducive* invitational learning environment. Without proper physical provisions, the creation of a climate conducive to promoting invitational learning will become a difficult task. According to Mona (1997:3) the physical state of a large number of schools in the country are awful and therefore not conducive to invitational learning. Gravett (1997: 20) state that although invitational learning can take place in unlikely physical conditions, unfavourable physical circumstances in an educational setting can impede successful learning. It is therefore imperative that the physical climate be comfortable, attractive and conducive to working together as a group. It is a necessity to ensure adequate light, comfortable temperatures, quiet and

cleanliness, adequate furniture and classroom space be available for invitational learning to take place.

Kruger (1996: 240) and Anderson (1982: 370) strongly believe that a positive physical climate can improve invitational learning in the following ways:

- motivation;
- a positive self-image;
- a spirit of co-operation and collegiality;
- involvement and dedication;
- commitment to the school's mission;
- job satisfaction; and
- good interpersonal relationships.

Effective invitational learning is fundamentally influenced by the availability of physical provisions in a school (Lazarus, 1998: 12).

3.5.3 Relevance of school curricula

The school curriculum is a vital element in the promotion of meaningful invitational learning. A curriculum is everything planned by educators which will help develop the learner. When the curriculum is planned, the physical resources, work programmes, assessment criteria and extra-mural programmes should be taken into account. A good curriculum produces

modern societies consist of various ethnical, religious, language, cultural and socio-economic groups (Goodey, 1988: 1). In a country such as South Africa, with its heterogeneity as regards culture and developmental level, the authorities must guard against both an egalisation policy which ignores individual differences and a differentiating policy which denies the rightful educational needs of specific groups. Multicultural education incorporates the idea that all learners, regardless of their gender and social class and their ethnic, racial or cultural characteristics, should have an equal opportunity to learn in schools (Banks & Banks, 1997: 3).

Schools in South Africa are currently undergoing enormous changes as school populations become increasingly heterogeneous. Today, principals and educators face the challenge of managing and teaching learners from diverse cultural, linguistic and socio-economic backgrounds (Squelch, 1994: 4; King, 1990: 13). To implement multicultural education successfully all stakeholder must think of schools as a social system in which all of its major variables are closely interrelated (Banks & Bank, 1997: 23).

Until recently, multicultural education has received little attention owing to the previous South African government's policy of separatism. Educators are now faced with the challenge of teaching multilingual classes for which they have limited resources and training. According to Grootboom (1999: 4) Education Departments must guard against being hasty when amalgamating schools, stating that without the necessary social support structure, amalgamated multicultural schools could spark severe racial conflict among learners and the school community, thus having a negative impact upon invitational learning. Because of racial stereotyping and

prejudice, he feels that if amalgamation of schools is enforced and learners of mixed races are "just thrown together" it could result in racial classes and tensions.

Mkabela (Bridgraj, 1999c: 9) states that the South African curriculum is drawn from only one dimension in our multicultural heritage and ignores Afrocentric heritage. She states that there is a critical need to reorganise priorities in education so that education could become responsive to the multicultural nature of South African society. Curriculum development and teaching strategies should consider the circularity and group orientatedness as expressed in the African way of life, because it is inextricably bound to the way Africans conceptualise knowledge.

Lemmer & Squelch (1993: 57,64) say that in multicultural schools many learners, especially black learners, experience difficulty because they are required to study all their subjects through a medium of instruction which is not their mother tongue. Many of these learners do not have the necessary cognitive academic language skills needed to master the content and subject terminology. Only minority of educators are presently adequately prepared for coping with multicultural and multilingual classes thus creating a problem for successful invitational learning to be actualised (McKay, 1995: 148-149).

3.5.5 Class size

Educator-learner-ratio has a vital influence upon quality invitational learning. Research conducted by the Eiselen Commission (Hartshorne, 1992:

43) has shown that South African schools are plagued with large educator-learner-ratio. According to Dlamini (1996: 1) there had been an agreement at national level to work towards an educator-learner ratio of 1:40 and 1:35 respectively at primary and secondary schools. Schools which have a ratio of less than 1:28 and 1:33 should increase the ratio to 1:28 and 1:33 for secondary and primary schools. Such schools will be expected to increase these ratios until they reach the national norms of 1:35 and 1:40.

In considering the conditions under which educators work, it is of crucial importance to look at the size of the classes. In 1960 the overall educator-learner ratio was 1:58; by 1970 it had increased to 1:60 and by 1980 had improved considerably to 1:46. Educators, both at primary and secondary schools had to cope with classes that were 50 per cent larger than a reasonable criterion of 35 learners in the secondary school and 40 in the primary school (Hartshorne, 1992: 43, 290). By 1985 the educator-learner-ratio was 1:19 in White classrooms and 1:42 in Black classrooms. According to Dube (Bridgraj, 1999d: 4) she states that presently the staff at her school are saddled with an average class size of 55 learners and minimal contact time to plan and prepare teaching resources. Modise (1999: 18) and McKay (1995: 112; 198) have also shown great concern regarding the number of learners in a class. They have watched approximately 52 to 63 learners clustered together in a shabby classroom. They state that such a situation is not conducive for the promotion of invitational learning and therefore agree that South African classrooms should cater for a maximum of 25 - 30 learners. Jarvis (1986: 10) states that the South African school situation is severely compounded by extremely unfavourable educator-learner-ratios

(1:50 is very much the norm). Educators and principals highlighted a number of problems directly related to the high ratios:

- it was difficult to offer much needed individual attention to learners;
- large class groups placed a severe strain on educators in terms of assessment, administration and the execution of discipline; and
- principals suffered particularly badly. They were attempting to teach a full class time-table in addition to their many administrative tasks.

Effective and meaningful invitational learning is only possible if the educator-learner ratio is favourable.

3.5.6 Cultural factors

Cultural differences, norms, values and beliefs have an impact upon invitational learning in schools. Separatism is entrenched in education in South Africa, where the society comprises many cultural groups and people. Integration would mean that all learners would be offered the same opportunity to acquire an understanding of and become part of the wider environment in all its diversity (Mncwabe, 1990: 28). Each culture has its own set of norms and values. Kritzinger (1999: 2) states that few schools worldwide accommodate more cultures on the playground during break than those in South Africa. Prinsloo, Vorster & Sibaya, (1996: 320) state that in

South Africa a strong emphasis has traditionally been placed on Christian Education. According to Maree (1995: 47) many learners from different backgrounds do not follow a Christian belief and therefore learners are confronted with a single philosophy at a school. For invitational learning to be effective, various cultural beliefs should be taken into consideration in the implementation of the new curriculum for learners, as every learner has a right to participate in the cultural life of his choice. Poplin & Weeres (1993: 10 – 11) say that many learners of colour and some white learners perceive schools to be racist and prejudiced from staffing to curricula. This causes some learners to doubt the very substance of what is taught. People of colour who live in poverty hold different values from others and these differences create conflict in schools and society. According to Garson (2000: 4-5) Kader Asmal, Minister of Education states that one of the visions of the millennium is to look into the issues of cultural diversity in schools.

According to Kritzinger (1999: 2) lack of knowledge about the cultural values and customs of learners can lead to unnecessary misunderstandings, negative attitudes and conflicts. This can lead to conditions which are destructive to potential invitational learning. For successful invitational learning to take place both learners and educators must take into consideration the following aspects:

- that each persons culture is different and not superior to the others culture.
- That different cultures think differently about specific issues.

- That they behave differently and have different beliefs.

3.5.7 Educational resources

Samuel (1995: 39) states that effective and meaningful invitational learning is only possible if the necessary educational resources are available in schools. Locke (Mphahlele, 1993: 34) states that words alone are insufficient to explain certain concepts to learners, to capture and retain their attention and interest. Educational resources therefore form an integral part of one's teaching/learning methods. Educational resources prevent the blind memorisation of words without any association to a definite object. This makes invitational learning more meaningful and purposeful. According to Ashley (1993: 12) many schools are hopelessly underprovisioned in this country in educational resources.

Many schools are faced with shortages of furniture, stationery, textbooks, etc. These valuable teaching-learning resources are a necessity in the classroom according to Singh (1998: 14). Without proper resources invitational learning will become a difficult task. For learners to become successful citizens, every effort is required to make facilities available to them (Ngubane, 1999: 2 ; Naicker, 1998: 1). Many schools, according to Fine (2000: 5) and Nwandiko (1999: 3) have not received text books as pledged by Nelson Mandela to ensure effective invitational learning. He stated that all the country's schools would have text books on their desks at the start of the term but this has not been fulfilled. Ashley (1993: 12) states that a significant discovery in education has been that, no matter how good the teaching and physical surroundings of a learners are, without textbooks,

invitational education is significantly impaired. In some schools there is a critical shortage of textbooks, televisions, teaching aids, projectors, computers, etc. As a result of the lack of educational resources schools cannot promote invitational learning until the necessary resources have arrived.

Nxusa (Diseko, 1999: 7) states that educational resources boost the morale of both educators and learners. With proper educational resources learners are more willing and confident to learn thus enhancing the promotion of invitational learning.

3.6 SUMMARY

The quality of our future depends on the quality of life of our learners. George Bush, former president of the United States of America when addressing the World summit of Learners in 1990 stated " from all those experiences, and many more, I have learned that our learners are a mirror, an honest reflection of their parents and their world. Sometimes the reflection is flattering, and at other times we simply do not like what we see; but we must never turn away."

Common causes of poor quality in education can arise from sources such as poor curriculum design, poorly designed buildings, insufficient timetables, lack of resources and insufficient staff development. It is important to note that only management can address these problems, although other staff members may see the necessity of change. Special causes of failure often arise from procedures and rules not followed or adhered to, communication

failures or misunderstandings. They may also be attributable to an individual member of staff who does not possess the necessary skills, knowledge or attitudes required to be an educator or an educational manager.

Schools need to develop operational indicators of quality learning outcomes. The primary purpose of schooling should be academic achievement, a commitment to improving the quality of education provided to learners. Unfortunately such a sense of purpose does not currently exist in many of our schools. A myriad of other goals and activities consume much time and energy. The constant purpose of schools should be to assist learners to maximise their own potential through continuous improvement of educators and learners working together.

A climate should be created in which principals, educators and learners are empowered to continuously evaluate and improve their own productivity and service.

CHAPTER 4

PLANNING OF THE RESEARCH

4.1 INTRODUCTION

In this study, an inquiry was made into the educator-learner-ratio and its effect on invitational learning. In the literature study it was found that the various factors concerning the learners, educators and the school environments have an effect on meaningful invitational learning. In order to investigate the findings in the literature study, it was necessary to undertake an empirical survey. The only means to collect the data was through administering a self-structured questionnaire to educators in the primary schools. This chapter will focus on the planning of the research in discussing the questionnaire as research instrument, pilot study and the processing of data.

4.2 PREPARATION FOR AND DESIGN OF THE RESEARCH

4.2.1 Permission

With the aim of administering the questionnaire to educators of schools in the Durban South and Port Shepstone area, the researcher contacted the relevant circuit inspectors by telephone and received verbal permission from them to conduct the proposed research. The *proviso* was, however, that permission should be obtained firstly from the school's principal before

In order to administer the questionnaire to educators, twenty schools from the Durban South and Port Shepstone regions were randomly selected. From each of these schools five or six educators were randomly selected to complete the questionnaire. This provided the researcher with 150 educators as respondents, which may be considered an adequate sample for reliable data analysis.

4.3 THE RESEARCH INSTRUMENT

4.3.1 The questionnaire as research instrument

According to Van Rensburg, Landman & Bodenstein (1994: 504) a questionnaire is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration. Van den Aardweg & Van den Aardweg (1988: 190) say the questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information. Churchill & Peter (Schnetler, 1993: 77) have shown that the measuring instrument has the greatest influence on the reliability of research data. The characteristics of measurement are best controlled by the careful construction of the instrument. There is, however, insufficient appreciation for the fact that a questionnaire should be constructed according to certain principles (Kidder & Judd, 1986: 128- 131; Behr, 1988: 155-156).

A well - designed questionnaire is the culmination of a long process of planning the research objective, formulating the problem, generating the

for the fact that a questionnaire should be constructed according to certain principles (Kidder & Judd, 1986: 128- 131; Behr, 1988: 155-156).

A well - designed questionnaire is the culmination of a long process of planning the research objective, formulating the problem, generating the hypothesis, etc. A questionnaire is not simply thrown together. A poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and the statistical techniques (Huysamen, 1989:2). In their criticism of questionnaires Berchie & Anderson (Schnetler, 1993: 61) object to poor design rather than to questionnaires as such. A well-designed questionnaire can boost the reliability and validity of the data to acceptable tolerance (Schumacher & Meillon, 1993: 42).

It therefore stands to reason that questionnaire design does not take place in a vacuum. According to Dane (1990: 315-319) the length of individual questions, the number of response options, as well as the format and wording of questions are determined by the following:

- Choice of the subject to be researched.
- Aim of the research.
- Size of the research sample.
- Method of data collection.
- Analysis of the data.

Against this background the researcher can now look at the principles that determine whether a questionnaire is well designed. It is thus necessary to

draw a distinction between questionnaire content, question format, question order, type of questions, formulation of questions and validity and reliability of questions.

4.3.2 Construction of the questionnaire

Questionnaire design is an activity that should not take place in isolation. The researcher consulted and sought advice from specialists and colleagues at all times during the construction of the questionnaire (Van den Aardweg & Van den Aardweg, 1988: 198). Questions to be taken up in the questionnaire should be tested on people to eliminate possible errors. A question may appear correct to the researcher when written down but can be interpreted differently when asked to another person. There should be no hesitation in changing questions several times before the final formulation keeping the original purpose in mind. The most important point to be taken into account in questionnaire design is that it takes time and effort and that the questionnaire will be re-drafted a number of times before being finalised. A researcher must therefore ensure that adequate time is budgeted for in the construction and preliminary testing of the questionnaire (Kidder & Judd, 1986: 243-245). All of the above was taken into consideration by the researcher during the designing of the questionnaire for this investigation.

An important aim in the construction of the questionnaire for this investigation was to present the questions as simple and straightforward as possible. The reason for this was that not all members of the target population under investigation might be adequately educated to interpret questions correctly or familiar with the completion of questionnaires.

Questions were formulated in English. The accompanying letter and instructions were also in English. The researcher aimed to avoid ambiguity, vagueness, bias, prejudice and technical language in the questions.

The aim of the questionnaire was to obtain information regarding educator-learner-ratio and its effect on invitational learning. The questions were formulated to determine the educator-learner-ratio and its effect on invitational learning concerning the relationships of:

- trust;
- understanding;
- authority; and
- motivation between educators and learners

The questionnaire was sub-divided into two sections as follows:

- Section one which dealt with the biographical information of the respondents and consisted of questions 1 to 10.
- Section two focused on the factors concerning the learners, educators and the school environment and consisted of 44 closed questions. In this section respondents were requested to indicate their perceptions of educator-learner ratio and invitational learning in three ways namely agree, disagree and uncertain.

4.3.3 Characteristics of a good questionnaire

Throughout the construction of the questionnaire the researcher had to consider the characteristics of a good questionnaire in order to meet the requirements necessary for the research instrument to be reliable. The characteristics of a good questionnaire that were considered by the researcher are, according to Van den Aardweg & Van den Aardweg (1988: 190), Mahlangu (1987: 84-85) and Norval (1988: 60) the following:

- It has to deal with a significant topic, one the respondent will recognise as important enough to warrant spending his or her time on. The significance should be clearly and carefully stated on the questionnaire and on the accompanying letter.
- It must seek only that information which cannot be obtained from other sources.
- It must be as short as possible, but long enough to get the essential data. Long questionnaires frequently find their way into the wastepaper basket.
- Questionnaires should be attractive in appearance, neatly arranged and clearly duplicated or printed.
- Directions for a good questionnaire must be clear and complete and important terms clearly defined.

- Each question has to deal with a single concept and should be worded as simply and straightforwardly as possible.
- Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- Objectively formulated questions with no leading suggestions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a court of law.
- Questions should be presented in a proper psychological order, preceding from general to more specific and sensitive responses. An orderly grouping helps respondents to organise their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude before proceeding to those that are more intimate or delicate in nature. Annoying and / or embarrassing questions should be avoided if possible.

4.3.4 Advantages and disadvantages of the questionnaire

Data can be gathered by means of a structured questionnaire in *inter alia* the following ways: a written questionnaire that is mailed, delivered or handed out personally; personal interviews and telephone interviews (Kidder & Judd, 1986: 221). Each mode has specific advantages and disadvantages which the researcher needs to evaluate for their suitability to the research questionnaire, the specific target population being studied, as well as relative

cost. Researcher used the written questionnaire as research instrument taking into consideration the certain advantages (Mahlangu, 1987: 94-95; Norval, 1988: 60).

(1) Advantages of the written questionnaire

- Affordability is the primary advantage of written questionnaires because it is the least expensive means of data gathering.
- Written questionnaires preclude possible interviewer bias. The way the interviewer asks questions and even the interviewer's general appearance or interaction may influence respondent's answers. Such biases can be completely eliminated with a written questionnaire.
- A questionnaire permits anonymity. If it is arranged in such a way that responses were given anonymously, this would increase the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions.
- They permit a respondent a sufficient amount of time to consider answers before responding.
- Questionnaires can be given to many people simultaneously, that is to say that a large sample of the target population can be reached.

- They provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents.
- Generally the data provide by questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses.
- Using a questionnaire solves the problem of non contact when the respondent is not at home "when the interviewer calls". When the target population to be covered is widely and thinly spread, the mail questionnaire is the only possible method of approach.
- Through the use of the questionnaire approach the problems related to interviews may be avoided. Interview "errors" may seriously undermine the reliability and validity of survey results.
- Respondents may answer questions of a personal or embarrassing nature more willingly and frankly on a paper questionnaire than in a face to face situation with an interviewer who may be a complete stranger. In some cases it may happen that respondents report less than expected and make more critical comments in a mail questionnaire.

- Questions requiring considered answers rather than immediate answers could enable respondents to consult documents in the case of the mail questionnaire approach.
- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- Questionnaire design is relatively easily if the set guidelines are followed.
- The administering of questionnaires, the coding, analysis and interpretation of data can be done without any special training.
- Data obtained from questionnaires can be compared and inferences made.
- Questionnaires can elicit information which cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

(2). Disadvantages of the questionnaire

Researcher is also aware of the fact that the written questionnaire has important disadvantages. According to Van den Aardweg & Van den Aardweg (1988: 190), Kidder & Judd (1986: 223-224) and Mahlangu (1987: 84-85) the disadvantages of the questionnaire are *inter alia* the following:

- Questionnaires do not provide the flexibility of interviews.

In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If questions asked are interpreted differently by respondent the validity of the information obtained is jeopardised.

- People are generally better able to express their views verbally than in writing.
- Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.
- The mail questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only.
- Answers to mail questionnaires must be seen as final. Rechecking of responses cannot be done. There is no chance of investigating beyond the given answer for a clarification of ambiguous answers. If respondents are unwilling to answer certain questions nothing can be done to it because the mail questionnaire is essentially flexible.
- In a mail questionnaire the respondent examines all the questions at the same time before answering them and the

answers to the different questions can therefore not be treated as "independent."

- Researcher is unable to control the context of question answering, and specifically, the presence of other people. Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondent's own private opinions are desired.
- Written questionnaires do not allow the researcher to correct misunderstanding or answer questions that the respondents may have. Respondents might answer questions incorrectly or not at all due to confusion or misinterpretation.

4.3.5 Validity and reliability of the questionnaire

There are two concepts that are of critical importance in understanding issues of measurement in social science research, namely validity and reliability (Huysamen, 1989: 1-3). All too rarely do questionnaire designers deal consciously with the degree of validity and reliability of their instrument. This is one reason why so many questionnaires are lacking in these two qualities (Norval, 1988: 15). Questionnaires have a very limited purpose. In fact, they are often one-time data gathering devices with a very short life, administered to a limited population. There are ways to improve both the validity and reliability of questionnaires. Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. In other words, do the items sample a significant aspect of the purpose

of the investigation? Terms must be clearly defined so that they have the same meaning to all respondents (Cohen & Manion, 1989: 111-112).

Kidder & Judd (1989: 53-54) mention the fact that although reliability and validity are two different characteristics of measurement, they "shade into each other". They are two ends of a continuum but at points in the middle it is difficult to distinguish between them. Validity and reliability are especially important in educational research because most of the measurements attempted in this area are obtained indirectly. Researchers can never guarantee that an educational or psychological measuring instrument measures precisely and dependably what it is intended to measure (Van den Aardweg & Van den Aardweg, 1988: 198). It is essential, therefore, to assess the validity and reliability of these instruments. Researchers must therefore have a general knowledge as to what validity and reliability is and how one goes about validating a research instrument and establishing its reliability (Huysamen, 1989: 1-3).

(1) Validity of the questionnaire

Van Rensburg, Landman & Bodenstein (1994: 560) define validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent in which it correlates with some criterion external to the instrument itself. Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. In general terms validity refers to the degree to which an instrument succeeds in measuring what it has set out to measure.

Behr (1988: 122) regards validity as an indispensable characteristic of measuring devices.

Van den Aardweg & Van den Aardweg (1988 :237), Mulder (1989: 215-217) and Dane (1990: 257-258) distinguish between three different types of validity:

- Content validity where content and cognitive processes included can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.
- Criterium validity which refers to the relationship between scores on a measuring instrument and an independent variable (criterion) believed to measure directly the behaviour of characteristics in question. The criterion should be relevant, reliable and free from bias and contamination.
- Construct validity where the extent to which the test measures a specific trait or construct is concerned, for example, intelligence, reasoning, ability, attitudes, etc..

It means that validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting the true story, or at least something approximating the truth. A valid research instrument is one that has demonstrated that it detects some "real" ability, attitude, or prevailing situation that the researcher can identify and characterise (Schnetler, 1993: 71). If the ability

or attitude is itself stable, and if a respondent's answer to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990: 158).

The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent in which interpretations of the instrument's results, other than the ones the researcher wishes to make, can be ruled out. Establishing validity requires that the researcher anticipates the potential arguments that sceptics might use to dismiss the research results (Dane, 1990: 148-149).

The researcher employed the questionnaire as an indirect method to measure parental authority perspectives of their grade one children. Because of the complexity of the respondents' attributes, one is never sure that the questionnaire devised will actually measure what it purports to measure. Items in the questionnaire cannot be measured like height, mass, length or size. From the interpretation of the results obtained and the sureness with which conclusions could be drawn, the researcher is, however, convinced that the questionnaire to a great extent did measure that which it was designed for.

(2) Reliability of the questionnaire

According to Mulder (1989: 209) and Van Rensburg, Landman & Bodenstein (1994: 512) reliability is a statistical concept and relates to consistency and dependability. Consistency of obtaining the same relative answer when measuring phenomena that have not changed. A reliable

measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the initial result. Van den Aardweg & Van den Aardweg (1988: 194) and Kidder & Judd (1986: 47-48) distinguish between the following types of reliability:

- Test-retest reliability (coefficient of stability) consistency estimated by comparing two or more repeated administrations of the measuring instrument. This gives an indication of the dependability of the results on one occasion which may then be compared with the results obtained on another occasion.
- Internal consistency reliability. This indicates how well the test items measure the same thing.
- Split-half reliability. By correlating the results obtained from two halves of the same measuring instrument, we can calculate the split-half reliability.

In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of the question is no proof that the answers given reflect the respondent's true feelings (Dane, 1990: 256). A demonstration of reliability is necessary but not conclusive evidence that an instrument is valid. Reliability refers to the extent to which measurement results are free of unpredictable kinds of error. Sources of error that affect reliability are *inter alia* the following (Mulder, 1989: 209; Kidder & Judd, 1986: 45):

- Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.
- Variations in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.
- Differences in scoring or interpretation of results, chance differences in what the observer notices and errors in computing scores.
- Random effects by respondents who guess or check off attitude alternatives without trying to understand them.

When the questionnaire is used as an empirical research instrument there is no specific method, for example the "test-retest" method, to determine the reliability of the questionnaire. Therefore, it will be difficult to establish to what extent the answers of the respondents were reliable. Researcher, however, believes that the questionnaires in this investigation were completed with the necessary honesty and sincerity required to render the maximum possible reliability.

4.4 PILOT STUDY

A pilot study is an abbreviated version of a research project in which the researcher practises or tests the procedures to be used in the subsequent full-scale project (Dane, 1990: 42). The pilot study is a preliminary or "trial run" investigation using similar questions and similar subjects as in the final survey. Kidder & Judd (1986: 211-212) say the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument. A pilot study gives the researcher an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot study enables the researcher to avert these problems by changing procedures, instructions and questions.

The number of participants in the pilot study or group is normally smaller than the number scheduled to take part in the final survey. Participants in the pilot study and the sample for the final study must be selected from the same target population. For the purpose of this study the researcher conducted a pilot run on ten of his colleagues with children in grade one.

According to Plug, Meyer, Louw & Gouws (1991: 49-66) the following are the purposes of a pilot study, and these were also the aim of the researcher in this survey:

- It permitted a preliminary testing of the hypothesis that leads to testing more precise hypotheses in the main study.

- It provided the researcher with ideas, approaches and clues not foreseen prior to the pilot study.
- It permitted a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.
- It greatly reduced the number of treatment errors because unforeseen problems revealed in the pilot study resulted in redesigning the main study.
- It saved the researcher major expenditures of time and money on aspects of the research which would have been unnecessary.
- Feedback from other persons involved were made possible and led to important improvements in the main study.
- In the pilot study the researcher tried out a number of alternative measures and selected only those that produced the best results for the final study.
- The approximate time required to complete the questionnaire was established in the pilot study.
- Questions and/or instructions that were misinterpreted were reformulated.

Through the use of the pilot study as 'pre-test' the researcher was satisfied that the questions asked complied adequately with the requirements of the study.

4.5 ADMINISTRATION OF THE QUESTIONNAIRE

If properly administered the questionnaire is one of the best available instrument for obtaining information from widespread sources or large groups simultaneously (Mulder, 1989: 39). Researcher posted questionnaires to selected schools of educators and received them via the post offices. This method of administration facilitated the process and the response rate. A 100 % return was obtained with 150 out of 150 questionnaires completed and collected.

4.6 THE PROCESSING OF THE DATA

Once data was collected, it was captured in a format which would permit analysis and interpretation. This involved the careful coding of the 150 questionnaires completed by the educators of primary schools. The coded data was subsequently transferred onto a computer spreadsheet using the *Quattro Pro 4.0 data base statistics computer programme*. The coded data was submitted to the Department of Statistics at the University of Durban Westville and computer analysed using the SAS programme in order to interpret the results by means of descriptive and inferential statistics.

4.6.1 Descriptive statistics

Descriptive statistics serve to describe and summarise observations (Van Rensburg, Landman & Bodenstein, 1994: 355). Frequency tables, histograms and polygons are useful in forming impressions about the distribution of data.

According to Van den Aardweg & Van den Aardweg (1988: 65-76) frequency distribution is a method to organise data obtained from questionnaires to simplify statistical analysis. A frequency table provide the following information:

- It indicates how many times a particular response appears on the completed questionnaires.
- It provides percentages that reflect the number of responses to a certain question in relation to the total number of responses.
- The arithmetic mean (average) can be calculated by adding all the scores and dividing it by the number of scores.

4.6.2 Inferential statistics (Chi-square test)

According to Rosnow & Rosenthal (1996:305-317) the chi-square test can assess differences between two or more independent groups with frequencies ranging from moderately small to very large. It can perform operations with frequency data that are analogous in function and

complexity to single-factor as well as multiple factor analysis of variance. The chi-square is a commonly employed test statistic for frequency differences.

The chi-square test takes the form of a ratio between observed frequency differences and random error differences. Its computing formula is:

$$x^2 = \sum \frac{[(o-e)]^2}{e}$$

where *o* represents the observed frequency in some particular group or category on a nominal scale and *e* refers to the expected frequency in the same group, meaning the frequency that could result from chance. Thus, for any one group, *x* represents observed minus expected frequencies squared divided by expected error frequencies. The summation sign (\sum) appearing in the formula indicates that *x* can be used to assess significant differences among as many different groups and categories as needed, simply by adding the *o-e / e* ratio associated with each group (Rosnow & Rosenthal, 1996: 313).

4.6.3 Application of data

The questionnaire (Appendix A) was designed to determine educator-learner-ratio and its effect on invitational learning. In order to obtain the information needed for the purpose of this study the questionnaire was subdivided into two sections.

- Section 1 required demographic information about educators and included items 1.1 to 1.10.

- Section 2 gathered information regarding educator-learner-ratio and its effect on invitational learning in respect of factors concerning the relationship of trust, understanding, authority and motivation between educators and learners in the school environment.

4.7 LIMITATIONS OF THE INVESTIGATION

This investigation was constrained by a number of factors. The following are likely factors that might have influenced the reliability and validity of the questionnaire:

- Although anonymity was required in the questionnaire the possibility exists that, because of educators' cautiousness, they might not have been frank and truthful in their responses.

- The sensitive nature of items in the questionnaire might have elicited false or misleading responses and influenced the reliability of the results.

- To restrict the investigation to manageable proportions, the researcher limited the study to the educators in the primary schools in Durban South and Port Shepstone region of Kwa Zulu Natal.

4.8 SUMMARY

In this chapter the planning and design of the empirical research was discussed and a description of the questionnaire as research instrument was given.

In the following chapter the data obtained from the completed questionnaires will be presented.

CHAPTER 5

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

5.1 INTRODUCTION

In this chapter, the data which was collected from the completed questionnaires will be analyzed, findings will be interpreted, and some comments offered thereof. One hundred and fifty questionnaires were completed by educators, principals and deputy principals.

5.2 DESCRIPTIVE STATISTICS

The purpose of research is to gain insight into a situation, phenomenon, community or person (Bless & Higson-Smith, 1995: 42). Descriptive research is one of the methods of research used to study a person or persons scientifically in the educational situation. It attempts to describe the situation as it is, thus there is no intervention on the part of the researcher and therefore no control. Van Rensburg, Landman & Bodenstein (1994: 355) say descriptive studies does not set out with the idea of testing hypothesis about relationships, but wants to find distribution of variables. In this study nomothetic descriptive research was employed with the aim of describing the educator-learner ratio and its effect on invitational learning. The researcher was primarily concerned with the nature and degree of existing situations in schools.

5.2.1 Gender table of respondents

Table 1 Frequency distribution according to gender of respondents

	Gender	Frequency	%
1	Males	48	32,0
2	Females	102	68,0
	TOTAL	150	100

Table 1 shows that 36% more females than males completed the questionnaire. The researcher is of the opinion that possible reasons for this finding might be that:

- Females see teaching as an occupation where they can be free in the afternoons to attend to their normal chores.
- Most females are not breadwinners and therefore teaching is often seen as only a second/additional family income.

According to Verma (1993: 33), the salaries offered in the private sector is more lucrative than teaching and therefore many males opt to find employment in the private sector than the teaching profession.

5.2.2 Age of respondents

Table 2 Frequency distribution according to age of respondents

	Age	Frequency	%
1	20 – 25	7	4,5
2	26 – 30	25	16,5
3	31 – 35	39	26,0
4	36 – 40	49	33,0
5	41 – 45	20	13,0
6	46 – 50	10	7,0
	TOTAL	150	100

The majority of the respondents (80%) are 41 years or younger (Table 2). This may be attributed to the fact that older educators (with a number of years pension contribution service) have opted for the Voluntary Severance Package (VSP) which were recently offered to educators by the various Departments of Education.

5.2.3 Type of school respondents teach at

Table 3 Frequency distribution according to the type of school respondents teach at

	Type of School	Frequency	%
1	Government	150	100
2	Private	0	0
	TOTAL	150	100

5.2.4 Qualifications of respondents

Table 4 Frequency distribution according the qualifications of the respondents

	Qualifications	Frequency	%
1	Academic only	19	12,5
2	Professional only	73	48,5
3	Academic & Prof.	58	39,0
	TOTAL	150	100

According to the findings in Table 4 the minority of the educators hold academic and professional qualifications. The researcher thinks educators might be disinclined to better their qualifications since no salary increment is given for improved qualifications – a practice that lends itself to bias and nepotism (cf. 3.3.8)

5.2.5 Years of completed service of respondents as at 01.01.99

Table 5 Frequency distribution according to the years of completed service of respondents

	Completed years	Frequency	%
1	1 – 5	16	11,0
2	6 – 10	66	44,0
3	11 – 15	34	23,0
4	16 – 20	23	15,0
5	21 – 25	9	6,0
6	26 – 30	2	1,0
	TOTAL	150	100

More than 78% of the educators completed between 1 – 15 years of service in teaching. This finding coincide with Table 1 where 68% of the respondents were females. According to the researcher a possible reason for this finding is that most females are satisfied in their job situation and therefore do not often seek alternative employment.

5.2.6 Post level of respondents

Table 6 Frequency distribution according to the post level of the respondents

	Post level	Frequency	%
1	Principal	4	3,0
2	Deputy Principal	3	2,0
3	Head of Dept.	11	7,0
4	Educator	132	88,0
	TOTAL	150	100

5.2.7 Post held by respondents

Table 7 Frequency distribution according to the type of post held by the respondents

	Post held	Frequency	%
1	Permanent	142	95,0
2	Temporary	8	5,0
	TOTAL	150	100

Most of the educators (95%) are on the permanent staff. The researcher is of the opinion that this indicates that many educators feel secure in their jobs and often remain in the profession.

5.2.8 Number of learners in the largest class the respondents teach

Table 8 Frequency distribution according to the number of learners in the largest class in which the respondents teach

	Number of learners	Frequency	%
1	10 – 20	3	2,0
2	21 – 30	21	14,0
3	31 – 40	34	23,0
4	41 – 50	71	47,0
5	51 – 60	9	6,0
6	61 – 70	7	5,0
7	71 – 80	3	2,0
8	More than 80	2	1,0
	TOTAL	150	100

Most of the educators who completed the questionnaire teach classes with more than 40 learners (Table 8). The ideal educator-learner ratio is 25 according to Modise (1999: 18) and McKay (1995: 112; 198). They believe that quality invitational learning cannot be always realised in classes with a large educator-learner ratio.

5.2.9 Respondent's employer

Table 9 Frequency distribution according to the respondent's employer

	Employer	Frequency	%
1	Dept. of Education	141	94,0
2	Sch. Governing. Body	9	6,0
	TOTAL	150	100

Very few of the educators (6%) in the survey are employed by the governing body. Possible reasons for this, is that Governing bodies are not financially well established in schools to offer educators lucrative salaries. Many educators are unwilling to accept governing body posts at schools (cf. 3.4.6).

5.2.10 Favourable educator-learner ratio

Table 10 Frequency distribution according to the respondent's perception of a favourable educator-learner ratio

	Educator-learner ratio	Frequency	%
1	10 – 15	3	2,0
2	16 – 20	16	11,0
3	21 – 25	74	49,0
4	26 – 30	32	21,0
5	31 – 35	20	13,0
6	36 – 40	5	4,0
	TOTAL	150	100

Table 10 shows that the majority of educators (62%) prefer classes with 25 or less learners. Many indicated that with a small number of learners,

quality invitational learning will be actualised and this would also avoid disciplinary problems in class.

5.2.11 Relationship of trust

Table 11 Frequency distribution according to the relationship of trust

QUESTION NUMBER	AGREE Frequency Percentage	DISAGREE Frequency Percentage	UNCERTAIN Frequency Percentage	TOTAL
2.3	60 40%	84 56%	6 4%	150 100
2.4	45 30%	81 54%	24 16%	150 100
2.5	92 61%	39 27%	17 12%	150 100
2.6	94 62%	39 27%	17 12%	150 100
2.8	93 62%	41 27%	16 11%	150 100
2.10	56 37%	66 44%	28 19%	150 100
2.11	98 65%	42 28%	10 7%	150 100
2.13	107 72%	35 23%	8 5%	150 100
2.14	101 67%	28 19%	21 14%	150 100
3.12	110 73%	31 21%	9 6%	150 100
Average	86 57%	49 33%	16 11%	150 100

According to the averages in Table 11 the majority of respondents (57%) agreed with the questions regarding the effect an unfavourable educator-learner ratio will have on the relationship of trust between educator and learner in the classroom.

The above finding is substantiated by the response to the following questions in Table 11:

2.3 & 2.4 Less than half of the respondents agreed that trust (40%) and respect (30%) for educators would be affected by an unfavourable educator-learner ratio. This means that despite a large number of learners in a class, experienced and competent educators will still win learner's trust and respect. This was confirmed by Kok (1999) when he stated that educators can still be trusted and respected in large classes with responsible professional conduct.

2.5 & 2.6 A near similar majority of respondents (61% & 62%) agreed that a large number of learners will effect an invitational learning climate in the classroom. Cook, Tessier & Klein (1992:219) say that if learners do not experience a feeling of security in class and don't feel confident about their own abilities, they will be reluctant to venture into the unknown and learning will be hampered. Educators that can foster learners' feelings of security and confidence in their own abilities will succeed in creating an invitational climate for learning in their class (Du Toit & Kruger, 1991:11).

2.8 Just over sixty percent of the educators (62%) agreed that the

educators' trust in each learner's potential are influenced by the number of learners in the class. The more learners in the class the more difficult for the educator to establish the individual learner's potential (cf. 3.4.5).

2.10 Although less than half, still most of the respondents (44%) disagreed that a large number of learners will have any effect on the educator's self-concept (cf. 3.3.7). Vrey (1990:202) maintains that the educators' have already a well established self-concept that cannot be easily effected by external actors. He states that the educator's self-concept lies at the core of his personality and an educator with a positive self-concept can expose himself to criticism without feeling threatened (cf. 3.3.7).

2.11 One of the prerequisites for invitational learning is a warm classroom atmosphere. The majority of the respondents (65%) indicated that being responsible for a large number of learners make it difficult to create a warm inviting atmosphere in the class. Ballantine (1983: 165) says only with absolute dedication can an educator create an atmosphere in which the learner feels important, accepted and valued.

2.13 The statement that an unfavourable educator-learner ratio in class would effect an atmosphere conducive to learning was supported by the majority of the respondents (72%). The educator is mainly responsible for the atmosphere in the classroom. An atmosphere advantageous for invitational learning must have certain qualities such as sufficient physical space, lighting and educational resources (cf. 3.4.2 & 3.4.7). With a large number of learners present in a class the educator is unable to create an

atmosphere with all the necessary qualities (Modise, 1999:18 ; McKay, 1995:112;198) (cf. 3.4.5).

2.14 Most of the respondents (67%) agreed that a large number of learners in a class make it difficult for educators to accept them all unconditionally. When a learner is noticed, addressed by name and engaged in conversation by his educators, this proves that they accept him (cf. 3.4.5). Such acceptance not only promotes successful learning but is also a precondition for invitational learning (cf. 3.4.2). Educators with large numbers in their classes often find it difficult to offer much needed individual attention to learners (Jarvis, 1986:10).

3.12 A large number of the respondents (73%) are in agreement with the statement that it is difficult to offer freedom to learners in a large class. The self-esteem of learners can hardly develop in a class atmosphere where there is no liberty (Vrey, 1990:118). During his self-realisation, the learner should have the liberty to take such decisions as he considers to be meaningful. If the atmosphere in the classroom is inviting so that learners feel free to try, and even to make mistakes without fearing retribution, then there is scope and opportunity for the successful becoming of the learner.

5.2.12 Relationship of understanding

Table 12 Frequency distribution according to the relationship of understanding

QUESTION NUMBER	AGREE Frequency Percentage	DISAGREE Frequency Percentage	UNCERTAIN Frequency Percentage	TOTAL
2.7	121 81%	27 18%	2 1%	150 100
2.12	126 84%	20 13%	4 3%	150 100
3.7	78 52%	62 41%	10 7%	150 100
3.8	116 77,3%	29 19,3%	5 4%	150 100
3.14	107 71%	36 24%	7 5%	150 100
4.1	84 56%	59 39%	7 5%	150 100
4.8	107 71%	35 23%	8 6%	150 100
4.9	115 77%	28 18%	7 5%	150 100
4.10	97 64%	43 29%	10 7%	150 100
4.11	85 57%	55 36%	10 7%	150 100
Average	104 69%	39 26%	7 5%	150 100

2.7 A high percentage of the respondents (81%) agreed that a large class would effect the educator's understanding of individual learners problems. Problems within the learning situation come to the fore in all classrooms

although they vary in importance, urgency and intensity. Within an educational context educators should be able to assist learners in identifying problems, their causes and possible consequences as quickly as possible. They should further assist each learner to employ or arrange for counter-measures with regards to a problem (Dobson, 1982: 68)

2.12 The statement that an unfavourable educator-learner ratio would effect individual assistance in the classroom situation was confirmed by a very large number (84%) of the respondents. It is a well known fact that large individual differences exists between learners. Duminy & Söhnge (1982: 28) say that it is thus clearly apparent that provision for individual assistance must be made within the boundaries of a class situation. Every learner must be assisted to develop according to his own abilities.

3.7 Only slightly more than fifty percent of the respondents (52%) agreed that large classes have an effect on the challenging nature of lessons. A challenge can incite learners to better performance if the educator explains until the chances of success are high (Vrey, 1990:118). To be challenging a lesson should not be a mere presentation by the educator, but should also take into consideration the work habits of learners, the way they tackle unexpected problems, and their ability to work with others. Any challenge should, however, be realistic, and should be issued only when there is a reasonable chance of success.

3.8 Most of the respondents (77.3%) agreed that the understanding of learners as unique beings is affected in large classes. Each learner in a class urgently needs understanding from adults. His educators must be patient

and must try to understand what he is after, even when he makes mistakes (Clark & Starr, 1991: 36). Only when a learner feels that an educator understands him will he experience the learning situation as invitational.

3.14 Seventy-one percent of the respondents (71%) agreed with the statement that the setting of learning tasks relevant to learners' developmental level is effected by an unfavourable educator-learner ratio. The learners' level of intellectual development, views and interest and previous knowledge plays an important role in degree of difficulty of learning tasks they can master successfully (cf. 3.3.1).

4.1 More than half of the respondents (56%) admitted that large classes effect the setting of realistic goals for learners. The educator should help the learner by formulating goals, both immediate and remote which hold significance for him and relate to the realisation of his adequate self. Catron & Allen (1993: 176) say learners who trust their educators and who have secure point of reference set themselves realistic goals with regard to exploration and significance attribution. They also show more perseverance in trying to reach these goals.

4.8 & 4.9 Most of the respondents (71%) were in agreement with the statement that an educator's understanding of different cultural issues is effected by large classes, whilst (77%) conceded that understanding of learners' cultural backgrounds is effected by an unfavourable educator-learner ratio. In teaching learners from culturally different backgrounds, an educator has to watch for signs of incongruity which is not always possible because of the complexity of cross-cultural differences in a large

multicultural class. In order to promote invitational learning in a multicultural class educators should be sensitive to cultural differences and actively seek to find out more about these differences by asking other educators, parents, community members and by reading and attending cultural events (Sprinthall & Oja, 1994: 348). Cross-cultural differences can also be discussed in class with learners because it is an important area of study and understanding.

4.10 An unfavourable educator-learner ratio would effect the respect for the learners' different religious beliefs. Sixty-four percent (64%) of the respondents agreed with this statement. If the religious belief of a learner is treated with respect it enhances his religious identity.

4.11 Most of the respondents (57%) agreed that large classes will have an effect on the educator's role in parental involvement. The possibilities for parents to become directly involved in their learner's school activities are almost inexhaustible according to (Singh, 1999: 60). Parent involvement has a significant effect on the quality of the teaching and learning experiences in the school and the learner's results. From various research projects regarding the influence of school-home relations, consistent findings emerge, such as the fact that parent involvement in the learner's school activities is significantly related to improved academic achievement, school attendance and learner's behaviour at school.

5.2.13 Relationship of authority

Table 13 Frequency distribution according to the relationship of authority

QUESTION NUMBER	AGREE Frequency Percentage	DISAGREE Frequency Percentage	UNCERTAIN Frequency Percentage	TOTAL
2.1	126	24	0	150
	84%	16%	0%	100
2.2	99	34	17	150
	66%	23%	11%	100
3.5	57	52	41	150
	38%	35%	27%	100
3.6	63	77	10	150
	42%	51%	7%	100
3.10	87	27	36	150
	58%	18%	24%	100
3.11	82	60	8	150
	55%	40%	5%	100
3.13	72	50	28	150
	48%	33%	19%	100
4.7	70	65	15	150
	47%	43%	10%	100
4.14	112	29	9	150
	75%	19%	6%	100
Average	85	46	18	150
	57%	31%	12%	100

2.1 According to Kruger & Van Schalkwyk (1993: 74) a degree of discipline is needed in schools. A very high percentage 84% agreed that an unfavourable educator-learner ratio will effect discipline in class. Without proper discipline and authority, chaos may rule in class and thus affect invitational learning. Through discipline the learner realises the necessity

for order in the world around him and that some behaviours are abhorred whilst others are praised (cf. 3.2.7).

2.2 Two thirds of the respondents (66%) agreed that a large number of learners in a class would have an effect on the learner's obedience to authority. Learners often show disobedience to the educator's authority when they perceive their educators to be uncommitted and unprepared for their lessons, show didactic inability, unprofessional conduct, absence from classes, etc. (Mbatha & Naidu, 1997: 15; Dekker & Lemmer, 1993: 12).

3.5 ; 3.10 & 3.13 A small percentage 35% (3.5) agreed that an educator will be able to exercise autocratic authority in a large class, while 58% (3.10) agreed that permissive authority might prevail in a large class and 48% (3.13) agreed that an educator can still exercise democratic authority in a large class with an unfavourable educator-learner ratio. (Bernard, 1993: 56) says democratic authority in the classroom implies mutual respect, co-operative planning and shared responsibility. The voice of the learners should be considered in formulating aims and planning activities. An invitational learning climate in the classroom will provide for input from learners that will emphasise self-worth, having autonomy and being a cause.

3.6 & 3.11 Less than half of the respondents (42%) agreed that their lesson preparation is effected by a large number of learners whilst (55%) agreed that effective presentation of lesson are effected. Lesson preparation is an important part of the work of every educator and a way still has to be found avoiding long hours of planning. Although lessons are prepared in advance but as soon as the educator presents his lesson he is confronted with

the living, throbbing interaction between learner and educator. Within the framework of his planning he then has to utilise creatively, in view of the lesson aims and the always unique chain of events in the didactic situation (Duminy & Söhnge, 1982: 106).

4.7 Nearly the same percentage of respondents agreed (47%) and disagreed (43%) with the statement that an unfavourable educator-learner ratio has an effect on the relevance of educators' teaching experience. According to Walker & Adelman (1995: 55) there are few older educators who have serious problems in keeping a class at work. An experienced educator knows both the quality and quantity of work suitable for a specific class. Learners need plenty to do and they need to feel the work is important, and challenging without being impossible.

4.14 Seventy-five percent of the respondents (75%) agreed that large classes will effect the implementation of OBE. OBE requires much learner participation and team work. With large classes and a lack of physical space and teaching resource such as text books and stationery effective invitational learning will not be actualised (Dzvimbo, 1999: 13).

5.2.14 Motivation

Table 14 Frequency distribution according to motivation of educators

QUESTION NUMBER	AGREE Frequency Percentage	DISAGREE Frequency Percentage	UNCERTAIN Frequency Percentage	TOTAL
3.1	73 49%	63 42%	14 9%	150 100
3.2	69 46%	71 47%	10 7%	150 100
3.3	83 55%	57 38%	10 7%	150 100
3.4	106 71%	29 19%	15 10%	150 100
4.2	100 66,5%	46 30,5%	4 3%	150 100
4.3	116 77%	33 22%	1 1%	150 100
4.4	75 50%	67 45%	8 5%	150 100
4.5	63 42%	68 45%	19 13%	150 100
4.6	47 31%	78 52%	25 17%	150 100
4.12	105 70%	41 27%	4 3%	150 100
4.13	115 76%	30 20%	5 4%	150 100
Average	77 58%	53 35%	10 7%	150 100

3.1 Less than half of the respondents (49%) agreed that large classes have an effect on educators commitment to their teaching task. Sprinthall, Sprinthall & Oja (1993: 391) state that educator's commitment toward their

task are important in determining the classroom atmosphere - invitational learning. The commitment of educators' determine to a considerable extent how much learners will learn in the classroom situation.

3.2 Only 46% of the respondents were in agreement with the statement that an unfavourable educator-learner ratio would effect the enthusiasm of the educator for the subject while 47% disagreed with the statement. Research has shown that an educator that is genuinely interested in and eager to convey the subject matter makes a difference to the learning atmosphere in the classroom (cf. 3.3.5). How alert, wide awake, or 'with it' an educator is, makes a major difference in handling discipline and in moving from one subject to another.

3.3 The self-motivation of an educator is critical in determining the achievement of their learners. More than half of the respondents (55%) agreed that a large group of learners would effect the educators self-motivation for the teaching task. Beach (Van der Westhuizen, 1995: 194) maintains that self-motivation is the spark which induces action and influences the direction of human behaviour. Self-motivation is the intensity of the involvement of educators in their teaching task and create an inviting atmosphere for learning in the class (Vrey, 1990: 25).

3.4 The attitude of an educator may be described as his general tendency or state of preparedness to behave in a particular way with regard his teaching task. Therefore the educator's attitude might possibly be effected by the number of learners in his class. Seventy-one percent of the

respondents agreed that a large class can effect the educator's attitude towards teaching.

4.2 & 4.3 A relatively high percentage, 66,5% and 77% of the respondents agreed that the availability of resources and inadequate physical provisions are factors which affect invitational teaching. An unfavourable educator-learner ratio and a shortage of educational resources makes it difficult for the educator to ensure effective learning is taking place. According to Singh (1998: 14) many schools are faced with shortages of furniture, stationery, textbooks, etc. Invaluable teaching and learning resources are a necessity in the classroom for invitational learning.

4.3 Many schools are faced with situations whereby there is a shortage of physical provisions such as furniture, classroom space, etc. Without adequate furniture and classroom space successful invitational learning cannot be realised fruitfully. Fifty percent of the respondents agreed that adequate physical provisions is a necessity for successful invitational learning.

4.2 Half of the respondents (50%) conceded that the ability of educators to improvise is effected by large classes. Improvisation is mainly employed in practical lessons when the necessary materials are lacking. The aim of a practical lesson is the learning of a new skill. Improvisation is also affected by the talent and skills of an educator (Clark & Starr, 1991: 18 – 19; Burns, 1986: 151 – 159).

4.3 An unfavourable educator-learner ratio would effect the recognition of

management for educators' efforts. Although less than half, the majority of respondents (47%) disagreed with this statement. A similar percentage (52%) also disagreed that the educator-learner ratio has any effect on educators' remuneration.

4.12 A large percentage of respondents (70%) agreed with the statement that a large class will effect the motivation of learners by educators. Prinsloo, Vorster & Sibaya (1996: 46 - 47) maintain that the educator takes the lead in many of the events that occur in the education situation. He can therefore exercise a tremendous influence on the motivation of the learner - the willingness of the learner to learn. An essential part of an educator's task is to instil and maintain the learner's will to learn - to constantly motivate learners.

4.13 More than three quarter of the respondents (76%) agreed that a large number of learners will effect the achievement of teaching and learning goals. Teaching and learning aim at preparing the learner, through the unfolding of reality by means of knowledge, to take his place as a responsible adult in the world. This teaching and learning goal can only be successfully achieved when the educator-learner ratio is favourable (cf. 3.5.5).

5.3 INFERENTIAL STATISTICS

In this section the Chi-square technique (cross-tabulation) will be used in order to establish if any relationships exist between the independent variables and the dependent variables. The following independent variables have been identified:

- Gender of respondents.
- Age of respondents.
- The respondents years of experience as an educator.

The above independent variables were cross tabulated with the dependent variables (indicators) which were the question items concerning the prerequisites for invitational learning to be realised in the classroom situation (cf. Questions 2.1 – 2.14; 3.1 – 3.14; 4.1 – 4.14). The Chi-square (X^2) and P – value have been calculated and the results tabulated followed by an analysis and discussion thereof.

For each table, representing the cross-tabulation, three research hypotheses can be formulated. Each one of these research hypotheses can be further formulated in a number of null-hypotheses in accordance with the questions stated in each table. According to the Chi-square (X^2) and P – value of each question in the table, the null-hypotheses can be accepted or rejected as follows:

- If the value of $P < 0,05$ the relationship is significant.
- If $P < 0,01$ the relationship is highly significant.
- If $P > 0,05$ the relationship is insignificant.

5.3.1 Table 15 The relationship between the respondents' *gender, age and years of teaching experience* and the factors concerning the learners necessary for invitational learning.

		Gender $X^2 = 2$ P-value	Age $X^2 = 6$ P-value	Experience $X^2 = 6$ P-value
2.1	Effective discipline in the class	1,6373 0,2007	0,8042 0,8485	3,5143 0,3189
2.2	Learners' obedience to the educator's authority	1,5499 0,4607	6,7690 0,3427	12,5573 0,0506
2.3	Respect for the educator	6,3070 0,0427*	20,9560 0,0019**	17,9536 0,0063**
2.4	Trust in the educator	6,3552 0,0417*	13,6773 0,0335*	24,2319 0,0005**
2.5	Feeling of safety (security) in the classroom	5,0373 0,0806	10,2805 0,1133	9,0627 0,1701
2.6	Confidence of learners in their own abilities	8,1699 0,0168*	18,6146 0,0049**	13,4291 0,0367*
2.7	The educator's understanding of individual learner's problems	1,2757 0,5284	23,7141 0,0006**	15,3005 0,0180*
2.8	The educator's trust in learners' potential	7,0089 0,0301*	11,9200 0,0638	9,3180 0,1565
2.9	The self-concept of the educator	3,9192 0,1409	13,1331 0,0410*	17,5683 0,0074**
2.10	The creation of a warm atmosphere in class	10,4827 0,0053**	18,4981 0,0051**	11,0184 0,0878
2.11	Individual assistance to learners	4,0896 0,1294	9,4757 0,1485	8,9866 0,1743
2.12	An atmosphere conducive to learning	5,0813 0,0788	21,2894 0,0016**	6,7044 0,3490
2.13	The learners' experience of unconditional acceptance by the educator	7,1556 0,0279*	14,3742 0,0257*	2,1447 0,9059

* = significant on the 5 % level ** = significant on the 1 % level

Table 15 shows that a significant relationship ($P < 0.05$) exists between the age of the educators and the following factors that are necessary for invitational learning to be realised:

- Respect for educators.
- Trust in educators.
- Confidence of learners in their own abilities.
- The educators' trust in learners' potential.
- The learners' experience of unconditional acceptance by educators.

A highly significant relationship ($P < 0.01$) exists between the age of the educators and the learners' experience of unconditional acceptance by them. Possible reason for this finding are that older educators earn more respect and trust from learners than their younger colleagues.

A significant relationship ($P < 0.05$) exists between the years of teaching experience of the educators and the following factors that are essential for invitational learning to be realised (Table 15):

- Confidence of learners in their own abilities.
- Educators' understanding of individual learners' problems.

A highly significant relationship ($P < 0.01$) exists between the years of teaching experience of the educator and the following:

- Respect for educators.

- Trust in educators.
- The self-concept of educators.

The null-hypotheses of all the above questions are therefore rejected because there are a significant or highly significant relationship between the independent and dependent variables as indicated in the cross-tabulation in Table 15.

5.3.2 Table 16 The relationship between the respondents' *gender, age and years of teaching experience* and the factors concerning the educators necessary for invitational learning.

		Gender $X^2 = 2$ P-value	Age $X^2 = 6$ P-value	Experience $X^2 = 6$ P-value
3.1	The educator's commitment to the teaching task	3,7778 0,1512	19,8490 0,0029**	27,4922 0,0001**
3.2	The enthusiasm of the educator for their subject	2,5612 0,2779	13,7477 0,0326*	16,0877 0,0133*
3.3	The educator's self-motivation for the teaching task	1,0072 0,6044	7,9755 0,2399	17,0212 0,0092**
3.4	The educator's attitude towards teaching	5,1961 0,0744	10,3666 0,1100	12,6912 0,0482*
3.5	The exercising of autocratic authority	4,9276 0,0851	14,4044 0,0254*	17,6830 0,0071**
3.6	Lesson preparation by educators	5,2980 0,0710	16,0409 0,0135*	8,8826 0,1803
3.7	The challenging nature of lessons	6,5867 0,0371*	7,7265 0,2588	18,6591 0,0048**
3.8	Understanding of learners as unique beings	2,3592 0,3074	8,7329 0,1892	18,3740 0,0054**
3.9	The exercising of permissive authority	8,4304 0,0148*	13,7070 0,0331*	9,7250 0,1367
3.10	Effective presentation of lessons	8,2401 0,0162*	7,9896 0,2389	21,4743 0,0015**
3.11	Freedom given to learners in class	3,5562 0,1690	7,8893 0,2463	22,4474 0,0010**
3.12	The exercising of democratic authority	3,4315 0,1798	3,5205 0,7412	20,9331 0,0019**
3.13	The setting of learning tasks relevant to learners' developmental level	3,5985 0,1654	8,2776 0,2185	5,4938 0,4822

* = significant on the 5 % level

** = significant on the 1 % level

According to Table 16 a significant relationship ($P < 0.05$) is evident between the gender of the educators and the following prerequisites for invitational learning in the classroom:

- The challenging nature of lessons.
- The exercising of permissive authority.
- Effective presentation of lessons.

A significant relationship ($P < 0.05$) exists between the educators' years of teaching experience and the following required factors for invitational learning:

- The enthusiasm of educators for their subject.
- The educators' attitude towards teaching.

The relationship is highly significant ($P < 0.01$) between the years of teaching experience of the educators and the following:

- The educators' commitment to the teaching task.
- The educators' self-motivation for the teaching task.
- The exercising of autocratic authority.
- The challenging nature of lessons.
- Understanding of learners as unique beings.
- Effective presentation of lessons.
- Freedom given to learners in the class.
- The exercising of democratic authority.

The null-hypotheses of all the above questions are therefore rejected because there are a significant or highly significant relationship between the independent and dependant variable as indicated in by the cross-tabulation in Table 16.

5.3.3 Table 17 The relationship between the respondents' *gender, age and years of teaching experience* and the factors concerning the school environment necessary for invitational learning.

		Gender X ² = 2 P-value	Age X ² = 6 P-value	Experience X ² = 6 P-value
4.1	The setting of realistic goals for learners	5,7898 0,0553	3,6096 0,7293	7,9474 0,2420
4.2	The availability of teaching resources	0,2997 0,8608	2,1888 0,9015	3,6315 0,7264
4.3	Adequate physical provision such as furniture, classroom space, etc.	0,6559 0,7204	18,1026 0,0060**	8,5722 0,1991
4.4	Ability of educators to improvise when necessary resources are unavailable	1,0202 0,6004	10,5268 0,1042	6,6571 0,3537
4.5	The recognition by management for the educators' efforts	2,0730 0,3547	14,5223 0,0243*	40,5381 0,0000**
4.6	Adequate remuneration for the educators	5,5643 0,0619	20,9799 0,0067**	21,4432 0,0015**
4.7	The relevance of educators' teaching experience	2,5778 0,2756	18,5088 0,0051**	19,5228 0,0034**
4.8	The educators' understanding of different cultural issues	3,4695 0,1764	2,8556 0,8304	14,4979 0,0245*
4.9	Understanding of learners' cultural backgrounds	8,8339 0,0121*	4,9626 0,5486	4,1831 0,6519
4.10	Respect for learners' different religious beliefs	9,3134 0,0095	9,3373 0,1555	21,1383 0,0018**
4.11	The educators' role in parental involvement	2,5719 0,2764	10,0747 0,1215	21,9207 0,0013**
4.12	Motivation of learners by educators	0,1342 0,9351	22,8457 0,0008**	24,7786 0,0004**
4.13	The achievement of teaching and learning goals	5,0686 0,0793	16,0131 0,0137*	18,6479 0,0048
4.14	Implementation of OBE (Curriculum 2005)	1,4914 0,4744	25,1094 0,0003**	15,1806 0,0189*

* = significant on the 5 % level

** = significant on the 1 % level

Table 17 shows that a significant relationship ($P < 0.05$) exists between the gender of the educators and their understanding of learners' cultural backgrounds. A significant relationship ($P < 0.05$) exists between the years of teaching experience of the educators and their understanding of different cultural issues and also the implementation of OBE (Curriculum 2005).

The relationship that exists between the years of teaching experience of the educators and the following requirements for invitational learning to take place are highly significant ($P < 0.01$):

- The recognition by management for the educators' efforts.
- Adequate remuneration for the educators.
- The relevance of educators' teaching experience.
- Respect for learners' different religious beliefs.
- The educators' role in parental involvement.
- The achievement of teaching and learning goals.

5.4 TESTING OF HYPOTHESES

From the results of the inferential statistics it can be concluded that the null hypotheses, as stated in 1.4 can be rejected as there is a significant relation between educator-learner ratio and invitational learning.

5.4 SUMMARY

In this chapter the researcher's aim was to give some order to the range of information provided by the educators in their answers to the questions in the questionnaire. Some of the data collected were of a demographic nature which enabled the researcher to construct a broad profile of the sample selected for the investigation. Data collected regarding the educator-learner ratio and its effect on invitational learning, were organised in frequency distribution tables to simplify statistical analysis. The responses to the questions were interpreted and the findings discussed.

The last chapter of this study will consist of a summary of the literature study and the empirical investigation and certain recommendations.

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

6.1 INTRODUCTION

In this final chapter a summary of the previous chapters will be given. This will be followed by recommendations, criticism that emanates from the study and a final remark.

6.2 SUMMARY

6.2.1 Statement of the problem

In essence this study investigated the educator-learner ratio and its effect on invitational learning. In the literature study and in the empirical research, it was found that there have been significant differences in the educator-learner ratio and its effect on invitational learning. It was established that certain aspects of teaching and learning are of vital importance for effective and meaningful invitational learning. The absence of a relationship of understanding and trust between educators and learners will hamper any form of relationship which would promote invitational learning. It was also discovered that the various factors concerning the learners, educators and the school environment have a significant effect on invitational learning.

6.2.2 Invitational learning

Invitational learning is directly concerned with the becoming of the learner. The learner learns what he does not know and needs to accomplish. Invitational learning is always goal-oriented and intentional. This learning in which the learner becomes involved in, is important to the learner because he wants to achieve it. The learner involved in the learning situation will depend on various factors and will determine his success.

Invitational learning can only take place effectively in an environment that is conducive to teaching and learning. In this environment there must be a mutual relationship of trust, understanding and authority between educator and learner. Without a sound relationship being established, effective invitational learning will not be possible.

An educator accepts responsibility for his learners. This responsibility extends over a wide area: it affects the life, security, health and possession of the learner – it affects the learner's entire acceptance of the world and his orientation to it. The educator is responsible for teaching the learner the requisite skills, knowledge and norms that will eventually enable him to proceed independently as an adult on the road to life.

The learner is always in a situation and it is in this education situation that he forms a relationship with his educator. Successful invitational learning will depend on the quality of and intensity of the involvement between educator and learner. The relationship between the educator and the learner indicates a gradual inequality between the adult and the adult-in-the making. This

relationship between the educator and the learner consists of a number of *unchanging relationships without which invitational education relation will cease to exist.*

The educator must endeavour to allow the learner to finally bear full responsibility for his own doings, and, as a fully-fledged member of the *human community*, thus to accept his social task as a personal response to his call as a human being. In the adult world man is repeatedly confronted by choices, but in his world, norms are significant and every choice made according to a certain norm is evidence of a value judgement.

Education is essentially concerned with the volitional and evaluative life of the learner. It is a matter of his being made aware and becoming aware of what is meaningful, and it should arouse in the learner the wish to give meaning to his own being-in-the-world through respect for and dedication to, values. Education is not a mechanical matter, it means becoming *independent*, step by step through the learner's gradual acceptance of responsibility for making his own choices. The idea of becoming independent is fundamental in every real pedagogic objective.

From the outset, the educator cultivates in the learner sound habits of living with which the real task of invitational education finds affiliation. Invitational education is help, which means essentially that the learner is assisted in expressing a value judgement, but also in implementing choices perseveringly and with effort. This cannot happen if the educator always prescribes the line of behaviour. The learner must gradually be allowed to bear the responsibility for which he is capable. The learner must understand

the meaning of the invitational educative intervention. The educator must venture increasingly to entrust the educand with responsibility as the learner progresses on the road to adulthood. The educator must make allowances for the learner to act in freedom.

Meaningful invitational learning implies obedience, but not obedience as the result of compulsion. It is a summon to the recognition of norms. Every learner must decide or choose whether he wishes to be educated or more precisely whether he wishes to co-operate in his own education.

Education is assistance in orientation to the world. The present day learner must accept his task in a technical world as a complicated cultural structure. Learners must be educated to meet the problems of our world with courage and self-confidence. The true educator (educator) watches with joy the way the learner becomes independent. He rejoices in the learner's every achievement. He considers it a grateful privilege when he feels that those in whose education he has had a share, remain true to the demands of being human.

The progression structure is the most obvious structure in the education situation. It includes perceivable educational acts between the educator and the learner. It also manifests the general progress made in educating a particular learner when the quality of the educational content of one situation is compared with that of the previous education in the life of the same learner.

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The progression structure is the most obvious structure in the education situation. It includes perceivable educational acts between the educator and the learner. It also manifests the general progress made in educating a particular learner when the quality of the educational content of one situation is compared with that of the previous education in the life of the same learner.

Once the learner has shown progress, the aims of the education will be realised without much difficulty. The aims of all invitational learning is responsible adulthood. The educator appeals to the learner to become adult and the learner appeals to the educator for support. Learners must be educated to meet the problems of our world with courage and self-confidence.

6.2.3 Factors affecting invitational learning

It is universally recognised that the main objective of any education system in a democratic society is to provide quality education for all learners so that they will be able to reach their full potential and will be able to meaningfully contribute to and participate in that society throughout their lives. However, considering the education situation in South Africa there are various factors which hamper successful invitational learning.

It has already been asserted that barriers can be located within the learners, educators and the learning environment. Factors concerning the learners are their attitudes, etc. towards invitational learning. Many learners at schools have adopted a negative self-concept and this has resulted in a negative attitude towards school and invitational learning. As a result of these, discipline problems seem to soar and increasingly placing the educator in an unauthoritative position. There seems to be a lack of mutual trust and understanding between learners and educators. Many learners complained of the irrelevance of the curriculum and the subject content and the unrealistic impression their education has on their immediate life-world. A

lack of educational resources such as textbooks and stationery have also increased apathy towards invitational learning.

The safety and security of their jobs have left many educators disillusioned in the profession and therefore many educators' commitments to actualise invitational learning success has reached its lowest point in education. The lack of job satisfaction, the low salaries offered to educators and the lack of incentives and motivation by their employers, have further resulted in the negative attitude of educators in the schools to create an environment conducive for successful invitational learning. Many educators have complained about the poor discipline of learners and the lack of educational resources in their classrooms which impact negatively upon the success of invitational learning.

Management style, the poor physical conditions under which educators work, the overcrowded multicultural classes with diversified cultural beliefs and values, have made educators' tasks very difficult in schools. Many educators are unable to cope with these multi-faceted problems and have therefore opted to resign from the teaching profession. In the literature study it was found that many educators had opted for the severance packages which were offered by their employers to leave this ennobling profession.

6.2.4 Planning of the research

This study utilised a questionnaire, constructed by the researcher, as the database. The questionnaire was aimed at educators in primary schools in the Durban South and Port Shepstone region of Kwa-Zulu Natal. The

information sought for this investigation was not available from any other source and had to be acquired directly from the respondents. When this situation exists, the most appropriate source of data is the questionnaire as it can easily be adapted to a variety of situations.

With the aim of administering the questionnaire to the educators, it was required to first request permission from the various education departments. Once permission had been granted, the researcher visited the educators and made the necessary arrangements to administer the questionnaire to the educators.

The aim of the questionnaire was to obtain information regarding the educator-learner ratio and its effect on invitational learning. The questionnaire was formulated to establish whether the educator-learner-ratio had an effect on invitational learning with regard to the following:

- relationship of trust between educators and learners;
- relationship of understanding between educators and learners;
- relationship of authority between educators and learners
- factors concerning the learner and invitational learning;
- factors concerning the educator and invitational learning;
- factors concerning the school environment and invitational learning.

6.2.5 Presentation and analysis of research data

The purpose of this chapter was to discuss the data collected from the questionnaire completed by the 150 educators. At the outset, an explanation and description was provided as to the methods employed in the categorisation of responses and the analysis of the data. This was followed by an examination of the responses to the questions in the questionnaire.

6.2.6 Aims of the study

The researcher formulated specific aims (cf. 1.6) to determine the course of this study. These aims were realised through a literature study, together with an empirical survey consisting of a structured questionnaire. On the basis of the aims and findings of this study, certain recommendations are now formulated.

6.3 RECOMMENDATIONS

6.3.1 Code of conduct for learners

(1) Motivation

A new school system based on democratic principles and fundamental rights such as non-discrimination, non-violence, equity and participation at all levels, came into effect from January 1997 (Department of Education, 1997:8). However since the introduction of the new schools act a large number of South African schools are characterised by an apparent absence

of a learning culture. Learners arrive at school at different times, leave when they feel like it, do not bring their books to school, refuse to do homework and generally reject any kind of authority. This gives rise to *inter alia* a lack of discipline, low morale and an anti-academic attitude amongst learners. Learners seem to think that education is unimportant and that they have the means to get what they want. They challenge the authority of educators, show no respect and refuse to follow instructions (cf. 3.2.3).

The most important element that can reverse the present situations is constructive discipline that will consequently lead to the realisation of invitational learning. As soon as there is a return to self-discipline, the practice and acceptance of discipline and good behaviour, education will come to into its own as a foundation for the future of the country.

The purpose and importance of the code of conduct is to equip learners with the expertise, knowledge and skills that they would be expected to evince as worthy adults.

(2) Recommendations

The recommendations are:

- The principal and his or her management team must ensure the adoption of a code of conduct for learners by the governing body of the school.

- A school's code of conduct should reflect the views of parents, educators and learners on how learners should conduct themselves and to what end.
 - A code of conduct should express the collective will of the school community and give legal force to the development of the standards of conduct conducive to the betterment of all learners.
- The code of conduct for learners should include, *inter alia*, the following:
- Due respect must be shown to all persons in positions of authority.
 - Learners shall respect the inherent dignity of others.
 - At all times show respect for one another's convictions and cultural traditions.
 - Always behave with courtesy, tolerance and consideration towards others.
 - Learners must refrain from aggressive and abusive behaviour.
 - Any form of intimidation, bullying, victimisation, physical or verbal abuse is unacceptable.
 - Regular and punctual attendance of school and classes.
 - Learners must adhere to the school rules and departmental regulations.
 - Learners must not absent themselves from the classroom or school without the permission of authorities.

- Learners must be attired in accordance with the school rules.
 - Conscientious and diligent undertaking of all work assigned by educators.
 - Learners must be well mannered and respectful.
 - An effective learning process must be actively supported by learners.
 - Avoidance of anti-social behaviour which disrupts the learning process, such as drunkenness, the use of drugs, assault, the carrying of dangerous weapons, vandalism of school property, and the non-return of books.
 - Learners must at no time endanger the lives of others.
 - To avoid doing anything that will bring themselves or their school into disrepute.
 - All school rules must always be observed, respected and upheld.
 - Wherever possible learners must be involved in as many school activities as possible.
- A learner must understand that disciplinary action may be taken against him if he contravenes the code of conduct. Disciplinary action which form part of the code of conduct should:
- Prescribe discipline with dignity in a fair and consistent manner.

- Lay down due process to safeguard the interest of learners and other parties involved in disciplinary proceedings.
- Establish whether there is a need for further counselling in the case of certain learners
- Recommend the suspension of a learner to the governing body once due process has been followed.
- Recommend the expulsion of learners to the Secretary of Education for the Province once due process has been followed.

6.3.2 A code of conduct for educators as initiators of invitational learning.

(1) Motivation

A complaint, which is fast gaining popularity among the educators, is their unprofessional conduct. In many schools educators are not committed to their job of teaching and its promotion thereof. Many of them are absent from their classrooms and thus no teaching seem to be performed. Criticism of the conduct by educators can be summarised as follows (cf. 3.2.8):

- uncommitted and unprepared for lessons;
- didactic inability;
- unprofessional conduct;
- alcohol misuse by some male educators;
- poor role models set by educators;

- inadequate training
- lack of adequate subject knowledge; and
- unionists attitude by some educators.

There are educators at school who not meet the required standards of conduct and capacity. These educators lack discipline, dedication and commitment to their profession (cf. 3.3.2). Many educators have shown apathy and lack the necessary motivation to perform their educational task effectively for the actualisation of invitational learning ((cf. 3.3.5). A lack of professional ethic is evident in a large number of educators and this has resulted in a negative self-concept and an apathy towards the profession (cf. 3.3.7). A large number of educators do not have the necessary skills to cope in multicultural classes and therefore show little commitment to enhance invitational learning (cf. 3.3.4). Undisciplined educators cannot be brought to book as some unions which have site committees at schools would defend them to the hilt. Teaching is no longer viewed as a calling and a profession in which educators commit themselves to the education of their learners.

Educators play an important role in the realisation of meaningful invitational learning. It is therefore believed that the teaching profession will be enhanced and earn greater acceptability and respect from all relevant stakeholders once educators are governed by a set of rules that prohibit unprofessional behaviour and a negative work ethos.

(2) Recommendations

The recommendations are:

- All educators should be governed by a code of conduct.
-
- The code of conduct should include *inter alia* the following:
 - Loyalty to the profession and all teaching responsibilities.
 - Respect for all stakeholders in education.
 - Respect for the job and in particular to be punctual and regular, of sober mind and body, and well prepared to deliver lessons.
 - The protection and respect of educational resources in their care.
 - The elimination of unprofessional behaviour such as drunkenness, the use of drugs and assault.
 - Respect for the dignity, beliefs and constitutional rights of learners which includes the right to privacy and confidentiality.
 - Acknowledgement of the uniqueness, individuality, and the specific needs of each learner.
 - Exercising authority with compassion.
 - Avoidance of any form of humiliation and child abuse.
 - Use of appropriate language and behaviour when interacting with learners.
 - Use of proper procedures to address issues of professional incompetence or misbehaviour.

6.3.3 Further research

The educator-learner-ratio and the success of invitational learning goes hand in hand. With the increased number of learners in a class, invitational learning has become an unsuccessful task for many educators. Both educators and learners suffer low esteem, frustration and apathy towards education as a whole. As a result of the increased educator-learner-ratio, there seems to be a large bridge between meaningful relationships of trust, understanding and authority between educators and learners.

However, the researcher is of the view that government, educators and learners are equally responsible for the actualisation of successful invitational learning and this matter needs to be addressed urgently.

6.4 CRITICISM

Criticism that emanates from this study include the following:

- It can be presumed that many of the educators who completed the questionnaire drew their perceptions regarding educator-learner-ratio from the media. The probability therefore exists that the majority of educators indicated what is theoretical to educator-learner-ratio and not what is practical.
- The research sample comprised only of educators in primary schools. Dissimilar responses might have been elicited from educators in secondary schools.

6.5 FINAL REMARK

It is trusted that this study will be of value to all educational authorities and other stakeholders. It is also hoped that the recommendations from this study will be implemented and thereby enhance effective and meaningful invitational learning in our schools.

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STRICTLY CONFIDENTIAL

QUESTIONNAIRE

The educator-learner ratio and its effect on invitational learning

DEFINITION

In an invitational learning situation the educator invites the learner to become involved in learning by ensuring that the learner feels safe, secure and unthreatened. An invitational learning climate is characterised by mutual trust, understanding and authority between educator and learner (Purkey & Norvak, 1988:11)

T. Venketsamy (Roy)
P. O. Box 893
LIME ACRES
8410
NORTHERN CAPE

The respondent

Dear Sir / Madam

QUESTIONNAIRE ON THE EDUCATOR-LEARNER-RATIO AND ITS
EFFECT ON INVITATIONAL LEARNING

At present I am engaged in a research project towards my D.Ed Degree at the University of Zululand under the guidance of Prof. G. Urbani and Dr. M.S. Vos. The research is focused on *The educator-learner-ratio and its effect on invitational learning*.

As one of the selected respondents I have taken the liberty of writing to you in order to seek your assistance in acquiring information about your experience relating to this research.

All information will be regarded as confidential and no personal details will be mentioned in the findings, nor will any of the results be related to any particular school.

Thank you for your co-operation.

Yours sincerely

T. Venketsamy (Roy)
99-09-05

(Tel.: (053) 3850802)

QUESTIONNAIREINSTRUCTIONS TO RESPONDENTS

1. Please read through each statement carefully before giving your opinions.
2. Please make sure that you do not omit a question, or skip a page.
3. Please be honest when giving your opinion.
4. Please do not discuss statements with anyone.
5. Please return the questionnaire after completion.

Kindly answer all the questions by supplying the requested information in writing or by making a

1. **SECTION ONE: BIOGRAPHICAL INFORMATION**

1.1 **Gender: Male** **Female**

1.2 **Age in completed years**

1.3 **Type of school teaching at:**

Private school **Government school**

1.4 **Qualifications of respondent:**

Academic qualifications (eg. B.A., B.Ed, etc.) _____

Professional qualifications (e.g. HED, UED, etc.) _____

1.5 Total number of completed years in teaching on/as at 1999-01-01 _____

1.6 Post level:

Principal Deputy principal

HOD Educator

1.7 Post held

Permanent Temporary

Other. Please specify _____

1.8 Number of learners in the biggest class you teach?

1.9 Are you employed by:

Department of Education? The Governing body?

Other? Please specify: _____

1.10 What do you consider as a favourable educator-learner-ratio for successful invitational learning (Choose ONE only).

10	15	20	25	30	35	40	45	50	More than 50

Please give a reason: _____

SECTION 2:**INVITATIONAL LEARNING**

- 2 An unfavourable educator-learner-ratio (a large number of learners in a classroom), would affect the following:**

		Agree	Disagree	Uncertain
2.1	Effective discipline in the class			
2.2	Learners' obedience to the educator's authority			
2.3	Respect for the educators			
2.4	Trust in the educators			
2.5	Feeling of safety (security) in the classroom			
2.6	Confidence of learners in their own abilities			
2.7	The educators' understanding of individual learner's problems			
2.8	The educators' trust in learners' potential			
2.9	The self-concept of the educators			
2.10	The creation of a warm atmosphere in class			
2.11	Individual assistance to learners			
2.12	An atmosphere conducive to learning			
2.13	The learners' experience of unconditional acceptance by the educator			

SECTION 3: INVITATIONAL LEARNING

3 An unfavourable educator-learner-ratio (a large number of learners in a classroom), would effect the following:

		Agree	Disagree	Uncertain
3.1	The educators' commitment to the teaching task			
3.2	The enthusiasm of the educators' for the subject			
3.3	The educators' self-motivation for the teaching task			
3.4	The educators' attitude towards teaching			
3.5	The exercising of autocratic authority			
3.6	Lesson preparation by the educators			
3.7	The challenging nature of lessons			
3.8	Understanding of learners as unique beings			
3.9	The exercising of permissive authority			
3.10	Effective presentation of lessons			
3.11	Freedom given to learners in class			
3.12	The exercising of democratic authority			
3.13	The setting of learning tasks relevant to learners' developmental level			

SECTION 4: INVITATIONAL LEARNING

4 An unfavourable educator-learner-ratio (a large number of learners in a classroom), would effect the following:

		Agree	Disagree	Uncertain
4.1	The setting of realistic goals for learners			
4.2	The availability of teaching resources			
4.3	Adequate physical provision such as furniture, classroom space, etc.			
4.4	Ability of educators to improvise when necessary resources are unavailable			
4.5	The recognition by management for the educators' efforts			
4.6	Adequate remuneration for the educators			
4.7	The relevance of the educators' teaching experience			
4.8	The educators' understanding of different cultural issues			
4.9	Understanding of learners' cultural backgrounds			
4.10	Respect for learners' different religious beliefs			
4.11	The educators' role in parental involvement			
4.12	Motivation of learners by the educators			
4.13	The achievement of teaching and learning goals			
4.14	Implementation of OBE (Curriculum 2005)			