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DEPARTMENT OF EDUCATION, ARTS AND SCIENCE

**CONDITIONS OF SERVICE OF TEACHERS IN THE  
REPUBLIC OF SOUTH AFRICA AND SOUTH WEST  
AFRICA**

**PART 1: CONDITIONS OF SERVICE AND SERVICE  
REGULATIONS**

**T 2: SCHOOL AND EXTRAMURAL DUTIES AND  
ASSOCIATED CONDITIONS**

**J. H. C. OOSTHUIZEN**

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DEPARTMENT OF EDUCATION, ARTS AND SCIENCE  
NATIONAL BUREAU OF EDUCATIONAL AND SOCIAL RESEARCH

CONDITIONS OF SERVICE OF  
TEACHERS IN THE REPUBLIC  
OF SOUTH AFRICA AND SOUTH  
WEST AFRICA

- PART 1 : CONDITIONS OF SERVICE AND SERVICE REGULATIONS
- PART 2 : SCHOOL AND EXTRAMURAL DUTIES AND ASSOCIATED  
CONDITIONS

by

J. H. C. OOSTHUIZEN

1966

THE CONTENTS OF THIS REPORT MAY BE FREELY QUOTED PROVIDED  
THE SOURCE IS FULLY ACKNOWLEDGED

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## FOREWORD

1. The National Advisory Education Council, which commenced its activities on 2nd January, 1963, was established by the National Advisory Education Council Act, 1962 (Act No. 86 of 1962), signed by the State President on 25th June, 1962. The main functions of the Council are defined in sections 7 and 8 of the Act, but what is important is that the Council must endeavour "to determine in consultation with the Department of Education, Arts and Science, the provincial education departments, education bodies and organizations and persons who are concerned with education matters, the broad fundamental principles of sound education for the country as a whole" (section 7 (2) of the Act).
2. In order to implement this directive, the Council resolved at its first meeting on 29th - 30th March, 1963, to recommend, under section 5(1) of Act No. 86 of 1962, to the Minister of Education, Arts and Science that an ad hoc committee with four sub-committees on the subject of "THE TEACHER" be appointed. The following themes were assigned to the four sub-committees:
  - (a) THE RECRUITMENT, SELECTION AND WASTAGE OF TEACHERS,
  - (b) THE TRAINING AND CERTIFICATION OF TEACHERS,
  - (c) THE CONDITIONS OF SERVICE OF TEACHERS, and
  - (d) THE STATUS AND PRESTIGE OF TEACHERS.

In selecting these themes concerning teachers, the Council aimed at obtaining a nation-wide picture of "the teacher" with reference to these aspects.

The Minister accepted the recommendation and the sub-committees commenced their activities during 1963.

The constitution of the ad hoc committee & the sub-committees is as follows:

### AD HOC COMMITTEE: "THE TEACHER"

- Chairman : Prof. dr. P.S. du Toit (ex officio member of the four sub-committees).
- Members : Chairmen of the four sub-committees:  
Mr. A.G.S. Meiring, Prof. R.E. Lighton, Mr. S. Theron,  
Mr. A.J. Koen (succeeded, on his resignation by Prof. J.J. Mulder).
- Liaison Members : Executive Committee of the National Advisory Education Council:  
Prof. G.J. Jordaan, Prof. H.J.J. Bingle, Miss E.C. Steyn,  
Mr. S.G. Osler.

### Sub-committee: Recruitment, selection and wastage of teachers

- Chairman : Mr. A.G.S. Meiring.
- Members : Prof. J.J. Mulder, Dr. P.M. Robbertse, Prof. R. McMillan,  
Mr. L.C. Bruwer, Dr. A.L. Kotzee (Prof. J.J. Mulder was made  
chairman of the Sub-committee: Status and Prestige of Teachers,  
and was succeeded on this Sub-committee by Dr. A.L. Kotzee)

Liaison member for the Executive Committee of the National Advisory Education Council:  
Miss E.C. Steyn.

### Sub-committee: Training and certification of teachers

- Chairman : Prof. R.E. Lighton
- Members : Mr. A.W. Muller (succeeded on his resignation by Mr. J.T. Slater),  
Prof. S.J. Preller, Mr. C.P. van der Merwe, Dr. W.K.H. du  
Plessis, Mr. J.V. Smit, Dr. E.L.G. Schnell.

Liaison member for the Executive Committee of the National Advisory Education Council:  
Prof. G.J. Jordaan.

Sub-committee: Conditions of service of teachers

Chairman : Mr. S. Theron.

Members : Mr. H.C. Botha, Dr. G.J. Potgieter, Miss L.M. Spies,  
Mr. J.H. Stander, Dr. J.E. Davies, Adv. N.C. Gracie.

Liaison member for the Executive Committee of the National Advisory Education Council:  
Prof. H.J.J. Bingle.

Sub-committee: Status and prestige of teachers

Chairman : Mr. A.J. Koen (succeeded on his resignation by Prof. J. J. Muider).

Members : Mr. H. Lundie, Prof. J.J. Fourie, Mr. J.D. Möhr, Mr. D.F.  
Abernethy, Mr. L.L. Wahl.

Liaison member for the Executive Committee of the National Advisory Education Council: Mr. S.G.  
Osler.

Additional member: Adv. N.C. Gracie.

3. At the request of the Council, the research work of the Sub-committee: The recruitment, selection and wastage of teachers and the Sub-committee: The conditions of service of teachers, was undertaken by the National Bureau of Educational and Social Research, in co-operation with the Council.
4. As information in connection with the recruiting, selection and conditions of service of teachers had to be obtained from principals of schools, vice-principals and assistants, rector/deans and lecturers of teachers' training institutions, inspectors of education, and the four provincial education departments, the Department of Education, Arts and Science and the Education Department of South West Africa, questionnaires were drawn up to cover those aspects on which the various persons, institutions and authorities were required to supply information.

Eleven questionnaires were prepared to obtain the required information for the two Sub-committees of the Council. Two questionnaires on the wastage of teachers (NB.482 and 483) were sent to all schools in the country for completion by permanently appointed teachers (NB.482), as well as by principals (NB.483), in respect of teachers who had resigned from service during the period 1st October, 1963 to 30th September, 1964, or who had transferred to another education department or to private or subsidised schools. Questionnaire NB.484 was sent to the education departments and the governing bodies of private and subsidised schools to obtain details about all teachers who left the service during the period mentioned. During the fourth school term of 1963 a questionnaire was sent to a random sample of Std. 10 pupils to determine their attitude towards teaching as a profession. The questionnaires on recruitment, selection and conditions of service of teachers were sent to the persons, institutions and authorities concerned during February, 1964 (see p. 210 for a brief description of the questionnaires).

5. The research for the two Sub-committees of the Council was undertaken by a research team of the Bureau headed by Mr. J.B. Haasbroek and consisted of Mr. J.H.C. Oosthuizen, Mr. A.J. Venter, Mr. P.G. van Z. Spies and Mrs. S.M.E. Boshoff. The reports and the researchers responsible for them are as follows:

The interest of Std. 10 pupils in teaching as a profession in the Republic of South Africa and in South West Africa: Mr. J.B. Haasbroek.

The recruitment of secondary school pupils to the teaching profession in the Republic of South Africa and in South West Africa: Mr. A.J. Venter.

The selection of prospective student teachers in the Republic of South Africa and in South West Africa: Mr. P.G. van Z. Spies.

The wastage of teachers in the Republic of South Africa and in South West Africa: Mrs. S.M.E. Boshoff.

Conditions of service of teachers in the Republic of South Africa and in South West Africa: Mr. J.H.C. Oosthuizen.

6. This report, entitled "Conditions of Service of Teachers", is a comparative study of the conditions of service of the teachers of the four provincial education departments, namely those of the Cape Province, Natal, the Orange Free State and the Transvaal, the Department of Education, Arts and Science, the Education Department of South West Africa and the non-departmental schools (private and provincially subsidised schools). The views of principals, vice-principals and assistants and lecturers in regard to conditions of service and associated conditions, prospects of promotion and the system of promotion, salary, pension schemes, leave, civic rights, status, factors which influence happiness and contentment, working hours, administrative duties and extramural activities are discussed in this report.
7. I wish to express my gratitude to the Executive Committee of the National Advisory Education Council, as well as to the Sub-committees already referred to, for their share in this survey.
8. A word of thanks is also due to the heads of the six education departments for their permission to conduct this survey in their schools and teachers' training colleges. To the principals and teachers of the schools of the six education departments and of the private and subsidised schools, as well as to the lecturers of institutions which train teachers, the inspectors of education and other persons who have helped in one way or another in connection with the survey, sincere thanks are conveyed for the co-operation without which this survey could not have been carried out.
9. It is hoped that this report will be a source of information on the basis of which the National Advisory Education Council will introduce a new deal for teachers in regard to their conditions of service and associated conditions in the teaching profession. For the teacher who is interested in his profession, this report will provide valuable information.

P.M. ROBBERTSE  
DIRECTOR

NATIONAL BUREAU OF EDUCATIONAL AND SOCIAL RESEARCH

June, 1965

# PART I: CONDITIONS OF SERVICE AND SERVICE REGULATIONS

## CHAPTER 1

### INTRODUCTION

#### 1.1 BACKGROUND

At its first meeting on 29th March, 1963, the National Advisory Education Council resolved to recommend to the Minister of Education, Arts and Science, that an ad hoc committee with four sub-committees be set up to study the subject of THE TEACHER. The idea was to make a study of all the factors that may have an influence on teachers' happiness and contentment in the profession, as well as factors that might contribute to or detract from the appeal of the profession and its ability to attract and hold teachers. Therefore recruiting procedure, selection, measure of happiness and contentment in the profession, status, the attitude of the teacher to teaching, as well as his views on conditions of service and associated conditions in the profession, would have to be subjected to careful examination. After the Minister had approved the recommendation, the four sub-committees set to work in their respective fields.

At the request of the National Advisory Education Council, the National Bureau of Educational and Social Research undertook the research of two sub-committees, namely the "Sub-committee: Recruitment, selection and wastage of teachers" and the "Sub-committee: Conditions of service of teachers". Although the questionnaires were ready to be sent out by the fourth school term of 1963, they were not sent out before February, 1964 (first school term), as the education departments decided that the questionnaires should not be sent to schools during the fourth school term of 1963 on account of the full programme of work during this term.

This report concentrates firstly on the teacher's views on conditions of service and service regulations, and secondly on the school duties and associated conditions of teachers attached to the schools of the six education departments and to the non-departmental schools, and is intended for the SUB-COMMITTEE: CONDITIONS OF SERVICE OF TEACHERS. The report consists of the following chapters:

#### PART I: CONDITIONS OF SERVICE AND SERVICE REGULATIONS

- Chapter 1. Introduction
2. The teachers' views on conditions of service and associated conditions
  3. Prospects and system of promotion, and demotion
  4. Salary
  5. Pension scheme
  6. Leave
  7. Civic rights
  8. Does the teacher feel secure in his profession?
  9. The teachers' views on his own status and that of the teaching profession.

#### PART II: SCHOOL AND EXTRAMURAL DUTIES AND ASSOCIATED CONDITIONS OF SERVICE OF TEACHERS

- Chapter 10. The teacher's views on matters in and around the school which may have a good or bad effect on his happiness and contentment in the profession
11. The teacher's views on working hours spent in school, and also on time spent on administration, preparation of work and correction of school work
  12. The teacher's views on extramural activities
  13. The teacher's views on administrative work

#### 1.2 PURPOSE AND METHOD OF THE SURVEY

##### 1.2.1 Purpose of the survey

The purpose of this survey is to examine the factors bearing on the attitude of teachers

towards teaching, and also their views on conditions of service and associated conditions in the teaching profession. Inter alia, the teacher's opinion on work in the classroom, administrative duties, extramural activities, civic rights, salary, promotion and pensions will be determined, and also the extent to which the factors mentioned contribute to or detract from the teacher's happiness and contentment in the teaching profession.

For the purposes of this report, parts have been taken from the questionnaires sent to principals, vice-principals and assistants at schools, as well as to lecturers which throw light on the following aspects:

- (a) The attitude of the teacher towards teaching as a profession:  
Questionnaire NB.487 to principals of schools: Parts of Section 4.  
Questionnaire NB.488 to vice-principals and assistants: Parts of Section 3.  
Questionnaire NB.489 to lecturers: Parts of Section 3.
- (b) The status of teaching as compared with that of other professions:  
Questionnaire NB.487 to principals of schools: 4.7 from Section 4.  
Questionnaire NB.488 to vice-principals and assistants: 3.7 from Section 3.  
Questionnaire NB.489 to lecturers: 3.7 from Section 3.
- (c) The teacher's views on conditions of service and associated conditions in the teaching profession:  
Questionnaire NB.487 to principals of schools: Section 5.  
Questionnaire NB.488 to vice-principals and assistants: Section 4.  
Questionnaire NB.489 to lecturers: Section 4.

### 1.2.2 Method

The questionnaire method was used to obtain the required information. After a thorough study of the literature and consultation with the members of the Executive Committee of the National Advisory Education Council who acted as liaison members of the "Sub-committee: Conditions of service of teachers" and the "Sub-committee: The recruitment, selection and wastage of teachers", eleven questionnaires were drawn up to obtain the information required for the research of these two sub-committees.

With regard to the conditions of service of teachers and associated conditions, questionnaires were sent to principals, vice-principals and assistants at schools, and also to lecturers, to obtain their views on these matters. The questionnaires were sent out during February, 1964, and received up to the end of June, 1964.

## 1.3 THE SURVEY GROUP

In order to obtain a synoptic picture of the conditions of service of teachers and associated conditions, questionnaires had to be sent to principals as well as vice-principals and assistants of schools, and also to the lecturers at teachers' training institutions. In the case of both the principals and the vice-principals and assistants of schools, the questionnaires were sent to a random sample of principals and assistants, while questionnaires were sent to all the lecturers at the institutions which train teachers.

### 1.3.1 Sample of principals of schools

#### (a) The Universe of schools

In regard to the four provincial education departments of the Cape Province, Natal, the Orange Free State and the Transvaal, as well as the Education Department of South West Africa and the non-departmental schools (private and provincially aided schools), a distinction has been made between: high schools (including agricultural high schools) with classes from Std. 6 to Std. 10; combined high and primary schools (including junior high schools, secondary schools and Class II schools) with a combination of classes from Grade I/Sub-Standard A, with at least a Std. 7 class in the secondary department; primary schools from Grade I/Sub-Standard A to Std. 5/6; junior schools from Grade I/Sub-Standard A to Stds. 1/2/3; and schools for children with handicaps and deviations (physical, mental and behavioural).

In the case of the Department of Education, Arts and Science, departmental vocational schools (technical high, housecraft high and commercial high schools) and schools for handicapped pupils (schools for, inter alia, the blind and the deaf), reform schools and schools of industries

and technical colleges are differentiated. In addition there are state-subsidised technical colleges.

(b) Size of the sample of school principals

It was decided to include 1,000 of the 2917 principals of schools in the survey. A proportionate number of schools of the various departments and non-departmental schools were represented in the sample. The sample included 34.2 per cent, or approximately one third of the school principals. Although reminders were sent out, only 814 of the school principals in the sample returned the questionnaires, i.e. 27.9 per cent of the principals. It was consequently necessary to determine whether the 27.9 per cent of the school principals were representative of the universe.

(c) Reliability of the sample

To ascertain whether the principals who returned questionnaires were representative of the universe, the universe of schools of the four provincial education departments was first classified into urban and rural schools, according to size of the school, and also on the basis of high and primary schools, and in accordance with these classifications the distribution of the schools was indicated on a percentage basis. Secondly, the universe of schools was classified according to language medium, size of school and high and primary schools, and the distribution of the schools was then expressed in percentages. The schools in the sample were subdivided in the same way as the universe.

The universe and sample of the schools of the Education Department of South West Africa were classified into high and primary schools, and also according to the size of the school, the distribution being shown in percentages. The schools of the Department of Education, Arts and Science were divided according to the type of school, and according to rural or urban locality, and the distribution of the universe and the sample were indicated in percentages. It should be mentioned here that all the principals of schools of the Department of Education, Arts and Science included in the sample returned the completed questionnaires. Since information which was obtainable in regard to provincial schools was not available for the non-departmental schools, the universe and sample of these schools were classified according to province and according to high or primary schools, and the distribution of the schools was shown in percentages.

(i) Distribution of the universe and the sample

The universe and the sample were divided into the following groups according to control:

- (a) Education Departments of: Cape Province,  
Natal,  
Orange Free State,  
Transvaal, and  
South West Africa.

The schools of these five education departments were classified further as follows:

1. Type of school: High and primary schools
2. Medium of instruction: Afrikaans, English, and parallel and dual-medium (excluding South West Africa)
3. Locality: Rural and urban (excluding South West Africa)
4. Size of school: The schools were divided into four groups according to the number of pupils.

(b) Department of Education, Arts and Science

The schools of this Department were classified further as follows:

1. Type of school: Technical High, Commercial High, Housecraft High and Commercial and Technical High Schools, Technical Colleges, Schools of Industries and Reform Schools and Special Schools (schools for handicapped and deviate children).
2. Locality: Urban and rural.

(c) Non-departmental schools (private and provincially subsidised schools) which have been classified as follows:

1. Type of school: High and primary schools

2. Province: Cape Province, Natal, Orange Free State, Transvaal and South West Africa.

(ii) Distribution of the universe and the sample.

The distribution of the universe and the sample of schools according to the above classifications is as follows for the respective education authorities:

(a) Cape Province

(i) Distribution of the universe and sample of schools according to urban and rural schools, size of school, and high and primary schools.

Urban and rural distribution and size of school	High schools				Primary schools			
	Universe		Sample		Universe		Sample	
	N	%	N	%	N	%	N	%
<u>Urban schools</u>								
600 +	35	57.4	10	52.6	45	26.9	16	26.2
400 - 599	19	31.1	6	31.6	51	30.5	19	31.1
300 - 399	2	3.3	1	5.3	40	23.9	15	24.6
300 -	5	8.2	2	10.5	31	18.6	11	18.0
Sub-total	61	100.0	19	100.0	167	100.0	61	100.0
<u>Rural schools</u>								
600 +	48	23.5	12	22.6	20	3.2	6	3.3
400 - 599	103	50.5	27	50.9	38	5.9	10	5.6
300 - 399	51	25.0	13	24.5	65	10.1	19	10.6
300 -	2	1.0	1	1.9	518	80.8	144	80.4
Sub-total	204	100.0	53	100.0	641	100.0	179	100.0
<u>Grand total</u>								
600 +	83	31.3	22	30.5	65	8.0	22	9.2
400 - 599	122	46.0	33	45.8	89	11.0	29	12.1
300 - 399	53	20.0	14	19.4	105	13.0	34	14.2
300 -	7	2.6	3	4.2	549	67.9	155	64.6
Total	265	100.0	72	100.0	808	100.0	240	100.0

(ii) Distribution of the universe and sample of schools according to medium of instruction, size of school, and high and primary schools.

Medium of instruction and size of school	High schools				Primary schools			
	Universe		Sample		Universe		Sample	
	N	%	N	%	N	%	N	%
<u>A. M. Schools</u>								
600 +	19	18.8	5	17.8	15	3.4	5	4.0
400 - 599	53	52.5	16	57.1	17	3.8	5	4.0
300 - 399	29	28.7	7	25.0	33	7.4	11	8.7
300 -	-	-	-	-	380	85.4	105	83.3
Sub-total	101	100.0	28	100.0	445	100.0	126	100.0
<u>E. M. Schools</u>								
600 +	24	58.5	8	57.1	16	16.7	5	17.2
400 - 599	16	39.0	5	35.7	22	22.9	7	24.1
300 - 399	1	2.4	1	7.1	23	23.9	7	24.1
300 -	-	-	-	-	35	36.4	10	34.5
Sub-total	41	100.0	14	100.0	96	100.0	29	100.0
<u>P. and D. schools</u>								
600 +	40	32.5	9	30.0	34	12.7	12	14.1
400 - 599	53	43.1	12	40.0	50	18.7	17	20.0
300 - 399	23	18.7	6	20.0	49	18.3	16	18.8
300 -	7	5.7	3	10.0	134	50.2	40	47.0
Sub-total	123	100.0	30	100.0	267	100.0	85	100.0
<u>Grand total</u>								
600 +	83	31.3	22	30.5	65	8.0	22	9.2
400 - 599	122	46.0	33	45.8	89	11.0	29	12.1
300 - 399	53	20.0	14	19.4	105	13.0	34	14.2
300 -	7	2.6	3	4.2	549	67.9	155	64.6
Total	265	100.0	72	100.0	808	100.0	240	100.0

(b) Natal

- (i) Distribution of the universe and sample of schools according to urban and rural schools, size of school, and high and primary schools.

Urban and rural distribution and size of school	High schools				Primary schools			
	Universe		Sample		Universe		Sample	
	N	%	N	%	N	%	N	%
<b>Urban</b>								
751 +	5	17.8	1	12.5	-	-	-	-
501 - 750	13	46.4	4	50.0	21	27.6	7	28.0
300 - 500	7	25.0	2	25.0	31	40.8	10	40.0
300 -	3	10.7	1	12.5	24	31.6	8	32.0
Sub-total	28	100.0	8	100.0	76	100.0	25	100.0
<b>Rural</b>								
751 +	-	-	-	-	-	-	-	-
501 - 750	4	28.6	1	25.0	4	4.3	1	4.0
300 - 500	6	42.8	2	50.0	8	8.5	2	8.0
300 -	4	28.6	1	25.0	82	87.2	22	88.0
Sub-total	14	100.0	4	100.0	94	100.0	25	100.0
<b>Grand total</b>								
751 +	5	11.9	1	8.3	-	-	-	-
501 - 750	17	40.5	5	41.7	25	14.7	8	16.0
300 - 500	13	30.9	4	33.3	39	22.9	12	24.0
300 -	7	16.7	2	16.7	106	62.3	30	60.0
Total	42	100.0	12	100.0	170	100.0	50	100.0

(ii) Distribution of the universe and sample of schools according to medium of instruction, size of school, and high and primary schools.

Medium of instruction and size of school	High schools				Primary schools			
	Universe		Sample		Universe		Sample	
	N	%	N	%	N	%	N	%
<u>A.M. schools</u>								
751 +	2	33.3	1	33.3	-	-	-	-
501 - 750	3	50.0	2	66.7	3	16.6	1	16.7
300 - 500	1	16.7	-	-	2	11.1	1	16.7
300 -	-	-	-	-	13	72.2	4	66.7
Sub-total	6	100.0	3	100.0	18	100.0	6	100.0
<u>E.M. schools</u>								
751 +	3	12.0	-	-	-	-	-	-
501 - 750	11	44.0	3	50.0	9	11.0	2	11.1
300 - 500	8	32.0	2	33.3	24	29.3	6	33.3
300 -	3	12.0	1	16.7	49	59.7	10	55.5
Sub-total	25	100.0	6	100.0	82	100.0	18	100.0
<u>P. and D. schools</u>								
751 +	-	-	-	-	-	-	-	-
501 - 750	3	27.3	-	-	13	18.6	5	19.2
300 - 500	4	36.4	2	66.7	13	18.6	5	19.2
300 -	4	36.4	1	33.3	44	62.8	16	61.5
Sub-total	11	100.0	3	100.0	70	100.0	26	100.0
<u>Grand total</u>								
751 +	5	11.9	1	8.3	-	-	-	-
501 - 750	17	40.5	5	41.7	25	14.7	8	16.0
300 - 500	13	30.9	4	33.3	39	22.9	12	24.0
300 -	7	16.7	2	16.7	106	62.3	30	60.0
Total	42	100.0	12	100.0	170	100.0	50	100.0

(c) Orange Free State

- (i) Distribution of the universe and sample of schools according to urban and rural schools, size of school, and high and primary schools.

Urban and rural school distribution and size of school	High schools				Primary schools			
	Universe		Sample		Universe		Sample	
	N	%	N	%	N	%	N	%
<u>Urban</u>								
600 +	2	16.7	1	20.0	5	33.3	1	33.3
400 - 599	3	25.0	1	20.0	-	-	-	-
300 - 399	5	41.7	2	40.0	5	33.3	1	33.3
300 -	2	16.7	1	20.0	5	33.3	1	33.3
Sub-total	12	100.0	5	100.0	15	100.0	3	100.0
<u>Rural</u>								
600 +	3	3.9	1	5.3	12	6.2	2	11.1
400 - 599	9	11.8	2	10.5	2	1.0	1	5.5
300 - 399	12	15.8	3	15.8	15	7.8	1	5.5
300 -	52	68.4	13	68.4	163	84.9	14	77.8
Sub-total	76	100.0	19	100.0	192	100.0	18	100.0
<u>Grand total</u>								
600 +	5	5.7	2	8.3	17	8.2	3	14.3
400 - 599	12	13.6	3	12.5	2	1.0	1	4.8
300 - 399	17	19.3	5	20.8	20	9.7	2	9.5
300 -	54	61.4	14	58.3	168	81.1	15	71.4
Total	88	100.0	24	100.0	207	100.0	21	100.0

(ii) Distribution of the universe and sample of schools according to medium of instruction, size of school, and high and primary schools.

Medium of instruction and size of school	High schools				Primary schools			
	Universe		Sample		Universe		Sample	
	N	%	N	%	N	%	N	%
<u>A.M. schools</u>								
600 +	2	33.3	1	33.3	5	71.4	2	66.7
400 - 599	2	33.3	1	33.3	-	-	-	-
300 - 399	1	16.7	-	-	-	-	-	-
300 -	1	16.7	1	33.3	2	28.6	1	33.3
Sub-total	6	100.0	3	100.0	7	100.0	3	100.0
<u>E.M. schools</u>								
600 +	-	-	-	-	-	-	-	-
400 - 599	1	33.3	1	33.3	-	-	-	-
300 - 399	2	66.7	2	66.7	2	66.7	1	50.0
300 -	-	-	-	-	1	33.3	1	50.0
Sub-total	3	100.0	3	100.0	3	100.0	2	100.0
<u>P. and D. schools</u>								
600 +	3	3.8	1	5.5	12	6.1	1	6.2
400 - 599	9	11.4	1	5.5	2	1.0	1	6.2
300 - 399	14	17.7	3	16.7	18	9.1	1	6.2
300 -	53	67.1	13	72.2	165	83.7	13	81.3
Sub-total	79	100.0	18	100.0	197	100.0	16	100.0
<u>Grand total</u>								
600 +	5	5.7	2	8.3	17	8.2	3	14.3
400 - 599	12	13.6	3	12.5	2	1.0	1	4.8
300 - 399	17	19.3	5	20.8	20	9.7	2	9.5
300 -	54	61.4	14	58.3	168	81.1	15	71.4
Total	88	100.0	24	100.0	207	100.0	21	100.0

(d) Transvaal

- (i) Distribution of the universe and sample of schools according to urban and rural schools, size of school, and high and primary schools.

Urban and rural distribution and size of school	High schools				Primary schools			
	Universe		Sample		Universe		Sample	
	N	%	N	%	N	%	N	%
<u>Urban schools</u>								
600 +	66	69.5	21	70.0	68	22.4	23	22.1
400 - 599	19	20.0	6	20.0	109	35.8	37	35.6
300 - 399	10	10.5	3	10.0	52	17.1	18	17.3
300 -	-	-	-	-	75	24.7	26	25.0
Sub-total	95	100.0	30	100.0	304	100.0	104	100.0
<u>Rural schools</u>								
600 +	25	34.7	8	34.8	21	5.4	6	5.7
400 - 599	22	30.5	7	30.4	42	10.7	11	10.4
300 - 399	15	20.8	5	21.7	26	6.7	7	6.6
300 -	10	13.9	3	13.0	301	77.2	82	77.3
Sub-total	72	100.0	23	100.0	390	100.0	106	100.0
<u>Grand total</u>								
600 +	91	54.5	29	54.7	89	12.8	29	13.8
400 - 599	41	24.5	13	24.5	151	21.7	48	22.8
300 - 399	25	15.0	8	15.1	78	11.2	25	11.9
300 -	10	6.0	3	5.7	376	54.2	108	51.4
Total	167	100.0	53	100.0	694	100.0	210	100.0

- (ii) Distribution of the universe and sample of schools according to medium of instruction, size of school, and high and primary schools.

Medium of instruction and size of school	High schools				Primary schools			
	Universe N	%	Sample N	%	Universe N	%	Sample N	%
<u>A. M. Schools</u>								
600 +	42	68.8	13	68.4	53	26.5	15	23.4
400 - 599	14	22.9	4	21.1	73	36.5	24	37.5
300 - 399	4	6.5	2	10.5	35	17.5	12	18.7
300 -	1	1.6	-	-	39	19.5	13	20.3
Sub-total	61	100.0	19	100.0	200	100.0	64	100.0
<u>E. M. Schools</u>								
600 -	26	56.5	8	57.1	23	18.1	8	19.0
400 - 599	12	26.1	4	28.6	45	35.4	15	35.7
300 - 399	7	15.2	2	14.3	25	19.7	8	19.0
300 -	1	2.1	-	-	34	26.8	11	26.2
Sub-total	46	100.0	14	100.0	127	100.0	42	100.0
<u>P. and D. Schools</u>								
600 -	23	38.3	8	40.0	13	3.5	6	5.8
400 - 599	15	25.0	5	25.0	33	9.0	9	8.6
300 - 399	14	23.3	4	20.0	18	4.9	5	4.8
300 -	8	13.3	3	15.0	303	82.6	84	80.6
Sub-total	60	100.0	20	100.0	367	100.0	104	100.0
<u>Grand Total</u>								
600 +	91	54.5	29	54.7	89	12.8	29	13.8
400 - 599	41	24.5	13	24.5	151	21.7	48	22.8
300 - 399	25	15.0	8	15.1	78	11.2	25	11.9
300 -	10	6.0	3	5.7	376	54.2	108	51.4
Total	167	100.0	53	100.0	694	100.0	210	100.0

(e) South West Africa

Distribution of the universe and sample of schools according to size of school, and high and primary schools.

Size of school	Universe		Sample	
	N	%	N	%
<u>High Schools</u>				
600 +	5	35.7	2	40.0
400 - 599	3	21.4	1	20.0
300 - 399	6	42.8	2	40.0
300 -	-	-	-	-
Sub-total	14	100.0	5	100.0
<u>Primary Schools</u>				
600 +	12	26.7	2	22.2
400 - 599	2	4.4	1	11.1
300 - 399	31	68.9	6	66.7
300 -	-	-	-	-
Sub-total	45	100.0	9	100.0
<u>Grand Total</u>				
600 +	17	28.8	4	28.6
400 - 599	5	8.5	2	14.3
300 - 399	37	62.7	8	57.1
300 -	-	-	-	-
Total	59	100.0	14	100.0

(f) Education, Arts and Science

Distribution of the universe and sample of schools according to urban and rural schools, and type of school.

Type of school	Universe		Sample	
	N	%	N	%
<u>Urban Schools</u>				
Technical High Schools	13	25.5	4	23.5
Commercial High Schools	9	17.6	3	17.6
Commercial and Technical High Schools	4	7.8	1	5.9
Technical Colleges	5	9.8	2	11.7
State-aided Technical Colleges	5	9.8	2	11.7
Housecraft High Schools	-	-	-	-
Schools of Industries	2	3.9	1	5.9
Reform Schools	2	3.9	1	5.9
Special Schools	7	13.7	2	11.7
Schools for the Cerebral Palsied	4	7.8	1	5.9
Sub-total	51	100.0	17	100.0
<u>Rural Schools</u>				
Technical High Schools	10	21.3	3	18.7
Commercial High Schools	6	12.8	2	12.5
Commercial and Technical High Schools	2	4.2	1	6.2
Technical Colleges	2	4.2	1	6.2
State-aided Technical Colleges	-	-	-	-
Housecraft High Schools	9	19.1	3	18.7
Schools of Industries	15	31.9	5	31.2
Reform Schools	-	-	-	-
Special Schools	3	6.4	1	6.2
Schools for the Cerebral Palsied	-	-	-	-
Sub-total	47	100.0	16	100.0
<u>Grand Total</u>				
Technical High Schools	23	23.5	7	21.2
Commercial High Schools	15	15.3	5	15.1
Commercial and Technical High Schools	6	6.1	2	6.1
Technical Colleges	7	7.1	3	9.1
State-aided Technical Colleges	5	5.1	2	6.1
Housecraft High Schools	9	9.2	3	9.1
Schools of Industries	17	17.3	6	18.2
Reform Schools	2	2.0	1	3.0
Special Schools	10	10.2	3	9.1
Schools for the Cerebral Palsied	4	4.1	1	3.0
Total	98	100.0	33	100.0

(g) Non-departmental schools

Distribution of the universe and sample of schools according to province, and high and primary schools.

Province/Territory		High Schools		Primary Schools		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
Cape Province	N	62	12	96	33	158	45
	%	37.8	42.8	61.93	57.9	49.52	52.9
Natal	N	25	6	22	8	47	14
	%	15.24	21.4	14.19	14.0	14.73	16.5
O. F. S.	N	9	2	2	2	11	4
	%	5.48	7.1	1.29	3.5	3.44	4.7
Transvaal	N	64	6	33	12	97	18
	%	39.02	21.4	21.29	21.0	30.40	21.2
S. W. A.	N	4	2	2	2	6	4
	%	2.43	7.1	1.29	3.5	1.88	4.7
Grand Total	N	164	28	155	57	319	85
	%	100.0	100.0	100.0	100.0	100.0	100.0

(iii) Conclusion regarding the reliability of the sample of school principals

The distribution of the universe and the sample, according to the classifications mentioned in paragraph 1.3.1 (c)(i), pp. 3 and 4 shows that the percentage proportion of the respective groupings of the sample of schools is practically identical with that of the universe of schools. The sample should not be regarded as unreliable because of the slight percentage disparities which do occur since the numbers of schools in single groupings of the universe from which the single groupings in the sample deviate slightly, are small, and the percentages create a false picture. In these cases the number of schools in the universe as well as in the sample should be taken into account. For the purposes of this report the sample of schools, and therefore of school principals, is representative of the universe.

1.3.2 Sample of vice-principals and assistants

(a) The universe and the size of the sample

The sample of assistants is based on the 1962 educational statistics which were the most up-to-date figures available at the time of drawing the sample.

A sample was taken of 10 per cent of the assistants (vice-principals and assistants combined) attached to the schools of the four provincial education departments of the Cape Province, Natal, the Orange Free State, and the Transvaal, and the Education Department of South West Africa, the Department of Education, Arts and Science and the non-departmental schools (private and provincially aided schools). The schools were classified according to control, urban or rural, by medium of instruction and size, and also according to whether they were high or primary schools (see paragraph 1.3.1 (c)(i), pp. 3 and 4, for an explanation of the classifications of the schools under the various education departments and the non-departmental schools). The number of teachers was calculated by multiplying the average number of assistants per sub-section by ten and then dividing it by the total number of teachers in the sub-section to obtain the number of schools per sub-section which should be included. The schools were chosen at random and the assistants attached to these schools constitute 10 per cent of the assistants of the sub-sections concerned.

The number of assistants attached to the respective education departments was as follows: Cape Province 7864, Natal 2768, Orange Free State 2997, Transvaal 11461, South West Africa 577 and Education, Arts and Science 1760, while the number of assistants attached to the non-departmental schools totalled 3215. A random sample of 10 per cent means that 786, 276, 299, 1146, 57, 176 and 321 assistants from the Cape Province, Natal, the Orange Free State, the Transvaal, South West Africa, Education, Arts and Science and the non-departmental schools, respectively, had to be included in the survey. The number and percentage of assistants who returned questionnaires are as follows for the respective education authorities: Cape Province 746 or 9.5 per cent, Natal 233 or 8.4 per cent, Orange Free State 231 or 7.7 per cent, Transvaal 1157 or 10.1 per cent, South West Africa 48 or 8.3 per cent, Education, Arts and Science 191 or 10.8 per cent and the non-departmental schools 88 or 2.7 per cent.

The percentage of assistants of the four provincial education departments who returned questionnaires is 9.4 per cent (2367 out of 25090 assistants). The percentage of assistants of the six education departments who returned questionnaires is 9.5 per cent (2606 out of 27427 assistants), while the percentage of teachers in the country as a whole who returned questionnaires totalled 8.8 per cent (2694 out of 30552 assistants). It is therefore necessary to determine whether the assistants who returned questionnaires are representative of the universe.

(b) Reliability of the sample of assistants

In order to determine the reliability of the sample, both the universe and the sample of the assistants of the four provincial education departments were classified according to (a) urban and rural schools, and the medium of instruction, and (b) urban and rural and high and primary schools. In the case of South West Africa the classification was made on the basis of (a) medium of instruction, and (b) high and primary schools, while the classification for the Department of Education, Arts and Science was made according to the type of school. For the non-departmental schools, the classification was made according to province, data concerning medium of instruction and high and primary schools were not available for all the areas.

(i) Distribution of the assistants in the universe and in the sample

The distribution of the assistants in the universe and the sample for the various education authorities, according to the above-mentioned classifications, is as follows:

(a) Cape Province

(i) Distribution of the universe and sample of assistants according to urban and rural schools and medium of instruction.

Medium of instruction		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
Afrikaans-medium Schools	N	636	61	1821	172	2457	233
	%	20.4	20.5	38.4	38.4	31.2	31.2
English-medium Schools	N	1275	122	246	23	1521	145
	%	40.9	40.9	5.2	5.1	19.3	19.4
P. and D. -medium Schools	N	1207	115	2679	253	3886	368
	%	38.7	38.6	56.4	56.5	49.4	49.4
Total	N	3118	298	4746	448	7864	746
	%	100.0	100.0	100.0	100.0	100.0	100.0

(ii) Distribution of the universe and sample of assistants according to urban and rural, and high and primary schools.

Type of School		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
High Schools	N	1189	114	2990	283	4176	397
	%	38.1	38.3	63.0	63.2	53.1	53.2
Primary Schools	N	1929	184	1756	165	3687	349
	%	61.9	61.7	37.0	36.8	46.9	46.8
Total	N	3118	298	4746	448	7864	746
	%	100.0	100.0	100.0	100.0	100.0	100.0

(b) Natal

(i) Distribution of the universe and sample of assistants according to urban and rural schools and medium of instruction.

Medium of instruction		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
Afrikaans-medium Schools	N	261	22	45	7	306	29
	%	16.6	16.7	3.8	6.9	11.1	12.4
English-medium Schools	N	1138	95	370	30	1508	125
	%	72.4	72.0	30.9	29.7	54.5	53.7
P. and D. -medium Schools	N	172	15	782	64	954	79
	%	10.9	11.3	65.3	63.4	34.5	33.9
Total	N	1571	132	1197	101	2768	233
	%	100.0	100.0	100.0	100.0	100.0	100.0

(ii) Distribution of the universe and sample of assistants according to urban and rural, and high and primary schools.

Type of School		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
High Schools	N	644	55	449	37	1093	92
	%	41.0	41.7	37.5	36.6	39.5	39.5
Primary Schools	N	927	77	748	64	1675	141
	%	59.0	58.3	62.5	63.4	60.5	60.5
Total	N	1571	132	1197	101	2768	233
	%	100.0	100.0	100.0	100.0	100.0	100.0

(c) Orange Free State

(i) Distribution of the universe and sample of assistants according to urban and rural schools and medium of instruction.

Medium of Instruction		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
Afrikaans-medium Schools	N	258	20	67	6	325	26
	%	23.5	23.3	3.5	4.1	10.8	11.3
English-medium Schools	N	123	10	12	3	135	13
	%	11.2	11.6	0.6	2.1	4.5	5.6
P. and D.-medium Schools	N	717	56	1820	136	2537	192
	%	65.3	65.1	95.8	93.8	84.7	83.1
Total	N	1098	86	1899	145	2997	231
	%	100.0	100.0	100.0	100.0	100.0	100.0

(ii) Distribution of the universe and sample of assistants according to urban and rural, and high and primary schools.

Type of School		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
High Schools	N	403	32	739	56	1142	88
	%	36.7	37.2	38.9	38.6	38.1	38.1
Primary Schools	N	695	54	1160	89	1855	143
	%	63.3	62.8	61.1	61.4	61.9	61.9
Total	N	1098	86	1899	145	2997	231
	%	100.0	100.0	100.0	100.0	100.0	100.0

(d) Transvaal

(i) Distribution of the universe and sample of assistants according to urban and rural schools and medium of instruction.

Medium of Instruction		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
Afrikaans-medium Schools	N	3955	392	801	83	4756	475
	%	54.1	53.8	19.3	19.3	41.5	41.0
English-medium Schools	N	2647	266	251	26	2898	292
	%	36.2	36.5	6.0	6.1	25.3	25.2
P. and D. -medium Schools	N	702	70	3105	320	3807	390
	%	9.6	9.6	74.7	74.6	33.2	33.7
Total	N	7304	728	4157	429	11461	1157
	%	100.0	100.0	100.0	100.0	100.0	100.0

(ii) Distribution of the universe and sample of assistants according to urban and rural, and high and primary schools.

Type of School		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
High Schools	N	3057	303	1849	195	4906	498
	%	41.9	41.6	44.5	45.4	42.8	43.0
Primary Schools	N	4247	425	2308	234	6555	659
	%	58.1	58.4	55.5	54.5	57.2	56.9
Total	N	7304	728	4157	429	11461	1157
	%	100.0	100.0	100.0	100.0	100.0	100.0

(e) South West Africa

(i) Distribution of the universe and sample of assistants according to medium of instruction.

Medium of Instruction		Universe	Sample
Afrikaans-medium Schools	N	448	37
	%	77.6	77.1
English-medium Schools	N	12	1
	%	2.1	2.1
P. and D. -medium Schools	N	117	10
	%	20.3	20.8
Total	N	577	48
	%	100.0	100.0

(ii) Distribution of the universe and sample of assistants according to high and primary schools.

Type of School		Universe	Sample
High Schools	N	201	17
	%	34.8	35.4
Primary Schools	N	376	31
	%	65.2	64.6
Total	N	577	48
	%	100.0	100.0

(f) Education, Arts and Science

Distribution of the universe and sample of assistants according to type of school.

Institutions	Universe		Sample	
	N	%	N	%
Commercial High Schools	223	13.3	25	13.1
Commercial and Technical High Schools	113	6.4	12	6.3
Housecraft High Schools	31	1.8	3	1.6
Technical High Schools	317	18.0	34	17.8
Technical Colleges	251	14.3	28	14.7
State-aided Technical Colleges	523	29.7	56	29.3
Schools of Industries	103	5.8	10	5.2
Reform Schools	11	0.6	3	1.6
Special Schools	188	10.7	20	10.5
Total	1760	100.0	191	100.0

(g) Non-departmental schools

Distribution of the universe and sample of assistants according to province.

Provinces		Universe	Sample
Cape Province	N	1205	22
	%	37.5	25.0
Natal	N	534	28
	%	16.6	31.8
Orange Free State	N	134	11
	%	4.2	12.5
Transvaal	N	1229	23
	%	38.2	26.1
South West Africa	N	113	4
	%	3.5	4.5
Total	N	3215	88
	%	100.0	100.0

(ii) Conclusions regarding the reliability of the sample of assistants

As far as the Transvaal Education Department and the Department of Education, Arts and Science are concerned, the sample must be accepted as representative on the grounds of the percentages of respondents, which are 10.1 and 10.8 per cent, respectively. According to the distribution of the universe and sample of the assistants, as shown on p. 18 paragraph (d) and p. 19 paragraph (f), the percentages of the various categories correspond.

Except for the non-departmental schools, where the distribution of the universe and that of the sample show considerable differences, the sample of the assistants in the Cape Province, Natal, the Orange Free State and South West Africa can be accepted as reliable, because there are only slight percentage differences between the universe and the sample.

For the purposes of this survey the samples of assistants of the six education departments may be regarded as representative of the universe of these education departments. However, the sample of assistants of the non-departmental schools is unreliable. If it is taken into account that the assistants at the non-departmental schools constitute only 10.5 per cent of the assistants in the country, and that the sample represents 89.5 per cent of the assistants (that is, the assistants of the six education departments) - i.e. 89.5 per cent of the teachers are represented in the sample - the national picture of the views of the assistants on the conditions of service of the teacher may be accepted as reliable.

The reliability of the sample of lecturers

Questionnaire NB. 489 was sent to the lecturers concerned with teacher training at the teachers' training colleges of the four provincial education departments, the teachers' training colleges and the teachers' training departments of technical colleges of the Department of Education, Arts and Science, and the faculties of education at universities, in order to obtain the views of the lecturers on the conditions of service of teachers and associated conditions. Since few lecturers of the faculties of education at universities returned questionnaires, they have been left out of account for the purposes of this report.

The numbers and percentages of lecturers who returned or did not return questionnaires are as follows for the various education departments:

Education departments	Questionnaires returned		Questionnaires not returned		Total	
	N	%	N	%	N	%
Cape Province	96	67.6	46	32.4	142	100.0
Natal	50	86.2	8	13.8	58	100.0
Orange Free State	36	90.0	4	10.0	40	100.0
Transvaal	256	60.7	166	39.3	422	100.0
Education, Arts and Science	71	77.2	21	22.8	92	100.0
Total	509	67.5	245	32.5	754	100.0

Questionnaires were returned by 509 or 67.5 per cent of the 754 lecturers of the five education departments, and the percentages of questionnaires returned from the five departments range from 60.7 to 90.0 per cent. Since the lecturers who returned questionnaires represent all the teachers' training institutions of the various departments, the views of these respondents on the conditions of service of teachers may be accepted as reliable for the purposes of this report, and also as representative of the group.

1.4 EXPLANATION OF TERMS

1.4.1 Education authorities

This report distinguishes between the following education authorities: Cape Province,

Natal, Orange Free State, Transvaal, South West Africa, Education, Arts and Science and the non-departmental schools. Except in the case of the non-departmental schools, the six education authorities are departments of education.

For the purposes of this report, schools regarded as falling under the various education departments are those which are wholly under the control of the education department concerned, while the non-departmental schools comprise a group of provincially aided and private schools, that is, schools which are not entirely controlled by a department of education. It must be pointed out that the names of the education departments have been shortened for the sake of brevity, for example, Cape Province or Cape instead of Education Department of the Cape Province, and Education, Arts and Science instead of Department of Education, Arts and Science.

#### 1.4.1: Principals of schools

Under the heading principals of schools have been grouped together the answers received from all principals of secondary and primary schools.

#### 1.4.2: Vice-principals and assistants of schools

Under the heading vice-principals and assistants have been grouped together the answers received from vice-principals and assistants at secondary and primary schools.

#### 1.4.3: Lecturers

The heading lecturers includes the vice-principals and assistants at teachers' training colleges which fall under a specific education authority. In the case of the Department of Education, Arts and Science, this is the "Department for the training of teachers" at technical colleges and teachers' training colleges. The lecturers in the faculties of education at universities have been left out of account.

#### 1.4.4: Symbols used in tables

In the tables the symbol U is used throughout to indicate the number of respondents who left a particular question unanswered.

### 1.5 GENERAL

#### 1.5.1 Non-departmental schools

Since large percentages of the respondents from the non-departmental schools often left questions unanswered, the response of this group is probably not sufficiently reliable to be regarded as an absolute basis for comparison. The response of this group - principals as well as vice-principals and assistants - has therefore been indicated in brackets.

#### 1.5.2 Interpretation of data in tables

It must be pointed out that the percentages should always be compared with the actual numbers, especially since the total number of respondents under an authority may often be small, with the result that percentages in such cases may give a distorted picture.

## CHAPTER 2

### THE TEACHER'S VIEWS ON CONDITIONS OF SERVICE AND ASSOCIATED CONDITIONS

2.1 Certain groups of questions in the questionnaires are designed to obtain clarity on the teacher's views on those conditions of service and associated conditions which may contribute greatly to his happiness and contentment in his profession, if they are satisfactory. On the other hand, if they are a source of serious grievances, they may contribute much to his unhappiness and dissatisfaction in his profession. Where happiness and contentment in a profession add zest to work and bring fulfilment, conditions of service which cause unhappiness, kill this zest and engender a negative approach which prevents an individual from giving of his best, and therefore from deriving enjoyment from his work.

2.2 The measure of happiness and contentment in the teaching profession can be gauged mainly by four questions asked in the questionnaires, namely:

1. Are you happy and contented in your profession? (Table 2.1)
2. Do you often wish that you had been trained for some other occupation? (Table 2.1)
3. With your present knowledge of the teaching profession, would you again choose teaching as an occupation? (Table 2.2)
4. Would you advise other persons to become teachers? (Table 2.3)

2.2.1 Are you happy and contented in your profession? (Table 2.1)

(a) National picture

This question was answered in the affirmative by 81.4% of the vice-principals and assistants, 82.5% of the principals, and 88.0% of the lecturers. It is gratifying to note that more than 80% of the total number of respondents stated that teachers are happy and contented in their profession. The other side of this picture also deserves attention, however, since 12% of the lecturers, 17.5% of the principals and 18.6% of the vice-principals and assistants state that teachers are not happy, or indicated that they are uncertain on this point, or leave this cardinal question unanswered.

(b) Differentiated teaching groups under the different authorities

As far as the principals are concerned, the percentages who state that they are happy and contented vary from 90.9% for Education, Arts and Science to 78.3% for the Transvaal; for vice-principals and assistants from 93.7% for South West Africa to 78.2% for the Transvaal; and for lecturers from 94.0% for Natal to 85.9% for Education, Arts and Science.

2.2.2 Do you often wish that you had been trained for some other occupation? (Table 2.1)

(a) National Picture

This question was answered in the affirmative by 14.7% of the lecturers, 15.3% of the principals and 20.2% of the vice-principals and assistants. Thus the figures indicate that the above-mentioned considerable percentages of the three groups (which, incidentally, largely correspond with the percentages who answered in the negative the question whether they were happy and contented in the profession) are so unhappy and dissatisfied in the teaching profession that they wish that they had qualified for some other occupation.

If the percentages of the various groups who answered the first question on happiness and contentment in the affirmative are compared with the percentages who replied in the negative to the second question about the desire to have qualified for some other occupation, an interesting picture emerges which even tends to be contradictory. It would be reasonable to expect that, if 80% of the respondents indicated their happiness and contentment in the profession with a categorical "yes", the same 80% would also have given a categorical "no" to the question whether they have often wished that they had trained for some other occupation. From Table 2.1, however, it now appears very clearly that there are significant differences in this respect. Whereas 82.5% of the principals give a categorical "yes" to the question about their happiness and contentment, only 74.7% are prepared to answer "no" categorically about a desire to have

TABLE 2.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Are you happy and contented in your profession?

Do you often wish that you had been trained for some other occupation?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS</b>																	
1. Happy and contented	Yes	254	81.4	54	87.1	40	88.9	206	78.3	12	85.7	30	90.9	76	89.4	672	82.5
	No	22	7.1	3	4.8	3	6.7	26	9.9	-	-	-	-	2	2.4	56	6.9
	Uncertain	32	10.2	4	6.5	1	2.2	28	10.7	2	14.3	2	6.1	1	1.2	70	8.6
	U*	4	1.3	1	1.6	1	2.2	3	1.1	-	-	1	3.0	6	7.0	16	2.0
2. Wish to have been trained for some other occupation	Yes	51	16.3	13	21.0	3	6.7	51	19.4	1	7.2	4	12.1	2	2.4	125	15.3
	No	227	72.8	47	75.8	38	84.4	187	71.1	8	57.1	26	78.8	75	88.2	608	74.7
	Uncertain	29	9.3	1	1.6	4	8.9	21	8.0	5	35.7	2	6.1	2	2.4	64	7.9
	U	5	1.6	1	1.6	-	-	4	1.5	-	-	1	3.0	6	7.0	17	2.1
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS</b>																	
1. Happy and contented	Yes	603	80.8	199	85.4	193	83.5	905	78.2	45	93.7	167	87.4	81	92.0	2193	81.4
	No	54	7.2	14	6.0	7	3.0	111	9.6	3	6.3	7	3.7	3	3.4	199	7.4
	Uncertain	81	10.9	16	6.9	30	13.0	130	11.2	-	-	16	8.4	4	4.5	277	10.3
	U	8	1.1	4	1.7	1	0.4	11	1.0	-	-	1	0.5	-	-	25	0.9
2. Wish to have been trained for some other occupation	Yes	156	20.9	39	16.7	40	17.3	272	23.5	4	8.3	27	14.1	6	6.8	544	20.2
	No	502	67.3	168	72.1	170	73.6	766	66.2	38	79.2	149	78.0	76	86.4	1869	69.4
	Uncertain	74	9.9	22	9.4	18	7.8	107	9.2	6	12.5	13	6.8	6	6.8	246	9.1
	U	14	1.9	4	1.7	3	1.3	12	1.0	-	-	2	1.0	-	-	35	1.3
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	78	100.0	2694	100.0
<b>LECTURERS</b>																	
1. Happy and contented	Yes	85	88.5	47	94.0	33	91.7	222	86.7			61	85.9			448	88.0
	No	3	3.1	1	2.0	-	-	12	4.7			4	5.6			20	3.9
	Uncertain	5	5.2	2	4.0	3	8.3	17	6.6			4	5.6			31	6.1
	U	3	3.1	-	-	-	-	5	2.0			2	2.8			10	2.0
2. Wish to have been trained for some other occupation	Yes	10	10.4	9	18.0	5	13.9	44	17.2			7	9.9			75	14.7
	No	80	83.3	38	76.0	29	80.6	194	75.8			60	84.5			401	78.8
	Uncertain	3	3.1	3	6.0	2	5.6	15	5.9			3	4.2			26	5.1
	U	3	3.1	-	-	-	-	3	1.2			1	1.4			7	1.4
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

\*U means "unanswered" in all the tables.

been trained for some other occupation. In the case of vice-principals and assistants the percentages are 81.4% and 69.4% and in the case of lecturers 88.0% and 78.8%, respectively. It would therefore appear that there are a considerable number of cases among the group of respondents who state that they are happy and contented in their profession and yet wish that they had qualified for some other occupation, but that this desire is not so strong as to prompt them to answer "yes" unhesitatingly to the question, and they are probably included among the "uncertain" answers.

(b) Differentiated teaching groups under the different authorities

For principals the percentage who answered in the affirmative regarding a wish to have been trained for another occupation varies from 21.0% for Natal to 6.7% for the Orange Free State (non-departmental schools 2.4%); for vice-principals and assistants from 23.5% for the Transvaal to 8.3% for South West Africa (non-departmental schools 6.8%); and for lecturers from 18.0% for Natal to 9.9% for Education, Arts and Science.

2.2.3 With your present knowledge of the teaching profession would you again choose teaching as an occupation? (Table 2.2)

(a) National picture

This was answered in the affirmative by 62.6% of the vice-principals and assistants, 64.4% of the lecturers, and 65.2% of the principals.

In answering the above question, the teachers apparently weighed their profession against the great variety of other interesting professions to which both high status and big salaries are at present attached. The teaching profession was probably found to compare unfavourably with other professions - hence the fact that, although 82.5% of the principals state that they are happy and contented in their profession, only 65.2% state that, with their present knowledge of the profession, they would take up teaching again. In the case of vice-principals and assistants, the figures are 81.4% as against 62.2%, respectively, and in respect of lecturers 88.0% as against 64.4%. It is significant and disturbing that as many as 15.5% of the lecturers, 17.8% of the principals and 19.1% of the vice-principals and assistants gave a definite "no" in reply to the question whether, with their present knowledge of the profession they would become teachers again if they had to start afresh. All this suggests that the attractiveness of the teaching profession has declined as more and more other professions have enhanced their attractiveness. This must be seen as a danger signal in that it will make future recruitment for the teaching profession more and more difficult unless active steps are speedily taken to make the image of the teaching profession more attractive than it is at present.

(b) Differentiated teaching groups under the different authorities

For principals, the percentage who state that they would become teachers again is 85.9% for non-departmental schools, varying for the education authorities from 72.7% for Education, Arts and Science to 50.0% for South West Africa; for vice-principals and assistants from 83.3% for South West Africa to 56.9% for the Transvaal; and for lecturers from 75.0% for the Cape Province to 58.6% for the Transvaal. The fact that the percentages of Transvaal principals, vice-principals and assistants, and lecturers who would choose teaching as a profession again under present conditions, are as low as 58.2%, 56.9% and 58.6%, respectively (much lower than for the other education authorities), seems to suggest that in the Transvaal there are many other attractive professions with which the teaching profession compares unfavourably at present, or that there are other factors which make teachers unhappy.

2.2.4 Would you advise others to become teachers? (Table 2.3)

(a) National picture

This question was answered in the affirmative by 71.8% of the vice-principals and assistants, 80.9% of the lecturers and 82.9% of the principals. It is dispiriting however, that 12.2% of the principals, 13.2% of the lecturers and 20.3% of the vice-principals and assistants would not advise anyone to become a teacher.

If the above-mentioned positive reaction is compared with the percentages, already shown, of those who stated that they were happy and contented in the profession (Table 2.1), a considerable measure of agreement is found but important differences also emerge, so for example, 82.5% of the principals state that they are happy and contented in their profession, and 82.9% of them state that they would advise others to choose teaching as a profession. In the case of lecturers the respective figures are 88.0% and 80.9%, but among vice-principals

TABLE 2.2

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

With your present knowledge of the teaching profession, would you again choose teaching as an occupation?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS</u>	Yes	202	64.7	41	66.1	31	68.9	153	58.2	7	50.0	24	72.7	73	85.9	531	65.2
	No	54	17.3	15	24.2	6	13.3	57	21.7	5	35.7	6	18.2	2	2.4	145	17.8
	Uncertain	50	16.0	6	9.7	5	11.1	45	17.1	2	14.3	2	6.1	4	4.7	114	14.0
	U	6	1.9	-	-	3	6.7	8	3.0	-	-	1	3.0	6	7.1	24	2.9
Totals on which % was calculated :		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS</u>	Yes	461	61.8	158	67.8	153	66.2	658	56.9	40	83.3	135	70.7	70	79.5	1675	62.2
	No	130	17.4	32	13.7	37	16.0	279	24.1	4	8.3	26	13.6	7	8.0	515	19.1
	Uncertain	131	17.6	33	14.2	30	13.0	199	17.2	2	4.2	26	13.6	6	6.8	427	15.9
	U	24	3.2	10	4.3	11	4.8	21	1.8	2	4.2	4	2.1	5	5.7	77	2.9
Totals on which % was calculated :		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS</u>	Yes	72	75.0	37	74.0	25	69.4	150	58.6			44	62.0			328	64.4
	No	5	5.2	8	16.0	5	13.9	50	19.5			11	15.5			79	15.5
	Uncertain	18	18.7	5	10.0	6	16.7	53	20.7			16	22.5			98	19.3
	U	1	1.0	-	-	-	-	3	1.2			-	-			4	0.8
Totals on which % was calculated :		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

TABLE 2.3

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Would you advise others to become teachers?

		Education Authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS</u>	Yes	255	81.7	49	79.0	36	80.0	220	83.7	13	92.9	26	78.8	76	89.4	675	82.9
	No	45	14.4	9	14.5	5	11.1	34	12.9	1	7.1	5	15.2	-	-	99	12.2
	U	12	3.8	4	6.5	4	8.9	9	3.4	-	-	2	6.1	9	10.6	40	4.9
Totals on which % was calculated :		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS</u>	Yes	531	71.2	170	73.0	175	75.8	790	68.3	40	83.3	153	80.1	75	85.2	1934	71.8
	No	150	20.1	41	17.6	38	16.5	285	24.6	2	4.2	27	14.1	4	4.5	547	20.3
	U	65	8.7	22	9.4	18	7.8	82	7.1	6	12.5	11	5.8	9	10.2	213	7.9
Totals on which % was calculated :		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS</u>	Yes	81	84.4	38	76.0	31	86.1	207	80.9			55	77.5			412	80.9
	No	8	8.3	8	16.0	4	11.1	38	14.8			9	12.7			67	13.2
	U	7	7.3	4	8.0	1	2.8	11	4.3			7	9.9			30	5.9
Totals on which % was calculated :		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

and assistants, compared with the 81.4% who declare that they are happy and contented, only 71.8% would advise others to choose the same profession. Among lecturers and vice-principals and assistants, there is obvious hesitation on the part of a group of those who declare themselves to be happy and contented in the profession, to encourage others to take it up. This hesitation, seen together with the considerable percentage of all three groups who state unequivocally that they would not advise anyone to become a teacher, may possibly be explained by the fact that there are many other occupations today which offer better opportunities and to which a better salary and/or higher status are attached than to teaching. The possibility that there may be other contributory factors is by no means ruled out.

It is also interesting to compare the percentages of the three groups who would advise others to choose teaching as a profession (Table 2.3), and the percentages who would become teachers again themselves, after taking into account their present knowledge of the profession. (Table 2.2). Of the principals, 82.9% state that they would advise others to take up the profession, but only 65.2% would become teachers again themselves, after taking their present knowledge of the profession into account, if they were to start out again. The figures for vice-principals and assistants are 71.8% and 62.2% and for lecturers 80.9% and 64.4%, respectively. This readiness on the part of a considerable group to advise others to take up a profession which they themselves would not choose again, after taking their present knowledge of the profession into account, possibly stems from two considerations, namely (a) the deep realisation of the importance of the teacher's task, which makes it essential to encourage people to make teaching their vocation, and (b) the fact that, although over 80% of the body of teachers are happy and contented, there are nevertheless those in the ranks of the satisfied who feel that they would have been much better off in one or another of the many professions where positions are readily obtainable and which offer better remuneration, more attractive conditions of service, and often a higher status.

(b) Differentiated teaching groups under different authorities (Table 2.3)

For principals the percentage who would advise others to choose teaching as a profession varies from 92.9% for South West Africa to 78.8% for Education, Arts and Science; in respect of vice-principals and assistants from 83.3% for South West Africa to 68.3% for the Transvaal (non-departmental schools 85.2%); and in the case of lecturers from 86.1% for the Orange Free State to 76.0% for Natal.

2.3 From the answers to the above questions, in which the teacher could give his views on such matters as happiness and contentment in the profession, on the wish to have been trained for some other profession, and whether he would choose teaching as a profession again or advise others to choose teaching as a profession, the following picture emerges:-

1. Four out of every five teachers are happy and contented in their profession, as against one out of five who is not happy and contented.
2. Almost one out of every five teachers wishes that he had been trained for some other profession.
3. Less than two-thirds of the respondents would become teachers again with their present knowledge of the profession.
4. Almost three out of every four teachers would advise others to choose teaching as a profession, as against one out of every four who would not do so.

Seen as a whole, the picture shows a considerable percentage of teachers who are not happy and contented in their profession, and who wish that they had qualified for some other profession. Under present conditions, this group would not have become teachers again either, while a large proportion of them would also not advise others to take up teaching. This attitude is probably due in part to the present attractiveness of other occupations, but also seems to be based on inherent weaknesses in the structure, in other words, shortcomings in the conditions of service and associated conditions in the teaching profession. The part that such aspects of the conditions of service play in making the teacher unhappy in his profession to the extent shown above, will be analysed later on the basis of 15 questions on conditions of service as summarised in Table 2.4.

2.4 WHICH OF THE FOLLOWING ASPECTS OF THE CONDITIONS ASSOCIATED WITH A TEACHER'S CONDITIONS OF SERVICE MAKE HIM UNHAPPY IN HIS PROFESSION? (Table 2.4)

(a) National picture

If all the factors are arranged in order of importance according to the number of respondents who indicated each factor as a source of dissatisfaction, the following ranking emerges:

TABLE 2.4

## ASPECTS OF THE CONDITIONS OF SERVICE WHICH RESULT IN UNHAPPINESS

Aspects	Principals			Vice-principals and Assistants			Lecturers			Total	
	N	%	Order	N	%	Order	N	%	Order	N	Order
1. The teacher's work in the classroom	15	1.8	14	67	2.5	14	9	1.8	14	91	14
2. Teaching hours	7	0.9	15	50	1.9	15	7	1.4	15	54	15
3. Administrative work	363	44.6	4	608	22.6	6	278	54.6	3	1249	6
4. Extramural or extracurricular activities	162	19.9	10	288	10.7	12	171	33.6	7	621	11
5. Restrictions on civic rights	268	32.9	8	393	14.6	10	117	23.0	9	778	8
6. Procedure followed when a teacher is involved in disciplinary action	193	23.7	9	471	17.5	8	74	14.5	12	738	9
7. System of promotion	449	55.2	1	998	37.0	4	339	66.6	1	1786	1
8. Leave regulations	113	13.9	12	358	13.3	11	78	15.3	11	549	12
9. Salary	386	47.4	2	1021	37.9	3	236	46.4	4	1643	3
10. Pension scheme	156	19.2	11	400	14.8	9	98	19.3	10	654	10
11. Status	367	45.1	3	830	30.8	5	225	44.2	5	1422	5
12. Married women teachers precluded from permanent appointment	324	39.8	7	1104	41.0	1	191	37.5	6	1619	4
13. Hostel duties	108	13.3	13	111	4.1	13	27	5.3	13	246	13
14. Examination system - over-emphasis of results	358	44.0	5	1049	38.9	2	309	60.7	2	1716	2
15. Training not adequate equipment for later task	328	40.3	6	591	21.9	7	123	24.2	8	1042	7
Totals on which % was calculated:	814	100.0		2694	100.0		509	100.0		4017	

1. System and prospects of promotion.
2. The examination system which leads to over-emphasis of examination results.
3. Salary.
4. The fact that women are precluded by marriage from permanent appointment.
5. The status of teachers.
6. The administrative work a teacher is required to do.
7. The fact that a teacher's training does not equip him adequately for his task.
8. Restrictions on the teacher's rights as an ordinary citizen.
9. The procedure followed when a teacher is charged with misconduct.
10. The pension scheme.
11. The extramural or extracurricular activities a teacher is called upon to undertake.
12. Leave regulations.
13. The duties expected of a teacher in the hostel.
14. The teacher's work in the classroom.
15. Teaching hours.

## 2.5 AN ANALYSIS OF THE SEVEN FACTORS WHICH ARE THE GREATEST SOURCE OF DISSATISFACTION TO TEACHERS

### (a) National picture:

1. System of promotion: 37.0% of the vice-principals and assistants, 55.2% of the principals and 65.6% of the lecturers were dissatisfied.
2. The examination system with its over-emphasis on results: 38.9% of the vice-principals and assistants, 44.0% of the principals and 60.7% of the lecturers complained about this.
3. Salary: 37.9% of the vice-principals and assistants, 46.4% of the lecturers and 47.4% of the principals expressed dissatisfaction under this heading.
4. Married women teachers precluded from permanent appointment: Objections were voiced by 37.5% of the lecturers, 39.8% of the principals and 41.0% of the vice-principals and assistants. The last-mentioned group ranked this aspect first, probably because of the predominance in this group of women, who are most certainly affected adversely under the present system in most of the provinces.
5. Status: 30.8% of the vice-principals and assistants, 44.2% of the lecturers and 45.1% of the principals consider that the teacher's status is not as high as it should be.
6. Administrative work: 22.6% of the vice-principals and assistants, 44.6% of the principals and 54.6% of the lecturers complained about this.
7. Training not adequate equipment for later task: This was felt by 21.9% of the vice-principals and assistants, 24.2% of the lecturers and 40.3% of the principals.

While the above-mentioned 7 sources of dissatisfaction were indicated by percentages of respondents varying from 44.5% in the case of the system of promotion to 25.9% in the case of inadequate training, the remaining eight factors were indicated by much smaller percentages of the respondents and can therefore be regarded as much less important than the seven discussed above.

### (b) Differentiated teaching groups under the different authorities: (Tables 2.4.1, 2.4.2, 2.4.3)

It goes without saying that there will be difference of opinion about certain aspects of conditions of service not only as between the three groups of principals, vice-principals and assistants, and lecturers, but also as between the respondents within a particular group under different education authorities. Such differences between the above-mentioned three groups, as well as the trends according to education authorities, are traced in Tables 2.4.1 (Principals), 2.4.2 (Vice-principals and assistants) and 2.4.3 (Lecturers).

## 2.6 The ranking in a definite order of importance of aspects of conditions associated with teaching

TABLE 2.4.1  
PRINCIPALS OF SCHOOLS

Aspects which cause dissatisfaction		Aspects of the conditions of service which result in unhappiness																Order
		Education authorities														Total		
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools				
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. The teacher's work in the classroom	Yes	4	1.3	1	1.6	1	2.2	8	3.0	-	-	1	3.0	-	-	15	1.8	14
	U	308	98.7	61	98.4	44	97.8	255	97.0	14	100.0	32	97.0	85	100.0	799	98.2	
2. Teaching hours	Yes	-	-	-	-	-	-	4	1.5	-	-	1	3.0	2	2.4	7	0.9	15
	U	312	100.0	62	100.0	45	100.0	259	98.5	14	100.0	32	97.0	83	97.6	807	99.1	
3. The administrative work the teacher is required to do	Yes	139	44.6	34	54.8	21	46.7	119	45.2	8	57.1	17	51.5	25	29.4	363	44.6	4
	U	173	55.4	28	45.2	24	53.3	144	54.8	6	42.9	16	48.5	60	70.6	451	55.4	
4. The extramural or extracurricular activities the teacher is called upon to undertake	Yes	59	18.9	12	19.4	6	13.3	67	25.5	4	28.6	5	15.2	9	10.6	162	19.9	10
	U	253	81.1	50	80.6	39	86.7	196	74.5	10	71.4	28	84.8	76	89.4	652	80.1	
5. Restrictions on the teacher's rights as a citizen	Yes	117	37.5	34	54.8	16	35.6	68	25.9	4	28.6	14	42.4	15	17.6	268	32.9	8
	U	195	62.5	28	45.2	29	64.4	195	74.1	10	71.4	19	57.6	70	82.4	546	67.1	
6. The procedure followed when a teacher is involved in disciplinary action	Yes	80	25.6	6	9.7	14	31.1	78	29.7	7	50.0	6	18.2	2	2.4	193	23.7	9
	U	232	74.4	56	90.3	31	68.9	185	70.3	7	50.0	27	81.8	83	97.6	621	76.3	
7. Prospects of promotion and the system of promotion	Yes	185	59.3	32	51.6	35	77.8	163	62.0	8	57.1	14	42.4	12	14.1	449	55.2	1
	U	127	40.7	30	48.4	10	22.2	100	38.0	6	42.9	19	57.6	73	85.9	365	44.8	
8. Leave regulations	Yes	57	18.3	7	11.3	5	11.1	41	15.6	2	14.3	-	-	1	1.2	113	13.9	12
	U	255	81.7	55	88.7	40	88.9	222	84.4	12	85.7	33	100.0	84	98.8	701	86.1	
9. Salary	Yes	108	34.6	35	56.5	21	46.7	173	65.8	5	35.7	17	51.5	27	31.8	386	47.4	2
	U	204	65.4	27	43.5	24	53.3	90	34.2	9	64.3	16	48.5	58	68.2	428	52.6	
10. The pension scheme	Yes	58	18.6	16	25.8	11	24.4	58	22.1	3	21.4	4	12.1	6	7.1	156	19.2	11
	U	254	81.4	46	74.2	34	75.6	205	77.9	11	78.6	29	87.9	79	92.9	658	80.8	
11. The status of the teacher	Yes	123	39.4	31	50.0	22	48.9	153	58.2	7	50.0	16	48.5	15	17.6	367	45.1	3
	U	189	60.6	31	50.0	23	51.1	110	41.8	7	50.0	17	51.5	70	82.4	447	54.9	
12. The fact that a married woman is precluded from permanent appointment	Yes	123	39.4	8	12.9	13	28.9	131	49.8	5	35.7	15	45.5	29	34.1	324	39.8	7
	U	189	60.6	54	87.1	32	71.1	132	50.2	9	64.3	18	54.5	56	65.9	490	60.2	
13. The duties expected of the teacher in the hostel	Yes	33	10.6	4	6.5	7	15.6	41	15.6	8	57.1	8	24.2	7	8.2	108	13.3	13
	U	279	89.4	58	93.5	38	84.4	222	84.4	6	42.9	25	75.8	78	91.8	706	86.7	
14. The examination system which leads to over-emphasis of examination results	Yes	132	42.3	28	45.2	32	71.1	99	37.6	8	57.1	20	60.6	39	45.9	358	44.0	5
	U	180	57.7	34	54.8	13	28.9	164	62.4	6	42.9	13	39.4	46	54.1	456	56.0	
15. Training not adequate equipment for later task	Yes	109	34.9	21	33.9	19	42.2	136	51.7	10	71.4	7	21.2	26	30.6	328	40.3	6
	U	203	65.1	41	66.1	26	57.8	127	48.3	4	28.6	26	78.8	59	69.4	486	59.7	
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0	

TABLE 2.4.2

## VICE-PRINCIPALS AND ASSISTANTS

Aspects of the conditions of service which result in unhappiness

Aspects which cause dissatisfaction		Education authorities														Order		
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental Schools			Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	%
1. The teacher's work in the classroom	Yes	28	3.8	5	2.1	5	2.2	26	2.2	-	-	2	1.0	1	1.1	67	2.5	14
	U	718	96.2	228	97.9	226	97.8	1131	97.8	48	100.0	189	99.0	87	98.9	2627	97.5	
2. Teaching hours	Yes	15	2.0	3	1.3	1	0.4	20	1.7	-	-	11	5.8	-	-	50	1.9	15
	U	731	98.0	230	98.7	230	99.6	1137	98.3	48	100.0	180	94.2	88	100.0	2644	98.1	
3. The administrative work the teacher is required to do	Yes	163	21.8	48	20.6	29	12.6	314	27.1	9	18.7	39	20.4	6	6.8	608	22.6	6
	U	583	78.2	185	79.4	202	87.4	843	72.9	39	81.2	152	79.6	82	93.2	2086	77.4	
4. The extramural or extracurricular activities the teacher is called upon to undertake	Yes	67	9.0	16	6.9	19	8.2	161	13.9	2	4.2	13	6.8	10	11.4	288	10.7	12
	U	679	91.0	217	93.1	212	91.8	996	86.1	46	95.8	178	93.2	78	88.6	2406	89.3	
5. Restrictions on the teacher's rights as a citizen	Yes	125	16.8	50	21.5	35	15.2	151	13.1	-	-	29	15.2	3	3.4	393	14.6	10
	U	621	83.2	183	78.5	196	84.8	1006	86.9	48	100.0	162	84.8	85	96.6	2301	85.4	
6. The procedure followed when a teacher is involved in disciplinary action	Yes	149	20.0	14	6.0	59	25.5	216	18.7	6	12.5	25	13.1	2	2.3	471	17.5	8
	U	597	80.0	219	94.0	172	74.5	941	81.3	42	87.5	166	86.9	86	97.7	2223	82.5	
7. Prospects of promotion and the system of promotion	Yes	337	45.2	73	31.3	99	42.9	420	36.3	18	37.5	43	22.5	8	9.1	998	37.0	4
	U	409	54.8	160	68.7	132	57.1	737	63.7	30	62.5	148	77.5	80	90.9	1696	63.0	
8. Leave regulations	Yes	141	18.9	25	10.7	31	13.4	131	11.3	2	4.2	25	13.1	3	3.4	358	13.3	11
	U	605	81.1	208	89.3	200	86.6	1026	88.7	46	95.8	166	86.9	85	96.6	2336	86.7	
9. Salary	Yes	249	33.4	101	43.3	78	33.8	507	43.8	9	18.7	56	29.3	21	23.9	1021	37.9	3
	U	497	66.6	132	56.7	153	66.2	650	56.2	39	81.2	135	70.7	67	76.1	1673	62.1	
10. The pension scheme	Yes	115	15.4	48	20.6	32	13.9	181	15.6	1	2.1	15	7.9	8	9.1	400	14.8	9
	U	631	84.6	185	79.4	199	86.1	976	84.4	47	97.9	176	92.1	80	90.9	2294	85.2	
11. The status of the teacher	Yes	224	30.0	71	30.5	64	27.7	408	35.3	8	16.7	47	24.6	8	9.1	830	30.8	5
	U	522	70.0	162	69.5	167	72.3	749	64.7	40	83.3	144	75.4	80	90.9	1864	69.2	
12. The fact that a married woman is precluded from permanent appointment	Yes	285	38.2	39	16.7	81	35.1	590	51.0	25	52.1	59	30.9	25	28.4	1104	41.0	1
	U	461	61.8	194	83.3	150	64.9	567	49.0	23	47.9	132	69.1	63	71.6	1590	59.0	
13. The duties expected of the teacher in the hostel	Yes	23	3.1	9	3.9	11	4.8	44	3.8	12	25.0	12	6.3	-	-	111	4.1	13
	U	723	96.9	224	96.1	220	95.2	1113	96.2	36	75.0	179	93.7	88	100.0	2583	95.9	
14. The examination system which leads to over-emphasis of examination results	Yes	318	42.6	95	40.8	104	45.0	406	35.1	19	39.6	74	38.7	33	37.5	1049	38.9	2
	U	428	57.4	138	59.2	127	55.0	751	64.9	29	60.4	117	61.3	55	62.5	1645	61.1	
15. Training not adequate equipment for later task	Yes	159	21.3	34	14.6	60	26.0	285	24.6	17	35.4	29	15.2	7	8.0	591	21.9	7
	U	587	78.7	199	85.4	171	74.0	872	75.4	31	64.6	162	84.8	81	92.0	2103	78.1	
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0	

TABLE 2.4.3

## LECTURERS

## Aspects of the conditions of service which result in unhappiness

Aspects which cause dissatisfaction		Education Authorities														Total	Order	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental Schools				
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
1. The teacher's work in the classroom	Yes	1	1.0	-	-	-	-	5	2.0			3	4.2			9	1.8	14
	U	95	99.0	50	100.0	36	100.0	251	98.0			68	95.8			500	98.2	
2. Teaching hours	Yes	1	1.0	-	-	1	2.8	1	0.4			4	5.6			7	1.4	15
	U	95	99.0	50	100.0	35	97.2	255	99.6			67	94.4			502	98.6	
3. The administrative work the teacher is required to do	Yes	39	40.6	32	64.0	16	44.4	153	59.8			38	53.5			278	54.6	3
	U	57	59.4	18	36.0	20	55.6	103	40.2			33	46.5			231	45.4	
4. The extramural or extracurricular activities the teacher is called upon to undertake	Yes	25	26.0	15	30.0	10	27.8	93	36.3			28	39.4			171	33.6	7
	U	71	74.0	35	70.0	26	72.2	163	63.7			43	60.6			338	66.4	
5. Restrictions on the teacher's rights as a citizen	Yes	28	29.2	17	34.0	15	41.7	47	18.4			10	14.1			117	23.0	9
	U	68	70.8	33	66.0	21	58.3	209	81.6			61	85.9			392	77.0	
6. The procedure followed when a teacher is involved in disciplinary action	Yes	8	8.3	5	10.0	6	16.7	48	18.7			7	9.9			74	14.5	12
	U	88	91.7	45	90.0	30	83.3	208	81.2			64	90.1			435	85.5	
7. Prospects of promotion and the system of promotion	Yes	66	68.7	31	62.0	28	77.8	167	65.2			47	66.2			339	66.6	1
	U	30	31.2	19	38.0	8	22.2	89	34.8			24	33.8			170	33.4	
8. Leave regulations	Yes	23	24.0	4	8.0	7	19.4	32	12.5			12	16.9			78	15.3	11
	U	73	76.0	46	92.0	29	80.6	224	87.5			59	83.1			431	84.7	
9. Salary	Yes	32	33.3	37	74.0	19	52.8	117	45.7			31	43.7			236	46.4	4
	U	64	66.7	13	26.0	17	47.2	139	54.3			40	56.3			273	53.6	
10. The pension scheme	Yes	18	18.7	10	20.0	9	25.0	54	21.1			7	9.9			98	19.3	10
	U	78	81.2	40	80.0	27	75.0	202	78.9			64	90.1			411	80.7	
11. The status of the teacher	Yes	31	32.2	24	48.0	15	41.7	126	49.2			29	40.8			225	44.2	5
	U	65	67.7	26	52.0	21	58.3	130	50.8			42	59.2			284	55.8	
12. The fact that a married woman is precluded from permanent appointment	Yes	35	36.5	12	24.0	13	36.1	102	39.8			29	40.8			191	37.5	6
	U	61	63.5	38	76.0	23	63.9	154	60.2			42	59.2			318	62.5	
13. The duties expected of the teacher in the hostel	Yes	4	4.2	3	6.0	2	5.6	11	4.3			7	9.9			27	5.3	13
	U	92	95.8	47	94.6	34	94.4	245	95.7			64	90.1			482	94.7	
14. The examination system which leads to over-emphasis of examination results	Yes	63	65.6	31	62.0	26	72.2	146	57.0			43	60.6			309	60.7	2
	U	33	34.4	19	38.0	10	27.8	110	43.0			28	39.4			200	39.3	
15. Training not adequate equipment for later task	Yes	30	31.2	12	24.0	8	22.2	58	22.7			15	21.1			123	24.2	8
	U	66	68.7	38	76.0	28	77.8	198	77.3			56	78.9			386	75.8	
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0	

about which the respondents feel dissatisfied will be useful in the following chapters in which these aspects are discussed. It will now be possible, whenever one of these aspects is under discussion, to attach a certain value to it on the strength of its ranking. Thus, for example, active attention will have to be paid to respondents' dissatisfaction about prospects of promotion, in view of the fact that this headed the list of the conditions with which the teacher is dissatisfied. It is also clear that aspects which appear low down on the list because few teachers complain about them, may be regarded as relatively unimportant, and therefore merit no discussion.

## CHAPTER 3

### PROSPECTS AND SYSTEM OF PROMOTION, AND DEMOTION

3.1 Since the prospects of promotion in a profession, the system of promotion, and the satisfaction or dissatisfaction of those concerned with the prospects and policy of promotion are all factors which play a very important and even decisive role in the measure of happiness and contentment a person enjoys in his profession, a group of questions on these lines was included in the questionnaires to ascertain exactly what teachers' views on these matters are.

3.1.1 It has already emerged from replies to the group of questions about aspects of a teacher's conditions of service which make him unhappy (Table 2.4) that dissatisfaction with the promotion system heads the list of factors on which teachers' views were elicited. This table shows that both lecturers at teachers' training institutions and principals of schools place the system of promotion first among the factors about which they are not happy, while vice-principals and assistants place it fourth. This feeling is reflected even more forcibly by the percentages of lecturers, 66.6%, of principals, 55.2%, and of vice-principals and assistants, 37.0%, who feel very strongly on this matter. Where there are considerable percentage differences between the views of the vice-principals and assistants and those of the two groups who already occupy promotion posts, namely, principals and lecturers, the difference may be accounted for by the greater knowledge and experience of the promotion system which the last two groups have already acquired. It should also be borne in mind that a large proportion of women was included in the group of vice-principals and assistants in the survey, mainly because of the predominance of women in primary schools, and that, the promotion system is not such a vital issue to women as to men.

The overall picture of a large measure of dissatisfaction with the system of promotion is decidedly alarming and calls for an attempt to determine, by means of a further set of questions about the prospects of promotion, the system of promotion, and so on, which aspects of the problem give rise to the greatest dissatisfaction and possibly contribute to the high position occupied by the promotion system on the list of causes of dissatisfaction.

3.1.2 Tables 3.1, 3.2 and 3.3 reflect a small group of questions about prospects of promotion, whether promotions are made fairly, to what extent the system of promotion gives rise to resentment and also whether there should be automatic promotion at some stage, and if so, whether this should also apply to principals' and vice-principals' posts.

3.2 ARE THERE ADEQUATE PROSPECTS OF PROMOTION FOR TEACHERS? (Table 3.1)

(a) National picture

The percentages who answered this question in the affirmative vary from 20.5% of the vice-principals and assistants and 26.8% of the principals, to 28.7% of the lecturers. It is alarming, however, that 42.9% of the vice-principals and assistants, 49.7% of the lecturers and 63.1% of the principals say that there are definitely not sufficient promotion posts for teachers.

(b) Differentiated teaching groups under the different authorities:

While the foregoing is an indication of the national picture as regards the question whether or not there are sufficient promotion posts for men, it appears from Table 3.1, that there are also considerable differences of opinion, on this question between teaching groups under the various education authorities. So for example, the number of principals who answer "yes" varies from 15.6% in the Orange Free State to 41.8% in the Transvaal (non-departmental schools 11.8%). As far as the four provincial education authorities alone are concerned, the figure varies from 15.6% in the Orange Free State to 17.3% in the Cape Province, 33.9% in Natal and 41.8% in the Transvaal. A possible explanation for the great difference between the Cape Province, with 17.3% and the Transvaal, with 41.8%, may be that at the time of the completion of the questionnaire there were still far fewer promotion posts in the Cape than in the Transvaal. However, this matter has been largely rectified in the Cape since 1st July, 1964 by the creation of a considerable number of new promotion posts. Vice-principals and assistants are not, however, equally satisfied with the number of promotion posts for men, as is apparent from the much lower percentages who answered "yes", namely from 13.0% in the Cape, to 33.0% for Education, Arts and Science. (The increase in the number of promotion posts in the Cape Province from 1st July, 1964, naturally also applies to the assistants.) In the case of lecturers, the percentages who are satisfied range

TABLE 3.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Promotion: Are there adequate prospects of promotion?

		Education authorities																
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>PRINCIPALS OF SCHOOLS</b>																		
<b>Adequate prospects of promotion for:</b>																		
<u>Teachers (Men)</u>		Yes	54	17.3	21	33.9	7	15.6	110	41.8	5	35.7	11	33.3	10	11.8	218	26.8
		No	233	74.7	38	61.3	35	77.8	144	54.8	9	64.3	18	54.5	37	43.5	514	63.1
		Uncertain	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		U	25	8.0	3	4.8	3	6.7	9	3.4	-	-	4	12.1	38	44.7	82	10.1
<u>Teachers (Women)</u>		Yes	49	15.7	17	27.4	3	6.7	79	30.0	3	21.4	5	15.2	4	4.7	160	19.7
		No	234	75.0	43	69.4	38	84.4	171	65.0	10	71.4	23	69.7	47	55.3	566	69.5
		Uncertain	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		U	29	9.3	2	3.2	4	8.9	13	4.9	1	7.1	5	15.2	34	40.0	88	10.8
Totals on which % was calculated:			312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS:</b>																		
<u>Teachers (Men)</u>		Yes	97	13.0	44	18.9	39	16.9	284	24.5	7	14.6	63	33.0	19	21.6	553	20.5
		No	412	55.2	87	37.3	108	46.8	454	39.2	20	41.7	59	30.9	16	18.2	1156	42.9
		Uncertain	122	16.4	81	34.8	41	17.7	251	21.7	7	14.6	45	23.6	32	36.4	579	21.5
		U	115	15.4	21	9.0	43	18.6	168	14.5	14	29.2	24	12.6	21	23.9	406	15.1
<u>Teachers (Women)</u>		Yes	93	12.5	63	27.0	29	12.6	175	15.1	5	10.4	30	15.7	17	19.3	412	15.3
		No	381	51.1	74	31.8	122	52.8	606	52.4	24	50.0	53	27.7	23	26.1	1283	47.6
		Uncertain	170	22.8	70	30.0	45	19.5	242	20.9	11	22.9	61	31.9	30	34.1	629	23.3
		U	102	13.7	26	11.2	35	15.2	134	11.6	8	16.7	47	24.6	18	20.5	370	13.7
Totals on which % was calculated:			746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS:</b>																		
<u>Teachers (Men)</u>		Yes	7	7.3	12	24.0	3	8.3	106	41.4			18	25.4			146	28.7
		No	62	64.6	22	44.0	25	69.4	112	43.7			32	45.1			253	49.7
		Uncertain	18	18.7	10	20.0	3	8.3	27	10.5			11	15.5			69	13.6
		U	9	9.4	6	12.0	5	13.9	11	4.3			10	14.1			41	8.1
<u>Teachers (Women)</u>		Yes	6	6.2	9	18.0	4	11.1	34	13.3			14	19.7			67	13.2
		No	59	61.5	25	50.0	24	66.7	142	55.5			44	62.0			294	57.8
		Uncertain	19	19.8	8	16.0	5	13.9	44	17.2			7	9.9			83	16.3
		U	12	12.5	8	16.0	3	8.3	36	14.1			6	8.5			65	12.8
Totals on which % was calculated:			96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

from 7.3% for the Cape to 41.4% for the Transvaal.

### 3.2.1 Are there sufficient promotion posts for women teachers?

#### (a) National picture

The percentages of affirmative replies here vary from 13.2% for lecturers, to 15.3% for vice-principals and assistants to 19.7% for principals. The percentage of negative replies is, however, much greater still than in the case of the previous question about promotion posts for male teachers, namely 47.6% for vice-principals and assistants, 57.8% for lecturers and 69.5% for principals.

#### (b) Differentiated teaching groups under the different authorities

The views of the respondents about the availability of promotion posts for women teachers also differ from one education authority to another. The percentages of those who feel that there are sufficient promotion posts for women teachers vary in the case of principals from 30.0% for the Transvaal to 6.7% for the Orange Free State (non-departmental schools 4.7%); in the case of vice-principals and assistants from 27.0% for Natal to 10.4% for South West Africa; and in the case of lecturers from 19.7% for Education, Arts and Science to 6.2% for the Cape Province. These figures clearly indicate that while the lack of sufficient prospects of promotion for men teachers is already felt by the respondents to be serious, the position is considered far more serious in the case of women teachers, for whom the respondents see few opportunities for promotion.

### 3.3 ARE TEACHERS PROMOTED FAIRLY? (Table 3.2)

#### (a) National picture

The percentage of affirmative answers to this question varies from 22% for lecturers, to 30.3% for vice-principals and assistants and 31.3% for principals. An overwhelming 55% of vice-principals and assistants, 55.4% of principals and 68.6% of lecturers are of the opinion, however, that promotions are not granted on a just basis.

#### (b) Differentiated teaching groups under the different authorities

Here, too, there are notable differences between the percentages of persons under the different education authorities who feel that promotions are fair. In the case of principals, the percentages who answer in the affirmative vary from 21.4% for South West Africa to 46.8% for Natal; in the case of vice-principals and assistants from 24.9% for the Cape Province to 45.5% for Education, Arts and Science; and in the case of lecturers from 13.9% for the Orange Free State to 40.0% for Natal. A striking fact is that the percentages who are satisfied that promotion takes place fairly are considerably higher for Natal and Education, Arts and Science, than for the other education authorities. (It should be borne in mind that under these two authorities promotions are granted more or less on a Public Service basis, that is on grounds of merit.)

The fact that, according to the national picture, over 55% of all teachers are unhappy about the way in which promotions are made, points strongly to the absolute necessity of rectifying this matter so that confidence will be restored to the body of teachers that this extremely important aspect of their employment will be dealt with correctly in all cases.

### 3.3.1 To what extent does the system of promotion make the teacher unhappy?

Here respondents could indicate whether the system of promotion made them very, slightly, or not at all unhappy.

#### (a) National picture

The national picture for the three groups here shows considerable differences in percentages, only 19.1% of the vice-principals and assistants indicating that they are very unhappy about the system of promotion, as compared with 45.3% of the principals and 52.5% of the lecturers who give this answer. Further, 27.6% of the vice-principals and assistants assert that they are not at all unhappy about the system, as compared with the low figure of 4.9% of lecturers and 5.5% of principals. (Here it should be borne in mind that a large number of the group of vice-principals and assistants are women who are not affected so directly and consequently do not feel so strongly about everything connected with the system of promotion.) The views of the lecturers and principals are apparently also coloured by their greater experience of and

TABLE 3.2

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS. LECTURERS

Promotion: Are teachers promoted fairly? To what extent does the system of promotion make the teacher unhappy?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS</b>																	
Are teachers promoted fairly?	Yes	88	28.2	29	46.8	14	31.1	80	30.4	3	21.4	13	39.4	28	32.9	255	31.3
	No	195	62.5	26	41.9	28	62.2	160	60.8	11	78.6	17	51.5	14	16.5	451	55.4
	U	29	9.3	7	11.3	3	6.7	23	8.7	-	-	3	9.1	43	50.6	108	13.3
Does the system of promotion make the teacher unhappy?	Very much	163	52.2	19	30.6	22	48.9	137	52.1	8	57.1	11	33.3	9	10.6	369	45.3
	Slightly	98	31.4	29	46.8	20	44.4	111	42.2	6	42.9	12	36.4	26	30.6	302	37.1
	Not at all	18	5.8	11	17.7	-	-	3	1.1	-	-	4	12.1	9	10.6	45	5.5
	U	33	10.6	3	4.8	3	6.7	12	4.6	-	-	6	18.2	41	48.2	98	12.0
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS</b>																	
Are teachers promoted fairly?	Yes	186	24.9	99	42.5	78	33.8	318	27.5	14	29.2	87	45.5	35	39.8	817	30.3
	No	448	60.1	97	41.6	124	53.7	695	60.1	28	58.3	75	39.3	14	15.9	1481	55.0
	U	112	15.0	37	15.9	29	12.6	144	12.4	6	12.5	29	15.2	39	44.3	396	14.7
Does the system of promotion make the teacher unhappy?	Very much	189	25.3	20	8.6	46	19.9	219	18.9	15	31.2	21	11.0	5	5.7	515	19.1
	Slightly	284	38.1	93	39.9	100	43.3	531	45.9	17	35.4	79	41.4	13	14.8	1117	41.5
	Not at all	176	23.6	98	42.1	56	24.2	293	25.3	10	20.8	64	33.5	46	52.3	743	27.6
	U	97	13.0	22	9.4	29	12.6	114	9.9	6	12.5	27	14.1	24	27.3	319	11.8
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS</b>																	
Are teachers promoted fairly?	Yes	20	20.8	20	40.0	5	13.9	49	19.1			18	25.4			112	22.0
	No	64	66.7	26	52.0	28	77.8	189	73.8			42	59.2			349	68.6
	U	12	12.5	4	8.0	3	8.3	18	7.0			11	15.5			48	9.4
Does the system of promotion make the teacher unhappy?	Very much	49	51.0	19	38.0	25	69.4	145	56.6			28	40.8			267	52.5
	Slightly	33	34.4	24	48.0	5	13.9	89	34.8			27	38.0			178	35.0
	Not at all	5	5.2	3	6.0	1	2.8	10	3.9			6	8.5			25	4.9
	U	9	9.4	4	8.0	5	13.9	12	4.7			9	12.7			38	7.7
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

involvement with, promotion practices.

(b) Differentiated teaching groups under the different authorities

The position with regard to the different education authorities is as follows: In non-departmental schools 10.6% of the principals are very unhappy about the system of promotion, as compared with 30.6% in Natal, 33.3% under Education, Arts and Science, 48.9% in the Orange Free State, 52.1% in the Transvaal, 52.2% in the Cape Province and 57.1% in South West Africa. For vice-principals and assistants the percentages are 5.7% for non-departmental schools, 8.6% for Natal, 11.0% for Education, Arts and Science, 18.9% for the Transvaal, 19.9% for the Orange Free State, 25.3% for the Cape Province and 31.2% for South West Africa. The respective figures for lecturers are 38.0% for Natal, 40.8% for Education, Arts and Science, 51.0% for the Cape Province, 56.6% for the Transvaal, and 69.4% for the Orange Free State.

3.4 SHOULD THERE BE AUTOMATIC PROMOTION TO A HIGHER POST AT SOME STAGE?  
(Table 3.3)

(a) National picture

Of the lecturers, 45.6% replied to the above question in the affirmative, while 46.1% of the principals and 55.9% of the assistants also answered "yes". In this case, however, there are also a large percentage who do not think that there should be automatic promotion: 33.3% of the vice-principals and assistants, 45.5% of the principals and 49.1% of the lecturers replied in the negative to this question. Only among the lecturers, however, are there more who answered this question in the negative than in the affirmative. It thus appears that the majority of the respondents who answered this question are in favour of automatic promotion at some stage.

(b) Differentiated teaching groups under the different authorities

The percentages of principals under the various education authorities who are in favour of automatic promotion vary from 27.3% for Education, Arts and Science to 57.1% for South West Africa (non-departmental schools 23.5%); the percentages of vice-principals and assistants range from 43.3% for Natal to 62.8% for the Orange Free State (non-departmental schools 36.4%); and the percentages of lecturers vary from 32.4% for Education, Arts and Science to 52.7% for the Transvaal.

3.4.1 If so, should this also apply to the posts of principal and vice-principal?

(a) National picture

For the country as a whole, 18.9% of the lecturers, 26.3% of the principals and 28.1% of the vice-principals and assistants are in favour of the inclusion of the posts of principal and vice-principal in the whole framework of automatic promotion. It is also true, however, that 38.6% of the principals, 41.8% of the vice-principals and assistants and 46.6% of the lecturers answered "no" to this question. What does detract somewhat from any inferences which may be made from the above-mentioned replies, however, is that as many as 30.1% of the vice-principals and assistants, 34.6% of the lecturers and 35.1% of the principals gave no answer to this question, which may be regarded as a sub-division of the previous question, by reason of their replies to it. One may, however, make the inference that as many as 25% or more of the teachers in the country are in favour of automatic promotion up to and including the posts of principal and vice-principal.

(b) Differentiated teaching groups under the different authorities

If the respondents are grouped according to authorities, the percentages of principals who answered in the affirmative vary from 11.1% for the Orange Free State to 42.9% for South West Africa; the percentages of vice-principals and assistants from 20.8% for South West Africa to 34.2% for the Orange Free State; and the percentages of lecturers from 14.0% for Natal to 20.8% for the Cape Province.

3.5 IF PROMOTION IS NOT FAIR, TO WHAT DO YOU ATTRIBUTE THIS?

Since there are indications among the body of teachers, as clearly appears from their views already quoted, of dissatisfaction with various aspects of promotion policy, it is important to note the teacher's views on the causal and contributory factors in regard to unfairness in the system of promotion. In Table 3.4 ten factors which possibly contribute to unfairness in promotions are

TABLE 3.3

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Promotion: Should there be automatic promotion to a higher post?

Should this also apply to the posts of principal and vice-principal?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS OF SCHOOLS:</b>																	
Should there be automatic promotion to a higher post at some stage?	Yes	171	54.8	19	30.6	21	46.7	127	48.3	8	57.1	9	27.3	20	23.5	375	46.1
	No	118	37.8	41	66.1	21	46.7	125	47.5	6	42.9	21	63.6	38	44.7	370	45.5
	U	23	7.4	2	3.2	3	6.7	11	4.2	-	-	3	9.1	27	31.8	69	8.5
If so, should this also apply to the posts of principal and vice-principal?	Yes	98	31.4	8	12.9	5	11.1	77	29.3	6	42.9	4	12.1	16	18.8	214	26.3
	No	122	39.1	28	45.2	27	60.0	100	38.0	3	21.4	12	36.4	22	25.9	314	38.6
	U	92	29.5	26	41.9	13	28.9	86	32.7	5	35.7	17	51.5	47	55.3	286	35.1
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS</b>																	
Should there be automatic promotion to a higher post at some stage?	Yes	438	58.7	101	43.3	145	62.8	670	57.9	21	43.7	98	51.3	32	36.4	1505	55.9
	No	232	31.1	108	46.4	60	26.0	373	32.2	17	35.4	72	37.7	36	40.9	898	33.3
	U	76	10.2	24	10.3	26	11.3	114	9.9	10	20.8	21	11.0	20	22.7	291	10.8
If so, should this also apply to the posts of principal and vice-principal?	Yes	219	29.4	68	29.2	79	34.2	311	26.9	10	20.8	49	25.7	22	25.0	758	28.1
	No	287	38.5	87	37.3	92	39.8	540	46.7	21	43.7	76	39.8	22	25.0	1125	41.8
	U	240	32.2	78	33.5	60	26.0	306	26.4	17	35.4	66	34.6	44	50.0	811	30.1
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS</b>																	
Should there be automatic promotion to a higher post at some stage?	Yes	40	41.7	18	36.0	16	44.4	135	52.7			23	32.4			232	45.6
	No	52	54.2	29	58.0	17	47.2	110	43.0			42	59.2			250	49.1
	U	4	4.2	3	6.0	3	8.3	11	4.3			6	8.5			27	5.3
If so, should this also apply to the posts of principal and vice-principal?	Yes	20	20.8	7	14.0	7	19.4	50	19.5			12	16.9			96	18.8
	No	38	39.6	20	40.0	16	44.4	127	49.6			36	50.7			237	46.6
	U	38	39.6	23	46.0	13	36.1	79	30.9			23	32.4			176	34.6
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

summarised. In the questionnaire the question was put in such a manner that the respondents were able to indicate one or more of the given factors which are a source of resentment in this connection.

(a) National picture (See Table 3.4)

For the country as a whole, the factors mentioned were ranked as follows by the respondents:

1. Whom you know is more important than what you know: This factor was placed first by 43.7% of the principals and 45.0% of the vice-principals and assistants, and second by 56.8% of the lecturers.
2. Too often qualities and abilities other than teaching ability are decisive in promotions: This was placed second by 36.5% of the vice-principals and assistants, and by 43.0% of the principals, but first by 58.9% of the lecturers.
3. School committees have too much say in promotions: 23.2% of the vice-principals and assistants and 35.6% of the principals placed this factor third, while 29.3% of the lecturers placed it fourth.
4. Religious denomination plays an important part: This was placed fourth by 19.6% of the vice-principals and assistants and by 27.6% of the principals, while it was ranked third by 38.1% of the lecturers.
5. Political views play an important part: All three groups of respondents placed this fifth on the list, namely 13.0% of the vice-principals and assistants, 20.6% of the principals and 23.2% of the lecturers.
6. Governing bodies have too much say in promotions: 9.4% of the vice-principals and assistants and 12.3% of the principals placed this factor seventh, while 21.2% of the lecturers placed it sixth.
7. School boards have too much say in promotions: This takes sixth place with 9.8% of the vice-principals and assistants and 13.0% of the principals, while it ranks seventh in the opinion of 15.3% of the lecturers.

The remaining three factors, namely (a) the department has too much say in promotions, (b) the principal has too much say in promotions, and (c) the inspector has too much influence, compete for the last three places with percentages ranging from 3.8% to 11.2%. In view of the low percentages of respondents who object to these aspects of the system of promotion, they do not seem sufficiently important to justify any further discussion.

From the above it is clear that the main objections concerned two factors which should not enter into promotion at all, namely

- (1) whom you know is more important than what you know; and
- (2) too often qualities and abilities other than teaching ability are decisive in promotions.

Associated with these are objections that religious denomination (4) and political views (No. 5) play too great a part in promotions.

The say of school committees in matters connected with promotion is a source of grievance to approximately 25% of all the respondents and is therefore one of the most important causes of dissatisfaction with the promotion system. The say of school boards and governing bodies in promotions also came under fire but a far lower percentage of the respondents are dissatisfied about this than about the amount of say school committees have.

(b) Differentiated teaching groups according to authorities (See Tables 3.4.1, 3.4.2, 3.4.3)

There are occasionally considerable differences in the percentages of teachers under the different education authorities who indicate a certain factor as a source of grievance. In the case, for example, of the most general complaint, whom you know is more important than what you know, 83.3% of the lecturers in the Orange Free State indicate dissatisfaction on this score as compared with 66.0% in the Transvaal, 44.8% in the Cape Province, 47.9% under Education, Arts and Science, and only 26.0% in Natal. The percentage of principals varies from 55.5% for the Transvaal to 25.8% for Natal, with the low figure of 12.9% for the non-departmental schools, which is probably unreliable because the number of respondents in this group was very small. In the case of vice-principals and assistants the percentages vary from 51.2% for the Transvaal to 22.7% for Natal (non-departmental schools 12.5%).

As far as the second complaint is concerned, namely that qualities and abilities other than teaching ability are too often decisive in promotions, the picture for the various education

TABLE 3.4

## PROMOTION

If promotion is unfair, to what do you attribute this?

Reasons		Principals			Vice-principals and Assistants			Lecturers			Total	
		N	%	Order	N	%	Order	N	%	Order	N	Order
1. School committees have too much say in promotions	Yes	290	35.6	3	624	23.2	3	149	29.3	4	1063	3
	U	524	64.4		2070	76.8		360	70.7			
2. School boards have too much say in promotions	Yes	106	13.0	6	264	9.8	6	78	15.3	7	448	7
	U	708	87.0		2430	90.2		431	84.7			
3. Governing bodies have too much say in promotions	Yes	100	12.3	7	254	9.4	7	108	21.2	6	462	6
	U	714	87.7		2440	90.6		401	78.8			
4. Too often qualities and abilities other than teaching ability are decisive in promotions	Yes	350	43.0	2	983	36.5	2	300	58.9	1	1633	2
	U	464	57.0		1711	63.5		209	41.1			
5. The principal has too much say in promotions	Yes	35	4.3	9	139	5.2	10	57	11.2	8	231	10
	U	779	95.7		2555	94.8		452	88.8			
6. The department has too much say in promotions	Yes	31	3.8	10	198	7.3	8	33	6.5	10	262	9
	U	783	96.2		2496	92.7		476	93.5			
7. The inspector has too much influence	Yes	59	7.2	8	171	6.3	9	54	10.6	9	284	8
	U	755	92.8		2523	93.7		455	89.4			
8. Religious denomination plays an important part in promotions	Yes	225	27.6	4	528	19.6	4	194	38.1	3	947	4
	U	589	72.4		2166	80.4		315	61.9			
9. Political views play an important part in promotions	Yes	168	20.6	5	350	13.0	5	118	23.2	5	636	5
	U	646	79.4		2344	87.0		391	76.8			
10. Whom you know is more important than what you know	Yes	356	43.7	1	1212	45.0	1	289	56.8	2	1857	1
	U	458	56.3		1482	55.0		220	43.2			
Totals on which % was calculated:		814	100.0		2694	100.0		509	100.0			

TABLE 3.4.1

## PRINCIPALS OF SCHOOLS

Promotion: If promotion is unfair, to what do you attribute this?

Reasons		Education authorities														Total	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. School committees have too much say in promotions	Yes	146	46.8	4	6.5	12	26.7	113	43.0	6	42.9	4	12.1	5	5.9	290	35.6
	U	166	53.2	58	93.5	33	73.3	150	57.0	8	57.1	29	87.9	80	94.1	524	64.4
2. School boards have too much say in promotions	Yes	31	9.9	3	4.8	1	2.2	67	25.5	2	14.3	2	6.1	-	-	106	13.0
	U	281	90.1	59	95.2	44	97.8	196	74.5	12	85.7	31	93.9	85	100.0	708	87.0
3. Governing bodies have too much say in promotions	Yes	5	1.6	2	3.2	2	4.4	81	30.8	1	7.1	4	12.1	5	5.9	100	12.3
	U	307	98.4	60	96.8	43	95.6	182	69.2	13	92.9	29	87.9	80	94.1	714	87.7
4. Too often qualities and abilities other than teaching ability are decisive in promotions	Yes	136	43.6	16	25.8	21	46.7	145	55.1	11	78.6	13	39.4	8	9.4	350	43.0
	U	176	56.4	46	74.2	24	53.3	118	44.9	3	21.4	20	60.6	77	90.6	464	57.0
5. The principal has too much say in promotions	Yes	14	4.5	1	1.6	-	-	16	6.1	-	-	-	-	4	4.7	35	4.3
	U	298	95.5	61	98.4	45	100.0	247	93.9	14	100.0	33	100.0	81	95.3	779	95.7
6. The department has too much say in promotions	Yes	15	4.8	7	11.3	3	6.7	3	1.1	1	7.1	1	3.0	1	1.2	31	3.8
	U	297	95.2	55	88.7	42	93.3	260	98.9	13	92.9	32	97.0	84	98.8	783	96.2
7. The inspector has too much influence	Yes	17	5.4	3	4.8	6	13.3	24	9.1	2	14.3	4	12.1	3	3.5	59	7.2
	U	295	94.6	59	95.2	39	86.7	239	90.9	12	85.7	29	87.9	82	96.5	755	92.8
8. Religious denomination plays an important part in promotions	Yes	61	19.6	5	8.1	7	15.6	131	49.8	5	35.7	5	15.2	11	12.9	225	27.6
	U	251	80.4	57	91.9	38	84.4	132	50.2	9	64.3	28	84.8	74	87.1	589	72.4
9. Political views play an important part in promotions	Yes	55	17.6	9	14.5	7	15.6	80	30.4	7	50.0	4	12.1	6	7.1	168	20.6
	U	257	82.4	53	85.5	38	84.4	183	69.6	7	50.0	29	87.9	79	92.9	646	79.4
10. Whom you know is more important than what you know	Yes	144	46.2	16	25.8	21	46.7	146	55.5	7	50.0	11	33.3	11	12.9	356	43.7
	U	168	53.8	46	74.2	24	53.3	117	44.5	7	50.0	22	66.7	74	87.1	458	56.3
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

TABLE 3.4.2

## VICE-PRINCIPALS AND ASSISTANTS

Promotion: If promotion is unfair, to what do you attribute this?

Reasons		Education Authorities														Total	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-Departmental Schools			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. School committees have too much say in promotions	Yes	255	34.2	11	4.7	72	31.2	244	21.1	11	22.9	20	10.5	11	12.5	624	23.2
	U	491	65.8	222	95.3	159	68.8	913	78.9	37	77.1	171	89.5	77	87.5	2070	76.8
2. School boards have too much say in promotions	Yes	85	11.4	7	3.0	8	3.5	151	13.1	1	2.1	6	3.1	6	6.8	264	9.8
	U	661	88.6	226	97.0	223	96.5	1006	86.9	47	97.9	185	96.9	82	93.2	2430	90.2
3. Governing bodies have too much say in promotions	Yes	28	3.8	5	2.1	6	2.6	203	17.5	-	-	10	5.2	2	2.3	254	9.4
	U	718	96.2	228	97.9	225	97.4	954	82.5	48	100.0	181	94.8	86	97.7	2440	90.6
4. Too often qualities and abilities other than teaching ability are decisive in promotions	Yes	311	41.7	49	21.0	72	31.2	463	40.0	24	50.0	52	27.2	12	13.6	983	36.5
	U	435	58.3	184	79.0	159	68.8	694	60.0	24	50.0	139	72.8	76	86.4	1711	63.5
5. The principal has too much say in promotions	Yes	43	5.8	10	4.3	12	5.2	61	5.3	-	-	11	5.8	2	2.3	139	5.2
	U	703	94.2	223	95.7	219	94.8	1096	94.7	48	100.0	180	94.2	86	97.7	2555	94.8
6. The department has too much say in promotions	Yes	62	8.3	20	8.6	14	6.1	91	7.9	1	2.1	4	2.1	6	6.8	198	7.3
	U	684	91.7	213	91.4	217	93.9	1066	92.1	47	97.9	187	97.9	82	93.2	2496	92.7
7. The inspector has too much influence	Yes	47	6.3	23	9.9	22	9.5	62	5.4	3	6.2	10	5.2	4	4.5	171	6.3
	U	699	93.7	210	90.1	209	90.5	1059	94.6	45	93.7	181	94.8	84	95.5	2523	93.7
8. Religious denomination plays an important part in promotion	Yes	105	14.1	14	6.0	33	14.3	341	29.5	5	10.4	18	9.4	12	13.6	528	19.6
	U	641	85.9	219	94.0	198	85.7	816	70.5	43	89.6	173	90.6	76	86.4	2166	80.4
9. Political views play an important part	Yes	83	11.1	30	12.9	15	6.5	191	16.5	9	18.7	14	7.3	8	9.1	350	13.0
	U	663	88.9	203	87.1	216	93.5	966	83.5	39	81.2	177	92.7	80	90.9	2344	87.0
10. Whom you know is more important than what you know	Yes	366	49.1	53	22.7	102	44.2	592	51.2	21	43.7	67	35.1	11	12.5	1212	45.0
	U	380	50.9	180	77.3	129	55.8	565	48.8	27	56.2	124	64.9	77	87.5	1482	55.0
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 3.4.3

## LECTURERS

Promotion: If promotion is unfair, to what do you attribute this?

Reasons		Education authorities											
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1. School committees have too much say in promotions	Yes	39	40.6	4	8.0	17	47.2	73	28.5	16	22.5	149	29.3
	U	57	59.4	46	92.0	19	52.8	183	71.5	55	77.5	360	70.7
2. School boards have too much say in promotions	Yes	10	10.4	4	8.0	5	13.9	51	19.9	8	11.3	78	15.3
	U	86	89.6	46	92.0	31	86.0	205	80.1	63	88.7	431	84.7
3. Governing bodies have too much say in promotions	Yes	10	10.4	3	6.0	6	16.7	77	30.1	12	16.9	108	21.2
	U	86	89.6	47	94.0	30	83.3	179	69.9	59	83.1	401	78.8
4. Too often qualities and abilities other than teaching ability are decisive in promotions	Yes	58	60.4	16	32.0	23	63.9	168	65.6	35	49.3	300	58.9
	U	38	39.6	34	68.0	13	36.1	88	34.4	36	50.7	209	41.1
5. The principal has too much say in promotions	Yes	8	8.3	3	6.0	5	13.9	30	11.7	11	15.5	57	11.2
	U	88	91.7	47	94.0	31	86.1	226	88.3	60	84.5	452	88.8
6. The department has too much say in promotions	Yes	3	3.1	1	2.0	2	5.6	17	6.6	10	14.1	33	6.5
	U	93	96.9	49	98.0	34	94.4	239	93.4	61	85.9	476	93.5
7. The inspector has too much influence	Yes	3	3.1	4	8.0	10	27.8	29	11.3	8	11.3	54	10.6
	U	93	96.9	46	92.0	26	72.2	227	88.7	63	88.7	455	89.4
8. Religious denomination plays an important part in promotions	Yes	22	22.9	7	14.0	18	50.0	125	48.8	22	31.0	194	38.1
	U	74	77.1	43	86.0	18	50.0	131	51.2	49	69.0	315	61.9
9. Political views play an important part in promotions	Yes	22	22.9	7	14.0	13	36.1	65	25.4	11	15.5	118	23.2
	U	74	77.1	43	86.0	23	63.9	191	74.6	60	84.5	391	76.8
10. Whom you know is more important than what you know	Yes	43	44.8	13	26.0	30	83.3	169	66.0	34	47.9	289	56.8
	U	53	55.2	37	74.0	6	16.7	87	34.0	37	52.1	220	43.2
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0

authorities is as follows:

This is indicated as a grievance by the lecturers in percentages ranging from 65.6% for the Transvaal to 32% for Natal. The percentages of principals vary from 78.6% for South West Africa to 25.8% for Natal (9.4% for non-departmental schools).

The range in the case of vice-principals and assistants is from 50.0% for South West Africa to 21% for Natal (non-departmental schools 13.6%).

In connection with complaint No. 3, namely, that school committees have too much say in promotions, there is considerable divergence of opinion among the respondents who fall under different education authorities, which is due to the different types of promotion systems in force under the various authorities and the extent to which school committees play a deciding role. While 47.2% of the lecturers from the Orange Free State complain on this score, the figure for Natal is only 8.0%. (Moreover, this 8% does not reflect the true position in Natal, since there is no question of school committees playing a part in promotions, and the replies are, therefore, apparently based upon subjective judgement, or on experience in other provinces.) As far as principals are concerned, the percentages who are dissatisfied in this case vary from 46.8% for the Cape to 6.5% for Natal. It is difficult to account for the 42.9% for South West Africa, since school committees also play no part there. A possible explanation is that the respondents, who all originally came from other education authorities, answered on the basis of their experience of this system elsewhere where school committees do have a say. For vice-principals and assistants the percentages vary from 34.2% for the Cape Province to 4.7% for Natal.

The trend mentioned above, namely, considerable differences of opinion according to the education authority under which respondents fall, is also observable in the percentage differences in answers given by groups of respondents under the respective authorities in connection with the remaining seven factors which may contribute to the unfairness of the system of promotion as reflected in Tables 3.4.1, 3.4.2 and 3.4.3.

### 3.6 DEMOTION:

#### SHOULD A TEACHER SOMETIMES BE DEMOTED?

Since it is evident from the foregoing that teachers feel very strongly about the lack of prospects of promotion, and also about certain factors which, in their opinion, result in promotions not being impartial, it is also of interest to note their views on demotion. Table 3.5 shows the replies given to the question whether a teacher should sometimes be demoted.

##### (a) National picture

The vast majority, namely 69.7% of the lecturers, 57.9% of the principals and 47.0% of the vice-principals and assistants, hold the definite view that demotion should sometimes take place.

##### (b) Differentiated teaching groups under the different authorities

The picture presented by the respondents grouped according to the different education authorities also reflects the decided views of the three main groups about the necessity of demotion in some cases. In the case of lecturers, who, as a group, feel most strongly about the necessity of demotion, the percentages vary from 76.0% for Natal to 51.1% for the Orange Free State. In the case of principals, the percentages range from 82.3% for Natal to 51.6% for the Cape Province (non-departmental schools 44.7%). The percentage in respect of vice-principals and assistants varies from 67.0% for Natal to 40.3% for the Orange Free State.

By taking this definite stand on demotion, the body of teachers shows that it is in earnest about the whole question of promotion. The teachers make it plain that they are not pleading merely for reforms which will benefit them as a group, but also for reforms which could adversely affect individual members of the group, namely those who do not pull their weight in their promotion or other posts.

#### 3.6.1 If so, what form should this demotion take?

In regard to their views about the previous question, respondents were also asked if such demotion should be effected by withholding the normal salary increment, or by appointing the person concerned to a post of a lower grade.

TABLE 3.5

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Demotion: Should a teacher sometimes be demoted?  
If so, how should this be done?

Particulars	Education authorities																
	Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>PRINCIPALS:</b>																	
Should a teacher sometimes be demoted?	Yes	161	51.6	51	82.3	26	57.8	167	63.5	8	57.1	20	60.6	38	44.7	471	57.9
	No	124	39.7	8	12.9	16	35.6	84	31.9	6	42.9	9	27.3	16	18.8	263	32.2
	U	27	8.7	3	4.8	3	6.7	12	4.6	-	--	4	12.1	31	36.5	80	9.8
If so, how should this be done?																	
(1) By withholding the normal salary increment	Yes	102	32.7	27	43.5	13	28.9	94	35.7	2	14.3	16	48.5	17	20.0	271	33.3
	U	210	67.3	35	56.5	32	71.1	169	64.3	12	85.7	17	51.5	68	80.0	543	66.7
(2) By giving him a post of a lower grade	Yes	68	21.8	21	33.9	15	33.3	77	29.3	7	50.0	7	21.2	16	18.8	211	25.9
	U	244	78.2	41	66.1	30	66.7	186	70.7	7	50.0	26	78.8	69	81.2	603	74.1
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS:</b>																	
Should a teacher sometimes be demoted?	Yes	319	42.8	156	67.0	93	40.3	545	47.1	22	45.8	85	44.5	46	52.3	1266	47.0
	No	339	45.4	56	24.0	113	48.9	500	43.2	16	33.3	84	44.0	24	27.3	1132	42.0
	U	88	11.8	21	9.0	25	10.8	112	9.7	10	20.8	22	11.5	18	20.5	296	11.0
If so, how should this be done?																	
(1) By withholding the normal salary increment	Yes	201	26.9	78	33.5	36	15.6	250	21.6	8	16.7	54	28.3	22	25.0	649	24.1
	U	545	73.1	155	66.5	195	84.4	907	78.4	40	83.3	137	71.7	66	75.0	2045	75.9
(2) By giving him a post of a lower grade	Yes	154	20.6	79	33.9	66	28.6	314	27.1	17	35.4	38	19.9	25	28.4	693	25.7
	U	592	79.4	154	66.1	165	71.4	843	72.9	31	64.6	153	80.1	63	71.6	2001	74.3
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS</b>																	
Should a teacher sometimes be demoted?	Yes	70	72.9	38	76.0	22	61.1	179	69.9			46	64.8			355	69.7
	No	17	17.7	7	14.0	11	30.6	63	24.6			20	28.2			118	23.2
	U	9	9.4	5	10.0	3	8.3	14	5.5			5	7.0			36	7.1
If so, how should this be done?																	
(1) By withholding the normal salary increment	Yes	47	49.0	23	46.0	9	25.0	98	38.3			29	40.8			206	40.5
	U	49	51.0	27	54.0	27	75.0	158	61.7			42	59.2			303	59.5
(2) By giving him a post of a lower grade	Yes	25	26.0	13	26.0	15	41.7	87	34.0			25	35.2			165	32.4
	U	71	74.0	37	74.0	21	58.3	169	66.0			46	64.8			344	67.6
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

### Withholding of normal salary increment

#### (a) National picture

As far as the national picture is concerned, 40.5% of the lecturers feel that this would be the proper action, in comparison with 33.3% of the principals and 24.1% of the vice-principals and assistants.

#### (b) Differentiated teaching groups under the different authorities

As far as the picture in regard to groups classified according to different education authorities is concerned, the percentages of lecturers vary from 49.0% for the Cape Province to 25.0% for the Orange Free State, with the average in the neighbourhood of 40.5%. The percentage of principals ranges from 48.5% for Education, Arts and Science to 14.3% for South West Africa, with the average at 33.3%, while figures for vice-principals and assistants vary from 33.5% for Natal to 15.6% for the Orange Free State, with an average of 24.1%.

### Appointment to a post of a lower grade

#### (a) National picture

Here 32.4% of the lecturers, 25.9% of the principals and 25.7% of the vice-principals and assistants feel that this would be the proper course.

#### (b) Differentiated teaching groups under the different authorities

The percentages of lecturers who hold this opinion vary from 41.7% for the Orange Free State to 26.0% for both the Cape Province and Natal, with an average of 32.4% for all the authorities.

The percentages of school principals range from 50.0% for South West Africa to 21.2% for Education, Arts and Science (18.8% for non-departmental schools), with an average of 25.9%.

In the case of vice-principals and assistants the percentages vary from 35.4% for South West Africa to 19.9% for Education, Arts and Science, with an average of 25.7%.

According to the data it therefore seems that the first of the two possible methods of demotion, namely withholding of the normal increment, is regarded as the proper form of punishment, with the second, i.e. appointment to a post of a lower grade, following close on the heels of the first. Once again it is quite clear from the large number of respondents who recommend these two drastic methods of demotion that they are prepared on their part to recommend radical action in order to remedy the whole position in regard to promotion and demotion, by eliminating the shortcomings which they see in the present system.

### 3.7 ON WHAT GROUNDS SHOULD A TEACHER BE PROMOTED?

In order to obtain the teacher's views on the proper basis for promotion, six generally accepted qualities which should qualify a teacher for promotion were put before the respondents. They were asked to list the qualities in order of importance by placing what they regard as the most important quality first, and what they consider the least important sixth. From this ranking from one to six which was assigned by the respondents to each of the given qualities, Table 3.6 was compiled. It shows in what order of importance the principals, vice-principals and assistants and lecturers placed the factors mentioned.

This table shows that there is complete unanimity among the three groups mentioned in regard to the two grounds for promotion indicated as the most important, namely:

1. The teacher's ability as a teacher in the classroom.
2. The teacher's personality in his relationships with others.

There is the same unanimity among the three groups about what is regarded as the least important qualification for promotion, namely, the teacher's out-of-school activities, which was placed sixth by all groups.

The very nature of the composition of the three groups, however, also gives rise to differences in the views on the importance of certain other grounds for promotion. Principals, who have more to do with such matters, place activity in administrative matters third, whereas the other groups place it fifth.

TABLE 3.6

## ON WHAT GROUNDS SHOULD A TEACHER BE PROMOTED?

Principals	Vice-principals and assistants	Lecturers
1. The teacher's ability as a teacher in the classroom	1. The teacher's ability as a teacher in the classroom	1. The teacher's ability as a teacher in the classroom
2. The teacher's personality in his relationships with others	2. The teacher's personality in his relationships with others	2. The teacher's personality in his relationships with others
3. The teacher's activity in administrative matters	3. Length of experience	3. Learning
4. Length of experience	4. Learning	4. Length of experience
5. Learning	5. The teacher's activity in administrative matters	5. The teacher's activity in administrative matters
6. The teacher's out-of-school activities	6. The teacher's out-of-school activities	6. The teacher's out-of-school activities.

The lecturers, again, possibly because of their concern with improving the knowledge and qualifications of students, accord third place to "learning" as a qualification for promotion, compared with the fourth and fifth places, assigned to this by vice-principals and assistants, as a group, and principals, as a group, respectively.

There is also considerable agreement regarding the relative importance of long experience as a basis for promotion, since it is placed third by vice-principals and assistants and fourth by both the principals and the lecturers.

### 3.8 THE COMPLAINTS RAISED IN THE PRESENT SURVEY AGAINST THE SYSTEM OF PROMOTION, COMPARED WITH EARLIER SOUTH AFRICAN INVESTIGATIONS OF THE MATTER, AS WELL AS VIEWS HELD ON THIS SUBJECT IN OTHER COUNTRIES

In the present survey more than half of all respondents allege that promotions are not granted on a just basis in South Africa today. That matters in connection with the promotion of teachers are not what they should be in America, either, is apparent from the following: "Teaching is one of the few occupations where promotion does not necessarily depend on a person's ability to perform the tasks for which he was trained" (17, p. 21).

3.8.1 Apart from the great amount of space devoted in South African educational journals to correspondence and articles about appointment procedures and the system of promotion, considerable attention has also been given to this subject in theses, particularly at the University of Stellenbosch. Notable examples are the comparative critical study by Lotz (18), which deals with the appointment and conditions of service of White teachers and that of Visser (19) on the appointment of teachers, as well as Simpson's study dealing with the promotion of teachers in South Africa (20). With some of this research as a basis, these studies were extended in 1964 under the guidance of Professor P.S. du Toit with the appearance of five publications on aspects of the system of service of White teachers under the education departments of Natal (21), the Transvaal (22), the Cape Province (23), the Orange Free State (24), South West Africa (25) and the Department of Education, Arts and Science (26). In each of these publications a chapter is devoted to the appointment procedure, so that similarities and differences in the procedures of the various authorities are easy to determine. Because of differences in the regulations of different education authorities in regard to appointment and promotion procedures, each aspect of the system of promotion will be seen by the respondents in the light of conditions under the education authority concerned. There is nevertheless considerable agreement throughout the country among dissatisfied teachers, particularly concerning the role played by certain bodies and factors in the promotion procedure.

#### 3.8.2 Aspects of promotion policy about which complaints have been expressed both in the present and in previous surveys

- (a) In the present survey a particular grievance of the respondents is that, for promotion purposes whom you know is far more important than what you know. Associated with this is their further complaint that qualities and abilities other than teaching ability often count as the decisive factor in promotion. Both these complaints are to a certain extent implicit in a question in the 1951 survey, namely: "Are you convinced that one needs a "boot" to obtain promotion in teaching?" This was answered in the affirmative by 54% of the male principals, 71% of the male assistants and 47% of the women assistants (7, p. 13). Olckers inferred from this that the majority of the teachers in this survey group had lost all confidence in the fairness and justice of the existing system of appointment and promotion (7, p. 13).
- (b) In the present survey there are many who object to the part played by school committees, school boards and governing bodies in the nomination of teachers for appointment. In the 1951 survey the question was asked: "Are you in favour of the nomination of teachers by school committees and school boards for appointment by the department?" The reaction to this was an overwhelming "No" from 66% of the principals, 71% of the male and 45% of the women assistants. Olckers concluded from this that the majority of the group were opposed to the nomination of teachers by school committees and school boards (7, pp. 13, 14).

In connection with this matter, a further question was asked in the 1951 survey: "Do you think that you would have a fairer chance of promotion if the recommendations for appointments were made by a professional council under your department?" To this 68% of the principals, 71% of the male and 46% of the female assistants replied in the affirmative.

The replies to a further question: "Would you prefer to be appointed or promoted direct by the department, as in the Public Service?", showed that the respondents did not have much more

confidence in the authorities than in the school committees, since only 45% of the principals, 56% of the male assistants and 32% of the women assistants would have preferred to be appointed or promoted direct by the department (7, pp. 13/14). It would surely be justifiable to conclude from this that teachers, as a professional group, would prefer to have a share in their own merit assessment and promotion through a professional council.

- (c) The present survey shows that 42.9% of the respondents feel that there are not sufficient promotion posts for teachers, while 47.6% complain about the lack of promotion posts for women teachers. From the 1951 survey it also appeared that the respondents felt strongly about the lack of promotion prospects. In answer to the question: "Do you think that every teacher who has the ability and is prepared to work hard has sufficient prospects of promotion in the teaching profession?", 74% of the principals, 78% of the male and 71% of the women assistants replied in the negative (7, pp. 13-14). This reaction shows clearly that the vast majority of the teachers in the group mentioned thought that they did not have a fair chance of promotion in the teaching profession. The respondents in the present survey attribute the lack of promotion prospects partly to the fact that there are too few promotion posts open to men and women teachers.

The complaint of the group of respondents included in the present survey, namely that married women may not hold permanent posts, should be seen as one of their reasons for dissatisfaction with promotion procedure. Lotz mentions that not one of the provinces subscribes to the policy of employing married women in a permanent capacity (18, p. 54). Completely different is the position in England, on which Gunter reports as follows:

Furthermore, women are paid the same salary as men and, when they marry, they may retain their posts with all the rights and privileges attached to them, or, after leaving the service, return to teaching at any time and be appointed on a permanent basis (10, p. 369).

### 3.8.3

There can therefore be no doubt that serious dissatisfaction exists among teachers about the present system of appointment and promotion, and that they have a strong desire for professional independence (7, p. 14). Here, as in America, teachers believe that appointments should be made purely on the grounds of suitability, and that there should be no discrimination for any other reasons (Recommendation of the "Committee for the White House Conference on Education") (27, pp. 156-160).

## CHAPTER 4

### SALARY

The answer to the question whether the teacher is satisfied with his salary or not is very closely bound up with the measure of happiness and contentment respondents experience in their profession; this also contributes to the power of the profession to hold its members, and to a large extent also influences the attractiveness of the profession to new entrants. Because of the intimate connection between the salary a person receives and the status accorded to him by contemporary society mainly on the strength of this salary, the salary structure of a profession is to a great extent a factor which determines status today. Table 4.1 summarises the replies of the respondents to two cardinal questions: (1) Is the teacher satisfied with his salary? and (2) Is he dissatisfied with the general salary structure for teachers?

#### 4.1 IS THE TEACHER SATISFIED WITH HIS SALARY?

##### (a) National picture

The percentages who answered this question in the affirmative were 32.1% of the principals, 32.8% of the lecturers and 45.0% of the vice-principals and assistants. A much higher percentage, however, gave a decided "No" to this question, namely, 48.4% of the vice-principals and assistants, 59.3% of the principals and 60.3% of the lecturers. A clear picture therefore emerges on the part of over 48% of all the respondents in the three groups who express dissatisfaction with their present salaries. Moreover, the respondents in the promotion posts, namely lecturers and principals, express dissatisfaction in much higher percentages, which in turn suggests that they consider that the salaries of promotion posts do not rise high enough, as compared with those of other professions.

##### (b) Differentiated teaching groups under the different authorities

The percentage of dissatisfied school principals varies from 79.5% for the Transvaal to 35.7% for South West Africa; that of vice-principals and assistants from 57.0% for the Transvaal to 27.1% for South West Africa; and that of lecturers from 77.8% for the Orange Free State to 44.8% for the Cape Province. The high percentage of respondents in the Transvaal who are dissatisfied with their salaries, namely 79.5% of the principals, 57.0% of the vice-principals and assistants and 63.7% of the lecturers, may possibly also be attributed to the fact that the high posts in the teaching profession are weighed by these respondents against the numerous well-paid posts in mining, industry, commerce and scientific fields which exist in the Transvaal.

The overall picture of a very large body of teachers who are dissatisfied with their salaries is particularly disquieting in view of the detrimental effect that this has on a teacher's happiness and contentment in the profession. Moreover, the result may be that the profession will lose its power to hold its present members, as well as its attraction for recruits.

4.2 Linking up with the previous question is the next which reads as follows:

"Is the teacher dissatisfied with the general salary structure for teachers?"  
(See Table 4.1)

##### (a) National picture

This question was answered in the affirmative by 53.6% of the vice-principals and assistants, 61.1% of the principals and 64.4% of the lecturers.

##### (b) Differentiated teaching groups according to the different authorities

Here the percentages of respondents who are dissatisfied with the salary structure vary, in the case of principals, from 76.0% for the Transvaal to 52.6% for the Cape Province (non-departmental schools 37.6%); in respect of vice-principals and assistants from 57.4% for the Transvaal to 41.7% for South West Africa (non-departmental schools 27.3%); and in the case of lecturers from 68.0% for Natal to 59.4% for the Cape Province. From this it appears that more than 53.6% of all the respondents are dissatisfied with the salary structure.

TABLE 4.1

## SALARY: SATISFACTION OR DISSATISFACTION WITH THE SALARY STRUCTURE

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS OF SCHOOLS</b>																	
1. Is the teacher satisfied with his salary?	Yes	144	46.2	18	29.0	17	37.8	49	18.6	9	64.3	8	24.2	16	18.8	261	32.1
	No	146	46.8	40	64.5	26	57.8	209	79.5	5	35.7	24	72.7	33	38.8	483	59.3
	U	22	7.1	4	6.5	2	4.4	5	1.9	-	-	1	3.0	36	42.4	70	8.6
2. Is he dissatisfied with the general salary structure for teachers?	Yes	164	52.6	40	64.5	29	64.4	200	76.0	9	64.3	23	69.7	32	37.6	497	61.1
	No	118	37.8	20	32.3	14	31.1	53	20.2	5	35.7	8	24.2	14	16.5	232	28.5
	U	30	9.6	2	3.2	2	4.4	10	3.8	-	-	2	6.1	39	45.9	85	10.4
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS</b>																	
1. Is the teacher satisfied with his salary?	Yes	371	49.7	106	45.5	120	51.9	446	38.5	31	64.6	104	54.5	35	39.8	1213	54.0
	No	322	43.2	109	46.8	98	42.4	660	57.0	13	27.1	79	41.4	24	27.3	1305	48.4
	U	53	7.1	18	7.7	13	5.6	51	4.4	4	8.3	8	4.2	29	33.0	176	6.5
2. Is he dissatisfied with the general salary structure for teachers?	Yes	405	54.3	127	54.5	116	50.2	664	57.4	20	41.7	89	46.6	24	27.3	1445	53.6
	No	236	31.6	69	29.6	86	37.2	360	31.1	24	50.0	84	44.0	35	39.8	894	33.2
	U	105	14.1	37	15.9	29	12.6	133	11.5	4	8.3	18	9.4	29	33.0	355	13.2
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS</b>																	
1. Is the teacher satisfied with his salary?	Yes	42	43.7	13	26.0	3	8.3	84	32.8			25	35.2			167	32.8
	No	43	44.8	33	66.0	28	77.8	163	63.7			40	56.3			307	60.3
	U	11	11.5	4	8.0	5	13.9	9	3.5			6	8.5			35	6.9
2. Is he dissatisfied with the general salary structure for teachers?	Yes	57	59.4	34	68.0	23	63.9	167	65.2			47	66.2			328	64.4
	No	33	34.4	12	24.0	6	16.7	73	28.5			19	27.8			143	28.1
	U	6	6.2	4	8.0	7	19.4	16	6.2			5	7.0			38	7.5
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

It is now necessary to analyse the views of the respondents on the six possible objections which could be levelled against the salary structure, as summarised in Table 4.2, and on this basis to try to determine what the teaching body regards as the greatest weaknesses in the structure.

What do you consider the greatest weaknesses in the salary structure? (See Table 4.2)

Here the respondents could indicate one or more of the six possible shortcomings as their objections to the salary structure.

Because the questions were put in such a manner that, among other things, they bring out group interests strongly, as in the case of Questions 1 and 2, there was considerable divergence in the views of the three groups. For this reason it is desirable to consider the national picture in the present case from the viewpoint of the three groups of respondents.

(a) National picture

The groups rank the weaknesses in the salary structure as follows:

Principals:

- |  |       |
|--|-------|
| 1. The salary ceiling of the more senior posts is too low:               | 38.5% |
| 2. There are too few posts for promotion for men teachers:               | 37.5% |
| 3. Application and adjustment are not satisfactory:                      | 37.0% |
| 4. Annual increments are too small:                                      | 34.3% |
| 5. There is no possibility of accelerated advancement for special merit: | 32.1% |
| 6. There are too few posts for promotion for women teachers:             | 31.8% |

Vice-principals and assistants:

- |  |       |
|--|-------|
| 1. Annual increments are too small:                                      | 42.4% |
| 2. There is no possibility of accelerated advancement for special merit: | 33.6% |
| 3. Application and adjustment are not satisfactory:                      | 32.1% |
| 4. There are too few posts for promotion for men teachers:               | 29.8% |
| 5. There are too few posts for promotion for women teachers:             | 28.4% |
| 6. The salary ceiling of the more senior posts is too low:               | 21.7% |

Lecturers:

- |  |       |
|--|-------|
| 1. Application and adjustment are not satisfactory:                      | 47.9% |
| 2. There is no possibility of accelerated advancement for special merit: | 45.6% |
| 3. The salary ceiling of the more senior posts is too low:               | 45.2% |
| 4. There are too few posts for promotion for women teachers:             | 38.7% |
| 5. There are too few posts for promotion for men teachers:               | 37.7% |
| 6. Annual increments are too small:                                      | 36.2% |

The considerable differences in the evaluations, which are probably to some extent due to each group's specific concern with and particular view of its own immediate problems, emerge clearly from each respective ranking of the weaknesses in the salary structure.

While the chief objection of the principals is that the salaries of the more senior posts have too low a ceiling, this aspect is placed third and sixth by the lecturers, and the vice-principals and assistants, respectively. Whereas the vice-principals and assistants object mainly to the low annual increments, the principals and lecturers as groups place this aspect fourth and sixth respectively.

TABLE 4.2

## WHAT DO YOU CONSIDER THE GREATEST WEAKNESS IN THE SALARY STRUCTURE?

Weaknesses		Principals			Vice-principals and Assistants			Lecturers		
		N	%	Order	N	%	Order	N	%	Order
1. Too few posts for promotion for men teachers	Yes	305	37.5	2	803	29.8	4	192	37.7	5
	U	509	62.5		1891	70.2		317	62.3	
2. Too few posts for promotion for women teachers	Yes	259	31.8	6	765	28.4	5	197	38.7	4
	U	555	68.2		1929	71.6		312	61.3	
3. The salary ceiling of the more senior posts is too low	Yes	313	38.5	1	585	21.7	6	230	45.2	3
	U	501	61.5		2109	78.3		279	54.8	
4. Annual increments are too low	Yes	279	34.3	4	1142	42.4	1	179	35.2	6
	U	535	65.7		1552	57.6		330	64.8	
5. There is no possibility of accelerated advancement for special merit	Yes	261	32.1	5	906	33.6	2	232	45.6	2
	U	553	67.9		1788	66.4		277	54.4	
6. Application and adjustment are not satisfactory	Yes	301	37.0	3	864	32.1	3	244	47.9	1
	U	513	63.0		1830	67.9		265	52.1	
Totals on which % was calculated:		814	100.0		2694	100.0		509	100.0	

As a group the lecturers are dissatisfied with the application and adjustment, while this aspect is placed third by both the principals and the vice-principals and assistants.

The complaint that there is no opportunity for accelerated advancement for special merit weighs so heavily with vice-principals and assistants, and also with lecturers, that they place this second, while the principals assign it only fifth place.

As regards promotion posts for men teachers, it seems that the principals, who place this point second, feel more dissatisfied on this score than the vice-principals and assistants and also the lecturers, who place it fourth and fifth, respectively. The lack of promotion posts for women teachers, however, weighs more heavily with the lecturers, who place it fourth, than with the other two groups who place it fifth and sixth.

(b) Differentiated teaching groups under different authorities: (Tables 4.2.1, 4.2.2, 4.2.3)

Views on weaknesses in the salary structure also differ considerably according to the various education authorities under which the groups of respondents fall, and are probably due to differences in the conditions of service in the various provinces.

1. Too few posts for promotion for men teachers: The percentage of principals who agree with this varies from 51.1% for the Orange Free State to 29.0% for Natal (non-departmental schools 10.6%); in the case of vice-principals and assistants, from 42.1% for the Cape Province to 22.5% for Education, Arts and Science (non-departmental schools 13.6%); and in the case of lecturers, from 52.1% for the Cape Province to 32.0% for Natal. The high measure of dissatisfaction about this matter in the Cape Province, as compared with, for example, a comparatively low figure for the Transvaal, is probably directly due to the fact that at the time of the completion of the questionnaire there were still far fewer promotion posts in the Cape Province than in the Transvaal - a matter which has in the meantime been rectified in the Cape Province since 1st July, 1964.

2. Too few promotion posts for women teachers: Here the percentage of principals who assert that there are too few promotion posts for women teachers varies from 46.7% for the Orange Free State to 26.2% for the Transvaal (non-departmental schools 12.9%); in the case of vice-principals and assistants, from 47.9% for South West Africa to 14.7% for Education, Arts and Science; and in respect of lecturers, from 45.1% for Education, Arts and Science to 35.5% for the Transvaal.

3. The salary ceiling of the more senior posts is too low: The percentage of principals who agree with this varies from 55.1% for the Transvaal to 29.5% for the Cape Province (non-departmental schools 15.3%); in the case of vice-principals and assistants from 30.9% for Natal to 8.3% for South West Africa; and in respect of lecturers from 52.0% for Natal to 28.1% for the Cape Province.

4. The annual increments are too small: On this point, the percentage of principals who are dissatisfied varies from 51.0% for the Transvaal to 20.0% for the Orange Free State (non-departmental schools 15.3%); in respect of vice-principals and assistants from 48.1% for both Natal and the Transvaal to 33.3% for South West Africa (non-departmental schools 22.7%); and in the case of lecturers from 44.0% for Natal to 21.9% for the Cape Province. A large section of the total number of respondents, particularly in the group of vice-principals and assistants, therefore feels that the low annual increments are a serious shortcoming.

5. There is no possibility of accelerated advancement for special merit: In respect of principals who agree with this, the percentages range from 50.0% for South West Africa to 21.2% for Education, Arts and Science (non-departmental schools 20.0%), while the figure for vice-principals and assistants varies from 35.2% for Natal to 27.1% for South West Africa (non-departmental schools 14.8%). In the case of lecturers the percentage varies from 53.5% for Education, Arts and Science to 40.6% for the Cape Province. Here again it is notable that a large section of the total number of respondents indicates the fact that the salary structure makes no provision for accelerated advancement for special merit as one of the more serious shortcomings of the structure.

6. Application and adjustment are not satisfactory: This aspect was indicated as a shortcoming by from 52.1% of the principals in the Transvaal to 18.2% of those under Education, Arts and Science (non-departmental schools 4.7%). In the case of vice-principals and assistants the figure varies from 36.5% for the Transvaal to 20.8% for South West Africa (non-departmental schools 5.7%), and for lecturers from 66.7% for the Orange Free State to 36.6%

TABLE 4.2.1

## PRINCIPALS OF SCHOOLS

Salary: What do you consider the greatest weakness in the salary structure?

Weaknesses		Education Authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Too few posts for promotion for men teachers	Yes	157	50.3	18	29.0	23	51.1	78	29.7	7	50.0	13	39.4	9	10.6	305	37.5
	U	155	49.7	44	71.0	22	48.9	185	70.3	7	50.0	20	60.6	76	89.4	509	62.5
2. Too few posts for promotion for women teachers	Yes	114	36.5	27	43.5	21	46.7	69	26.2	5	35.7	12	36.4	11	12.9	259	31.8
	U	198	63.5	35	56.5	24	53.3	194	73.8	9	64.3	21	63.6	74	87.1	555	68.2
3. The salary ceiling of the more senior posts is too low	Yes	92	29.5	23	37.1	17	37.8	145	55.1	6	42.9	17	51.5	13	15.3	313	38.5
	U	220	70.5	39	62.9	28	62.2	118	44.9	8	57.1	16	48.5	72	84.7	501	61.5
4. Annual increments are too low	Yes	83	26.6	23	37.1	9	20.0	134	51.0	7	50.0	10	30.3	13	15.3	279	34.3
	U	229	73.4	39	62.9	36	80.0	129	49.0	7	50.0	23	69.7	72	84.7	535	65.7
5. There is no possibility of accelerated advancement for special merit	Yes	112	35.9	20	32.3	12	26.7	86	32.7	7	50.0	7	21.2	17	20.0	261	32.1
	U	200	64.1	42	67.7	33	73.3	177	67.3	7	50.0	26	78.8	68	80.0	553	67.9
6. Application and adjustment are not satisfactory	Yes	104	33.3	25	40.3	18	40.0	137	52.1	7	50.0	6	18.2	4	4.7	301	37.0
	U	208	66.7	37	59.7	27	60.0	126	47.9	7	50.0	27	81.8	81	95.3	513	63.0
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

TABLE 4.2.2

## VICE-PRINCIPALS AND ASSISTANTS

Salary: What do you consider the greatest weakness in the salary structure?

Weaknesses		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Too few posts for promotion for men teachers	Yes	314	42.1	57	24.5	71	30.7	293	25.3	13	27.1	43	22.5	12	13.6	803	29.8
	U	432	57.9	176	75.5	160	69.3	864	74.7	35	72.9	148	77.5	76	86.4	1891	70.2
2. Too few posts for promotion for women teachers	Yes	242	32.4	48	20.6	69	29.9	342	29.6	23	47.9	28	14.7	13	14.8	765	28.4
	U	504	67.6	185	79.4	162	70.1	815	70.4	25	52.1	163	85.3	75	85.2	1929	71.6
3. The salary ceiling of the more senior posts is too low	Yes	123	16.5	72	30.9	33	14.3	299	25.8	4	8.3	39	20.4	15	17.0	585	21.7
	U	623	83.5	161	69.1	198	85.7	858	74.2	44	91.7	152	79.6	73	83.0	2109	78.3
4. Annual increments are too low	Yes	271	36.3	112	48.1	96	41.6	556	48.1	16	33.3	71	37.2	20	22.7	1142	42.4
	U	475	63.7	121	51.9	135	58.4	601	51.9	32	66.7	120	62.8	68	77.3	1552	57.6
5. There is no possibility of accelerated advancement for special merit	Yes	259	34.7	82	35.2	74	32.0	402	34.7	13	27.1	63	33.0	13	14.8	906	33.6
	U	487	65.3	151	64.8	157	68.0	755	65.3	35	72.9	128	67.0	75	85.2	1788	66.4
6. Application and adjustment are not satisfactory	Yes	223	29.9	80	34.3	71	30.7	422	36.5	10	20.8	53	27.7	5	5.7	864	32.1
	U	523	70.1	153	65.7	160	69.3	735	63.5	38	79.2	138	72.3	83	94.3	1830	67.9
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 4.2.3

## LECTURERS

Salary: What do you consider the greatest weakness in the salary structure?

Weaknesses			Education authorities											
			Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1. Too few posts for promotion for men teachers	Yes	50	52.1	16	32.0	18	50.0	83	32.4	25	35.2	192	37.7	
	U	46	47.9	34	68.0	18	50.0	173	67.6	46	64.8	317	62.3	
2. Too few posts for promotion for women teachers	Yes	41	42.7	19	38.0	14	38.9	91	35.5	32	45.1	197	38.7	
	U	55	57.3	31	62.0	22	61.1	165	64.5	39	54.9	312	61.3	
3. The salary ceiling of the more senior posts is too low	Yes	27	28.1	26	52.0	17	47.2	131	51.2	29	40.8	230	45.2	
	U	69	71.9	24	48.0	19	52.8	125	48.8	42	59.2	279	54.8	
4. Annual increments are too low	Yes	21	21.9	22	44.0	14	38.9	100	39.1	22	31.0	179	35.2	
	U	75	78.1	28	56.0	22	61.1	156	60.9	49	69.0	330	64.8	
5. There is no possibility of accelerated advancement for special merit	Yes	39	40.6	25	50.0	17	47.2	113	44.1	38	53.5	232	45.6	
	U	57	59.4	25	50.0	19	52.8	143	55.9	33	46.5	277	54.4	
6. Application and adjustment are not satisfactory	Yes	49	51.0	24	48.0	24	66.7	121	47.3	26	36.6	244	47.9	
	U	47	49.0	26	52.0	12	33.3	135	52.7	45	63.4	265	52.1	
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	

for Education, Arts and Science. Once again the high percentages of discontented respondents show that this is an aspect of the salary problem which causes widespread dissatisfaction.

4.4 The present South African survey points to a large measure of dissatisfaction among teachers about their present salary scales and also shows that there are various aspects of the salary structure about which many teachers are not happy. It is apparent from previous South African surveys that this dissatisfaction is no new phenomenon, and that there is reason for concern about this matter in other countries as well, including America.

Olekens states that the 1951 survey showed that the great majority of the respondents found it difficult to maintain their standard of living and to live on an equal footing with other employees with whom they come into daily contact. To the question: "Does your salary enable you to live on an equal footing with other employees in the Public Service, banks, commerce and industry?", 59% of the principals, 74% of the male and 55% of the female assistants answered in the negative (7, pp. 19, 20).

4.4.1 Teachers (and especially the vice-principals and assistants) in the present survey complain that the salary structure offers no opportunity for extra increases on grounds of merit, and this grievance also corresponds to a large extent with the views of the respondents in the 1951 survey, who declared themselves in favour of special salary increases for teachers who perform excellent work. As many as 62% of the principals, 65% of the male and 62% of the female assistants of this survey group were in favour of special salary increases on grounds of merit (7, pp. 19, 20).

4.4.2 In the 1951 survey more than 70% of the respondents gave a definite "no" in reply to the question whether the maximum salary of a teacher compared well with that of other professional persons with a training of the same duration (7, p. 20).

This situation in South Africa corresponds with the position in America at that time. In the Unesco report on educational conditions in America, the following statement is made in this connection: "The compensation of teachers bears an unfavourable relation to the earnings of other groups of similar education in the United States" (4, p. 335-6), and further:

"In general, teachers are at about the middle of the economic scale when all earners in the country are considered, but low compared to other professions." In 1951 the average income of dentists, attorneys and doctors was three times as high as that of teachers (4, pp. 300-304).

4.4.3 A comparison with the salary structure in England in so far as it has a bearing on complaints expressed in South African surveys shows that:

- (a) In England a teacher's salary is based solely on his qualifications, and not on his school, class or subject. The salaries of school principals are, however, based both on their qualifications and on the grade or group under which the school is classified.
- (b) In England far greater recognition, in the form of higher salaries, is given to persons with higher academic qualifications than in South Africa.
- (c) Women are paid the same salaries as men.
- (d) There are abundant prospects of promotion in England in the form of graded posts in different subjects, and posts as heads of departments, to which considerable extra remuneration is attached.
- (e) The ceiling of the salary structure in England is much higher than in this country. A well-qualified principal of a high school with 1200 pupils may earn between £3500 and £3600 (10, pp. 369, 370).

4.4.4 Salary and status

In the final analysis the salary structure of a profession, being so closely bound up with the status attached to the profession, also plays a role in determining the position of the profession in the status ranking of professions. The Unesco report mentioned above formulates this close relationship between status and salary as follows: "The status and the salary scale of any occupation interact in a complex and subtle way. The esteem in which the occupation is generally

held is an important factor in determining the salary scale which those who follow that occupation can secure: On the other hand, once a salary scale is established it is itself a factor in determining the degree of esteem in which the occupation is held" (4, p. 96). Improvement of the salary structure of a profession will therefore not only relieve economic pressure and make for greater satisfaction, but will also give a boost to the prestige of the profession.

## CHAPTER 5

### PENSION SCHEME

5.1 As the respondents were asked to indicate their satisfaction or dissatisfaction with their pension scheme, and since they were also given the opportunity of pointing out specific weaknesses in the scheme, it is now important first to note where they place the pension scheme in the order of importance of conditions of service about which teachers are not happy (See Table 2.4). The table mentioned shows that the pension scheme was placed ninth in a ranking of fifteen items by the vice-principals and assistants, tenth by the lecturers and eleventh by the principals. From the percentages of the different groups who assigned these places to the pension scheme, it appears that relatively low percentages (compared with the percentages who complained about other aspects of conditions of service) consider that they have reason for complaint about pensions, namely, 14.8% of the vice-principals and assistants, 19.2% of the principals and 19.3% of the lecturers.

5.1.1 That complaints about the pension scheme do indeed have a place in the ranking of conditions of service with which the teacher is dissatisfied cannot be denied, but what is equally true is that a whole group of other conditions of service, according to their placing in the ranking mentioned, contribute far more to a general feeling of dissatisfaction in the teaching body.

5.2 In the questionnaire, principals and also vice-principals and assistants were asked "Are you satisfied with your pension scheme?", while principals and lecturers were asked to express an opinion on the question: "Is the teacher satisfied with his pension scheme?". In Table 5.1 the answers to these two questions are combined.

TABLE 5.1

SATISFACTION OR DISSATISFACTION WITH PENSION SCHEME

		Principals		Vice-principals and assistants		Lecturers	
		N	%	N	%	N	%
1. Are you satisfied with your pension scheme?	Yes	483	59.3	1641	60.9		
	No	231	28.4	595	22.1		
	U	100	12.3	458	17.0		
2. Is the teacher satisfied with his pension scheme?	Yes	445	54.7			264	51.9
	No	209	25.7			199	39.1
	U	160	19.7			46	9.0
Totals on which % was calculated:		814	100.0	2694	100.0	509	100.0

To the question: "Are you satisfied with your pension scheme?", 59.3% of the principals and 60.9% of the vice-principals and assistants replied in the affirmative, while 22.1% of the vice-principals and assistants and 28.4% of the principals answered that they were not satisfied.

To the question put to principals and lecturers: "Is the teacher satisfied with his pension scheme?", 51.9% of the lecturers and 54.7% of the principals answered in the affirmative, while 25.7% of the principals and 39.1% of the lecturers said that this was not the case.

5.3 The respondents were also given the opportunity of indicating aspects of the pension scheme which give rise to dissatisfaction. A noteworthy feature manifests itself here, namely that, whereas only 28.4% of the principals said that they were dissatisfied with their pension schemes (see Table 5.1), Table 5.2 (in which the number and percentage of persons in the respective groups who are dissatisfied with one or more aspects of the pension scheme are given), shows that 57.1% of the principals raised some or other complaint. This can probably be explained by the fact that the respondents concerned could indicate one or more complaints about the pension scheme. In addition, some of those who felt satisfied with the pension scheme in general might nevertheless

TABLE 5.2

## PERCENTAGES OF DISSATISFIED PERSONS IN DIFFERENT GROUPS UNDER THE VARIOUS EDUCATION DEPARTMENTS

	Cape	Natal	Orange Free State	Transvaal	South West Africa	Education, Arts and Science	Non-departmental schools	Total
<u>PRINCIPALS OF SCHOOLS</u>								
N	312	62	45	263	14	33	85	814
C	125	35	34	256	3	4	8	465
%	40.1	56.5	75.6	97.3	21.4	12.1	9.4	57.1
<u>VICE-PRINCIPALS AND ASSISTANTS</u>								
N	746	233	231	1157	48	191	88	2694
C	170	103	40	260	-	24	7	604
%	22.8	44.2	17.3	22.5	-	12.6	7.9	22.4
<u>LECTURERS</u>								
N	96	50	36	256	-	71	-	509
C	25	24	25	141	-	9	-	224
%	26.0	48.0	69.4	55.1	-	12.7	-	44.0
<u>TOTALS FOR ALL THREE GROUPS</u>								
N	1154	345	312	1676	62	295	173	4017
C	320	162	99	657	3	37	15	1293
%	27.7	47.0	31.7	39.2	4.8	12.5	8.7	32.2

N = Number of persons who completed questionnaires in group concerned.

C = Number of persons among those who completed questionnaires who are dissatisfied with pension schemes.

still have had objections to specific aspects of the scheme and indicated them here. The same phenomenon is also apparent in the other two groups. It now emerges from Table 5.2 that the percentage of respondents who expressed one or more complaints was relatively high.

(a) National picture

In this connection, 57.1% of the principals, 44% of the lecturers and 22.4% of the vice-principals and assistants expressed grievances, with an average of 32.2% for all three groups.

(b) Differentiated teaching groups under the different authorities

The percentages of respondents who are dissatisfied with aspects of the pension scheme vary in the case of principals from 97.3% for the Transvaal to 12.1% for Education, Arts and Science (non-departmental schools 9.4%). In respect of vice-principals and assistants the percentage is much lower, ranging from 44.2% for Natal to 0% for South West Africa, while the percentage of lecturers varies from 69.4% for the Orange Free State to 12.7% for Education, Arts and Science. A striking feature in all three groups is the consistently low percentage of dissatisfied persons (less than 13%) under Education, Arts and Science, where pension matters are modelled on Public Service lines.

5.4

AN ANALYSIS OF COMPLAINTS ABOUT PENSIONS

Unfortunately many people who stated that they were dissatisfied with the pension schemes of their respective departments, failed to mention the reasons for their dissatisfaction, and to some extent this fact detracts from the reliability of certain data. The complaints raised by the dissatisfied persons have been grouped under fourteen different headings. Table 5.3 shows the fourteen complaints, with the number of persons who complained about each under the different education authorities. The complaints have been placed in order of importance according to each education authority, where possible, and also for the country as a whole. As the tables show, the number of dissatisfied persons in respect of specific aspects is, in the case of certain education authorities, from the nature of circumstances so low in some instances that their specific ranking may be misleading.

(a) National picture

The national picture shows the following ranking of complaints:

1. Contributions too high for too small an annuity.
2. Temporary staff, especially women, not permitted to contribute to pension fund or unemployment insurance.
3. Period of payment too short: widow not provided for after  $\pm$  5 years.
4. Pension annuity does not make sufficient allowance for the depreciation of money.
5. Requirement regarding submission of acceptable medical certificate on commutation of one third of pension into cash unreasonable.
6. Repayment of pension contributions gives rise to grievances among women.
7. Investments offer benefits more favourable than those offered by the pension scheme.

The ranking of the remaining eight complaints, each indicated by fewer than 60 respondents, is not given here, but may be determined from the table.

5.5

ANALYSIS OF THE PERCENTAGES OF DISSATISFIED RESPONDENTS IN RESPECT OF THE FOUR COMPLAINTS RANKED HIGHEST

5.5.1

Contributions too high for too small an annuity (Table 5.4)

In the national picture, 36.8% of all respondents indicate this as a complaint. In the case of the three groups, this is shown as a grievance by 38.1% of the principals, 37.1% of the lecturers and 35.8% of the vice-principals and assistants.

5.5.2

Temporary staff, especially women, not permitted to contribute to pension fund or unemployment insurance (Table 5.4.1)

As far as the national picture is concerned, 11.3% of those who are dissatisfied about

TABLE 5.3

## PENSION COMPLAINTS

Dissatisfied persons under the various education departments

Complaints in order of importance	Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
	N	Order	N	Order	N	Order	N	Order	N	Order	N	Order	N	Order	N	Order
1. Contributions too high for too small an annuity	119	1	75	1	41	1	220	1	1	2	16	1	4	2	76	1
2. Period for calculation of annuity over last five or seven years too long	8	11	4	8	12	2	16	10	-	-	-	-	-	-	40	11
3. Period of payment too short; widow not provided for after $\pm$ 5 years	23	3	6	5	7	3	102	3	-	-	5	2	-	-	143	3
4. Repayment of pension contributions on resignation unfair; interest, if any, too low	10	8	17	3	6	5	9	11	-	-	-	-	-	-	42	10
5. Requirement regarding submission of acceptable medical certificate on commutation of one third of pension into cash unreasonable	56	2	-	-	4	8	18	9	-	-	1	8	-	-	79	5
6. Pension annuity does not make sufficient allowance for the depreciation of money	21	5	32	2	4	8	58	4	2	1	2	5	3	3	122	4
7. Inadequate adjustment of pensioners' annuities when the increased cost of living leads to a rise in the salaries of serving teachers	22	4	4	8	-	-	28	7	-	-	2	5	2	4	58	8
8. Temporary staff, especially women, not permitted to contribute to pension fund or unemployment insurance	18	6	6	5	6	5	107	2	-	-	4	3	5	1	146	2
9. Compulsory widows' pension fund offers too few advantages to married persons and is unrealistic in the case of single persons	12	7	-	-	7	3	21	8	-	-	2	5	1	5	43	9
10. Investments offer benefits more favourable than those offered by the pension scheme	10	8	6	5	4	8	38	5	-	-	4	3	-	-	62	7
11. Repayment of pension contributions gives rise to grievances among women	9	10	9	4	6	5	38	5	-	-	1	8	-	-	63	6
12. Women who return to teaching after marriage cannot afford back-payments into pension fund. This also applies to men on interdepartmental transfers	5	12	2	10	2	11	1	12	-	-	-	-	-	-	10	12
13. Pensioners should receive full salary plus pension, instead of the difference between salary and pension, upon reappointment	5	12	-	-	-	-	-	-	-	-	-	-	-	-	5	13
14. Benefits received on death of teachers:																
(a) With dependants	-	-	-	-	-	-	1	12	-	-	-	-	-	-	1	15
(b) Without dependants	2	14	1	11	-	-	-	-	-	-	-	-	-	-	3	14
<b>TOTAL</b>	<b>320</b>		<b>162</b>		<b>99</b>		<b>657</b>		<b>3</b>		<b>37</b>		<b>15</b>		<b>1293</b>	

TABLE 5.4

PERCENTAGES OF DISSATISFIED RESPONDENTS IN RESPECT OF COMPLAINTS RANKED  
HIGHEST

Contributions too high for too small an annuity

Education authorities							
Cape	Natal	Orange Free State	Transvaal	South West Africa	Education, Arts and Science	Non-departmental schools	Total
<b>PRINCIPALS OF SCHOOLS</b>							
N 125	35	34	256	3	4	8	465
C 42	18	11	100	1	3	2	177
% 33.6	51.4	32.4	39.1	33.3	75.0	25.0	38.1
<b>VICE-PRINCIPALS AND ASSISTANTS</b>							
N 170	103	40	260	-	24	7	604
C 72	46	20	68	-	8	2	216
% 42.4	44.7	50.0	26.2	-	33.3	28.6	35.8
<b>LECTURERS</b>							
N 25	24	25	141	-	9	-	224
C 5	11	10	52	-	5	-	83
% 20.0	45.8	40.0	36.9	-	55.6	-	37.1
<b>TOTALS FOR ALL THREE GROUPS</b>							
N 320	162	99	657	3	37	15	1293
C 119	75	41	220	1	16	4	476
% 37.2	46.3	41.4	33.5	33.3	43.2	26.7	36.8

N = Number of persons in the group with complaints about pensions.

C = Number of complainers about pensions who indicate the complaint concerned.

TABLE 5.4.1

## PERCENTAGES OF DISSATISFIED RESPONDENTS IN RESPECT OF COMPLAINTS RANKED HIGHEST

Temporary staff, especially women, not permitted to contribute to pension fund or unemployment insurance

		Education authorities						
Cape	Natal	Orange Free State	Transvaal	South West Africa	Education, Arts and Science	Non-departmental schools	Total	
<b>PRINCIPALS OF SCHOOLS</b>								
N	125	35	34	256	3	4	8	465
C	3	1	3	5	-	-	1	13
%	2.4	2.9	8.8	2.0	-	-	12.5	2.8
<b>VICE-PRINCIPALS AND ASSISTANTS</b>								
N	170	103	40	260	-	24	7	604
C	13	5	3	100	-	4	4	129
%	7.6	4.9	7.5	38.5	-	16.7	57.1	21.4
<b>LECTURERS</b>								
N	25	24	25	141	-	9	-	224
C	2	-	-	2	-	-	-	4
%	8.0	-	-	1.4	-	-	-	1.8
<b>TOTALS FOR ALL THREE GROUPS</b>								
N	320	162	99	657	3	37	15	1293
C	18	6	6	107	-	4	5	146
%	5.6	3.7	6.1	16.3	-	10.8	33.3	11.3
Period of payment too short; if pensioner dies after about five years, his widow is not provided for								
<b>PRINCIPALS OF SCHOOLS</b>								
N	125	35	34	256	3	4	8	465
C	12	1	3	52	-	-	-	68
%	9.6	2.9	8.8	20.3	-	-	-	14.6
<b>VICE-PRINCIPALS AND ASSISTANTS</b>								
N	170	103	40	260	-	24	7	604
C	8	3	2	30	-	3	-	46
%	4.7	2.9	5.0	11.5	-	12.5	-	7.6
<b>LECTURERS</b>								
N	25	24	25	141	-	9	-	224
C	3	2	2	20	-	2	-	29
%	12.0	8.3	8.0	14.2	-	22.2	-	12.9
<b>TOTALS FOR ALL THREE GROUPS</b>								
N	320	162	99	657	3	37	15	1293
C	23	6	7	102	-	5	-	143
%	7.2	3.7	7.1	15.5	-	13.5	-	11.1

pensions expressed this objection. The greatest dissatisfaction is found among the vice-principals and assistants (21.4%), while only 2.8% of the principals and 1.8% of the lecturers have a complaint on this score. The explanation for the large percentage of dissatisfied persons among the vice-principals and assistants should be sought in the fact that women, who, in particular, are adversely affected, form a large section of this group.

5.5.3 Period of payment too short: if pensioner dies after about five years, his widow is not provided for (Table 5.4.1)

The national picture shows that 11.1% of all those who complained about the pension scheme are concerned about this aspect, while the respective percentages for the groups of principals, lecturers, and vice-principals and assistants are 14.6%, 12.9% and 7.6%.

5.5.4 Pension annuity does not make adequate allowance for the depreciation of money (Table 5.4.2)

According to the national picture, 9.4% of the dissatisfied respondents express this grievance, while the percentages for the groups of lecturers, principals, and vice-principals and assistants, are 17.4%, 10.1% and 6.0% respectively.

5.5.5 It may seem somewhat strange now that the respondents from the Cape Province ranked complaint No. 5: "Requirement regarding submission of an acceptable medical certificate on commutation of one third of the pension into cash" (see Table 5.3) second as compared with the eighth or ninth place assigned to it by teachers under other education authorities, but the explanation is that this requirement still applied in the Cape Province at the time of the completion of the questionnaires. It has, however, fallen away in the Cape since 1st July, 1964, and along with this possibly also any objection to it. Other authorities, however, also require this certificate.

5.6 Some of the objections listed above were mentioned by Boucher as long ago as 1954 in his critical comparative study of pension funds for teachers:

1. The pension schemes do not make sufficient provision for the widows and dependants of teachers.
2. Teacher-pensioners are in poor financial circumstances as a result of the decline in value of money and the consequent decrease in its buying power (28, pp. 196-7).

The position in regard to the first complaint mentioned by Boucher has in the meantime been improved somewhat by the establishment by some authorities of a widows' pension fund, into which an additional premium has to be paid.

The poor financial position of pensioners continues, however, and still has the effect of scaring away prospective teachers: recruitment to the profession is adversely affected by the circumstances in which pensioners find themselves. Prospective teachers, while they are still pupils, are often well aware of the present straitened circumstances of those whom they formerly respected as teachers (28, pp. 210-211). Since no one would blithely choose a profession which will leave him poorly provided for financially in his old age, it is essential to improve the lot of pensioners in this respect, and in this way also to enhance the esteem in which the profession is held, as well as its attractiveness.

TABLE 5.4.2

## PERCENTAGES OF DISSATISFIED RESPONDENTS IN RESPECT OF COMPLAINTS RANKED HIGHEST

Pension annuity does not make sufficient allowance for depreciation of money

Education authorities								
Cape	Natal	Orange Free State	Transvaal	South West Africa	Education, Arts and Science	Non-departmental schools	Total	
<u>PRINCIPALS OF SCHOOLS</u>								
N	125	35	34	256	3	4	8	465
C	6	6	1	29	2	1	2	47
%	4.8	17.1	2.9	11.3	66.7	25.0	25.0	10.1
<u>VICE-PRINCIPALS AND ASSISTANTS</u>								
N	170	103	40	260	-	24	7	604
C	12	18	1	4	-	-	1	36
%	7.1	17.5	2.5	1.5	-	-	14.3	6.0
<u>LECTURERS</u>								
N	25	24	25	141	-	9	-	224
C	3	8	2	25	-	1	-	39
%	12.0	33.3	8.0	17.7	-	11.1	-	17.4
<u>TOTALS FOR ALL THREE GROUPS</u>								
N	320	162	99	657	3	37	15	1293
C	21	32	4	58	2	2	3	122
%	6.6	19.8	4.1	8.8	66.7	5.4	20.0	9.4

## CHAPTER 6

### LEAVE

6. . In any attempt to determine the measure of happiness and contentment that an employee experiences in his occupation, one naturally finds many contributory factors. Among the factors which may contribute to an employee's happiness and contentment in his profession are the leave privileges he enjoys, including vacation, sick and other types of leave. Needless to say, inadequate leave privileges may also have the opposite effect on the employee.

6.1 In the questionnaire, the teacher was asked to express his views on those leave regulations which he considers inadequate, and the result of this survey is given in Table 6.1. According to the replies, the types of leave in regard to which dissatisfaction exists, may be listed in the following order of importance according to the degree of dissatisfaction.

#### 6.1.1 Vacation leave (i.e. long leave)

##### (a) National picture (Table 6.1)

The regulations relating to long leave are regarded as inadequate by 27.8% of the principals, 25.1% of the lecturers and 23.9% of the vice-principals and assistants.

##### (b) Differentiated teaching groups under the different authorities (Tables 6.1.1, 6.1.2, 6.1.3)

As far as the respondents, grouped according to the respective education authorities, are concerned, there are considerable differences in the percentages who express dissatisfaction with this aspect of the leave regulations. The percentage of dissatisfied principals varies from 35.9% in the Cape Province to only 6.1% under Education, Arts and Science; in the case of lecturers, the range is from 40.6% for the Cape Province to 18.0% for Natal, while the percentage of vice-principals and assistants varies from 32.7% for the Cape Province to 2.1% for South West Africa.

#### 6.2.2 Study leave

##### (a) National picture (Table 6.1)

This aspect is placed second throughout the country by 26.5% of the principals and 18.6% of the vice-principals and assistants, while it is placed first by 46.4% of the lecturers.

##### (b) Differentiated teaching groups under the different authorities (Tables 6.1.1, 6.1.2, 6.1.3)

Under the respective education authorities dissatisfaction among principals varies from 35.7% for South West Africa to 16.1% for Natal (10.6% for non-departmental schools). The figure for vice-principals and assistants ranges from 26.7% for the Cape Province to 14.3% for the Transvaal, and in the case of lecturers from 60.0% for Natal to 40.6% for the Transvaal. The lecturers, as a group, feel most strongly about this matter, 46.4% asserting that the regulations in connection with study leave do not satisfy them. The reason is probably that the lecturers realise the necessity of further study more strongly and that they are possibly hampered to a certain extent in their attempts to study further by the present regulations relating to study leave.

#### 6.2.3 Occasional leave

##### (a) National picture (Table 6.1)

This aspect, which takes third place in the country as a whole, is ranked fourth by 21.7% of the principals and 18.9% of the lecturers, while 17.9% of the vice-principals and assistants place it third.

##### (b) Differentiated teaching groups under the different authorities (Tables 6.1.1, 6.1.2, 6.1.3)

The percentage of principals who are dissatisfied on this score varies from 33.9% for Natal to 14.3% for South West Africa; in the case of vice-principals and assistants the figure ranges from 23.6% for Natal to 12.6% for Education, Arts and Science, and in respect of

TABLE 6.1

## LEAVE

Which of the leave regulations does the teacher consider inadequate?

Kind of leave		Principals			Vice-principals and assistants			Lecturers			Total	
		N	%	Order	N	%	Order	N	%	Order	N	Order
1. Sick leave	Yes	87	10.7	6	337	12.5	5	49	9.6	6	473	6
	U	727	89.3		2357	87.5		460	90.4		3544	
2. Occasional leave	Yes	177	21.7	4	483	17.9	3	96	18.9	4	756	3
	U	637	78.3		2211	82.1		413	81.1		3261	
3. Study leave	Yes	216	26.5	2	501	18.6	2	236	46.4	1	953	2
	U	598	73.5		2193	81.4		273	53.6		3064	
4. Special leave	Yes	97	11.9	5	387	14.4	4	76	14.9	5	560	5
	U	717	88.1		2307	85.6		433	85.1		3457	
5. Leave for visiting other schools	Yes	193	23.7	3	283	10.5	6	127	25.0	3	603	4
	U	621	76.3		2411	89.5		382	75.0		3414	
6. Vacation leave (long leave)	Yes	226	27.8	1	622	23.9	1	128	25.1	2	998	1
	U	588	72.2		2050	76.1		381	74.9		3019	
Totals on which % was calculated:		814	100.0		2694	100.0		509	100.0		4017	

TABLE 6.1.1

## PRINCIPALS OF SCHOOLS

Leave: Which of the leave regulations does the teacher consider inadequate?

Kind of leave		Education authorities														Total	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. Sick leave	Yes	48	15.4	4	6.5	4	8.9	20	7.6	1	7.1	2	6.1	8	9.4	87	10.7
	U	264	84.6	58	93.5	41	91.1	243	92.4	13	92.9	31	93.9	77	90.6	727	89.3
2. Occasional leave	Yes	58	18.6	21	33.9	7	15.6	78	29.7	2	14.3	5	15.2	6	7.1	177	21.7
	U	254	81.4	41	66.1	38	84.4	185	70.3	12	85.7	28	84.8	79	92.9	637	78.3
3. Study leave	Yes	109	34.9	10	16.1	11	24.4	62	23.6	5	35.7	10	30.3	9	10.6	216	26.5
	U	203	65.1	52	83.9	34	75.6	201	76.4	9	64.3	23	69.7	76	89.4	598	73.5
4. Special leave	Yes	32	10.3	9	14.5	8	17.8	36	13.7	2	14.3	5	15.2	5	5.9	97	11.9
	U	280	89.7	35	85.5	37	82.2	227	86.3	12	85.7	28	84.8	80	94.1	717	88.1
5. Leave for visiting other schools	Yes	53	17.0	18	29.0	12	26.7	87	33.1	5	35.7	7	21.2	11	12.9	193	23.7
	U	259	83.0	44	71.0	33	73.3	176	66.9	9	64.3	26	78.8	74	87.1	621	76.3
6. Vacation leave (long leave)	Yes	112	35.9	12	19.4	13	28.9	74	28.1	5	35.7	2	6.1	8	9.4	226	27.8
	U	200	64.1	50	80.6	32	71.1	189	71.9	9	64.3	31	93.9	77	90.6	588	72.2
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

TABLE 6.1.2

## VICE-PRINCIPALS AND ASSISTANTS

Leave: Which of the leave regulations does the teacher consider inadequate?

Kind of leave		Education authorities														Total	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Sick leave	Yes	98	13.1	19	8.2	30	13.0	155	13.4	3	6.2	19	9.9	13	14.8	337	12.5
	U	648	86.9	214	91.8	201	87.0	1002	86.6	45	93.7	172	90.1	75	85.2	2357	87.5
2. Occasional leave	Yes	122	16.4	55	23.6	37	16.0	232	20.1	7	14.6	24	12.6	6	6.8	483	17.9
	U	624	83.6	178	76.4	194	84.0	925	79.9	41	85.4	167	87.4	82	93.2	2211	82.1
3. Study leave	Yes	199	26.7	39	16.7	38	16.5	166	14.3	7	14.6	39	20.4	13	14.8	501	18.6
	U	547	73.3	194	83.3	193	83.5	991	85.7	41	85.4	152	79.6	75	85.2	2193	81.4
4. Special leave	Yes	110	14.7	34	14.6	38	16.5	172	14.9	1	2.1	26	13.6	6	6.8	387	14.4
	U	636	85.3	199	85.4	193	83.5	985	85.1	47	97.9	165	86.4	82	93.2	2307	85.6
5. Leave for visiting other schools	Yes	97	10.6	29	12.4	17	7.4	112	9.7	9	18.7	24	12.6	13	14.8	283	10.5
	U	667	89.4	204	87.6	214	92.6	1045	90.3	39	81.2	167	87.4	75	85.2	2411	89.5
6. Vacation leave (long leave)	Yes	244	32.7	50	21.5	51	22.1	262	22.6	1	2.1	27	14.1	9	10.2	644	23.9
	U	502	67.3	183	78.5	180	77.9	895	77.4	47	97.9	164	85.9	79	89.8	2050	76.1
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 6.1.3

## LECTURERS

Leave: Which of the leave regulations does the teacher consider inadequate?

Kind of leave		Education authorities											
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Sick leave	Yes	11	11.5	3	6.0	2	5.6	30	11.7	3	4.2	49	9.6
	U	85	88.5	47	94.0	34	94.4	226	88.3	68	95.8	460	90.4
2. Occasional leave	Yes	13	13.5	8	16.0	3	8.3	66	25.8	6	8.5	96	18.9
	U	83	86.5	42	84.0	33	91.7	190	74.2	65	91.5	413	81.1
3. Study leave	Yes	47	49.0	30	60.0	19	52.8	104	40.6	36	50.7	236	46.4
	U	49	51.0	20	40.0	17	47.2	152	59.4	35	49.3	273	53.6
4. Special leave	Yes	11	11.5	9	18.0	5	13.9	43	16.8	8	11.3	76	14.9
	U	85	88.5	41	82.0	31	86.1	213	83.2	63	88.7	433	85.1
5. Leave for visiting other schools	Yes	19	19.8	17	34.0	8	22.2	63	24.6	20	28.2	127	25.0
	U	77	80.2	33	66.0	28	77.8	193	75.4	51	71.8	382	75.0
6. Vacation leave (long leave)	Yes	39	40.6	9	18.0	10	27.8	54	21.1	16	22.5	128	25.1
	U	57	59.4	41	82.0	26	72.2	202	78.9	55	77.5	381	74.9
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0

lecturers from 25.8% for the Transvaal to 8.3% for the Orange Free State.

#### 6.2.4 Leave to visit other schools

##### (a) National picture (Table 6.1)

Here 23.7% of the principals and 25.0% of the lecturers place this aspect third, while it is ranked only sixth by a mere 10.5% of the vice-principals and assistants. These figures reflect the greater need of principals and lecturers to visit other schools and colleges to study matters such as organisation, schemes of work and other aspects.

##### (b) Differentiated teaching groups under the different authorities (Tables 6.1.1, 6.1.2, 6.1.3)

Under this heading, 35.7% of the principals in South West Africa feel that this is a shortcoming, as compared with 17.0% in the Cape Province (non-departmental schools 12.9%). In the case of vice-principals and assistants the percentages vary from 18.7% for South West Africa to 7.4% for the Orange Free State, and in respect of lecturers from 34.0% for Natal to 19.8% for the Cape Province.

#### 6.2.5 Special leave

##### (a) National picture (Table 6.1)

This aspect was assigned fifth place by 11.9% of the principals and 14.9% of the lecturers, while it was placed fourth by 14.4% of the vice-principals and assistants.

##### (b) Differentiated teaching groups under the different authorities (Tables 6.1.1, 6.1.2, 6.1.3)

The percentage of principals who are dissatisfied on this score varies from 17.8% for the Orange Free State to 10.3% for the Cape Province (non-departmental schools 5.9%); in the case of vice-principals and assistants from 16.5% for the Orange Free State to 2.1% for South West Africa; and in respect of lecturers from 18.0% for Natal to 11.3% for Education, Arts and Science.

#### 6.2.6 Sick leave

##### (a) National picture (Table 6.1)

This was ranked sixth by 10.7% of the principals and 9.6% of the lecturers, while 12.5% of the vice-principals and assistants placed it fifth.

##### (b) Differentiated teaching groups under the different authorities (Tables 6.1.1, 6.1.2, 6.1.3)

The principals who are dissatisfied on this point vary from 15.4% for the Cape Province to 6.1% for Education, Arts and Science; in respect of vice-principals and assistants the percentage varies from 13.4% for the Transvaal to 6.2% for South West Africa; and in the case of lecturers from 11.7% for the Transvaal to 4.2% for Education, Arts and Science.

6.3 Since the greatest percentages of objectors are dissatisfied about the leave regulations in connection with long and study leave, the question which arises is what is really so much at fault in these regulations that so many teachers indicate that something is wrong with them.

6.3.1 As the education authorities generally make provision for adequate long-leave privileges, the reason for complaints about long leave should probably be sought not in the amount of leave which is allowed, but in the difficulty of obtaining leave. It is of no use to the teacher if the leave is available but cannot be taken because of the difficulty of finding a substitute, or for some other reason.

6.3.2 As regards study leave, the leave regulations of most departments give the impression that departments do not attach so much value to further study that they are prepared to subsidise it by paying a teacher his full salary while he is studying. Most departments at present grant study leave without remuneration, or expect the teacher to use the long leave to his credit for this purpose (18, p. 93).

## CHAPTER 7

### CIVIC RIGHTS

7.1 Complaints are frequently aired in the correspondence columns of teachers' journals and at meetings of the various teachers' associations about the restrictions imposed on the teacher as a citizen of his country. For this complaint to be seen in its true perspective, however, it must be evaluated within the context of all the conditions of service.

From Table 2.4, which deals with certain of the conditions of service which cause dissatisfaction, it may be inferred from the place accorded to the restrictions imposed upon him as a citizen of his country within the framework of fifteen aspects of his conditions of service, that this is far from being considered as restrictive as some other aspects. In the country as a whole, the complaint about restrictions on civic rights takes eighth place, and is ranked eighth by 32.9% of the principals, ninth by 23.0% of the lecturers and tenth by 14.6% of the vice-principals and assistants.

7.1.1 What is of interest, however, is that 32.9% of the principals and 23.0% of the lecturers have much stronger feelings about the restrictions placed on the teacher as a citizen of his country, as is reflected in the far higher percentages who complain about this, than appears to be the case with the vice-principals and assistants, of whom only 14.6% indicated dissatisfaction. The explanation may be sought in the fact that principals and lecturers, because of their seniority, probably more often have to refuse requests to fill certain positions on the grounds of certain restrictions imposed upon them, while vice-principals and assistants are not placed in a similar position as frequently. It should be remembered, furthermore, that a large section of the group of vice-principals and assistants consists of women who will not feel any restriction of their civic rights as strongly as groups consisting predominantly of men.

7.2 Table 7.1 shows the teachers' reaction to the question: Does the teacher consider the restrictions on his civic rights to be a disadvantage of his profession?

(a) National picture

To this question, 34.3% of the principals gave an affirmative answer, as compared with 29.7% of the lecturers and 21.8% of the vice-principals and assistants.

(b) Differentiated teaching groups under the different authorities

Here the percentage of affirmative answers given by the principals varies from 62.9% for Natal to 28.9% for the Orange Free State (non-departmental schools 21.2%); in the case of vice-principals and assistants from 30.0% for Natal to 4.2% for South West Africa; and in respect of lecturers from 56.0% for Natal to 23.9% for Education, Arts and Science. A striking feature is that far higher percentages in each group in Natal feel unhappy on this point (principals 62.9%, vice-principals and assistants 30.0% and lecturers 56.0%) than under the other education authorities.

### 7.3 REQUIREMENTS IN CONNECTION WITH CIVIC RIGHTS TO WHICH TEACHERS OBJECT

Following on the previous question teachers who were dissatisfied were also asked to indicate to which of eleven demands or requirements in connection with civic rights they object. From the replies, which are summarised in Tables 7.1.1, 7.1.2 and 7.1.3, the following ranking emerges:

(a) National picture (Table 7.1.3)

7.3.1 That he is not permitted to have an additional source of income as other people do. This is placed first in order of importance by 33.7% of the principals, 22.2% of the vice-principals and assistants and 27.7% of the lecturers.

7.3.2 That he cannot take part in ordinary forms of entertainment to a reasonable extent because he is not financially able to do so. This is listed third by 29.0% of the principals, second by 19.3% of the vice-principals and assistants and 22.8% of the lecturers.

TABLE 7.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Civic rights: Does the teacher consider the restrictions on his civic rights to be a disadvantage of his profession?

		Education authorities.															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	110	35.3	39	62.9	13	28.9	81	30.8	14	42.9	12	36.4	18	21.2	279	34.3
	No	182	58.3	21	33.9	32	71.1	173	65.8	8	57.1	17	51.5	43	50.3	476	58.5
	U	20	6.4	2	3.2	-	-	9	3.4	-	-	4	12.1	24	28.2	59	7.2
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS:</u>	Yes	205	27.5	70	30.0	43	18.6	223	19.3	2	4.2	38	19.9	6	6.8	587	21.8
	No	496	66.5	146	62.7	174	75.3	877	75.8	43	89.6	147	77.0	62	70.5	1945	72.2
	U	45	6.0	17	7.3	14	6.1	57	4.9	3	6.2	6	3.1	20	22.7	162	6.0
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>	Yes	28	29.2	28	56.0	12	33.3	66	25.8			17	23.9			151	29.7
	No	66	68.7	21	42.0	23	63.9	181	70.7			45	63.4			336	66.0
	U	2	2.1	1	2.0	1	2.8	9	3.5			9	12.7			22	4.3
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

TABLE 7.1.1

## PRINCIPALS OF SCHOOLS

Civic rights: Which of the demands made on him does the teacher find restrictive?

Restrictive demands		Education authorities														Total	Order of importance	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools				
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			N
1. That the teacher is not free to take part in party politics	Yes	77	24.7	21	33.9	11	24.4	56	21.3	4	28.6	10	30.3	10	11.8	189	23.2	7
	No	56	17.9	20	32.3	4	8.9	37	14.1	3	21.4	3	9.1	8	9.4	131	16.1	
	U	179	57.4	21	33.9	30	66.7	170	64.6	7	50.0	20	60.6	67	78.8	494	60.7	
2. That he cannot do as he pleases in the social field	Yes	74	23.7	21	33.9	7	15.6	52	19.8	3	21.4	8	24.2	9	10.6	174	21.4	8
	No	65	20.8	18	29.0	8	17.8	43	16.3	3	21.4	4	12.1	9	10.6	150	18.4	
	U	173	55.4	23	37.1	30	66.7	168	63.9	8	57.1	21	63.6	67	78.8	490	60.2	
3. That he cannot always do as he likes in the field of sport	Yes	31	9.9	12	19.4	1	2.2	29	11.0	2	14.3	5	15.2	4	4.7	84	10.3	11
	No	103	33.0	28	45.2	14	31.1	62	23.6	5	35.7	8	24.2	13	15.3	233	28.6	
	U	178	57.1	22	35.5	30	66.7	172	65.4	7	50.0	20	60.6	68	80.0	497	61.1	
4. That he is always expected to be a model of discretion	Yes	55	17.6	15	24.2	7	15.6	50	19.0	5	35.7	8	24.2	2	2.4	142	17.4	9
	No	76	24.4	24	38.7	8	17.8	41	15.6	2	14.3	5	15.2	14	16.5	170	20.9	
	U	181	58.0	23	37.1	30	66.7	172	65.4	7	50.0	20	60.6	69	81.2	502	61.7	
5. That he is always expected to take the lead in organising and/or attending national festivals	Yes	84	26.9	22	35.5	10	22.2	61	23.2	5	35.7	10	30.3	12	14.1	204	25.1	6
	No	48	15.4	17	27.4	5	11.1	34	12.9	2	14.3	3	9.1	6	7.1	115	14.1	
	U	180	57.7	23	37.1	30	66.7	168	63.9	7	50.0	20	60.6	67	78.8	495	60.8	
6. That it is taken for granted that he is always obliged to serve the community	Yes	95	30.4	29	46.8	10	22.2	77	29.3	6	42.9	10	30.3	12	14.1	239	29.4	2
	No	41	13.1	11	17.7	5	11.1	18	6.8	1	7.1	3	9.1	8	9.4	87	10.7	
	U	176	56.4	22	35.5	30	66.7	168	63.9	7	50.0	20	60.6	65	76.5	488	60.0	
7. That he may make no demands in this field but is nevertheless always expected to serve	Yes	93	29.8	24	38.7	11	24.4	73	27.8	5	35.7	10	30.3	9	10.6	225	27.6	5
	No	44	14.1	13	21.0	4	8.9	21	8.0	2	14.3	3	9.1	11	12.9	98	12.0	
	U	175	56.1	25	40.3	30	66.7	169	64.3	7	50.0	20	60.6	65	76.5	491	60.3	
8. That he may not play a full part in local authorities	Yes	92	29.5	33	53.2	13	28.9	67	25.5	5	35.7	10	30.3	7	8.2	227	27.9	4
	No	43	13.8	6	9.7	2	4.4	28	10.6	2	14.3	3	9.1	11	12.9	95	11.7	
	U	177	56.7	23	37.1	30	66.7	168	63.9	7	50.0	20	60.6	67	78.8	492	60.4	
9. That he is not permitted to have an additional source of income as other people do	Yes	105	33.7	38	61.3	14	31.1	87	33.1	6	42.9	11	33.3	13	15.3	274	33.7	1
	No	33	10.6	2	3.2	2	4.4	11	4.2	1	7.1	2	6.1	7	8.2	58	7.1	
	U	174	55.8	22	35.5	29	64.4	165	62.7	7	50.0	20	60.6	65	76.5	482	59.2	
10. That he cannot take part in ordinary forms of entertainment, to a reasonable extent because he is not financially able to do so	Yes	88	28.2	29	46.8	9	20.0	88	33.5	3	21.4	9	27.3	10	11.8	236	29.0	3
	No	46	14.7	10	16.1	6	13.3	10	3.8	4	28.6	4	12.1	9	10.6	89	10.9	
	U	178	57.1	23	37.1	30	66.7	165	62.7	7	50.0	20	60.6	66	77.6	489	60.1	
11. That he is often reminded, as soon as he excels others in certain fields, that he is not permitted to participate in them	Yes	49	15.7	15	24.2	6	13.3	48	18.3	1	7.1	4	12.1	8	9.4	131	16.1	10
	No	78	25.0	21	33.9	9	20.0	39	14.8	6	42.9	9	27.3	10	11.8	172	21.1	
	U	185	59.3	26	41.9	30	66.7	176	66.9	7	50.0	20	60.6	67	78.8	511	62.8	
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0	

TABLE 7.1.2

## VICE-PRINCIPALS AND ASSISTANTS

Civic rights: Which of the demands made on him does the teacher find restrictive?

Restrictive demands		Education authorities														Total	Order of importance	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools				
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			N
1. That the teacher is not free to take part in party politics	Yes	110	14.7	43	18.5	27	11.7	108	9.3	3	6.2	21	11.0	4	4.5	316	11.7	5
	No	136	18.2	26	11.2	37	16.0	186	16.1	14	29.2	36	18.8	7	8.0	442	16.4	
	U	500	67.0	164	70.4	167	72.3	863	74.6	31	64.6	134	70.2	77	87.5	1936	71.9	
2. That he cannot do as he pleases in the social field	Yes	95	12.7	26	11.2	27	11.7	140	12.1	1	2.1	19	9.9	3	3.4	311	11.5	7
	No	151	20.2	39	16.7	54	23.4	189	16.3	18	37.5	42	22.0	6	6.8	499	18.5	
	U	500	67.0	168	72.1	150	64.9	828	71.6	29	60.4	130	68.1	79	89.8	1884	69.9	
3. That he cannot always do as he likes in the field of sport	Yes	45	6.0	9	3.9	14	6.1	57	4.9	1	2.1	7	3.7	-	-	133	4.9	11
	No	195	26.1	56	24.0	66	28.6	257	22.2	16	33.3	53	27.7	9	10.2	652	24.2	
	U	506	67.8	168	72.1	151	65.4	843	72.9	31	64.6	131	68.6	79	89.8	1909	70.9	
4. That he is always expected to be a model of discretion	Yes	105	14.1	23	9.9	24	10.4	125	10.8	2	4.2	16	8.4	5	5.7	300	11.1	8
	No	134	18.0	41	17.6	53	22.9	187	16.2	16	33.3	45	23.6	4	4.5	480	17.8	
	U	507	68.0	169	72.5	154	66.7	845	73.0	30	62.5	130	68.1	79	89.8	1914	71.0	
5. That he is always expected to take the lead in organising and/or attending national festivals	Yes	108	14.5	21	9.0	24	10.4	136	11.8	5	10.4	18	9.4	2	2.3	314	11.7	6
	No	138	18.5	45	19.3	53	22.9	177	15.3	12	25.0	42	22.0	8	9.1	475	17.6	
	U	500	67.0	167	71.7	154	66.7	844	72.9	31	64.6	131	68.6	78	88.6	1905	70.7	
6. That it is taken for granted that he is always obliged to serve the community	Yes	157	21.0	41	17.6	44	19.0	210	18.2	4	8.3	29	15.2	4	4.5	489	18.2	3
	No	109	14.6	31	13.3	30	13.0	112	9.7	11	22.9	35	18.3	6	6.8	334	12.4	
	U	480	64.3	161	69.1	157	68.0	835	72.2	33	68.7	127	66.5	78	88.6	1871	69.5	
7. That he may make no demands in this field but is nevertheless always expected to serve	Yes	145	19.4	25	10.7	34	14.7	169	14.6	4	8.3	29	15.2	6	6.8	412	15.3	4
	No	112	15.0	36	15.5	38	16.5	135	11.7	9	18.7	32	16.8	6	6.8	368	13.7	
	U	489	65.5	172	73.8	159	68.8	853	73.7	35	72.9	130	68.1	76	86.4	1914	71.0	
8. That he may not play a full part in local authorities	Yes	98	13.1	26	11.2	33	14.3	110	9.5	2	4.2	24	12.6	2	2.3	295	11.0	9
	No	151	20.2	38	16.3	42	18.2	191	16.5	11	22.9	38	19.9	8	9.1	479	17.8	
	U	497	66.6	169	72.5	156	67.5	856	74.0	35	72.9	129	67.5	78	88.6	1920	71.3	
9. That he is not permitted to have an additional source of income as other people do	Yes	167	22.4	59	25.3	50	21.6	268	23.2	6	12.5	42	22.0	6	6.1	598	22.2	1
	No	99	13.3	20	8.6	29	12.6	80	6.9	9	18.7	21	11.0	5	5.7	263	9.8	
	U	480	64.3	154	66.1	152	65.8	809	69.9	33	68.7	128	67.0	77	87.5	1833	68.0	
10. That he cannot take part in ordinary forms of entertainment to a reasonable extent because he is not financially able to do so	Yes	158	21.2	47	20.2	37	16.0	231	20.0	4	8.3	34	17.8	8	9.1	519	19.3	2
	No	104	13.9	27	11.6	39	16.9	101	8.7	9	18.7	29	15.2	4	4.5	313	11.6	
	U	484	64.9	159	68.2	155	67.1	825	71.3	35	72.9	128	67.0	76	86.4	1862	69.1	
11. That he is often reminded, as soon as he excels others in certain fields, that he is not permitted to participate in them	Yes	56	7.5	20	8.6	13	5.6	81	7.0	6	12.5	10	5.2	2	2.3	188	7.0	10
	No	184	24.7	46	19.7	61	26.4	214	18.5	11	22.9	46	24.1	9	10.2	571	21.2	
	U	506	67.8	167	71.7	157	68.0	862	74.5	31	64.6	135	70.7	77	87.5	1935	71.8	
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0	

TABLE 7.1.3

## LECTURERS

Civic rights: Which of the demands made on him does the teacher find restrictive?

Restrictive demands		Education authorities												National picture for all three groups		
		Cape		Natal		Orange Free State		Transvaal		Education Arts and Science		Total		Order of importance	N	Order of importance
		N	%	N	%	N	%	N	%	N	%	N	%			
1. That the teacher is not free to take part in party politics	Yes	15	15.6	17	34.0	10	27.8	43	16.8	4	5.6	89	17.5	7	594	7
	No	20	20.8	11	22.0	2	5.6	32	12.5	13	18.3	78	15.3			
	U	61	63.5	22	44.0	24	66.7	181	70.7	54	76.1	342	67.2			
2. That he cannot do as he pleases in the social field	Yes	10	10.4	10	20.0	8	22.2	51	19.9	8	11.3	87	17.1	8	572	8
	No	21	21.9	19	38.0	4	11.1	26	10.2	8	11.3	78	15.3			
	U	65	67.7	21	42.0	24	66.7	179	69.9	55	77.5	344	67.6			
3. That he cannot always do as he likes in the field of sport	Yes	7	7.3	5	10.0	5	13.9	28	10.9	4	5.6	49	9.6	11	266	11
	No	24	25.0	20	40.0	6	16.7	41	16.0	13	18.3	104	20.4			
	U	65	67.7	25	50.0	25	69.4	187	73.0	54	76.1	356	69.9			
4. That he is always expected to be a model of discretion	Yes	6	6.2	4	8.0	9	25.0	35	13.7	9	12.7	63	12.4	9	505	9
	No	25	26.0	21	42.0	3	8.3	33	12.9	6	8.5	88	17.3			
	U	65	67.7	25	50.0	24	66.7	188	73.4	56	78.9	358	70.3			
5. That he is always expected to take the lead in organising and/or attending national festivals	Yes	19	19.8	8	16.0	9	25.0	51	19.9	8	11.3	95	18.7	6	613	6
	No	13	13.5	16	32.0	3	8.3	20	7.8	8	11.3	60	11.8			
	U	64	66.7	26	52.0	24	66.7	185	72.3	55	77.5	354	69.5			
6. That it is taken for granted that he is always obliged to serve the community	Yes	19	19.8	14	28.0	8	22.2	49	19.1	10	14.1	100	19.6	5	828	3
	No	14	14.6	14	28.0	4	11.1	24	9.4	6	8.5	62	12.2			
	U	63	65.6	22	44.0	24	66.7	183	71.5	55	77.5	347	68.2			
7. That he may make no demands in this field but is nevertheless always expected to serve	Yes	21	21.9	19	38.0	10	27.8	53	20.7	12	16.9	115	22.6	3	752	4
	No	10	10.4	8	16.0	2	5.6	18	7.0	3	4.2	41	8.1			
	U	65	67.7	23	46.0	24	66.7	185	72.3	56	78.9	353	69.4			
8. That he may not play a full part in local authorities	Yes	18	18.7	23	46.0	10	27.8	42	16.4	16	22.5	109	21.4	4	631	5
	No	12	12.5	4	8.0	1	2.8	28	10.9	2	2.8	47	9.2			
	U	66	68.7	23	46.0	25	69.4	186	72.7	53	74.6	353	69.4			
9. That he is not permitted to have an additional source of income as other people do	Yes	19	19.8	24	48.0	13	36.1	73	28.5	12	16.9	141	27.7	1	1013	1
	No	13	13.5	4	8.0	-	-	11	4.3	4	5.6	32	6.3			
	U	64	66.7	22	44.0	23	63.9	172	67.2	55	77.5	336	66.0			
10. That he cannot take part in ordinary forms of entertainment to a reasonable extent because he is not financially able to do so	Yes	19	19.8	20	40.0	10	27.8	54	21.1	13	18.3	116	22.8	2	871	2
	No	12	12.5	9	18.0	1	2.8	22	8.6	5	7.0	49	9.6			
	U	65	67.7	21	42.0	25	69.4	180	70.3	53	74.6	344	67.6			
11. That he is often reminded, as soon as he excels others in certain fields, that he is not permitted to participate in them	Yes	10	10.4	6	12.0	4	11.1	28	10.9	8	11.3	56	11.0	10	375	10
	No	19	19.8	18	36.0	8	22.2	35	13.7	8	11.3	88	17.3			
	U	67	69.8	26	52.0	24	66.7	193	75.4	55	77.5	365	71.7			
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0			

- 7.3.3 That it is taken for granted that he is always obliged to serve the community. This is placed second by 29.4% of the principals, third by 18.2% of the vice-principals and assistants and fifth by 19.6% of the lecturers.
- 7.3.4 That he may make no demands in this field but is nevertheless always expected to serve. This is ranked fifth by 27.6% of the principals, fourth by 15.3% of the vice-principals and assistants, and third by 22.6% of the lecturers.
- 7.3.5 That he may not play a full part in local authorities. This is placed fourth by 27.9% of the principals, ninth by 11.0% of the vice-principals and assistants and fourth by 21.4% of the lecturers.
- 7.3.6 That he is always expected to take the lead in organising and/or attending national festivals. This is placed sixth throughout by 25.1% of the principals, 11.7% of the vice-principals and assistants and 18.7% of the lecturers.
- 7.3.7 That the teacher is not free to take part in party politics. This is listed seventh by 23.2% of the principals and 17.5% of the lecturers, while it is placed fifth by 11.7% of the vice-principals and assistants.
- 7.3.8 That he cannot do as he pleases in the social field. This is assigned eighth place by 21.4% of the principals and 17.1% of the lecturers, while 11.5% of the vice-principals and assistants place it seventh.
- 7.3.9 That he is always expected to be a model of discretion. This is ranked ninth by 17.4% of the principals and 12.4% of the lecturers, while it is placed eighth by 11.1% of the vice-principals and assistants.
- 7.3.10 That he is often reminded, as soon as he excels others in certain fields, that he is not permitted to participate in them. This is ranked tenth throughout by 16.1% of the principals, 11.0% of the lecturers and 7.0% of the vice-principals and assistants.
- 7.3.11 That he cannot always do as he likes in the field of sport. This is ranked eleventh throughout by 10.3% of the principals, 9.6% of the lecturers and 4.9% of the vice-principals and assistants.

(b) Differentiated teaching groups under the different authorities

Differences in emphasis laid by teachers of different education authorities on each of the above-mentioned demands may be ascertained from Tables 7.1.1, 7.1.2 and 7.1.3.

- 7.4 The first three objections in order of importance are in all cases indicated as irksome by more than 20% of all the respondents, probably because they feel that these are the most irritating aspects which encroach upon their personal rights as citizens. There is, however, also a considerable body of over 14% of all respondents who complain about the restriction of their participation in local and political affairs on an organisational level.

- 7.5 Lotz gives the following definition of civic rights: (Translation) "'Civic rights' means the right which every citizen possesses to contribute directly to the government of his country. This implies the right to vote and to be eligible for election. This means, further, that all posts in the legislature, government and judiciary should be open to every citizen" (18, p. 198). Civic rights also imply certain freedoms: "To be able to make full use of civic rights, it is essential that a person should be at liberty to express his ideas (freedom of speech), to hold meetings (to attend and address them) and to write. Implicit in all these kinds of freedom is the right to criticise" (Van Pittius, as quoted by Lotz) (18, p. 198).

If we now test the restrictions imposed on teachers by certain authorities in connection with participation in local government and in politics, and also the prohibition of public criticism of departmental policy by teachers, in the light of the freedoms implicit in full civic rights, there definitely seems to be some curtailment of the civic rights of teachers. Lotz, however, doubts whether this curtailment should always be interpreted as an injustice (18, pp. 198-199).

7.5.1 Teachers' views according to previous surveys

The survey conducted by Olckers shows that the opinion of teachers as a body is that their status as citizens is prejudiced by the restrictions on their civic rights as a result of which

they cannot take part freely in public life (7, pp. 12-13).

7.5.2 Public opinion according to previous surveys

Langenhoven states that 72.9% of the public are in favour of teachers' enjoying full civic rights and being free to take part in public life and to play a leading part in the community (8, pp. 91-92).

## CHAPTER 8

### DOES THE TEACHER FEEL SECURE IN HIS PROFESSION?

8.1 Everyone has a need for a feeling of safety and security. Everyone wants to feel safe in his own profession and sure that he is adequately protected not only against the authorities, but also against the attacks of the outside world. It goes without saying that a sense of security in a profession contributes to the happiness and contentment of its members. In order to obtain teachers' views on these matters, the following questions were included in the questionnaire:

8.1.1 Is there satisfaction among teachers about the manner in which disciplinary matters involving teachers are conducted?

From Table 2.4, in which the teacher could indicate which aspects of his conditions of service make him unhappy, it appears that "the procedure followed when a teacher is involved in disciplinary action" was assigned ninth place. This was ranked ninth by 23.7% of the principals and eighth by 17.5% of the vice-principals and assistants, while 14.5% of the lecturers placed it twelfth. Seen in the whole framework of factors which cause dissatisfaction, no particular weight is therefore attached to this aspect by the teaching body.

8.1.2 (a) National picture

As shown in Table 8.1, when the question was put whether the teacher was satisfied with the way in which disciplinary matters involving teachers are conducted, large percentages of the vice-principals and assistants, and especially of the lecturers, answered in the negative. Here, 23.0% of the principals, 25.1% of the vice-principals and assistants and 33.8% of the lecturers said that the teacher was not satisfied with the way in which disciplinary matters were handled.

(b) Differentiated teaching groups under different authorities

The percentages who are dissatisfied with the handling of disciplinary matters vary in the case of principals from 71.4% for South West Africa to 6.1% for Education, Arts and Science; in the case of vice-principals and assistants from 29.0% for the Orange Free State to 6.2% for South West Africa; and in respect of lecturers from 44.1% for the Transvaal to 15.6% for the Cape Province.

8.2 IS THE TEACHER ADEQUATELY PROTECTED AGAINST

- (1) the principal
- (2) the inspector
- (3) the department
- (4) the parent
- (5) the child

No teacher could feel completely secure in his profession if he felt that he was not adequately protected against the principal, the department, the parents or others. In order to determine whether or not teachers are satisfied with the measure of protection they enjoy, they were asked to indicate whether or not they feel adequately protected against the persons or bodies concerned.

8.2.1 The following percentages of principals do not think that the teacher is adequately protected against -

- |                     |                   |
|---------------------|-------------------|
| (1) the parent:     | 47.4%             |
| (2) the child:      | 35.6%             |
| (3) the department: | 24.7%             |
| (4) the inspector:  | 23.6%             |
| (5) the principal:  | 15.4% (Table 8.2) |

TABLE 8.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Discipline: Is the teacher satisfied with the way in which disciplinary matters involving teachers are conducted in the school?

		Education Authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	195	62.5	47	74.8	29	64.6	168	63.9	4	28.6	29	87.9	50	58.8	522	64.1
	No	77	24.7	11	17.7	13	28.9	67	25.5	10	71.4	2	6.1	7	8.2	187	23.0
	U	40	12.8	4	6.5	3	6.7	28	10.6		-	2	6.1	28	32.9	105	12.9
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS</u>	Yes	411	55.1	167	71.7	139	60.2	709	61.3	33	68.7	125	65.4	64	72.7	1648	61.2
	No	206	27.6	39	16.7	67	29.0	311	26.9	3	6.2	42	22.0	7	8.0	675	25.1
	U	129	17.3	27	11.6	25	10.8	137	11.8	12	25.0	24	12.6	17	19.3	371	13.8
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>	Yes	57	59.4	25	50.0	17	47.2	107	41.8			42	59.2			248	48.7
	No	15	15.6	17	34.0	13	36.1	113	44.1			14	19.7			172	33.8
	U	24	25.0	8	16.0	6	16.7	36	14.1			15	21.1			89	17.5
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

TABLE 8.2

## PRINCIPALS

Does the teacher feel adequately protected?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. In your opinion, is the teacher adequately protected against the principal?	Yes	217	69.6	48	77.4	37	82.2	197	74.9	10	71.4	31	93.9	46	54.1	586	72.0
	No	51	16.3	10	16.1	6	13.3	50	19.0	3	21.4	-	-	5	5.9	125	15.4
	U	44	14.1	4	6.5	2	4.4	16	6.1	1	7.1	2	6.1	34	40.0	103	12.7
2. In your opinion, is the teacher adequately protected against the inspector?	Yes	191	61.2	45	72.6	34	75.6	177	67.3	8	57.1	26	78.8	39	45.8	520	63.9
	No	85	27.2	11	17.7	9	20.0	71	27.0	5	35.7	4	12.1	7	8.2	192	23.6
	U	36	11.5	6	9.7	2	4.4	15	5.7	1	7.1	3	9.1	39	45.9	102	12.5
3. In your opinion, is the teacher adequately protected against the department?	Yes	206	66.0	42	67.7	33	73.3	151	57.4	8	57.1	26	78.8	35	41.2	501	61.5
	No	70	22.4	13	21.0	10	22.2	92	35.0	5	35.7	4	12.1	7	8.2	201	24.7
	U	36	11.5	7	11.3	2	4.4	20	7.6	1	7.1	3	9.1	43	50.6	112	13.8
4. In your opinion, is the teacher adequately protected against the parent?	Yes	124	39.7	38	61.3	18	40.0	99	37.6	3	21.4	19	57.6	45	52.9	346	42.5
	No	158	50.6	20	32.3	25	55.6	154	58.5	11	78.6	9	27.3	9	10.6	386	47.4
	U	30	9.6	4	6.5	2	4.4	10	3.8	-	-	5	15.2	31	36.5	82	10.1
5. In your opinion, is the teacher adequately protected against the child?	Yes	162	51.9	43	69.4	23	51.1	124	47.1	4	28.6	22	66.7	51	60.0	429	52.7
	No	110	35.3	13	21.0	20	44.4	125	47.5	10	71.4	8	24.2	4	4.7	290	35.6
	U	40	12.8	6	9.7	2	4.4	14	5.3	-	-	3	9.1	30	35.3	95	11.7
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

8.2.2 In the case of vice-principals and assistants the following percentages feel that protection is inadequate against -

(1) the parent:	36.3%
(2) the child:	28.9%
(3) the department:	25.7%
(4) the inspector:	21.2%
(5) the principal:	15.5% (Table 8.2.1)

8.2.3 The following percentages of lecturers feel that protection is inadequate against -

(1) the inspector:	42.4%
(2) the parent:	41.1%
(3) the principal:	40.5%
(4) the department:	38.5%
(5) the child:	34.8% (Table 8.2.2)

8.2.4 As may be seen from the foregoing, there is considerable agreement between the views of principals and those of vice-principals and assistants in regard to their feeling of inadequate protection against certain persons and authorities, this being indicated by the ranking and the percentages expressing dissatisfaction in each case. The lecturers deviate from this pattern by, for example, placing the inspector first as the person against whom the teacher is not adequately protected, whereas the other two groups place the inspector fourth. Lecturers also assign third place to inadequate protection against the principal, whereas other groups rank this fifth. That the teacher is not adequately protected against the child is placed fifth by the lecturers, as compared with second place assigned by the other two groups. The foregoing remarks on the views of lecturers must, however, now be viewed in the light of the high percentages of lecturers who indicate each of the above-mentioned aspects as a grievance, as compared with the considerably lower percentages in most cases among the other groups who have complaints on this score. So, for example, the percentage of lecturers who complain about the aspect, which they place last (34.8%) is higher than the percentage of principals who complain about the aspect which they place third (24.7%), and also than the percentage of vice-principals and assistants who complain about the aspect which they place second (28.9%).

### 8.3 DOES THE TEACHER FEEL SECURE IN HIS PROFESSION? (Table 3.3)

The answer to this question, if in the affirmative, may be regarded as a positive confirmation of the teacher's feeling of happiness and contentment in his profession. On the other hand, an indication that the teacher feels insecure in his profession will surely also reveal a lack of happiness and contentment, and this sense of insecurity may not only make him hanker after other professions, but may also make him fail to give of his best in his present occupation.

#### (a) National picture (Table 8.3)

About two-thirds of all teachers assert that they feel secure in their profession. The percentages of the three groups who feel secure are 69.8% of the vice-principals and assistants, 61.2% of the principals and 54.6% of the lecturers.

It is, disquieting however, that almost a quarter of all teachers state that they do not feel secure in their profession. This group is composed of 30.8% of the lecturers, 28.9% of the principals, and 20.7% of the vice-principals and assistants.

#### (b) Differentiated teaching groups under the different authorities

The percentage of principals who state that they feel secure in the profession varies from 78.8% for Education, Arts and Science to 28.6% for South West Africa, while from 71.4% for South West Africa to 9.1% for Education, Arts and Science (non-departmental schools 4.7%) do not feel secure.

The percentages of vice-principals and assistants who feel secure vary from 83.2% for Education, Arts and Science to 65.0% for the Transvaal, while from 26.5% for the Transvaal to 9.9% for Education, Arts and Science feel insecure.

TABLE 8.2.1

VICE-PRINCIPALS AND ASSISTANTS  
Does the teacher feel adequately protected?

		Education authorities														Total	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. In your opinion, is the teacher adequately protected against the principal?	Yes	504	67.6	179	76.8	187	81.0	799	69.1	31	64.6	143	74.9	66	75.0	1909	70.9
	No	117	15.7	25	10.7	19	8.2	221	19.1	9	18.7	24	12.6	3	3.4	418	15.5
	U	125	16.8	29	12.4	25	10.8	137	11.8	8	16.7	24	12.6	19	21.6	367	13.6
2. In your opinion, is the teacher adequately protected against the inspector?	Yes	463	62.1	167	71.7	171	74.0	699	60.4	29	60.4	140	73.3	66	75.0	1735	64.4
	No	157	21.0	37	15.9	34	14.7	305	26.4	11	22.9	25	13.1	1	1.1	570	21.2
	U	126	16.9	29	12.4	26	11.3	153	13.2	8	16.7	26	13.6	21	23.9	389	14.4
3. In your opinion, is the teacher adequately protected against the department?	Yes	435	58.3	157	67.4	151	65.4	618	53.4	31	64.6	136	71.2	57	64.8	1585	58.8
	No	174	23.3	48	20.6	51	22.1	379	32.8	9	18.7	31	16.2	1	1.1	693	25.7
	U	137	18.4	28	12.0	29	12.6	160	13.8	8	16.7	24	12.6	30	34.1	416	15.4
4. In your opinion, is the teacher adequately protected against the parent?	Yes	370	49.6	171	73.4	108	46.8	538	46.5	28	58.3	126	66.0	66	75.0	1407	52.2
	No	275	36.9	38	16.3	102	44.2	500	43.2	12	25.0	44	23.0	6	6.8	977	36.3
	U	101	13.5	24	10.3	21	9.1	119	10.3	8	16.7	21	11.0	16	18.2	310	11.5
5. In your opinion, is the teacher adequately protected against the child?	Yes	403	54.0	173	74.2	126	54.5	622	53.8	27	56.2	129	67.5	66	75.0	1546	57.4
	No	222	29.8	32	13.7	79	34.2	392	33.9	11	22.9	38	19.9	4	4.5	778	28.9
	U	121	16.2	28	12.0	26	11.3	143	12.4	10	20.8	24	12.6	18	20.5	370	13.7
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 8.2.2

## LECTURERS

Does the teacher feel adequately protected?

		Education authorities											
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1. In your opinion, is the teacher adequately protected against the principal?	Yes	54	56.2	19	38.0	19	52.8	92	35.9	32	45.1	216	42.4
	No	18	18.7	17	34.0	12	33.3	133	52.0	26	36.6	206	40.5
	U	24	25.0	14	28.0	5	13.9	31	12.1	13	18.3	87	17.1
2. In your opinion, is the teacher adequately protected against the inspector?	Yes	48	50.0	23	46.0	14	38.9	84	32.8	37	52.1	206	40.5
	No	21	21.9	13	26.0	15	41.7	146	57.0	21	29.6	216	42.4
	U	27	28.1	14	28.0	7	19.4	26	10.2	13	18.3	87	17.1
3. In your opinion, is the teacher adequately protected against the department?	Yes	51	53.1	24	48.0	15	41.7	84	32.8	40	56.3	214	42.0
	No	18	18.7	12	24.0	13	36.1	135	52.7	18	25.4	196	38.5
	U	27	28.1	14	28.0	8	22.2	37	14.5	13	18.3	99	19.4
4. In your opinion, is the teacher adequately protected against the parent?	Yes	49	51.0	25	50.0	14	38.9	86	33.6	46	64.8	220	43.2
	No	28	29.2	12	24.0	16	44.4	140	54.7	13	18.3	209	41.1
	U	19	19.8	13	26.0	6	16.7	30	11.7	12	16.9	80	15.7
5. In your opinion, is the teacher adequately protected against the child?	Yes	52	54.2	26	52.0	13	36.1	104	40.6	51	71.8	246	48.3
	No	25	26.0	9	18.0	16	44.4	119	46.5	8	11.3	177	34.8
	U	19	19.8	15	30.0	7	19.4	33	12.9	12	16.9	86	16.9
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0

TABLE 8.3

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Does the teacher feel secure in his profession?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	202	64.7	45	72.6	29	64.4	135	51.3	4	28.6	26	78.8	57	67.1	498	61.2
	No	80	25.6	12	19.4	14	31.1	112	42.6	10	71.4	3	9.1	4	4.7	235	28.9
	U	30	9.6	5	8.1	2	4.4	16	6.1	-	-	4	12.1	24	28.2	81	10.0
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	35	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS:</u>	Yes	518	69.4	186	79.8	170	73.6	752	65.0	35	72.9	159	83.2	61	69.3	1881	69.8
	No	148	19.8	29	12.4	41	17.7	307	26.5	5	10.4	19	9.9	9	10.2	558	20.7
	U	80	10.7	18	7.7	20	8.7	98	8.5	8	16.7	13	6.8	18	20.5	255	9.5
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>	Yes	68	70.8	36	72.0	17	47.2	113	44.1			44	62.0			278	54.6
	No	10	10.4	5	10.0	14	38.9	109	42.6			19	26.8			157	30.8
	U	18	18.7	9	18.0	5	13.9	34	13.3			8	11.3			74	14.5
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

From 72.0% of the lecturers in Natal to 44.1% in the Transvaal feel secure in their profession, while from 42.6% for the Transvaal to 10.0% for Natal feel insecure.

The overall picture which emerges shows that a large body of teachers does not consider itself secure in the profession, with appreciable variations between the percentages who feel insecure under the various education authorities. The fact that almost a quarter of the total number of respondents feel insecure in their profession for one reason or another, is alarming in view of the negative influence that this may have on the happiness and contentment of the respondents in their profession, and also on the power of the profession to hold its members. In addition, this may seriously diminish the attractiveness of the profession to recruits.

## CHAPTER 9

### THE TEACHER'S VIEWS ON HIS OWN STATUS AND THAT OF THE TEACHING PROFESSION

9.1 Status generally determines the esteem in which a profession is held. The attractiveness or unattractiveness of a profession largely depends on the status accorded to its members by society. When one contemplates entering a profession, the status it will give one is an important consideration. No parent would readily permit his child to enter a profession which lacks prestige or status. Viewed in this light, the high status attached to a profession partly guarantees the happiness and contentment of those who practice it, and this is also an incentive to others to enter it. In addition, a profession with a high status has the power to hold its members.

9.1.1 To sum up, it may therefore be said that a profession to which a high status is attached will retain its present members, and that it will also attract new entrants because of its desirable status. Teachers feel that the status (or lack of it) which is at present accorded to the teacher and the teaching profession is one of the aspects associated with the conditions of service of the teacher which make him unhappy (see Table 2.4). In this table the group of respondents in the country as a whole ranks "Status" fifth in the series of 15 aspects of conditions of service which give rise to dissatisfaction. Only the promotion system, the examination system, salary and the fact that married women may not hold permanent posts, evoke more criticism than the status of the teacher. As far as the three different groups are concerned, no less than 47.4% of the principals, 44.2% of the lecturers and 30.8% of the vice-principals and assistants are dissatisfied on this point.

Because of the great and determining influence that the status of a profession has on happiness and contentment in the profession, on its holding power and on recruitment to the profession, it is desirable that an attempt should be made to determine the teacher's views on his own status, but particularly also on the status of the teaching profession in relation to other professions.

In the questionnaires a list of fifteen occupations, including those of school principals, high school teacher and primary school teacher, was given and respondents were requested to rank these occupations according to status by allotting the figure 1 to the occupation with the highest status and the figure 15 to the occupation with the lowest status in their estimation. The data obtained are summarised in Table 9.1, which includes in addition the opinions of the groups already discussed, namely, principals of schools, vice-principals and assistants at schools and lecturers at higher training institutions, also those of principals of higher training institutions. From the four status rankings by the four groups mentioned, a surprising measure of agreement emerges in regard to the order of importance accorded to some professions.

- (1) All four groups place the occupation of "Doctor (Medicine)" at the top of the list.
- (2) Three of the groups place "Minister (clergyman)" second on the list, while principals of higher training institutions accord it third place.
- (3) The occupation of "Dentist" is placed seventh on the list by all four groups.
- (4) The occupation of "High school teacher" is rated eighth by all four groups.
- (5) The occupation of "Farmer" is placed eleventh except by the principals of higher training institutions, who place this tenth.
- (6) Three of the four groups put "Primary school teacher" twelfth on the list, while principals of higher training institutions place it eleventh.
- (7) The occupation of "Pilot" is rated thirteenth in all cases. This low ranking may be due to ignorance about the high requirements, thorough training and good remuneration now attached to the occupation.
- (8) The placing of the occupations of "Civil servant" and "Nurse" by the four groups varies in all cases between the fourteenth and fifteenth positions.

TABLE 9.1

## STATUS RANKING OF OCCUPATIONS

Principals of Higher Training Institutions	Principals of Schools	Vice-principals and assistants	Lecturers
1. Doctor (medicini э)	1. Doctor (medicine)	1. Doctor (medicine)	1. Doctor (medicine)
2. Engineer	2. Minister (clergyman)	2. Minister (clergyman)	2. Minister (clergyman)
3. Minister (clergyman)	3. Engineer	3. Engineer	3. Architect
4. School principal	4. School principal	4. Architect	4. Engineer
5. Architect	5. Architect	5. Lawyer	5. Lawyer
6. Lawyer	6. Lawyer	6. School principal	6. School principal
7. Dentist	7. Dentist	7. Dentist	7. Dentist
8. High school teacher	8. High school teacher	8. High school teacher	8. High school teacher
9. Businessman	9. Businessman	9. Auditor/Accountant	9. Auditor / Accountant
10. Farmer	10. Auditor/Accountant	10. Businessman	10. Businessman
11. Primary school teacher	11. Farmer	11. Farmer	11. Farmer
12. Auditor/Accountant	12. Primary school teacher	12. Primary school teacher	12. Primary school teacher
13. Pilot	13. Pilot	13. Pilot	13. Pilot
14. Nurse	14. Civil servant	14. Nurse	14. Civil servant
15. Civil servant	15. Nurse	15. Civil Servant	15. Nurse

9.2 HOW DOES THE STATUS ACCORDED TO MEMBERS OF THE TEACHING PROFESSION COMPARE WITH THAT OF OTHER OCCUPATIONS?

9.2.1 School principal

Fourth place was assigned to the school principal in the order of status by both the principals of higher training institutions and the principals of schools themselves, but both the vice-principals and assistants and the lecturers place the school principal only sixth in the order of importance. Occupations ranked higher in status than that of school principal by most respondents are, in order of importance: doctor (medicine), minister (clergyman), engineer, architect and lawyer and dentist. Between the occupation of school principal and that of high school teacher, three other occupations, namely those of architect, lawyer and dentist, are placed in the order given by the two groups of principals, while the vice-principals and assistants and also the lecturers insert the occupation of dentist in the ranking between school principal and high school teacher.

9.2.2 High school teacher

The high school teacher is assigned eighth place in the list by all four groups. The training requirements of three of the occupations not connected with teaching, namely those of architect, engineer and lawyer, may be regarded as more or less equal to those of the average graduate high school teacher, while many high school teachers have Honours or Masters' degrees which bring their period of training close to that of a doctor, minister and dentist. Here, then, we have the phenomenon that teachers are not accorded equal status on the strength of their equivalent qualifications. The same, of course, applies to some other professions with more or less equal periods of training, such as those of dentist, doctor and minister, which are allotted different places in the order of status, probably on other grounds.

9.2.3 Primary school teacher

The occupation of primary school teacher is ranked twelfth by three groups, while principals of higher training institutions place it eleventh. Only three occupations, namely those of pilot, nurse and civil servant, are given lower places in the ranking. In addition, three out of the four groups place the primary school teacher as many as three positions lower on the list than the high school teacher by inserting three occupations, namely, auditor/accountant, businessman and farmer, in between.

9.2.4 If the status ranking in Table 9.1 is divided into three equal sections, namely upper, middle and lower, the primary school teacher may expect to be classified approximately at the top of the lower section as far as status is concerned, the high school teacher falling approximately in the centre of the middle section, and the school principal at the margin between the upper and middle sections.

The problem which now arises is why teachers, whose profession compares favourably with other occupations both as regards qualifications and service to the community, are assigned far lower status. It would appear that the shortcoming in the teacher's status is to be found in the third important cornerstone of the status structure, namely the salary or remuneration attached to the profession, which, in the case of teaching, compares very unfavourably with that of other professions.

9.3 The next question that arises is whether the teachers' rating of the status of their profession as compared with others is not unduly pessimistic, and whether it is in line with the general public's estimation of the status of teachers.

9.3.1 Surveys in other countries concerning the status accorded to the teaching profession by students and other members of the public

The question may be answered in the light of a number of surveys, both foreign and local.

(a) An Indonesian Survey

A survey carried out in the city of Bandung in Indonesia concerning the prestige of teachers in Indonesia gives us a decisive answer to the question whether teachers, for one reason or another possibly, rate the status of their profession lower than the general public would do.

In the survey mentioned, 939 high school students were selected at random. Of this group, 148 were students at high schools concerned with the training of teachers for elementary schools. The 939 students were asked to arrange 30 occupations, including those of lecturer, high school teacher and elementary school teacher, according to a prestige ranking. The group as a whole placed lecturer second, high school teacher thirteenth and elementary school teacher twenty-first on the list.

The 148 aspirant elementary school teachers, however, placed lecturer first, high school teacher ninth and primary school teacher fourteenth on their list.

As in the case of surveys conducted in the United States of America, this also goes to show that "people in a given vocational field generally rate occupations in their field higher than do people outside their area" (1, pp. 150-152).

It may also be concluded from the Indonesian survey that prestige within the teaching profession itself is accorded to lecturers, high school teachers and primary school teachers "in relation to the level on which they teach in the school system" (1, p.150). This is in agreement with the findings of the present survey in South Africa, in which a higher status is accorded to principals than to high school teachers, who in turn are rated much higher than primary school teachers.

The standard of education required to attain and teach at each level probably also has an influence on the status rating; in other words, the higher the qualifications required by the post, the higher the prestige attached to it.

(b) American Surveys

That all is not well with the public's status rating of teachers in America is apparent from the following quotation:

"The most perplexing problem affecting the teacher concerns the status accorded him by the American public" (2, p.19).

The author states that, while each teacher probably thinks of himself as a member of a profession comparable with other learned professions, his professional status is in reality constantly being challenged by the public (2, p. 19).

How do American teachers classify their own status ?

In the research project of Verner M. Sims, teachers were asked to identify themselves with one of the following classes:

- (a) Upper class : surgeons, mayors of large cities, corporation lawyers.
- (b) Upper -middle class : newspaper editors, ministers, civil engineers, colonels.
- (c) Middle class : druggists, real estate salesmen.
- (d) Working class : factory workers, mechanics, telephone operators.

Sims found that no teachers identified themselves with the highest or the lowest groups mentioned above. By far the greater number of the teachers, namely, 85%, classified themselves in the ratio of two to one in the middle and upper -middle classes, respectively (3, pp. 331-38).

What is the estimation of American students of the status of the teacher ?

Because young people often choose occupations on the grounds of the prestige associated with them, students were asked in two surveys conducted at the University of Indiana, in about 1934 and again in 1951 to rank 18 occupations according to status (4, pp. 310-311). In both the first (5, pp. 144-52) and the second surveys (6, pp. 33-36) high school teachers were placed fifth, while primary school teachers were placed seventh in the first survey and sixth in the second.

As far as the various teaching occupations are concerned, they were consistently arranged in this order: college professor, high school teacher, primary school teacher.

In both of the surveys mentioned, the four occupations which were assigned the first four places were ranked as follows: medical doctor, attorney, college professor, clergyman.

### 9.3.2 Earlier South African surveys which attempted, inter alia, to determine the status of teachers

#### (a) The teachers' estimation of their status

In 1951, a group of 2,745 teachers was included in a questionnaire inquiry conducted by the National Bureau of Educational and Social Research into the reasons for dissatisfaction among teachers (7, p.5).

Reporting on this inquiry, Olckers stated that teachers reacted as follows to the question:

"Do you feel that the status you enjoy as a teacher is lower than that of persons in other occupations with the same number of years of university or post-secondary training?"

This was answered in the affirmative by 71% of the male principals, 78% of the male assistants and 60% of the female respondents. Only 23% of the male principals, 18% of the male assistants and 34% of the female assistants felt that their status was no lower than that of persons in other occupations with more or less the same training requirements (7, p. 8).

#### (b) The public's estimation of the status of the teacher

In 1951 the National Bureau of Educational and Social Research in another questionnaire survey also obtained the views of 1,792 members of the public on the teaching profession (8, pp. 85-86).

In his report on the survey, Langenhoven has the following to say about the reaction of the public to the question: "Do you place teachers in your community on the same level, as regards status, as other professional workers such as the doctor, the dentist, the lawyer, etc.?" This was answered in the affirmative by 71.1% of all the respondents, while 21.8% replied that they did not accord teachers the same status as the professional workers mentioned. There is a very significant difference between the views of Afrikaans-speaking people, of whom 82.5% held the opinion that teachers were on the same level as other professional workers, and those of English-speaking people of whom only 57.9% agree with this. These data also indicate, inter alia the close agreement between a group's estimation of the status of a profession and willingness to enter it; among Afrikaans-speaking people, who accord the teaching profession a higher status than do English-speaking people, there is a greater disposition to enter the profession (8, p. 91).

Langenhoven sums up the views of parents on certain cardinal aspects as follows: There is general agreement that:

- (1) teachers should be drawn from the topmost stratum of the population;
- (2) teachers should be able to live on equal terms with other professional workers;
- (3) teachers' salaries should be such as to enable them to maintain a high standard of living without an extra income, and to attract the best young people to the teaching profession. The public feels, however, that the position is not what it should be in regard to all the above factors and the solution seems to be that:
  - (a) teachers should be enabled to live on equal terms with other professional workers;
  - (b) teachers should be given a salary which would enable them to maintain a suitable standard of living without an extra income, and which would attract the best young people to the profession and keep them in it;
  - (c) teachers should be accorded full civic rights (8, pp. 97, 98).

### 9.4 ARE THERE SIGNS THAT THE STATUS OF THE TEACHER IS TAKING ITS RIGHTFUL PLACE IN THE STATUS STRUCTURE?

Although compared with earlier South African surveys, the present survey, which gives only the views of teachers on their own status, gives little indication of this, there are nevertheless hopeful signs in the world picture.

#### 9.4.1

In America, where, for decades, the status of the teaching profession has left much to be desired, there have been encouraging signs of positive growth during the past decade. George Gould et al. report as follows in this connection: In the United States of America, "the teacher's social status varies from community to community, but in general his standing is rapidly approaching that of the practitioners in the most respected professions. In general, however, the public's attitude toward the teacher has matured to the point that he is on the way to attaining the respect accorded other professional workers." (9, pp. 25-28). Gould advances the following reasons

for the change which is taking place:

1. Since the United States has been projected into a position of world leadership, this change in the country's international status has served to awaken the public to the cardinal importance of education if additional responsibilities are to be properly met.
2. The rapidly expanding national economy also demands an increasing number of technically educated persons.
3. The movement to provide all citizens of the country with the opportunity to satisfy their needs for medical, health, social and other forms of specialised services requires the preparation and education of an ever-increasing number of persons to provide these services of a professional and semi-professional nature.
4. The greatest single factor which has led to the increase in the prestige and status of the teacher in the eyes of the public, is, however, the general improvement in the standard of preparation for his task in the following ways:
  - (a) Striking progress in the quality and quantity of the professional education of the teacher by colleges and universities.
  - (b) Greater attention on the part of these institutions to the selection of prospective teachers in order to ensure that they have the personal qualities which are not only a prerequisite for success in teaching, but which will also increase their stature in the eyes of the community (9, p. 28).

#### 9.4.2 Russia

Russia's progress in the armaments race, in particular, but also her phenomenal progress in the technical and academic fields during the past few decades has come as a tremendous shock to the West. It has been an eye-opener to the West to learn that the phenomenal advances in technical and other fields in Russia are directly attributable to a radical reappraisal of the decisive role played by the educator, with the result that educationists are held in high esteem in Russia today. The emphasis is especially on good training, as well as high salary and status, in order to attract only the best material to the teaching profession. The lack of vision in the West and the dilemma with which the West is now faced as a result are summed up as follows by Van der Merwe: (Translation) It is a generally recognised fact that in most Western countries the teacher's remuneration and prestige leave much to be desired, whereas in Russia he is an esteemed and well-paid man. This is, no doubt, one of the reasons why the West is in such a sorry state, because no nation can, with impunity, neglect the things of the mind (which are fostered by the teaching profession) for any length of time (10, p. 375).

#### 9.5 APPLICATION TO SOUTH AFRICA

The reasons given by Gould for the change which is taking place in regard to the status of teachers in America definitely also apply to the Republic of South Africa. Because of the lead which the Republic is taking and will have to continue to take in Africa, it is incumbent on us to overhaul our educational system in such a way that it will produce only the very best products. As in America, the phenomenal expansion of our national economy requires more and more well-trained people in technical and commercial fields. And as in America, the need for trained people to provide professional and semi-professional services for the masses is increasing all the time. We shall, however, as in America, decidedly also have to give attention to what Gould calls "the greatest single factor which has led to the increase in the status and prestige of the teacher in the eyes of the public" (9, p. 28), namely, the general improvement which has taken place in the standard of preparation for the teacher's task.

##### 9.5.1

As it is generally accepted both by the public and by the teaching body that there is much amiss with the status of the teaching profession in our country, and since there is a danger that lack of status may have a detrimental effect on the power of the profession to attract and hold its practitioners, on their happiness and contentment, and, last but not least, on the quality of the product produced by our schools, it is imperative that we do something positive - and do it now - to save this dangerous situation. It is true that most of what is amiss with the status of the teaching body can be remedied by the authorities, but this in no way diminishes the duty of the individual teacher to place his inner qualities, his knowledge, his character and his personality on such an irreproachable level that his personal status can only redound to the credit of the status of his profession.

- (a) The professional status of the teaching profession can be improved by the establishment, by legislation, of a Teachers' Registration Council

Two of the reasons given by Visagie for the fact that the ministry and the medical and legal professions have always enjoyed great prestige, are -

- (1) that these professions have always had an authoritative character, both as regards their practice and the management of their own professional affairs;
- (2) that these professions have, from a very early stage, had at their disposal the machinery required to unite their practitioners, to create a sense of solidarity, and in this way to develop a closed character (11, p.12, 13).

Since as far back as 1946 the Federal Council of Teachers' Associations has been working for the establishment by legislation of a Teachers' Registration Council. Such a Council would take charge of professional matters, lay down the qualifications for admission to the profession, endorse teachers' certificates, keep a register of approved training institutions, and take the necessary disciplinary measures against those who are guilty of improper and unprofessional conduct. The Federal Council was aware of the fact that teachers throughout the country were in agreement about the necessity of the establishment of such a Council. It was universally felt that teachers should be given what the medical profession, the lawyers and the nurses already had (12, p. 497).

The question of the necessity of a Teachers' Registration Council has since also repeatedly appeared on the agendas of teachers' associations. The National Advisory Education Council broached the subject on a national level in 1963 in a letter to the Federal Council of Teachers' Associations, in which the latter was asked to give its views on the need for the establishment of a Teachers' Registration Council. In this letter the following important statement was made: The Advisory Council believes that such a Registration Council will make a tangible contribution towards raising the status and prestige of the profession (13, p. 236). In reply, the Federal Council, which agreed with this view, laid down a number of principles on which the establishment of such a Registration Council should be based, and also outlined its constitution and functions (13, pp. 237-239). The teaching profession is eagerly awaiting the realisation of this ideal of a Registration Council, and the higher prestige which it may lend to the teaching profession.

- (b) Economic status of the teaching profession can be improved by the revision of the whole salary structure. In regard to the role played by the financial aspect in determining a person's status Visagie says: If it is true that in the past too much weight has unfortunately been attached by the public to possessions, wealth and high salaries, in the evaluation of a person's status, the position in the materialistic age in which we live, with the distorted sense of values which characterises our time, is much worse today. It would appear that by reason of the exaggerated value attached to the possession of, or ability to earn, transitory things, the public is in danger of jettisoning all other criteria according status to a person (11, p. 10). As one of the reasons for the prestige which the three professions of longest standing have always enjoyed, Visagie states that the remuneration attached to the professions has always been such that the public could place their practitioners in more or less the higher income brackets (11, p. 121). This statement therefore implies that the remuneration attached to a profession has always played a decisive role down the years as one of the aspects on which the evaluation of status has been based.

One of the findings of the Committee on the Teaching Profession was also that a person's income has to a large extent become the criterion of his social status. All witnesses were in agreement that the teacher's financial position compares unfavourably with that of most other professions. The fact was emphasised that a meagre income makes it impossible for the teacher to play his rightful part in the public and social life of the community, and that he is therefore in danger of losing the contact with great social movements and developments which is so indispensable to his work. The great importance of the financial factor in the status of the teacher was emphasised by the Committee (14, p. 40).

The teaching body, which, according to the more than 4,000 respondents involved in the present investigation, still feels aggrieved about the financial aspect (so much so that they rate it third in order of importance in the list of conditions which are a source of dissatisfaction) (see Table 2.4), probably considers that the remuneration which one receives should not only be in direct proportion to the service rendered, but should also be sufficient to allow one's profession to occupy its deserved place in the status structure of occupations.

(c) Selection and training can be improved

Visagie attributes the high prestige which the three professions of longest standing have always enjoyed in particular to the fact that training has always been a requirement for the practice of these professions, and that, in addition, the course has always been a long and difficult one which could be taken only at a university. Since these professions involved specialised techniques which had to be mastered by their members, it was not possible for just anyone to practice them, and for this reason entrance to the professions was controlled through the selection of entrants (11, p. 121).

Potgieter emphasises the necessity for training when he says that, in spite of the fact that our profession includes a very large number of highly qualified teachers, we should still study more and study further. Our training of teachers should therefore be so long, so thorough and so effective that our teachers will, in addition to their learning, be able to develop the highest possible degree of competence (15, pp. 458-9).

The following proposals made in the "Onderwysblad" in connection with selection and training seem to be pointed in the right direction:

- (1) Student teachers should be carefully selected for admission to a college.
- (2) Each prospective teacher should first obtain at least a B.Ed. degree in junior work, primary school work or high school subjects, as the case may be. This training, obtained at a teachers' training college functioning as the faculty of a university, will immediately give status to the profession.

The writer links his view with the question: "Is the quality of our service not determined by the quality of our training?", and follows with the warning: Because of our (present) half-baked training, we provide a half-baked service, receive half-baked compensation and enjoy half-baked status (16, pp. 179-180). Inadequate training is ranked seventh in the order of importance of complaints in the present survey (Table 2.4).

(d) Conditions of service can be improved

Conditions of service play an important role in the determination of status. The Committee on the Teaching Profession puts the matter as follows: The conditions of service of an employee necessarily exercise a considerable influence on the place the public accords him in the social scale. In fact, conditions of service may be regarded as an indication of the employer's estimation of the employee's social standing in the community. Certain restrictive regulations and conditions give teachers a feeling of subordination and of deprivation of necessary freedom - something which is also noticed by the pupils, and therefore adversely affects recruitment (14, pp. 40-41). Potgieter confirms this view when he says that humiliating, irritating conditions of service lower the status of the teacher (15, p. 459). As far as conditions of service are concerned, the main complaint of the respondents in the present survey was about the system of promotion and the way in which promotions are granted, but they also complained about the fact that married women may not hold permanent posts. Both of these grievances have such a fundamental effect on the happiness and contentment of such a large number of teachers that they call for immediate attention.

9.5.3 What can be done by the individual teacher and by the teaching profession to improve the status of the profession?

Visagie mentions, as an important reason for the high status the three professions of longest standing have always enjoyed, that the members of these professions have, as individuals, enjoyed status or esteem, which redounded to the credit of their professions thus enhancing the prestige of their professions (11, p. 121).

According to this view, it is certainly possible for one's personal status to reflect creditably on, and function constructively to promote, the prestige of one's profession. In enumerating the factors which contribute to one's status, Van der Merwe singles out the following as the over-riding factor: Your inner qualities, your knowledge, your character, your personality - it is your essential self which ultimately determines your prestige (10, p. 375). Potgieter confirms this view when he says: In personal qualities lies the primary reason for high status, little status, or no status at all (15, p. 459).

In what way can teachers help to raise their own status and prestige and that of their profession?

- (a) By acting with dignity as a body: The more dignity a profession displays towards the public and towards its employers, the higher will be the esteem in which it is held by society. Bodies of people who air their real or fancied grievances in an undignified way, threaten to resort to force, or try to make out their case with irresponsible utterances, cannot expect to be treated with much respect, or to be highly thought of by the public (14, pp. 42-43).
- (b) By themselves displaying a high respect for their profession: Society can have no great respect for a profession if the members of that profession do not themselves show such respect and also command it by their daily conduct and attitude. The pride one shows in one's profession in one's daily life must necessarily influence one's fellowmen and lead to an increase in status (14, pp. 41-42).

How can the individual teacher exert a beneficial influence on his own status and that of his profession?

Potgieter recommends the following remedies which can be applied by the teacher to improve his own and his profession's status:

1. The acquisition of higher qualifications and the improvement of his competence as a teacher by keeping abreast of modern developments in education.
2. The exercising of his political and social rights in such a way as neither to give offence nor to interfere with his professional duties.
3. Personal development by study, travel, reading, broadening of general knowledge, or other forms of self-education.
4. The treatment of all children as one's own.
5. Keeping up a standard of dress comparable with the best in the community.
6. Absolute integrity in all human relationships.
7. Infectious enthusiasm and ardent idealism.
8. Absolute loyalty.
9. Rendering service (15, p. 460).

The above-mentioned view can be summarised in the words of Van der Merwe: Those whose knowledge is both wide and deep, who have firm beliefs and high ideals of conduct, and especially those who have much to give both from the head and the heart and give it gladly, will never lack status (Translation, 10, p. 375).

PART 2: SCHOOL AND EXTRAMURAL DUTIES AND  
CONDITIONS OF SERVICE OF TEACHERS

CHAPTER 10

THE TEACHER'S VIEWS ON MATTERS CONCERNING THE SCHOOL  
WHICH MAY HAVE A GOOD OR BAD EFFECT ON HIS HAPPINESS  
AND CONTENTMENT IN THE PROFESSION

10.1 It goes without saying that daily working conditions can play an important part in determining the measure of happiness and contentment that an employee experiences in his profession. If there are few things in the service regulations and internal organisation that irk an employee, there is every likelihood that he will find happiness in his work. If, however, there are internal irksome circumstances, he is bound to become dissatisfied.

10.2 In the questionnaires sent to principals, vice-principals and assistants and lecturers, the three groups were given the opportunity, through their replies to 23 questions, to express an opinion on the extent to which certain matters within the school context help to make the profession unpleasant or unattractive to the teacher.

10.3 For the purposes of this discussion, the questions have been divided into the following groups:

- (a) Matters connected with service regulations and departmental instructions.
- (b) Matters connected with the school and its internal organisation.
- (c) Matters connected with the preparation of lessons and reporting on them.

10.4 MATTERS CONNECTED WITH SERVICE REGULATIONS AND DEPARTMENTAL INSTRUCTIONS (Table 10.1)

This table summarises eleven questions about matters connected with service regulations and departmental instructions. The respondents were asked to indicate which of the eleven matters they found irksome. The eleven complaints were ranked as follows according to the number of respondents who indicated each as a source of dissatisfaction:

10.4.1 Size of the classes

(a) National picture (Table 10.1)

This complaint was ranked first by 91.2% of the lecturers, 78.7% of the principals and 58.9% of the vice-principals and assistants.

(b) Differentiated teaching groups under the different authorities (Tables 10.1.1, 10.1.2, 10.1.3)

The following percentages complain about large classes: Principals: from 90.1% for the Transvaal to 72.7% for Education, Arts and Science (non-departmental schools 49.4%); vice-principals and assistants: from 73.5% for the Transvaal to 33.0% for Education, Arts and Science (non-departmental schools 15.9%); lecturers: from 96.0% for Natal to 84.5% for Education, Arts and Science.

10.4.2 The great volume of correction work caused by the large senior classes

(a) National picture (Table 10.1)

For the country as a whole this objection was placed second by 82.9% of the lecturers, 71.1% of the principals and 40.7% of the vice-principals and assistants.

TABLE 10.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Aspects of school work that make the profession unpleasant or unattractive to the teacher

Aspects in connection with service regulations		Principals			Vice-principals and assistants			Lecturers			Total	
		N	%	Order	N	%	Order	N	%	Order	N	Order
1. The service regulations are too demanding	Yes	221	27.1	9	384	14.3	9	121	23.2	10	726	9
	No	502	62.2		1931	71.7		330	64.8			
	U	87	10.7		379	14.1		58	11.4			
2. The size of the classes	Yes	641	78.7	1	1586	58.9	1	464	91.2	1	2691	1
	No	115	14.1		906	33.4		35	6.9			
	U	58	7.1		208	7.7		10	2.0			
3. Restrictions in connection with the maintenance of discipline in the classroom	Yes	403	49.5	5	745	27.7	5	158	36.3	7	1333	5
	No	333	41.2		1665	61.8		270	53.0			
	U	76	9.2		284	10.5		54	10.6			
4. The methods prescribed to the teacher	Yes	277	34.0	7	542	20.1	8	220	43.2	6	1039	7
	No	441	54.2		1801	66.9		231	45.4			
	U	96	11.8		351	13.0		58	11.4			
5. Inspection by the inspector	Yes	177	21.7	10	383	14.2	10	123	24.2	9	683	10
	No	535	65.7		1968	73.1		337	66.2			
	U	102	12.5		343	12.7		49	9.6			
6. The system of supervision by senior assistant teachers	Yes	145	17.8	11	241	8.9	11	97	19.1	11	483	11
	No	488	60.0		1906	70.7		333	65.4			
	U	181	22.2		547	20.3		79	15.5			
7. The responsibility for pupils involved in accidents in Physical Science, Chemistry and Physical Education	Yes	235	28.9	8	544	20.2	7	142	27.9	8	921	8
	No	419	51.5		1409	52.3		278	54.6			
	U	160	19.7		741	27.5		89	17.5			
8. The reduction of the number of periods allotted to the basic subjects because of the increase in compulsory and/or cultural subjects	Yes	480	59.0	3	1066	39.6	3	287	56.4	3	1833	3
	No	196	24.1		1116	41.4		160	31.4			
	U	138	17.0		512	19.0		62	12.2			
9. Shortening of periods because of additional compulsory and/or cultural subjects	Yes	467	57.4	4	1058	39.3	4	279	54.8	4	1804	4
	No	203	24.9		1085	40.3		161	31.6			
	U	144	17.7		551	20.5		69	13.6			
10. The great volume of correction work caused by the large senior classes	Yes	579	71.1	2	1096	40.7	2	422	82.9	2	2097	2
	No	91	11.2		879	32.6		47	9.2			
	U	144	17.7		719	26.7		40	7.9			
11. Secondment of senior staff at a time when the timetable for the following year has been finalised	Yes	394	48.4	6	596	22.1	6	237	46.6	5	1227	6
	No	181	22.2		1122	41.6		141	27.7			
	U	239	29.4		976	36.2		131	25.7			
Totals on which % was calculated:		814	100.0		2694	100.0		509	100.0			

TABLE 10.1.1  
PRINCIPALS OF SCHOOLS

Aspects of school work that make the profession unpleasant or unattractive to the teacher

Aspects in connection with service regulations		Education authorities														Total	Order	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools				
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			N
1. The service regulations are too demanding	Yes	81	26.0	8	12.9	9	20.0	97	36.9	8	57.1	6	18.2	12	14.1	221	27.1	9
	No	198	63.5	49	79.0	32	71.1	146	55.5	6	42.9	25	75.8	50	58.8	506	62.2	
	U	33	10.6	5	8.1	4	8.9	20	7.6	-	-	2	6.1	23	27.1	87	10.7	
2. The size of the classes	Yes	245	78.5	47	75.8	34	75.6	237	90.1	12	85.7	24	72.7	42	49.4	641	78.7	1
	No	45	14.4	12	19.4	8	17.8	18	6.8	2	14.3	7	21.2	23	27.1	115	14.1	
	U	22	7.1	3	4.8	3	6.7	8	3.0	-	-	2	6.1	20	23.5	58	7.1	
3. Restrictions in connection with the maintenance of discipline in the classroom	Yes	156	50.0	27	43.5	26	57.8	148	56.3	9	64.3	15	45.5	22	25.9	403	49.5	5
	No	128	41.0	30	48.4	16	35.6	104	39.5	5	35.7	16	48.5	36	42.4	335	41.2	
	U	28	9.0	5	8.1	3	6.7	11	4.2	-	-	2	6.1	27	31.8	76	9.3	
4. The methods prescribed to the teacher	Yes	105	33.7	21	33.9	14	31.1	95	36.1	7	50.0	13	39.4	22	25.9	277	34.0	7
	No	170	54.5	36	58.1	27	60.0	148	56.3	7	50.0	17	51.5	36	42.4	441	54.2	
	U	37	11.9	5	8.1	4	8.9	20	7.6	-	-	3	9.1	27	31.8	96	11.8	
5. Inspection by the inspector	Yes	61	19.6	13	21.0	11	24.4	78	29.7	4	28.6	3	9.1	7	8.2	177	21.7	10
	No	210	67.3	42	67.7	32	71.1	163	62.0	10	71.4	27	81.8	51	60.0	535	65.7	
	U	41	13.1	7	11.3	2	4.4	22	8.4	-	-	3	9.1	27	31.8	102	12.5	
6. The system of supervision by senior assistant teachers	Yes	47	15.1	14	22.6	7	15.6	54	20.5	6	42.9	5	15.2	12	14.1	145	17.8	11
	No	183	58.7	34	54.8	34	75.6	169	64.3	7	50.0	22	66.7	39	45.9	488	60.0	
	U	82	26.3	14	22.6	4	8.9	40	15.2	1	7.1	6	18.2	34	40.0	181	22.2	
7. The responsibility for pupils involved in accidents in Physical Science, Chemistry and Physical Education	Yes	76	24.4	9	14.5	19	42.2	106	40.3	4	28.6	7	21.2	14	16.5	235	28.9	8
	No	172	55.1	41	66.1	21	46.7	115	43.7	9	64.3	23	69.7	38	44.7	419	51.5	
	U	64	20.5	12	19.4	5	11.1	42	16.0	1	7.1	3	9.1	33	38.8	160	19.7	
8. The reduction of the number of periods allotted to the basic subjects because of the increase in compulsory and/or cultural subjects	Yes	188	60.3	36	58.1	33	73.3	170	64.6	9	64.3	16	48.5	28	32.9	480	59.0	3
	No	74	23.7	19	30.6	8	17.8	56	21.3	5	35.7	7	21.2	27	31.8	196	24.1	
	U	50	16.0	17	11.3	4	8.9	37	14.1	-	-	10	30.3	30	35.3	138	17.0	
9. Shortening of periods because of additional compulsory and/or cultural subjects	Yes	188	60.3	31	50.0	32	71.1	163	62.0	9	64.3	15	45.5	29	34.1	467	57.4	4
	No	76	24.4	21	33.9	6	13.3	59	22.4	5	35.7	9	27.3	27	31.8	203	24.9	
	U	48	15.4	10	16.1	7	15.6	41	15.6	-	-	9	27.3	29	34.1	144	17.7	
10. The great volume of correction work caused by the large senior classes	Yes	205	65.7	47	75.8	34	75.6	217	82.5	11	78.6	24	72.7	41	48.2	579	71.1	2
	No	43	13.8	6	9.7	6	13.3	17	6.5	-	-	4	12.1	15	17.6	91	11.2	
	U	64	20.5	9	14.5	5	11.1	29	11.0	3	21.4	5	15.2	29	34.1	144	17.7	
11. Secondment of senior staff at a time when the timetable for the following year has been finalised	Yes	96	30.8	34	54.8	23	51.1	193	73.4	9	64.3	13	39.4	26	30.6	394	48.4	6
	No	89	28.5	14	22.6	13	28.9	34	12.9	2	14.3	6	18.2	23	27.1	181	22.2	
	U	127	40.7	14	22.6	9	20.0	36	13.7	3	21.4	14	42.4	36	42.4	239	29.4	
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0	

TABLE 10.1.2

## VICE-PRINCIPALS AND ASSISTANTS

Aspects of school work that make the profession unpleasant or unattractive to the teacher

Aspects in connection with service regulations		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. The service regulations are too demanding	Yes	88	11.8	20	8.6	9	3.9	235	20.3	3	6.2	27	14.1	2	2.3	384	14.3	9
	No	563	75.5	176	75.5	183	79.2	753	65.1	39	81.2	146	76.4	71	80.7	1931	71.7	
	U	95	12.7	37	15.9	39	16.9	169	14.6	6	12.5	18	9.4	15	17.0	379	14.1	
2. The size of the classes	Yes	420	56.3	109	46.8	100	43.3	850	73.5	30	62.5	63	33.0	14	15.9	1586	58.9	1
	No	272	36.5	95	40.8	114	49.4	233	20.1	16	33.3	113	59.2	57	64.8	900	33.4	
	U	54	7.2	29	12.4	17	7.4	74	6.4	2	4.2	15	7.9	17	19.3	208	7.7	
3. Restrictions in connection with the maintenance of discipline in the classroom	Yes	196	26.3	47	20.2	83	35.9	353	30.5	9	18.7	50	26.2	7	8.0	745	27.7	5
	No	479	64.2	154	66.1	127	55.0	680	58.8	33	68.7	125	65.4	67	76.1	1665	61.8	
	U	71	9.5	32	13.7	21	9.1	124	10.7	6	12.5	16	8.4	14	15.9	284	10.5	
4. The methods prescribed to the teacher	Yes	150	20.1	35	15.0	48	20.8	262	22.6	6	12.5	37	19.4	4	4.5	542	20.1	8
	No	500	67.0	159	68.2	152	65.8	748	64.6	34	70.8	139	72.8	69	78.4	1801	66.9	
	U	96	12.9	39	16.7	31	13.4	147	12.7	8	16.7	15	7.9	15	17.0	351	13.0	
5. Inspection by the inspector	Yes	100	13.4	30	12.9	24	10.4	204	17.6	4	8.3	13	6.8	8	9.1	383	14.2	10
	No	554	74.3	174	74.7	172	74.5	804	69.5	38	79.2	164	85.9	62	70.5	1968	73.1	
	U	92	12.3	29	12.4	35	15.2	149	12.9	6	12.5	14	7.3	18	20.5	343	12.7	
6. The system of supervision by senior assistant teachers	Yes	37	5.0	19	8.2	25	10.8	139	12.0	6	12.5	13	6.8	2	2.3	241	8.9	11
	No	526	70.5	155	66.5	156	67.5	821	71.0	32	66.7	152	79.6	64	72.7	1906	70.7	
	U	183	24.5	59	25.3	50	21.6	197	17.0	10	20.8	26	13.6	22	25.0	547	20.3	
7. The responsibility for pupils involved in accidents in Physical Science, Chemistry and Physical Education	Yes	140	18.8	47	20.2	54	23.4	260	22.5	4	8.3	30	15.7	9	10.2	544	20.2	7
	No	401	53.8	115	49.4	111	48.1	580	50.1	34	70.8	126	66.0	42	47.7	1409	52.3	
	U	205	27.5	71	30.5	66	28.6	317	27.4	10	20.8	35	18.3	37	42.0	741	27.5	
8. The reduction of the number of periods allotted to the basic subjects because of the increase in compulsory and/or cultural subjects	Yes	285	38.2	62	26.6	65	28.1	563	48.7	8	16.7	59	30.9	24	27.3	1066	39.6	3
	No	320	42.9	120	51.5	118	51.1	401	34.7	28	58.3	92	48.2	37	42.0	1116	41.4	
	U	141	18.9	51	21.9	48	20.8	193	16.7	12	25.0	40	20.9	27	30.7	512	19.0	
9. Shortening of periods because of additional compulsory and/or cultural subjects	Yes	285	38.2	57	24.5	69	29.9	561	48.5	6	12.5	54	28.3	26	29.5	1058	39.3	4
	No	303	40.6	119	51.1	112	48.5	390	33.7	28	58.3	99	51.8	34	38.6	1085	40.3	
	U	158	21.2	57	24.5	50	21.6	206	17.8	14	29.2	38	19.9	28	31.8	551	20.5	
10. The great volume of correction work caused by the large senior classes	Yes	264	35.4	83	35.6	66	28.6	594	51.3	13	27.1	48	25.1	28	31.8	1096	40.7	2
	No	266	35.7	78	33.5	87	37.7	289	25.0	19	39.6	109	57.1	31	35.2	879	32.6	
	U	216	29.0	72	30.9	78	33.8	274	23.7	16	33.3	34	17.8	29	33.0	719	26.7	
11. Secondment of senior staff at a time when the timetable for the following year has been finalised	Yes	72	9.7	45	19.3	29	12.6	394	34.1	7	14.6	41	21.5	8	9.1	596	22.1	6
	No	358	48.0	105	45.1	107	46.3	392	33.9	19	39.6	101	52.9	40	45.5	1122	41.6	
	U	316	42.4	83	35.6	95	41.1	371	32.1	22	45.8	49	25.7	40	45.5	976	36.2	
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0	

TABLE 10.1.3

## LECTURERS

## Aspects of school work that make the profession unpleasant or unattractive to the teacher

Aspects in connection with service regulations		Education Authorities										Order		
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science			Total	
		N	%	N	%	N	%	N	%	N	%		N	%
1. The service regulations are too demanding	Yes	18	18.7	9	18.0	6	16.7	69	27.0	19	26.8	121	23.8	10
	No	69	71.9	37	74.0	25	69.4	154	60.2	45	63.4	330	64.8	
	U	9	9.4	4	8.0	5	13.9	33	12.9	7	9.9	58	11.4	
2. The size of the classes	Yes	91	94.8	48	96.0	34	94.4	231	90.2	60	84.5	464	91.2	1
	No	3	3.1	1	2.0	2	5.6	20	7.8	9	12.7	35	6.9	
	U	2	2.1	1	2.0	-	-	5	2.0	2	2.8	10	2.0	
3. Restrictions in connection with the maintenance of discipline in the classroom	Yes	24	25.0	20	40.0	14	38.9	105	41.0	22	31.0	185	36.3	7
	No	62	64.4	26	52.0	18	50.0	122	47.7	42	59.2	270	53.0	
	U	10	10.4	4	8.0	4	11.1	29	11.3	7	9.9	54	10.6	
4. The methods prescribed to the teacher	Yes	29	30.2	23	46.0	16	44.4	123	48.0	29	40.8	220	43.2	6
	No	56	58.3	23	46.0	15	41.7	106	41.4	31	43.7	231	45.4	
	U	11	11.5	4	8.0	5	13.9	27	10.5	11	15.5	58	11.4	
5. Inspection by the inspector	Yes	15	15.6	9	18.0	13	36.1	68	26.6	18	25.4	123	24.2	9
	No	70	72.9	37	74.0	19	52.8	168	65.6	43	60.6	337	66.2	
	U	11	11.5	4	8.0	4	11.1	20	7.8	10	14.1	49	9.6	
6. The system of supervision by senior assistant teachers	Yes	15	15.6	12	24.0	4	11.1	50	19.5	16	22.5	97	19.1	11
	No	58	60.4	31	62.0	27	75.0	176	68.7	41	57.7	333	65.4	
	U	23	24.0	7	14.0	5	13.9	30	11.7	14	19.7	79	15.5	
7. The responsibility for pupils involved in accidents in Physical Science, Chemistry and Physical Education	Yes	19	19.8	8	16.0	13	36.1	88	34.4	14	19.7	142	27.9	8
	No	54	56.2	33	66.0	19	52.8	133	52.0	39	54.9	278	54.6	
	U	23	24.0	9	18.0	4	11.1	35	13.7	18	25.4	89	17.5	
8. The reduction of the number of periods allotted to the basic subjects because of the increase in compulsory and/or cultural subjects	Yes	51	53.1	15	30.0	23	63.9	153	59.8	45	63.4	287	56.4	3
	No	30	31.2	26	52.0	9	25.0	78	30.5	17	23.9	160	31.4	
	U	15	15.6	9	18.0	4	11.1	25	9.8	9	12.7	62	12.2	
9. Shortening of periods because of additional compulsory and/or cultural subjects	Yes	54	56.2	13	26.0	21	58.3	147	57.4	44	62.0	279	54.8	4
	No	27	28.1	27	54.0	10	27.8	79	30.9	18	25.4	161	31.6	
	U	15	15.6	10	20.0	5	13.9	30	11.7	9	12.7	69	13.6	
10. The great volume of correction work caused by the large senior classes	Yes	82	85.4	43	86.0	32	88.9	210	82.0	55	77.5	422	82.9	2
	No	6	6.2	5	10.0	1	2.8	31	12.1	4	5.6	47	9.2	
	U	8	8.3	2	4.0	3	8.3	15	5.9	12	16.9	40	7.9	
11. Secondment of senior staff at a time when the time-table for the following year has been finalised	Yes	25	26.0	28	56.0	12	33.3	141	55.1	31	43.7	237	46.6	5
	No	29	30.2	15	30.0	14	38.9	71	27.7	12	16.9	141	27.7	
	U	42	43.7	7	14.0	10	27.8	44	17.2	28	39.4	131	25.7	
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	

- (b) Differentiated teaching groups under the different authorities (Tables 10.1.1, 10.1.2, 10.1.3)

The three groups under the various education authorities who are dissatisfied on this score vary in the case of principals from 82.5% for the Transvaal to 65.7% for the Cape Province (non-departmental schools 48.2%); in respect of vice-principals and assistants from 51.3% for the Transvaal to 25.1% for Education, Arts and Science; and in the case of lecturers from 88.9% for the Orange Free State to 77.5% for Education, Arts and Science.

10.4.3 The reduction of the number of periods allotted to the basic subjects because of the increase in compulsory and/or cultural subjects

- (a) National picture (Table 10.1)

This aspect is placed third for the country as a whole by 59.0% of the principals, 56.4% of the lecturers and 39.6% of the vice-principals and assistants.

- (b) Differentiated teaching groups under the different authorities (Tables 10.1.1, 10.1.2, 10.1.3)

The percentages of the three groups under the various education authorities who complain about this matter, vary in the case of principals from 73.3% for the Orange Free State to 48.5% for Education, Arts and Science (non-departmental schools 32.9%); in the case of vice-principals and assistants from 48.7% for the Transvaal to 16.7% for South West Africa; and in respect of lecturers from 63.9% for the Orange Free State to 30.0% for Natal.

10.4.4 The shortening of periods because of additional compulsory and/or cultural subjects

- (a) National picture (Table 10.1)

This complaint is placed fourth for the country as a whole by 57.4% of the principals, 54.8% of the lecturers and 39.3% of the vice-principals and assistants.

- (b) Differentiated teaching groups under the different authorities (Tables 10.1.1, 10.1.2, 10.1.3)

For the three groups of respondents under the different education authorities who complain on this score, the percentages vary as follows: Principals: from 71.1% for the Orange Free State to 45.5% for Education, Arts and Science (non-departmental schools 34.1%); vice-principals and assistants: from 48.5% for the Transvaal to 12.5% for South West Africa; lecturers: from 62.0% for Education, Arts and Science to 26.0% for Natal.

A striking fact in regard to these first four complaints is that they are ranked in exactly the same order by all three groups of respondents and that their ranking corresponds with the national picture. It is remarkable, furthermore, that such large percentages, ranging from almost 45% for the complaint placed fourth to about 67% for the complaint ranked first, are dissatisfied about these four aspects of the daily working conditions of the teacher.

10.4.5 Restrictions in connection with the maintenance of discipline in the classroom

- (a) National picture (Table 10.1)

For the country as a whole this complaint is placed fifth by 49.5% of the principals and 27.7% of the vice-principals and assistants, while 36.3% of the lecturers rank it seventh.

- (b) Differentiated teaching groups under the different authorities (Tables 10.1.1, 10.1.2, 10.1.3)

For the three groups under the respective authorities who are dissatisfied on this point the percentages vary as follows: Principals: from 64.3% for South West Africa to 43.5% for Natal (non-departmental schools 25.9%); vice-principals and assistants: from 35.9% for the Orange Free State to 18.7% for South West Africa (non-departmental schools 8.0%); lecturers: from 41.0% for the Transvaal to 25.0% for the Cape Province.

10.4.6 Secondment of senior staff at a time when the timetable for the following year has already been finalised

(a) National picture (Table 10.1)

This matter is placed sixth for the country as a whole by 48.4% of the principals and 22.1% of the vice-principals and assistants, while it is ranked fifth by 46.6% of the lecturers,

(b) Differentiated teaching groups under the different authorities: (Tables 10.1.1, 10.1.2, 10.1.3)

The three groups under the respective education authorities indicate this aspect as vexatious in percentages which vary as follows: principals: from 73.4% for the Transvaal to 30.8% for the Cape Province (non-departmental schools 30.6%); vice-principals and assistants: from 34.1% for the Transvaal to 9.7% for the Cape Province (non-departmental schools 9.1%); lecturers: from 56.0% for Natal to 26.0% for the Cape Province.

10.4.7 The methods prescribed to the teacher

(a) National picture (Table 10.1)

For the country as a whole this aspect is ranked seventh; 34.0% of the principals also place it seventh, while it takes sixth place among the lecturers with 43.2%, and eighth place among the vice-principals and assistants with 20.1%.

(b) Differentiated teaching groups under the different authorities (Tables 10.1.1, 10.1.2, 10.1.3)

The respondents in the three groups under the different education authorities are dissatisfied on this score in percentages which vary as follows: Principals: from 50.0% for South West Africa to 31.1% for the Orange Free State (non-departmental schools 25.9%); vice-principals and assistants: from 22.6% for the Transvaal to 12.5% for South West Africa (non-departmental schools 4.5%); lecturers: from 48.0% for the Transvaal to 30.2% for the Cape Province.

10.4.8 Ranking of the following four complaints which were indicated by less than a quarter of the total number of respondents

The responsibility for pupils involved in accidents in Physical Science or Physical Education classes was rated eighth by about 23% of the respondents.

The service regulations which demand too much of the teacher - placed ninth by about 18% of all respondents.

Inspection by the inspector - ranked tenth by about 16% of all respondents.

The system of supervision by senior assistant teachers - placed eleventh by about 12% of all respondents.

10.4.9 The seven complaints given the highest ranking are all associated with the general feeling among teachers that certain things conspire to make teaching ineffective and make the daily task of the teacher more difficult. Among these, the teaching body includes such factors as excessively large classes, too many pupils in senior classes, reduction in the number and length of periods for essential subjects, restrictions imposed on teachers in connection with the maintenance of discipline in class, secondment of senior staff at inconvenient times, and also the methods prescribed to the teacher by the authorities.

10.4.10 Can some of these views be confirmed by the findings of previous investigations?

(a) The present objections to excessively large classes and to over-large senior classes and the detrimental effect of such conditions, sound like an echo of memoranda on this aspect submitted to the Committee of Inquiry into the Teaching Profession in 1951-52.

(i) On behalf of parents' organisations it was stated that teaching has always been regarded as an exciting and a rewarding task because of the contact with children in their infinite

variety and the creative satisfaction to be gained from sharing in the child's development. Present classroom conditions rob the teacher of this satisfaction because personal contact is lost to the detriment of both teacher and child (14, part 2, p. 27).

- (ii) On behalf of teachers' associations it was asserted that classes are often unmanageably large, with the result that teaching becomes less effective and the teacher develops a sense of frustration and futility. The handling of such large classes requires super-human effort and leads to great nervous strain, and consequently to dissatisfaction and unhappiness. Some witnesses expressed the conviction that the large classes found in all primary schools today are one of the chief reasons for the unpopularity of the teaching profession among intelligent young men and women (14, part 2, pp. 27-28). The teachers' associations contend further that more individual attention to the child is precisely what modern teaching methods require. This in turn makes it essential for more teachers to be attracted to the profession and makes the revision of staff scales not only desirable but also imperative (14, part 2, p. 29).

On the strength of the foregoing and other evidence, the Committee of Inquiry into the Teaching Profession makes two important recommendations namely -

1. that education departments should take steps to eliminate the general complaint about unmanageably large classes; and
  2. that the heads of education departments should be allowed discretion to deviate from the fixed staff scales in exceptional circumstances.
- (b) The present complaint about methods prescribed to teachers by the authorities has also been encountered in previous investigations. Olckers reports that a great number of teachers answered the following question in the negative: "Do you think that the teaching profession has sufficient say in the determination of general educational policy?" Altogether 72% of the male principals, 66% of the male assistants and 62% of the female assistants answered this question in the negative.

In reply to the further question: "Do you have sufficient opportunity to try out your own ideas about teaching, to decide yourself what is best for your pupils, and to use your own initiative?" less than half the respondents gave affirmative answers, while 40% of the female assistants, 43% of the male principals and 46% of the male assistants gave an unequivocal answer in the negative (7, p. 15).

Olckers maintains that the answers to these questions show that there is a strong desire among teachers to be able to act independently, to have more say in the determination of educational policy, to be free to decide themselves what the needs of the pupils are and how to satisfy such needs (7, p. 15).

## 10.5 MATTERS CONNECTED WITH THE SCHOOL AND ITS INTERNAL ORGANISATION (Table 10.2)

This table includes a number of possible complaints which may arise more specifically as a result of the internal organisation of the school, as well as of particular conditions prevailing in the school and in the neighbourhood in which it is situated. The following ranking emerges from the reaction of the respondents to questions about the aspects mentioned:

### 10.5.1 The teacher is expected to teach a subject for which he has not been trained

- (a) National picture (Table 10.2)

This objection is placed first for the country as a whole, and also by the lecturers and principals, with respective percentages of 82.7% and 80.0%. It is ranked second by vice-principals and assistants with a percentage of 35.1%.

- (b) Differentiated teaching groups under the different authorities (Tables 10.2.1, 10.2.2, 10.2.3)

The percentages for the three groups of respondents who are dissatisfied on this point under the respective education authorities, vary as follows: Principals: from 100% for South West Africa to 77.2% for the Cape Province (non-departmental schools 60.0%); vice-principals and assistants: from 41.7% for South West Africa to 16.2% for Education, Arts and Science; lecturers: from 90.0% for Natal to 78.1% for the Cape Province.

TABLE 10.2

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Aspects of school work that make the profession unpleasant or unattractive to the teacher

Matters in connection with school		Principals			Vice-principals and assistants			Lecturers			Total	
		N	%	Order	N	%	Order	N	%	Order	N	Order
1. The principal expects too much of the teacher	Yes	115	14.1	7	114	4.2	8	97	19.1	7	326	8
	No	586	72.0		2205	81.8		342	67.2			
	U	113	13.9		375	13.9		70	13.7			
2. The general discipline of the school	Yes	214	26.3	6	467	17.3	5	222	43.6	4	903	5
	No	494	60.7		1876	69.6		233	45.8			
	U	106	13.0		351	13.0		54	10.6			
3. The teacher is expected to teach a subject in which he has not been trained	Yes	651	80.0	1	946	35.1	2	421	82.7	1	2018	1
	No	94	11.5		1438	53.4		60	11.8			
	U	69	8.5		310	11.5		28	5.5			
4. The teacher is expected to take a class for which he is not trained	Yes	626	76.9	2	645	23.9	4	401	78.8	2	1672	3
	No	107	13.1		1661	61.7		73	14.3			
	U	81	10.0		388	14.4		35	6.9			
5. Class inspection by the principal	Yes	101	12.4	8	151	5.6	7	80	15.7	8	332	7
	No	593	72.9		2194	81.4		374	73.5			
	U	120	14.7		349	13.0		55	10.8			
6. The intercom system	Yes	215	26.4	5	398	14.8	6	156	30.6	6	769	6
	No	410	50.4		1707	63.4		278	54.6			
	U	189	23.2		589	21.9		75	14.7			
7. Irritating experiences as a result of interference by parents in the professional work in the classroom	Yes	557	68.4	3	1064	39.5	1	265	52.1	3	1886	2
	No	171	21.0		1199	44.5		175	34.4			
	U	86	10.6		431	16.0		69	13.6			
8. Trivialities in connection with the work, which make the teacher dislike the profession	Yes	287	35.3	4	647	24.0	3	216	42.4	5	1150	4
	No	352	43.2		1560	57.9		170	33.4			
	U	175	21.5		487	18.1		123	24.2			
Totals on which % was calculated:		814	100.0		2694	100.0		509	100.0			

TABLE 10.2.1

## PRINCIPALS OF SCHOOLS

Aspects of school work that make the profession unpleasant or unattractive to the teacher

Matters in connection with school		Education authorities														Total	Order	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools				
		N	%	N	%	N	%	N	%	N	%	N	%	N	%			
1. The principal expects too much of the teacher	Yes	39	12.5	6	9.7	7	15.6	52	19.8	1	7.1	4	12.1	6	7.1	115	14.1	7
	No	221	70.8	51	82.3	34	75.6	187	71.1	13	92.9	27	81.8	53	62.4	586	72.0	
	U	52	16.7	5	8.1	4	8.9	24	9.1	-	-	2	6.1	26	30.6	113	13.9	
2. The general discipline of the school	Yes	96	30.8	21	33.9	12	26.7	51	19.4	3	21.4	8	24.2	23	27.1	214	26.3	6
	No	176	56.4	30	48.4	28	62.2	186	70.7	11	78.6	23	69.7	40	47.1	494	60.7	
	U	40	12.8	11	17.7	5	11.1	26	9.9	-	-	2	6.1	22	25.9	106	13.0	
3. The teacher is expected to teach a subject in which he has not been trained	Yes	241	77.2	49	79.0	38	84.4	229	87.1	14	100.0	29	87.9	51	60.0	651	80.0	1
	No	47	15.1	7	11.3	5	11.1	23	8.7	-	-	1	3.0	11	12.9	94	11.5	
	U	24	7.7	6	9.7	2	4.4	11	4.2	-	-	3	9.1	23	27.1	69	8.5	
4. The teacher is expected to take a class for which he is not trained	Yes	231	74.0	47	57.8	38	84.4	221	84.0	13	92.9	27	81.8	49	57.6	626	76.9	2
	No	49	15.7	8	12.9	5	11.1	30	11.4	1	7.1	1	3.0	13	15.3	107	13.1	
	U	32	10.3	7	11.3	2	4.4	12	4.6	-	-	5	15.2	23	27.1	81	10.0	
5. Class inspection by the principal	Yes	36	11.5	7	11.3	5	11.1	35	13.3	4	28.6	5	15.2	9	10.6	101	12.4	8
	No	227	72.8	47	75.8	37	82.2	198	75.3	10	71.4	25	75.8	49	57.6	593	72.9	
	U	49	15.7	8	12.9	3	6.7	30	11.4	-	-	3	9.1	27	31.8	120	14.7	
6. The intercom system	Yes	72	23.1	29	46.8	10	22.2	70	26.6	5	35.7	11	33.3	18	21.2	215	26.4	5
	No	159	51.0	17	27.4	28	62.2	156	59.2	8	57.1	14	42.4	28	32.9	410	50.4	
	U	81	26.0	16	25.8	7	15.6	37	14.1	1	7.1	8	24.2	39	45.9	189	23.2	
7. Irritating experiences as a result of interference by parents in the professional work in the classroom	Yes	220	70.5	41	66.1	33	73.3	190	72.7	13	92.9	21	63.6	39	45.9	557	68.4	3
	No	64	20.5	16	25.8	8	17.8	55	20.9	1	7.1	9	27.3	18	21.2	171	21.0	
	U	28	9.0	5	8.1	4	8.9	18	6.8	-	-	3	9.1	28	32.9	86	10.6	
8. Trivialities in connection with the work which make the teacher dislike the profession	Yes	100	32.1	20	32.3	21	46.7	121	46.0	8	57.1	9	27.3	8	9.4	287	35.3	4
	No	138	44.2	30	48.4	14	31.1	102	38.8	5	35.7	20	60.6	43	50.6	352	43.2	
	U	74	23.7	12	19.4	10	22.2	40	15.2	1	7.1	4	12.1	34	40.1	175	21.5	
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0	

TABLE 10.2.2

## VICE-PRINCIPALS AND ASSISTANTS

Aspects of school work that make the profession unpleasant or unattractive to the teacher

Matters in connection with school		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental Schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. The principal expects too much of the teacher	Yes	17	2.3	11	4.7	2	0.9	76	6.6	-	-	7	3.7	1	1.1	114	4.2	8
	No	627	84.0	189	81.1	194	84.0	916	79.2	42	87.5	163	85.3	74	84.1	2205	81.8	
	U	102	13.7	33	14.2	35	15.2	165	14.3	6	12.5	21	11.0	13	14.8	375	13.9	
2. The general discipline of the school	Yes	149	20.0	29	12.4	30	13.0	210	18.2	1	2.1	40	20.9	8	9.1	467	17.3	5
	No	503	67.4	172	73.8	164	71.0	796	68.8	41	85.4	134	70.2	66	75.0	1876	69.6	
	U	94	12.6	32	13.7	37	16.0	151	13.1	6	12.5	17	8.9	14	15.9	351	13.0	
3. The teacher is expected to teach a subject in which he has not been trained	Yes	245	32.8	79	33.9	69	29.9	479	41.4	20	41.7	31	16.2	23	26.1	946	35.1	2
	No	421	56.4	118	50.6	133	57.6	552	47.7	24	50.0	142	74.3	48	54.5	1438	53.4	
	U	80	10.7	36	15.5	29	12.6	126	10.9	4	8.3	18	9.4	17	19.3	310	11.5	
4. The teacher is expected to take a class for which he is not trained	Yes	162	21.7	60	25.8	54	23.4	310	26.8	14	29.2	30	15.7	15	17.0	645	23.9	4
	No	486	65.1	138	59.2	140	60.6	674	58.3	28	58.3	141	73.8	54	61.4	1661	61.7	
	U	98	13.1	35	15.0	37	16.0	173	15.0	6	12.5	20	10.5	19	21.6	388	14.4	
5. Class inspection by the principal	Yes	35	4.7	20	8.6	5	2.2	75	6.5	6	12.5	9	4.7	1	1.1	151	5.6	7
	No	616	82.6	185	79.4	189	81.8	928	80.2	36	75.0	167	87.4	73	83.0	2194	81.4	
	U	95	12.7	28	12.0	37	16.0	154	13.3	6	12.5	15	7.9	14	15.9	349	13.0	
6. The intercom system	Yes	105	14.1	45	19.3	30	13.0	180	15.6	2	4.2	29	15.2	7	8.0	398	14.8	6
	No	481	64.5	106	45.5	153	66.2	768	66.4	35	72.9	118	61.8	46	52.3	1707	63.4	
	U	160	21.4	82	35.2	48	20.8	209	18.1	11	22.9	44	23.0	35	39.8	589	21.9	
7. Irritating experiences as a result of interference by parents in the professional work in the classroom	Yes	325	43.6	91	39.1	96	41.6	463	40.0	22	45.8	41	21.5	26	29.5	1064	39.5	1
	No	305	40.9	105	45.1	87	37.7	518	44.8	20	41.7	121	63.4	43	48.9	1199	44.5	
	U	116	15.5	37	15.9	48	20.8	176	15.2	6	12.5	29	15.2	19	21.6	431	16.0	
8. Trivialities in connection with the work which make the teacher dislike the profession	Yes	169	22.7	50	21.5	42	18.2	331	28.6	13	27.1	39	20.4	3	3.4	647	24.0	3
	No	433	58.0	144	61.8	146	63.2	613	53.0	29	60.4	133	69.6	62	70.5	1560	57.9	
	U	144	19.3	39	16.7	43	18.6	213	18.4	6	12.5	19	9.9	23	26.1	487	18.1	
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0	

TABLE 10.2.3

## LECTURERS

Aspects of school work that make the profession unpleasant or unattractive to the teacher?

Matters in connection with school		Education authorities												Order
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	
1. The principal expects too much of the teacher	Yes	16	16.7	9	18.0	9	25.0	49	19.1	14	19.7	97	19.1	7
	No	71	74.0	35	70.0	24	66.7	168	65.6	44	62.0	342	67.2	
	U	9	9.4	6	12.0	3	8.3	39	15.2	13	18.3	70	13.7	
2. The general discipline of the school	Yes	40	41.7	28	56.0	16	44.4	112	43.7	26	36.6	222	43.6	4
	No	47	49.0	17	34.0	16	44.4	121	47.3	32	45.1	233	45.8	
	U	9	9.4	5	10.0	4	11.1	23	9.0	13	18.3	54	10.6	
3. The teacher is expected to teach a subject in which he has not been trained	Yes	75	78.1	45	90.0	29	80.6	215	84.0	57	80.3	421	82.7	1
	No	13	13.5	3	6.0	7	19.4	28	10.9	9	12.7	60	11.8	
	U	8	8.3	2	4.0	-	-	13	5.1	5	7.0	28	5.5	
4. The teacher is expected to take a class for which he is not trained	Yes	71	74.0	40	80.0	28	77.8	211	82.4	51	71.8	401	78.8	2
	No	16	16.7	8	16.0	7	19.4	32	12.5	10	14.1	73	14.3	
	U	9	9.4	2	4.0	1	2.8	13	5.1	10	14.1	35	6.9	
5. Class inspection by the principal	Yes	10	10.4	5	10.0	4	11.1	47	18.4	14	19.7	80	15.7	8
	No	74	77.1	41	82.0	28	77.8	187	73.0	44	62.0	374	73.5	
	U	12	12.5	4	8.0	4	11.1	22	8.6	13	18.3	55	10.8	
6. The intercom system	Yes	21	21.9	31	62.0	9	25.0	71	27.7	24	33.8	156	30.6	6
	No	56	58.3	14	28.0	24	66.7	151	59.0	33	46.5	278	54.6	
	U	19	19.8	5	10.0	3	8.3	34	13.3	14	19.7	75	14.7	
7. Irritating experiences as a result of interference by parents in the professional work in the classroom	Yes	50	52.1	27	54.0	25	69.4	135	52.7	28	39.4	265	52.1	3
	No	31	32.3	17	34.0	8	22.2	92	35.9	27	38.0	175	34.4	
	U	15	15.6	6	12.0	3	8.3	29	11.3	16	22.5	69	13.6	
8. Trivialities in connection with the work which give the teacher a dislike of the profession	Yes	30	31.2	15	30.0	20	55.6	123	48.0	28	39.4	216	42.4	5
	No	44	45.8	20	40.0	10	27.8	76	29.7	20	28.2	170	33.4	
	U	22	22.9	15	30.0	6	16.7	57	22.3	23	32.4	123	24.2	
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	

10.5.2 Irritating experiences as a result of interference by parents in the professional work in the classroom

(a) National picture (Table 10.2)

This aspect is rated second by the total group of respondents, while it is placed third by the principals and lecturers with respective percentages of 68.4% and 52.1%. The feeling about interference by parents in professional work is much stronger among the vice-principals and assistants, however, so that this complaint is ranked first with a percentage of 39.5% in this group. The strong reaction of this group is probably due to the fact that, in their position as class or subject teachers, they have more often suffered the bitter results of interference by parents in professional matters. The view of the other two groups about this matter is, perhaps, somewhat tempered by their greater distance from the classroom situation.

(b) Differentiated teaching groups under the different authorities (Tables 10.2.1, 10.2.2, 10.2.3)

For this grievance, the percentages of respondents according to education authorities vary as follows: Principals: from 92.9% for South West Africa to 63.6% for Education, Arts and Science (non-departmental schools 45.9%); vice-principals and assistants: from 45.8% for South West Africa to 21.5% for Education, Arts and Science; and lecturers: from 69.4% for the Orange Free State to 39.4% for Education, Arts and Science.

10.5.3 The teacher is expected to take a class for which he is not trained

(a) National picture (Table 10.2)

For the country as a whole, this complaint is rated third by the respondents, while it is ranked second by the lecturers and principals, with respective percentages of 78.8% and 76.9%. It ranks fourth with 23.9% in the case of the vice-principals and assistants.

(b) Differentiated teaching groups under the different authorities (Tables 10.2.1, 10.2.2, 10.2.3)

Under the various education authorities the respondents indicate dissatisfaction on this score in percentages varying as follows: principals: from 92.9% for South West Africa to 74.1% for the Cape Province (non-departmental schools 57.6%); vice-principals and assistants: from 29.2% for South West Africa to 15.7% for Education, Arts and Science; lecturers: from 82.4% for the Transvaal to 71.8% for Education, Arts and Science.

10.5.4 Trivialities in connection with the work which make the teacher dislike the profession

(a) National picture (Table 10.2)

This objection is rated fourth for the country as a whole, and also by the principals, with 35.3%. It is ranked third by the vice-principals and assistants with 24.0%, and fifth by the lecturers with 42.4%.

(b) Differentiated teaching groups under the different authorities (Tables 10.2.1, 10.2.2, 10.2.3)

The percentages of respondents under the respective education authorities who indicated the above as irksome vary as follows: Principals: from 57.1% for South West Africa to 27.3% for Education, Arts and Science (non-departmental schools 9.4%); vice-principals and assistants: from 28.6% for the Transvaal to 18.2% for the Orange Free State (non-departmental schools 3.4%); lecturers: from 55.6% for the Orange Free State to 30.0% for Natal.

10.5.5 Ranking of the following four points repeatedly indicated as complaints by considerably less than a quarter of the total group of respondents

The general discipline of the school - placed fifth by about 22% of all respondents.

The intercom system - rated sixth by about 19% of all respondents.

Class inspection by the principal - ranked seventh by about 8% of all respondents.

The school principal expects too much of the teacher - placed eighth by about 8% of all respondents.

10.5.6 The teaching body is therefore particularly opposed to the idea of a teacher being required to teach a subject or take a class for which he has not been trained. There is good reason for such opposition, because there can be little joy in working under such circumstances, since the teacher will always feel that he is not being fairly treated as a person, while at the same time he will not be able to do justice to the subject or the class. The teaching body is furthermore irritated by the interference of parents in professional matters, and also by other trivial but irritating things which make the teacher dislike his profession.

10.5.7 Can some of these views be confirmed by the findings of previous investigations?

Olckers reports that about one third of the respondents replied in the affirmative to the question: "Do you often feel dissatisfied and unhappy because you have to teach subjects or do work for which you are not trained or qualified?" The percentages who indicated that they did feel unhappy for the reasons given totalled 22% of male principals, 32% of male assistants and 36% of female respondents. On the strength of the foregoing, Olckers concluded that a considerable percentage of the respondents were unhappy and dissatisfied because they had to do work for which they were not trained or qualified (7, p. 17).

10.6 MATTERS CONNECTED WITH THE PREPARATION OF, AND REPORTING ON, LESSONS

Here there were four aspects about which the teaching body was asked to express an opinion, and from this the following ranking emerges:

10.6.1 The fact that both record books and preparation books have to be kept

(a) National picture (Table 10.3)

This complaint is placed first for the country as a whole, and also by the lecturers with 38.7% and the vice-principals and assistants with 31.1%, while it is ranked second by the principals with 41.2%.

(b) Differentiated teaching groups under the different authorities (Tables 10.3.1, 10.3.2, 10.3.3)

As far as the groups of respondents under the various authorities are concerned, the percentages who complain about this vary as follows: principals: from 50.0% for South West Africa to 27.4% for Natal (non-departmental schools 21.2%); vice-principals and assistants: from 40.9% for the Transvaal to 17.3% for Education, Arts and Science (non-departmental schools 14.8%); and lecturers: from 47.2% for the Orange Free State to 33.8% for Education, Arts and Science.

10.6.2 The increase in preparation work, tests, etc., resulting from the system of differentiated education

(a) National picture (Table 10.3)

This aspect is rated second for the country as a whole, and also second by the lecturers, with 38.5% and the vice-principals and assistants with 21.3%, while it is ranked first by the principals with 41.8%.

(b) Differentiated teaching groups under the different authorities (Tables 10.3.1, 10.3.2, 10.3.3)

The groups under the various authorities indicate this as a complaint in percentages which vary as follows: principals: from 85.7% for South West Africa to 30.3% for Education, Arts and Science (non-departmental schools 29.4%); vice-principals and assistants: from 29.6% for the Transvaal to 10.8% for the Orange Free State; and lecturers: from 43.7% for Education, Arts and Science to 28.1% for the Cape Province.

10.6.3 Ranking of the next two complaints which were indicated in each case by less than a quarter of all respondents

The way in which record books have to be kept - placed third by about 24% of all respondents.

TABLE 10.3

PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS  
Aspects of schoolwork that make the profession unpleasant or unattractive to the teacher

Matters in connection with preparation and reporting		Principals			Vice-principals and assistants			Lecturers			Total	
		N	%	Order	N	%	Order	N	%	Order	N	Order
1. The way in which record books have to be kept	Yes	273	33.5	3	560	20.8	3	156	30.6	4	989	3
	No	448	55.0		1791	66.5		290	57.0			
	U	93	11.4		343	12.7		63	12.4			
2. The way in which preparation books have to be kept	Yes	250	30.7	4	494	18.3	4	163	32.0	3	907	4
	No	424	52.1		1737	64.5		266	52.3			
	U	140	17.2		463	17.2		80	15.7			
3. The fact that both record books and preparation books have to be kept	Yes	335	41.2	2	838	31.1	1	197	38.7	1	1370	1
	No	345	42.4		1435	53.3		244	47.9			
	U	134	16.5		421	15.6		68	13.4			
4. The increase in preparation work, tests, etc., resulting from the system of differentiated education	Yes	340	41.8	1	575	21.3	2	196	38.5	2	1111	2
	No	238	29.2		1341	49.8		203	39.9			
	U	236	29.0		778	28.9		110	21.6			
Totals on which % was calculated:		814	100.0		2694	100.0		509	100.0			

TABLE 10.3.1

## PRINCIPALS OF SCHOOLS

Aspects of schoolwork that make the profession unpleasant or unattractive to the teacher

Matters in connection with preparation and reporting		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. The way in which record books have to be kept	Yes	135	43.3	17	27.4	12	26.7	78	29.7	8	57.1	7	21.2	16	18.8	273	33.5	3
	No	147	47.1	39	62.9	30	66.7	163	62.0	6	42.9	23	69.7	40	47.1	448	55.0	
	U	30	9.6	6	9.7	3	6.7	22	8.4	-	-	3	9.1	29	34.1	93	11.4	
2. The way in which preparation books have to be kept	Yes	111	35.6	15	24.2	15	33.3	72	27.4	9	64.3	13	39.4	15	17.6	250	30.7	4
	No	130	41.7	41	66.1	25	55.6	170	64.6	5	35.7	16	48.5	37	43.5	424	52.1	
	U	71	22.8	6	9.7	5	11.1	21	8.0	-	-	4	12.1	33	38.8	140	17.2	
3. The fact that both record books and preparation books have to be kept	Yes	146	46.8	17	27.4	17	37.8	116	44.1	7	50.0	14	42.4	18	21.2	335	41.2	2
	No	100	32.1	39	62.9	22	48.9	126	47.9	6	42.9	15	45.5	37	43.5	345	42.4	
	U	66	21.2	6	9.7	6	13.3	21	8.0	1	7.1	4	12.1	30	35.3	134	16.5	
4. The increase in preparation work, tests, etc., resulting from the system of differentiated education	Yes	115	36.9	24	38.7	21	46.7	133	50.6	12	85.7	10	30.3	25	29.4	340	41.8	1
	No	106	34.0	23	37.1	11	24.4	63	24.0	1	7.1	6	18.2	28	32.9	238	29.2	
	U	91	29.2	15	24.2	13	28.9	67	25.5	1	7.1	17	51.5	32	37.6	236	29.0	
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0	

TABLE 10.3.2

## VICE-PRINCIPALS AND ASSISTANTS

Aspects of schoolwork that make the profession unpleasant or unattractive to the teacher

Matters in connection with preparation and reporting		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. The way in which record books have to be kept	Yes	235	31.5	32	13.7	32	13.9	227	19.6	10	20.8	19	9.9	5	5.7	560	20.8	3
	No	429	57.5	168	72.1	160	69.3	781	67.1	32	66.7	157	82.2	64	72.7	1791	66.5	
	U	82	11.0	33	14.2	39	16.9	149	12.9	6	12.5	15	7.9	19	21.6	343	12.7	
2. The way in which preparation books have to be kept	Yes	128	17.2	26	11.2	31	13.4	278	24.0	10	20.8	17	8.9	4	4.5	494	18.3	4
	No	439	58.8	169	72.5	152	65.8	737	63.7	32	66.7	148	77.5	60	68.2	1737	64.5	
	U	179	24.0	38	16.3	48	20.8	142	12.3	6	12.5	26	13.6	24	27.3	463	17.2	
3. The fact that both record books and preparation books have to be kept	Yes	208	27.9	46	19.7	48	20.8	473	40.9	17	35.4	33	17.3	13	14.8	838	31.1	1
	No	372	49.9	157	67.4	136	58.9	571	49.4	25	52.1	124	64.9	50	56.8	1435	53.3	
	U	166	22.3	30	12.9	47	20.3	113	9.8	6	12.5	34	17.8	25	28.4	421	15.6	
4. The increase in preparation work, tests, etc., resulting from the system of differentiated education	Yes	117	15.7	41	17.6	25	10.8	342	29.6	13	27.1	23	12.0	14	15.9	575	21.3	2
	No	391	52.4	121	51.9	120	51.9	524	45.3	25	52.1	114	59.7	46	52.3	1341	49.8	
	U	238	31.9	71	30.5	86	37.2	291	25.2	10	20.8	54	28.3	28	31.8	778	28.9	
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0	

TABLE 10.3.3

## LECTURERS

Aspects of schoolwork that make the profession unpleasant or unattractive to the teacher

Matters in connection with preparation and reporting		Education authorities												Order
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	
1. The way in which record books have to be kept	Yes	34	35.4	19	38.0	17	47.2	70	27.3	16	22.5	156	30.6	4
	No	46	47.9	27	54.0	14	38.9	161	62.9	42	59.2	290	57.0	
	U	16	16.7	4	8.0	5	13.9	25	9.8	13	18.3	63	12.4	
2. The way in which preparation books have to be kept	Yes	27	28.1	19	38.0	14	38.9	83	32.4	20	28.2	163	32.0	3
	No	38	39.6	26	52.0	16	44.4	148	57.8	38	53.5	266	52.3	
	U	31	32.3	5	10.0	6	16.7	25	9.8	13	18.3	80	15.7	
3. The fact that both record books and preparation books have to be kept	Yes	34	35.4	23	46.0	17	47.2	99	38.7	24	33.8	197	38.7	1
	No	35	36.5	24	48.0	13	36.1	139	54.3	33	46.5	244	47.9	
	U	27	28.1	3	6.0	6	16.7	18	7.0	14	19.7	68	13.4	
4. The increase in preparation work, tests, etc., resulting from the system of differentiated education	Yes	27	28.1	16	32.0	14	38.9	108	42.2	31	43.7	196	38.5	2
	No	33	34.4	24	48.0	13	36.1	111	43.4	22	31.0	203	39.9	
	U	36	37.5	10	20.0	9	25.0	37	14.5	18	25.4	110	21.6	
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	

The way in which preparation books have to be kept - rated fourth by about 22% of all respondents.

10.6.4

The above data indicate that the teaching body does not object so much to the keeping of preparation or record books as to the fact that both preparation and record books have to be kept. In addition, many of the teachers (probably most of those at high schools) complain about the increase in preparation work as a result of the introduction of the system of streaming.

## CHAPTER 11

### THE TEACHER'S VIEWS ON WORKING HOURS SPENT IN SCHOOL, AND ALSO ON TIME SPENT ON ADMINISTRATION, PREPARATION OF WORK, AND CORRECTION OF SCHOOL WORK

- 11.1 Members of the public are wont to refer to the so-called "short" working day of the teacher as if this working day consisted only of the five hours during which the teacher stands in front of his class. This view does not of course, take into account the great number of hours spent by the teacher on extramural activities, administrative work, the preparation of lessons, and also the correction of school work.
- 11.2 In the questionnaires, teachers were given the opportunity of expressing their views on working hours in school, and also of indicating whether valuable working hours are lost as a result of incidental activities. Another group of questions gave the teachers the opportunity to report on the number of hours they spend on administrative work and on the preparation and correction of school work.
- 11.3 ARE THE WORKING HOURS SUCH AS TO MAKE THE TEACHER DISLIKE THE PROFESSION? (Table 11.1)
- (a) National picture
- Only very low percentages of the three groups of respondents answered in the affirmative. Those who state that the working hours make the teacher dislike the profession total 7.7%, in the case of lecturers, while 6.8% of the principals and 5.4% of the vice-principals and assistants share this view. An overwhelming majority of the respondents, however, are emphatic in their view that the working hours are not such as to make teachers dislike the profession, namely, 88.7% of the vice-principals and assistants, 87.0% of the principals, and 86.1% of the lecturers.
- (b) Differentiated teaching groups under the different authorities
- (i) Under the respective education authorities, the percentages of the three groups of respondents who consider that the working hours make teachers dislike the profession, vary as follows: principals: from 14.3% for South West Africa to 0% for the Orange Free State; vice-principals and assistants: from 6.7% for the Transvaal to 3.5% for the Orange Free State; lecturers: from 9.9% for Education, Arts and Science to 5.2% for the Cape Province.
- (ii) The percentages of those who do not think that working hours make the teacher dislike the profession vary as follows: principals: from 93.3% for the Orange Free State to 84.8% for the Transvaal (non-departmental schools 75.3%); vice-principals and assistants: from 91.6% for Education, Arts and Science to 83.3% for South West Africa (non-departmental schools 81.8%); lecturers: from 91.7% for the Cape Province to 81.7% for Education, Arts and Science.
- 11.3.1 The general feeling among the vast majority of the total group of respondents therefore shows that school working hours are not such as to make the teacher dislike the profession. This certainly does not mean, however, that the teacher has no criticism to make of school hours, as will be clearly shown by the replies to the following two questions.
- 11.4 ARE SCHOOL WORKING HOURS ADEQUATE (EXCLUDING EXTRAMURAL ACTIVITIES) (Table 11.2)
- In reply to this question, respondents could indicate whether they found the working hours long enough, too long or too short.

TABLE 11.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Working hours: Are the working hours such as to make the teacher dislike the profession?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	14	4.5	2	3.2	-	-	32	12.2	2	14.3	3	9.1	2	2.4	55	6.8
	No	282	90.4	56	90.3	42	93.3	223	84.8	12	85.7	29	87.9	64	75.3	708	87.0
	U	16	5.1	4	6.5	3	6.7	8	3.0	-	-	1	3.0	19	22.4	51	6.3
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS</u>	Yes	35	4.1	10	4.3	8	3.5	77	6.7	2	4.2	9	4.7	5	5.7	146	5.4
	No	664	89.0	206	88.4	210	90.9	1023	88.4	40	83.3	175	91.6	72	81.8	2390	88.7
	U	47	6.3	17	7.3	13	5.6	57	4.9	6	12.5	7	3.7	11	12.5	158	5.9
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>	Yes	5	5.2	3	6.0	2	5.6	22	8.6			7	9.9			39	7.7
	No	88	91.7	42	84.0	32	88.9	218	85.2			58	81.7			438	86.1
	U	3	3.1	5	10.0	2	5.6	16	6.2			6	8.5			32	6.3
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

TABLE 11.2

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Working hours: Are school working hours adequate (excluding extramural activities)?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	214	68.6	56	90.3	36	80.0	222	84.4	13	92.9	28	84.8	55	64.7	624	76.7
	No, too long	4	1.3	-	-	1	2.2	9	3.4	-	-	-	-	2	2.4	16	2.0
	No, too short	85	27.2	5	8.1	5	11.1	28	10.6	1	7.1	4	12.1	10	11.8	138	17.0
	U	9	2.9	1	1.6	3	6.7	4	1.5	-	-	1	3.0	13	21.2	36	4.4
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS:</u>	Yes	627	84.0	204	87.6	215	93.1	1013	87.6	43	89.6	158	82.7	71	80.7	2331	86.5
	No, too long	14	1.9	8	3.4	2	0.9	39	3.4	2	4.2	24	12.6	1	1.1	90	3.3
	No, too short	89	11.9	10	4.3	10	4.3	84	7.3	1	2.1	8	4.2	10	11.4	212	7.9
	U	16	2.1	11	4.7	4	1.7	21	1.8	2	4.2	1	0.5	6	6.8	61	2.3
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>	Yes	68	70.8	47	94.0	28	77.8	222	86.7			55	77.5			420	82.5
	No, too long	2	2.1	3	6.0	1	2.8	8	3.1			3	4.2			17	3.3
	No, too short	23	24.0	-	-	6	16.7	22	8.6			12	16.9			63	12.4
	U	3	3.1	-	-	1	2.8	4	1.6			1	1.4			9	1.8
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

(a) National picture

- (i) Long enough The percentages of the three groups who think that the school hours are long enough are as follows: vice-principals and assistants 86.5%, lecturers 82.5% and principals 76.7%.
- (ii) Too long Only very low percentages of the three groups feel that the working hours are too long, namely 3.3% of the lecturers and the vice-principals and assistants, as against 2.0% of the principals.
- (iii) Too short Much larger percentages consider the working hours too short, namely 17.0% of the principals, 12.4% of the lecturers, and 7.9% of the vice-principals and assistants.

(b) Differentiated teaching groups under the different authorities

- (i) Long enough The percentage of principals who feel that the working hours are long enough varies from 92.9% for South West Africa to 68.6% for the Cape Province (non-departmental schools 64.7%); in the case of vice-principals and assistants from 93.1% for the Orange Free State to 82.7% for Education, Arts and Science (non-departmental schools 80.8%); and in respect of lecturers from 94.0% for Natal to 70.8% for the Cape Province.
- (ii) Too long The percentages who complain about hours being too long vary as follows: principals: from 3.4% for the Transvaal to 0% for Natal, South West Africa, and also Education, Arts and Science; vice-principals and assistants: from 12.6% for Education, Arts and Science to 0.9% for the Orange Free State; lecturers: from 6.0% for Natal to 2.1% for the Cape Province.
- (iii) Too short The percentages of respondents who complain that the working hours are too short vary as follows: principals: from 27.2% for the Cape Province to 7.1% for South West Africa; vice-principals and assistants: from 11.9% for the Cape Province to 2.1% for South West Africa; and lecturers: from 24.0% for the Cape Province to 0% for Natal.

11.4.1

From the analysis it appears that the percentages of respondents in the three groups who feel that the working hours are long enough are significantly lower in the case of the respondents in the Cape Province than for the groups under other education authorities (the only exception being the vice-principals and assistants, where the percentage of those under Education, Arts and Science is slightly lower than that of the Cape group). Correspondingly, it should be noted that the percentages who state that the hours are too short are again significantly higher for the Cape group than for the groups under the other education authorities. For the country as a whole, about 10% of the respondents feel that the working hours are too short, but for the Cape group about 17% hold this opinion.

11.5

ARE WORKING HOURS LOST AS A RESULT OF INCIDENTAL ACTIVITIES NOT DIRECTLY CONNECTED WITH SCHOOL WORK?

Since, as the replies to the previous question showed, not all teachers think the working hours are long enough, and as many as 10% of the whole group of respondents moreover feel that the working hours are too short, it is obvious that some of the available working hours cannot be lost as a result of incidental activities which have no connection with school work.

That some of the valuable working hours are lost in this way is evident from the answers to the above-mentioned question, as given in Table 11.3.

(a) National picture (Table 11.3)

- (i) More than 52% of all respondents maintain that working hours are lost because of incidental activities. This is the opinion of 77.0% of the lecturers, 56.5% of the principals and 46.3% of the vice-principals and assistants.

TABLE 11.3

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Working hours: Are working hours lost as a result of incidental activities not directly connected with school work?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	176	56.4	35	56.5	30	66.7	181	68.8	9	64.3	13	39.4	16	18.9	460	56.5
	No	113	36.2	24	38.7	12	26.7	75	28.5	5	35.7	18	54.5	52	61.2	299	36.7
	U	23	7.4	3	4.8	3	6.7	7	2.7	-	-	2	6.1	17	20.0	55	6.8
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS:</u>	Yes	356	47.7	99	42.5	99	42.9	597	51.6	12	25.0	71	37.2	14	15.9	1248	46.3
	No	338	45.3	118	50.6	118	51.1	499	43.1	32	66.7	113	59.2	67	76.1	1285	47.7
	U	52	7.0	16	6.9	14	6.1	61	5.3	4	8.3	7	3.7	7	8.0	161	6.0
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>	Yes	75	78.1	34	68.0	27	75.0	202	78.9			54	76.1			392	77.0
	No	17	17.7	11	22.0	8	22.2	46	18.0			12	16.9			94	18.5
	U	4	4.2	5	10.0	1	2.8	8	3.1			5	7.0			23	4.5
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

- (ii) Just over 40% of all respondents state that working hours are not lost in this way. This feeling is, however, much stronger among vice-principals and assistants, 47.7% of whom state that working hours are not lost, than among principals and lecturers, of whom only 36.7% and 18.5%, respectively, hold this opinion.

(b) Differentiated teaching groups under the different authorities

- (i) Among those who say that working hours are lost, the percentages vary as follows: principals: from 68.8% for the Transvaal to 39.4% for Education, Arts and Science (non-departmental schools 18.9%); vice-principals and assistants: from 51.6% for the Transvaal to 25.0% for South West Africa (non-departmental schools 15.9%); lecturers: from 78.9% for the Transvaal to 68.0% for Natal.
- (ii) The percentages of those who state that working hours are not lost vary as follows: principals: from 54.5% for Education, Arts and Science to 26.7% for the Orange Free State (non-departmental schools 61.2%); vice-principals and assistants: from 66.7% for South West Africa to 43.1% for the Transvaal (non-departmental schools 76.1%); lecturers: from 22.2% for the Orange Free State to 16.9% for Education, Arts and Science.

11.5.1 It is disturbing that more than half of the respondents involved in this investigation state that incidental activities not directly connected with school work are responsible for a loss of working hours. Since syllabuses are already very extensive, working hours which are inadequate as it is, cannot be lost.

11.6 TIME SPENT ON PREPARATION

To be able to meet the child on any level, and to present subject matter to him in such a way as to stimulate his interest and motivate him to master the subject, the teacher must make a study of and thoroughly prepare the material that he is going to present. It goes without saying that such thorough preparation will take up many hours a week. In the questionnaires, teachers were requested to indicate how many hours a week they spend on preparation.

11.6.1 Approximately what average number of hours a week does the teacher spend on preparation (Tables 11.4, 11.4.1)

(a) National picture (Table 11.4)

1. About 28% of all respondents say that teachers spend 6 hours and more a week on preparation. This was asserted by 41.5% of the lecturers, 29.5% of the principals and 25.1% of the vice-principals and assistants.
2. Approximately 20% of all respondents maintain that teachers spend 5+ hours a week on preparation. This is the estimate of 22.4% of the principals, 20.4% of the vice-principals and assistants and 18.1% of the lecturers.
3. Roughly 16% of all respondents state that teachers spend 3+ hours a week on preparation. This is stated by 17.4% of the vice-principals and assistants, 16.2% of the principals, and 9.1% of the lecturers.
4. About 11% of the respondents assert that teachers spend 2+ hours a week on preparation. This statement is made by 13.8% of the vice-principals and assistants, 10.1% of the principals, and 3.8% of the lecturers.
5. Approximately 11% of all respondents state that the teacher spends 4+ hours a week on preparation. This is the estimate of 11.8% of the vice-principals and assistants, 11.0% of the principals and 10.6% of the lecturers.
6. Roughly 4% of all respondents state that teachers spend 1+ hours on preparation. This is maintained by 4.9% of the vice-principals and assistants, 2.7% of the principals and 0.6% of the lecturers.

TABLE 11.4

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Approximately what average number of hours a week does the teacher spend on preparation?

Time spent a week:	Principals		Vice-principals and assistants		Lecturers		Total	
	N	%	N	%	N	%	N	Order
1 + hours	22	2.7	133	4.9	3	0.6	158	6
2 + hours	82	10.1	371	13.8	19	3.8	472	4
3 + hours	132	16.2	470	17.4	46	9.1	648	3
4 + hours	90	11.0	319	11.8	54	10.6	463	5
5 + hours	182	22.4	550	20.4	92	18.1	824	2
6 + hours	240	29.5	676	25.1	211	41.5	1127	1
U	66	8.1	175	6.5	84	16.5		
Totals on which % was calculated:	814	100.0	2694	100.0	509	100.0		

TABLE 11.4.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Approximately what average number of hours a week does the teacher spend on preparation?

Time spent a week		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS:</b>																	
	1 + hours	14	4.5	2	3.2	-	-	2	0.8	1	7.1	-	-	3	3.5	22	2.7
	2 + hours	33	10.6	9	14.5	4	8.9	25	9.5	1	7.1	2	6.1	8	9.4	82	10.1
	3 + hours	43	13.8	18	29.1	4	8.9	47	17.8	3	21.4	10	30.3	7	8.3	132	16.2
	4 + hours	29	9.3	6	9.7	5	11.1	40	15.2	1	7.1	1	3.0	8	9.5	90	11.0
	5 + hours	79	25.3	10	16.1	23	51.1	49	18.6	4	28.6	8	24.2	9	10.6	182	22.4
	6 + hours	93	29.8	10	16.1	6	13.3	91	34.6	4	28.6	8	24.2	28	32.9	240	29.5
	U	21	6.7	7	11.3	3	6.7	9	3.4	-	-	4	12.1	22	25.9	66	8.1
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS:</b>																	
	1 + hours	41	5.5	10	4.2	16	7.0	54	4.7	-	-	10	5.3	2	2.3	133	4.9
	2 + hours	101	13.5	26	11.2	42	18.2	162	14.0	6	12.5	25	13.1	9	10.3	371	13.8
	3 + hours	125	16.7	54	23.2	46	20.0	191	16.5	6	12.5	33	17.3	15	17.0	470	17.4
	4 + hours	76	10.1	33	14.1	27	11.7	137	11.9	8	16.7	22	11.5	16	18.2	319	11.8
	5 + hours	161	21.6	38	16.3	55	23.8	233	20.1	14	29.2	37	19.4	12	13.6	550	20.4
	6 + hours	180	24.1	53	22.7	31	13.4	340	29.4	8	16.7	41	21.5	23	26.1	676	25.1
	U	62	8.3	19	8.2	14	6.1	40	3.5	6	12.5	23	12.0	11	12.5	175	6.5
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS:</b>																	
	1 + hours	-	-	1	2.0	-	-	1	0.4			1	1.4			3	0.6
	2 + hours	2	2.0	2	4.0	2	5.6	9	3.6			4	5.6			19	3.8
	3 + hours	4	4.1	4	8.0	5	13.9	24	9.4			9	12.7			46	9.1
	4 + hours	10	10.4	4	8.0	3	8.4	26	10.1			11	15.5			54	10.6
	5 + hours	18	18.7	6	12.0	10	27.8	50	19.5			8	11.3			92	18.1
	6 + hours	51	53.1	19	38.0	8	22.2	110	43.0			23	32.4			211	41.5
	U	11	11.5	14	28.0	8	22.2	36	14.1			15	21.1			84	16.5
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

Briefly, the time spent a week on preparation can be shown as follows:

- 1+ hours according to about 4% of all respondents
- 2+ hours according to about 11% of all respondents
- 3+ hours according to about 16% of all respondents
- 4+ hours according to about 11% of all respondents
- 5+ hours according to about 20% of all respondents
- 6+ hours according to about 28% of all respondents

(b) Differentiated teaching groups under the different authorities: (Table 11.4.1)

Differences are evident in the time spent on preparation by the respondents under the various education authorities, and these can be studied by consulting Table 11.4.1.

## 11.7 TIME SPENT IN CORRECTING AND CHECKING CLASSWORK

The teacher who wishes to correct classwork thoroughly and to check the work of pupils carefully in order to determine the reasons for mistakes with a view to their rectification, must be prepared to spend a good deal of time on this important part of his work. That the teaching body does take this function seriously is apparent from the replies to the question:

### 11.7.1 About what average number of hours a week does the teacher spend on the marking and checking of classwork? (Tables 11.5, 11.5.1)

(a) National picture (Table 11.5)

1. About 42% of all the respondents state that teachers spend 6 hours and more a week on the marking and checking of classwork. This is maintained by 46.7% of the principals, 42.8% of the lecturers and 41.4% of the vice-principals and assistants.
2. Approximately 17% of all the respondents maintain that teachers spend 5+ hours a week on marking and checking. This estimate is given by 18.2% of the principals, 16.8% of the vice-principals and assistants, and 13.8% of the lecturers.
3. Roughly 10% of the respondents assert that teachers spend 3+ hours a week on marking and checking. This is the estimate of 11.7% of the vice-principals and assistants, 10.3% of the principals, and 6.1% of the lecturers.
4. About 10% of the respondents state that teachers spend an average of 4+ hours on marking and checking. This is maintained by 10.7% of the lecturers, 10.2% of the vice-principals and assistants and 8.8% of the principals.
5. Approximately 6% of the respondents state that teachers spend an average of 2+ hours a week on marking and checking. This estimate is given by 7.6% of the vice-principals and assistants, 5.5% of the lecturers and 4.5% of the principals.
6. Roughly 4% of the respondents believe that teachers spend 1+ hours a week on marking and checking. This is maintained by 4.7% of the vice-principals and assistants, 2.5% of the principals, and 2.2% of the lecturers.

The time spent by teachers weekly on marking and checking classwork may therefore be summarised as follows:

- 1+ hours according to about 4% of all respondents
- 2+ hours according to about 6% of all respondents
- 3+ hours according to about 10% of all respondents
- 4+ hours according to about 10% of all respondents
- 5+ hours according to about 17% of all respondents
- 6+ hours according to about 42% of all respondents

(b) Differentiated teaching groups under the different authorities: (Table 11.5.1)

Table 11.5.1 may be referred to for differences in the time spent on marking and checking classwork by the three groups under the various education authorities.

TABLE 11.5

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Approximately what average number of hours a week does the teacher spend on the marking and checking of classwork?

Time spent a week	Principals		Vice-principals and assistants		Lecturers		Total	
	N	%	N	%	N	%	N	Order
1 + hours	20	2.5	125	4.7	11	2.2	156	6
2 + hours	37	4.5	204	7.6	28	5.5	269	5
3 + hours	84	10.3	313	11.7	31	6.1	428	3
4 + hours	72	8.8	276	10.2	54	10.7	402	4
5 + hours	148	18.2	453	16.8	70	13.8	671	2
6 + hours	380	46.7	1114	41.4	218	42.8	1712	1
U	73	9.0	209	7.8	97	19.1		
Totals on which % was calculated:	814	100.0	2694	100.0	509	100.0		

TABLE 11.5.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Approximately what average number of hours a week does the teacher spend on the marking and checking of classwork?

Time spent a week		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS:</b>	1 + hours	14	4.5	-	-	-	-	-	-	-	-	1	3.0	5	5.9	20	2.5
	2 + hours	20	6.4	3	4.8	1	2.2	7	2.6	-	-	3	9.1	3	3.6	37	4.5
	3 + hours	37	11.9	13	20.9	3	6.6	22	8.4	2	14.3	1	3.0	6	7.1	84	10.3
	4 + hours	37	11.9	2	3.2	3	6.6	20	7.6	1	7.1	4	12.1	5	5.9	72	8.8
	5 + hours	61	19.6	16	25.8	9	20.0	43	16.3	3	21.4	4	12.1	12	14.1	148	18.2
	6 + hours	126	40.4	21	33.9	26	57.8	161	61.2	8	57.1	16	48.5	22	25.9	380	46.7
	U	17	5.4	7	11.3	3	6.7	10	3.8	-	-	4	12.1	32	37.6	73	9.0
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS:</b>	1 + hours	45	6.1	15	6.4	24	10.4	21	1.9	4	8.4	12	6.3	4	4.5	125	4.7
	2 + hours	77	10.4	22	9.5	14	6.1	58	5.1	7	14.6	23	12.0	3	3.4	204	7.6
	3 + hours	90	12.1	30	12.9	19	8.2	130	11.2	6	12.5	26	13.6	12	13.7	313	11.7
	4 + hours	76	10.1	25	10.8	27	11.7	102	8.8	6	12.5	27	14.1	13	14.8	276	10.2
	5 + hours	138	18.5	41	17.6	46	19.9	189	16.3	4	8.3	21	11.0	14	15.9	453	16.8
	6 + hours	252	33.8	76	32.6	83	35.9	610	52.7	13	27.1	61	31.9	19	21.6	1114	41.4
	U	68	9.1	24	10.3	18	7.8	47	4.1	8	16.7	21	11.0	23	26.1	209	7.8
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS:</b>	1 + hours	4	4.2	1	2.0	-	-	5	2.0			1	1.4			11	2.2
	2 + hours	8	8.3	5	10.0	-	-	13	5.1			2	2.8			28	5.5
	3 + hours	5	5.2	5	10.0	2	5.6	13	5.1			6	8.4			31	6.1
	4 + hours	13	13.6	3	6.0	5	13.9	25	9.7			8	11.3			54	10.7
	5 + hours	18	18.7	5	10.0	6	16.7	31	12.1			10	14.1			70	13.8
	6 + hours	32	33.3	15	30.0	14	38.9	131	51.2			26	36.6			218	42.8
	U	16	16.7	16	32.0	9	25.0	38	14.8			18	25.4			97	19.1
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

## 11. TIME SPENT ON ADMINISTRATIVE WORK

Teachers frequently complain about the time consumed by administrative work. Two questions were put to give the teachers an opportunity to indicate how much time on the average is spent on this a week:

- (a) Approximately what average number of hours a week does the teacher spend on administration, (that is, in the course of the term)?
- (b) Approximately what average number of hours a week does the teacher spend on administration at the end of the term?

### 11.6.1 Approximately what average number of hours a week does the teacher spend on administration (in the course of the term)?

#### (a) National picture (Table 11.6)

1. Approximately 37% of the respondents consider that teachers spend 1+ hours a week on administration. This estimate is given by 40.5% of the vice-principals and assistants, 37.9% of the principals and 20.3% of the lecturers.
2. Roughly 17% of the respondents answered that teachers spend 2+ hours a week on administration. This view is held by 22.4% of the lecturers, 20.8% of the principals and 15.6% of the vice-principals and assistants.
3. Approximately 9% of the respondents estimate that teachers spend 3+ hours a week on administration. This is the opinion of 11.6% of the lecturers, 10% of the principals and 7.9% of the vice-principals and assistants.
4. Roughly 8% of the respondents consider that teachers spend 6+ hours a week on administration. This is the estimate of 9.2% of the principals, 8.3% of the lecturers and 7.5% of the vice-principals and assistants.
5. About 4% of the respondents state that teachers spend 4+ hours a week on administration. This is the estimate of 6.9% of the lecturers, 4.7% of the principals and 3.4% of the vice-principals and assistants.
6. Approximately 4% of the respondents estimate that teachers spend 5+ hours a week on administration. This view is expressed by 4.5% of the principals and the lecturers, and 3.8% of the vice-principals and assistants.

The time spent by teachers weekly on administration in the course of the term can be summarised as follows:

- 1+ hours according to about 37% of all respondents
- 2+ hours according to about 17% of all respondents
- 3+ hours according to about 9% of all respondents
- 4+ hours according to about 4% of all respondents
- 5+ hours according to about 4% of all respondents
- 6+ hours according to about 8% of all respondents

#### (b) Differentiated teaching groups under the different authorities (Table 11.6.1)

Table 11.6.1 may be consulted about differences in the views of the three groups under the various education authorities on time spent on administration.

### 11.6.2 Approximately how many hours does the teacher spend on administration at the end of the term?

As the end of a term approaches, both the marking and the administrative duties of the teacher increase as a result of the programme of tests which has to be carried out. Much more time is required for the drawing up of mark sheets, and the completion of reports, Ed. Lab. cards, official forms and so on. This increase in administrative duties is clearly reflected by the extra time which has to be spent on such duties, as emerges from the replies of the respondents to this question.

TABLE 11.6

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Approximately what average number of hours a week does the teacher spend on administration?

Time spent a week	Principals		Vice-principals and assistants		Lecturers		Total	
	N	%	N	%	N	%	N	Order
1 + hours	309	37.9	1092	40.5	103	20.3	1504	1
2 + hours	169	20.8	419	15.6	114	22.4	702	2
3 + hours	81	10.0	213	7.9	59	11.6	353	3
4 + hours	38	4.7	90	3.4	35	6.9	163	5
5 + hours	37	4.5	102	3.8	23	4.5	162	6
6 + hours	75	9.2	201	7.5	42	8.3	318	4
U	105	12.9	577	21.4	133	26.1		
Totals on which % was calculated:	814	100.0	2694	100.0	509	100.0	4017	

TABLE 11.6.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Approximately what average number of hours a week does the teacher spend on administration?

Time spent a week	Education authorities															
	Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS:</b>																
1 + hours	109	35.0	31	50.0	21	46.7	111	42.2	2	14.3	12	36.4	23	27.0	309	37.9
2 + hours	61	19.6	14	22.6	7	15.5	60	22.8	6	42.8	6	18.2	15	17.6	169	20.8
3 + hours	32	10.3	4	6.4	4	8.9	29	11.0	1	7.1	3	9.1	8	9.5	81	10.0
4 + hours	19	6.1	2	3.2	1	2.2	13	5.0	-	-	-	-	3	3.5	38	4.7
5 + hours	21	6.7	-	-	1	2.2	9	3.4	2	14.3	1	3.0	3	3.5	37	4.5
6 + hours	31	9.9	2	3.2	6	13.3	26	9.9	3	21.4	-	-	7	8.2	75	9.2
U	39	12.5	9	14.5	5	11.1	15	5.7	-	-	11	33.3	26	30.6	105	12.9
Totals on which % was calculated:	312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS:</b>																
1 + hours	312	41.9	107	45.9	102	44.2	492	42.5	8	16.6	52	27.2	19	21.5	1092	40.5
2 + hours	118	15.8	37	15.9	31	13.4	193	16.6	4	8.4	28	14.6	8	9.1	419	15.6
3 + hours	63	8.4	17	7.3	14	6.1	96	8.3	4	8.4	14	7.3	5	5.7	213	7.9
4 + hours	25	3.4	4	1.8	6	2.6	48	4.2	4	8.4	3	1.6	-	-	90	3.4
5 + hours	25	3.4	8	3.4	6	2.6	48	4.2	6	12.5	2	1.0	7	8.0	102	3.8
6 + hours	29	3.9	16	6.9	6	2.6	99	8.6	4	8.4	44	23.0	3	3.4	201	7.5
U	174	23.3	44	18.9	66	28.6	181	15.6	18	37.5	48	25.1	46	52.3	577	21.4
Totals on which % was calculated:	746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS:</b>																
1 + hours	25	26.0	10	20.0	10	27.7	47	18.4			11	15.5			103	20.3
2 + hours	15	15.6	15	30.0	5	13.9	62	24.2			17	23.9			114	22.4
3 + hours	7	7.2	3	6.0	8	22.2	34	13.3			7	9.8			59	11.6
4 + hours	3	3.1	2	4.0	1	2.8	23	9.0			6	8.4			35	6.9
5 + hours	3	3.1	2	4.0	2	5.6	9	3.5			7	9.9			23	4.5
6 + hours	5	5.2	-	-	2	5.6	30	11.7			5	7.0			42	8.3
U	38	39.6	18	36.0	8	22.2	51	19.9			18	25.4			133	26.1
Totals on which % was calculated:	96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

(a) National picture (Table 11.7)

1. Approximately 27% of all respondents assert that teachers spend an average of 10+ hours a week on administration at the end of the term. This is the estimate of 32.1% of the principals, 26.0% of the vice-principals and assistants and 23.8% of the lecturers.
2. About 9% of the respondents consider that teachers spend an average of 8+ hours a week on such work. This is stated by 9.6% of the vice-principals and assistants, 8.4% of the lecturers and 8.0% of the principals.
3. Roughly 8% of the respondents state that teachers spend an average of 5+ hours a week on administration. This estimate is also given by 9.7% of the principals, 7.6% of the vice-principals and assistants and 6.1% of the lecturers.
4. Roughly 7% of the respondents estimate that teachers spend an average of 3+ hours a week on administration. This is the view of 7.8% of the vice-principals and assistants, 7.6% of the principals, and 6.1% of the lecturers.
5. The reply of approximately 6% of the respondents is that a teacher spends an average of 4+ hours a week on administration. This is stated by 7.6% of the principals, 6.3% of the vice-principals and assistants, and 6.1% of the lecturers.
6. A further 6% state that the teacher spends an average of 2+ hours on administration. This is the estimate of 8.4% of the principals, 5.8% of the vice-principals and assistants, and 5.7% of the lecturers.
7. Also about 6% of the respondents consider that the teacher spends an average of 6+ hours a week on administration. This is the estimate of 6.7% of the lecturers, 6.1% of the vice-principals and assistants and 6.0% of the principals.
8. Roughly 4% of the respondents state that the teacher spends an average of 1+ hours a week on administration. This estimate is also given by 4.8% of the principals, 4.3% of the vice-principals and assistants and 1.4% of the lecturers.
9. Approximately 2% of the respondents estimate that the teacher spends an average of 9+ hours on administration. This is stated by 2.2% of the vice-principals and assistants, 1.4% of the lecturers and 1.1% of the principals.
10. Also about 2% of the respondents state that the teacher spends an average of 7+ hours a week on administration. This is also the estimate of 2.2% of the lecturers, 2.1% of the principals and 1.6% of the vice-principals and assistants.

The average time spent weekly by teachers on administration at the end of the term can be summarised as follows:

- 1+ hours according to about 4% of all respondents
- 2+ hours according to about 6% of all respondents
- 3+ hours according to about 7% of all respondents
- 4+ hours according to about 6% of all respondents
- 5+ hours according to about 8% of all respondents
- 6+ hours according to about 6% of all respondents
- 7+ hours according to about 2% of all respondents
- 8+ hours according to about 9% of all respondents
- 9+ hours according to about 2% of all respondents
- 10+ hours according to about 27% of all respondents

(b) Differentiated teaching groups under the different authorities (Table 11.7.1)

Table 11.7.1 may be consulted for a clear picture of the differences in the time spent on administration by the various groups under the different education authorities.

11.3.3

Whereas it appears from Table 11.6 that approximately 8% of the respondents assert that teachers spend an average of 6 hours or more a week on administration in the course of the term, Table 11.7 reveals that no less than approximately 46% of the respondents state that teachers have to devote 6 hours or more a week to administrative duties at the end of the term.

TABLE 11.7

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Administration: Approximately what average number of hours a week does the teacher spend on administration at the end of the term?

Time spent a week	Principals		Vice-principals and assistants		Lecturers		Total	
	N	%	N	%	N	%	N	Order
1 + hours	39	4.8	117	4.3	7	1.4	163	8
2 + hours	68	8.4	157	5.8	29	5.7	254	6
3 + hours	62	7.6	210	7.8	31	6.1	303	4
4 + hours	62	7.6	171	6.3	31	6.1	264	5
5 + hours	79	9.7	206	7.6	31	6.1	316	3
6 + hours	49	6.0	165	6.1	34	6.7	248	7
7 + hours	17	2.1	44	1.6	11	2.2	72	10
8 + hours	65	8.0	259	9.6	43	8.4	367	2
9 + hours	9	1.1	59	2.2	7	1.4	75	9
10 + hours	261	32.1	701	26.0	121	23.8	1083	1
U	103	12.7	605	22.5	164	32.2		
Totals on which % was calculated:	814	100.0	2694	100.0	509	100.0		

TABLE 11.7.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Administration: Approximately what average number of hours a week does the teacher spend on administration at the end of the term?

Time spent a week		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS:</b>	1 + hours	10	3.2	-	-	6	13.3	14	5.3	-	-	4	12.1	5	5.9	39	4.8
	2 + hours	23	7.4	3	4.8	6	13.3	31	11.8	-	-	1	3.0	4	4.7	68	8.4
	3 + hours	29	9.3	9	14.5	4	8.9	13	4.9	2	14.3	2	6.1	3	3.5	62	7.6
	4 + hours	38	12.2	2	3.2	3	6.7	15	5.7	-	-	-	-	4	4.7	62	7.6
	5 + hours	25	8.0	8	12.9	6	13.3	30	11.4	2	14.3	1	3.0	7	8.2	79	9.7
	6 + hours	17	5.4	4	6.5	5	11.1	15	5.7	1	7.1	3	9.1	4	4.7	49	6.0
	7 + hours	8	2.6	-	-	2	4.4	4	1.5	-	-	-	-	3	3.5	17	2.1
	8 + hours	25	8.0	6	9.7	2	4.4	21	8.0	1	7.1	5	15.2	4	5.9	65	8.0
	9 + hours	6	1.9	-	-	-	-	3	1.1	-	-	-	-	-	-	9	1.1
	10 + hours	94	30.1	20	32.3	7	15.6	103	39.2	8	57.1	7	21.1	22	25.9	261	32.1
	U	37	11.9	10	16.1	4	8.9	14	5.3	-	-	10	30.3	28	32.9	103	12.7
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS:</b>	1 + hours	54	7.2	2	0.9	12	5.2	38	3.3	4	8.3	4	2.1	3	3.4	117	4.3
	2 + hours	50	6.7	13	5.6	23	10.0	51	4.4	2	4.2	11	5.8	7	8.0	157	5.8
	3 + hours	62	8.3	20	8.6	14	6.1	89	7.7	6	12.5	15	7.9	4	4.5	210	7.8
	4 + hours	54	7.2	17	7.3	15	6.5	63	5.4	4	8.3	16	8.4	2	2.2	171	6.3
	5 + hours	60	8.0	20	8.6	13	5.6	91	7.9	2	4.2	14	7.3	6	6.8	206	7.6
	6 + hours	30	4.0	16	6.9	18	7.8	85	7.3	2	4.2	8	4.2	6	6.8	165	6.1
	7 + hours	12	1.6	8	3.4	3	1.3	18	1.6	-	-	2	1.0	1	1.1	44	1.6
	8 + hours	54	7.2	18	7.7	27	11.7	141	12.2	2	4.2	12	6.3	5	5.7	259	9.6
	9 + hours	15	2.0	3	1.3	3	1.3	33	2.9	2	4.2	3	1.6	-	-	59	2.2
	10 + hours	168	22.5	56	24.0	42	18.2	351	30.3	8	16.7	60	31.4	16	18.2	701	26.0
	U	187	25.1	60	25.8	61	26.4	197	17.0	16	33.3	46	24.1	38	43.2	605	22.5
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS:</b>	1 + hours	3	3.1	1	2.0	1	2.8	2	0.8	-	-	-	-	-	-	7	1.4
	2 + hours	7	7.3	5	10.0	2	5.6	9	3.5	-	-	6	8.5	-	-	29	5.7
	3 + hours	7	7.3	1	2.0	1	2.8	17	6.6	-	-	5	7.0	-	-	31	6.1
	4 + hours	8	8.3	4	8.0	2	5.6	13	5.1	-	-	4	5.6	-	-	31	6.1
	5 + hours	3	3.1	3	6.0	1	2.8	21	8.2	-	-	3	4.2	-	-	31	6.1
	6 + hours	4	4.2	1	2.0	2	5.6	23	9.0	-	-	4	5.6	-	-	34	6.7
	7 + hours	-	-	2	4.0	2	5.6	7	2.7	-	-	-	-	-	-	11	2.2
	8 + hours	3	3.1	5	10.0	3	8.3	24	9.4	-	-	8	11.3	-	-	43	8.4
	9 + hours	-	-	1	2.0	1	2.8	4	1.6	-	-	1	1.4	-	-	7	1.4
	10 + hours	16	16.7	8	16.0	10	27.8	70	27.3	-	-	17	24.0	-	-	121	23.8
	U	45	46.9	19	38.0	11	30.6	66	25.8	-	-	23	32.4	-	-	164	32.2
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	-	-	71	100.0	-	-	509	100.0

These figures confirm the assertion that there is a great increase in administrative work at the end of a term. The further question that now arises is whether the great number of man-hours spent on administration by people intensively trained to teach does not amount to a misuse of manpower. This administrative work could be done just as well by clerical staff with far lower qualifications, who would also receive far lower salaries than teachers. At the same time this would free teachers to concentrate their full attention and energies on teaching, which is, after all, the task for which they have been trained.

11.4 IS THE PICTURE OF A TEACHING BODY WHICH HAS TO DO A CONSIDERABLE AMOUNT OF ROUTINE ADMINISTRATIVE WORK CONFIRMED BY OTHER INVESTIGATIONS?

- (i) The answer seems to be in the affirmative in the light of the reaction of teachers (as reported by Olckers) to the question: Are you overloaded with routine work, such as the completion of forms, the correcting of examination papers, the keeping of record cards, etc.? To this question, 63% of the male principals, 42% of the male assistants and 35% of the female assistants answered in the affirmative. Olckers contends that the groups reacted in this way because teachers do not regard such things as an essential part of their work. They feel that they are there to teach - the administrative work can be done by others (7, pp. 16-17).
- (ii) That misgivings exist in America as well, even among the general public, in regard to the amount of administrative work teachers have to do, is shown by a recommendation made in 1956 by the "Committee for the White House Conference on Education", namely that the real task of the teacher should be carefully analysed to determine which activities could be entrusted safely and economically to persons not trained as teachers. The teacher could thus be relieved of many time-consuming duties, and his professional status would be raised (27, pp. 156-160).

## CHAPTER 12

### THE TEACHER'S VIEWS ON EXTRAMURAL ACTIVITIES

12.1 A large number of questions in the questionnaires gave teachers the opportunity of expressing their views on the necessity for, as well as the extent of, extramural activities. In addition, they could give their opinions on who should plan and carry out the activities; what is regarded as a reasonable amount of time to spend on extramural activities; responsibility for pupils injured during the activities; the transportation of pupils by teachers; and the effect of extramural activities on the schoolwork, health, status and spirit of the teacher.

12.2 DOES THE TEACHER CONSIDER IT ESSENTIAL FOR THE SCHOOL TO MAKE PROVISION FOR EXTRAMURAL ACTIVITIES? (Table 12.1)

(a) National picture

There is a considerable measure of agreement among teachers on the necessity for schools to make provision for extramural activities. Altogether 91.1% of the vice-principals and assistants, 87.8% of the lecturers and 86.6% of the principals think that the school ought to make provision for extramural activities. Only very low percentages (in the region of 5%) of all three groups consider that it is not necessary to make provision for extramural activities.

(b) Differentiated teaching groups under the different authorities

The percentages of respondents under the various education authorities who regard provision for extramural activities as essential vary as follows: Principals: from 100.0% for South West Africa to 84.8% for Education, Arts and Science (non-departmental schools 60.0%); vice-principals and assistants: from 95.8% for South West Africa to 85.0% for Natal (non-departmental schools 76.1%); lecturers: from 94.8% for the Cape Province to 77.5% for Education, Arts and Science.

Thus, about 90% of the total group of respondents think that it is essential for schools to make provision for extramural activities.

12.3 ARE EXTRAMURAL ACTIVITIES IN THE SCHOOL SO EXTENSIVE THAT TEACHERS' WORK SUFFERS? (Table 12.2)

Although the majority of the respondents are in favour of the provision of extramural activities by the school, there is nevertheless a group of them who are concerned about the extent of such activities and the fact that the teacher's work sometimes suffers as a result.

(a) National picture

The percentages of respondents who are concerned about the extent of extramural activities and the resultant detrimental effect on the teacher's work, vary as follows: Principals, 11.5%; vice-principals and assistants, 11.8%; and lecturers, 32.0%. Large percentages, especially of the first two groups, state, however, that the extent of extramural activities is not such that the teacher's work suffers as a result.

(b) Differentiated teaching groups under the different authorities

As far as the groups of respondents under the various education authorities are concerned, the percentages who consider that the extent of extramural activities has a detrimental effect on the teacher's work, vary as follows: Principals: from 50.0% for South West Africa to 0% for Education, Arts and Science; vice-principals and assistants: from 15.2% for the Transvaal to 7.4% for the Orange Free State; lecturers: from 42.2% for the Transvaal to 18.3% for Education, Arts and Science.

The total picture therefore shows that approximately one out of every seven respondents considers that extramural activities are so extensive that they have a detrimental effect on the teacher's work.

TABLE 12.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: Does the teacher consider it essential for the school to make provision for extramural activities?

		Education Authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	274	87.8	55	88.7	41	91.1	242	92.0	14	100.0	28	84.8	51	60.0	705	86.6
	No	18	5.8	6	9.7	1	2.2	13	4.9	-	-	2	6.1	13	15.3	53	6.5
	U	20	6.4	1	1.6	3	6.7	8	3.0	-	-	3	9.1	21	24.7	56	6.9
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS:</u>	Yes	691	92.6	198	85.0	209	90.5	1065	92.0	46	95.8	179	93.7	67	76.1	2455	91.1
	No	23	3.1	15	6.4	10	4.3	62	5.4	-	-	7	3.7	6	6.8	123	4.6
	U	32	4.3	20	8.6	12	5.2	30	2.6	2	4.2	5	2.6	15	17.0	116	4.3
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>	Yes	91	94.8	45	90.0	34	94.4	222	86.7			55	77.5			447	87.8
	No	2	2.1	3	6.0	1	2.8	25	9.8			6	8.5			37	7.3
	U	3	3.1	2	4.0	1	2.8	9	3.5			10	14.1			25	4.9
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

TABLE 12.2

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: Are extramural activities in the school so extensive that teachers' work suffers?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	35	11.2	2	3.2	9	20.0	34	12.9	7	50.0	-	-	7	8.2	94	11.5
	No	256	82.1	59	95.2	33	73.3	220	83.7	7	50.0	30	90.9	56	65.9	661	81.2
	U	21	6.7	1	1.6	3	6.7	9	3.4	-	-	3	9.1	22	25.9	59	7.2
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS:</u>	Yes	67	9.0	23	9.9	17	7.4	176	15.2	4	8.3	23	12.0	7	8.0	317	11.8
	No	587	78.8	186	79.8	196	84.8	900	77.8	35	72.9	155	81.2	60	68.2	2119	78.7
	U	92	12.3	24	10.3	18	7.8	81	7.0	9	18.7	13	6.8	21	23.9	258	9.6
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>	Yes	19	19.8	11	22.0	12	33.3	108	42.2			13	18.3			163	32.0
	No	56	58.3	31	62.0	19	52.8	108	42.2			30	42.3			244	47.9
	U	21	21.9	8	16.0	5	13.9	40	15.6			28	39.4			102	20.0
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

## THE PLANNING OF EXTRAMURAL ACTIVITIES

The teachers were given the opportunity of indicating who, in their opinion, are the proper persons or groups of persons to plan extramural activities (Table 12.3).

(a) National picture (Table 12.3)

- (i) More than 63% of all respondents selected Group No. 2 "The school principal together with the staff", from seven possible choices as the proper group to plan extramural activities. This choice was indicated by 67.2% of the principals, 63.5% of the vice-principals and assistants and 55.2% of the lecturers.
- (ii) The group placed second (but indicated by only about 32% of the respondents) was Group No. 5 "The school principal together with the staff and the parents".
- (iii) The remaining five groups in Table 12.3 were indicated by so few of the respondents that they may safely be left out of account.

(b) Differentiated teaching groups under the different authorities (Tables 12.3.1, 12.3.2, 12.3.3)

These tables may be consulted to compare the differences in the views of the three groups under the various education authorities.

To sum up, it may therefore be said that the greater part of the teaching body is of the opinion that extramural activities ought to be planned by the school principal and staff, while almost a third of the respondents would also include parents in the planning.

## THE ORGANISATION OF EXTRAMURAL ACTIVITIES

The views of the teachers about the person or group of persons who ought to organise extramural activities are summarised in Table 12.4.

(a) National picture (Table 12.4)

- (i) Of the seven possible groups which could be chosen, Group No. 6, namely "The school principal together with the staff and the parents", was indicated as first choice by about 31% of all respondents, comprising 36.3% of the lecturers, 36.2% of the principals and 29.0% of the vice-principals and assistants.
- (ii) Group No. 3, "The school principal together with the staff", was placed second, being indicated by about 25% of all respondents, comprising 31.0% of the principals, 24.5% of the vice-principals and assistants and 22.2% of the lecturers.
- (iii) Choice No. 7, "A teacher specially appointed for this purpose", was ranked third, being indicated by about 24% of all respondents, comprising 14.5% of the principals, 25.8% of the vice-principals and assistants and 29.7% of the lecturers.
- (iv) Choice No. 1, "The staff", was placed fourth by about 17% of the respondents. This was the choice of 20.2% of the vice-principals and assistants, 12.7% of the principals and 11.0% of the lecturers.
- (v) The remaining three choices were indicated by so few respondents that they may be left out of account.

(b) Differentiated teaching groups under the different authorities

The differences in the views of the three groups as to who should organise the activities can be seen from Tables 12.4.1, 12.4.2, and 12.4.3.

The feeling of a large part of the body of teachers seems to be that the school principal, the staff and the parents ought to organise extramural activities together, while there are also a considerable number who think that this should be the task of the school principal and staff, and a further group would entrust this duty to a teacher specially appointed for the purpose. This reflects a desire on the part of the teaching body to enlist the parents, probably on the grounds, among other things, of the achievements and knowledge of many parents in the fields of various types of sport, youth movements and so forth.

TABLE 12.3

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: Who should plan the activities?

Who should plan the activities?		Principals		Vice-principals and assistants		Lecturers		Total	
		N	%	N	%	N	%	N	Order
1. The school principal alone	Yes	17	2.1	51	1.9	3	0.6	71	6
	U	797	97.9	2643	98.1	506	99.4		
2. The school principal together with the staff	Yes	547	67.2	1711	63.5	281	55.2	2539	1
	U	267	32.8	983	36.5	228	44.8		
3. The parents alone	Yes	11	1.4	44	1.6	7	1.4	62	7
	U	803	98.6	2650	98.4	502	98.6		
4. The school principal together with the parents	Yes	26	3.2	65	2.4	4	0.8	95	5
	U	788	96.8	2629	97.6	505	99.2		
5. The school principal together with the staff and the parents	Yes	231	28.4	881	32.7	195	38.3	1307	2
	U	583	71.6	1813	67.3	314	61.7		
6. The staff alone	Yes	15	1.8	84	3.1	7	1.4	106	3
	U	799	98.2	2610	96.9	502	98.6		
7. The school committee alone or together with the school	Yes	36	4.4	59	2.2	7	1.4	102	4
	U	778	95.6	2635	97.8	502	98.6		
Totals on which % was calculated:		814	100.0	2694	100.0	509	100.0		

TABLE 12.3.1

## PRINCIPALS OF SCHOOLS

Extramural activities: Who should plan the activities?

Who should plan the activities?		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. The school principal alone	Yes	9	2.9	-	-	-	-	4	1.5	-	-	1	3.0	3	3.5	17	2.1	5
	U	303	97.1	62	100.0	45	100.0	259	98.5	14	100.0	32	97.0	82	96.5	797	97.9	
2. The school principal together with the staff	Yes	222	71.2	43	69.4	35	77.8	178	67.7	12	85.7	24	72.7	33	38.8	547	67.2	1
	U	90	28.8	19	30.6	10	22.2	85	32.3	2	14.3	9	27.3	52	61.2	267	32.8	
3. The parents alone	Yes	8	2.6	-	-	-	-	1	0.4	-	-	-	-	2	2.4	11	1.4	7
	U	304	97.4	62	100.0	45	100.0	262	99.6	14	100.0	33	100.0	83	97.6	803	98.6	
4. The school principal together with the parents	Yes	17	5.4	-	-	-	-	4	1.5	-	-	-	-	5	5.9	26	3.2	4
	U	295	94.6	62	100.0	45	100.0	259	98.5	14	100.0	33	100.0	80	94.1	788	96.8	
5. The school principal together with the staff and the parents	Yes	87	27.9	18	29.0	8	17.8	79	30.0	1	7.1	6	18.2	32	37.6	231	28.4	2
	U	225	72.1	44	71.0	37	82.2	184	70.0	13	92.9	27	81.8	53	62.4	583	71.6	
6. The staff alone	Yes	6	1.9	1	1.6	-	-	1	0.4	-	-	-	-	7	8.2	15	1.8	6
	U	306	98.1	61	98.4	45	100.0	262	99.6	14	100.0	33	100.0	78	91.8	799	98.2	
7. The school committee alone or together with the school	Yes	23	7.4	-	-	-	-	5	1.9	1	7.1	-	-	7	8.2	36	4.4	3
	U	289	92.6	62	100.0	45	100.0	258	98.1	13	92.9	33	100.0	78	91.8	778	95.6	
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0	

TABLE 12.3.2

## VICE-PRINCIPALS AND ASSISTANTS

Extramural activities: Who should plan the activities?

Who should plan the activities?		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. The school principal alone	Yes	26	3.5	7	3.0	-	-	10	0.9	1	2.1	2	1.0	5	5.7	51	1.9	6
	U	720	96.5	226	97.0	231	100.0	1147	99.1	47	97.9	189	99.0	83	94.3	2643	98.1	
2. The school principal together with the staff	Yes	526	70.5	128	54.9	173	74.9	678	58.6	35	72.9	137	71.7	34	38.6	1711	63.5	1
	U	220	29.5	105	45.1	58	25.1	479	41.4	13	27.1	54	28.3	54	61.4	983	36.5	
3. The parents alone	Yes	23	3.1	3	1.3	-	-	11	1.0	1	2.1	2	1.0	4	4.5	44	1.6	7
	U	723	96.9	230	98.7	231	100.0	1146	99.0	47	97.9	189	99.0	84	95.5	2650	98.4	
4. The school principal together with the parents	Yes	28	3.8	6	2.6	2	0.9	21	1.8	1	2.1	2	1.0	5	5.7	65	2.4	4
	U	718	96.2	227	97.4	229	99.1	1136	98.2	47	97.9	189	99.0	83	94.3	2629	97.6	
5. The school principal together with the staff and the parents	Yes	208	27.9	81	34.8	47	20.3	454	39.2	12	25.0	43	22.5	36	40.9	881	32.7	2
	U	538	72.1	152	65.2	184	79.7	703	60.8	36	75.0	148	77.5	52	59.1	1813	67.3	
6. The staff alone	Yes	40	5.4	6	2.6	6	2.6	19	1.6	3	6.2	4	2.1	6	6.8	84	3.1	3
	U	706	94.6	227	97.4	225	97.4	1138	98.4	45	93.7	187	97.8	82	93.2	2610	96.9	
7. The school committee alone or together with the school	Yes	28	3.8	7	3.0	4	1.7	15	1.3	1	2.1	1	0.5	3	3.4	59	2.2	5
	U	718	96.2	226	97.0	227	98.3	1142	98.7	47	97.9	190	99.5	85	96.6	2635	97.8	
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0	

TABLE 12.3.3

## LECTURERS

Extramural activities: Who should plan the activities?

Who should plan the activities?		Education authorities										Order		
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science			Total	
		N	%	N	%	N	%	N	%	N	%		N	%
1. The school principal alone	Yes	1	1.0	-	-	-	-	1	0.4	1	1.4	3	0.6	7
	U	95	99.0	50	100.0	36	100.0	255	99.6	70	98.6	506	99.4	
2. The school principal together with the staff	Yes	63	65.5	26	52.0	29	80.6	132	51.6	31	43.7	281	55.2	1
	U	33	34.4	24	48.0	7	19.4	124	48.4	40	56.3	228	44.8	
3. The parents alone	Yes	-	-	3	6.0	-	-	2	0.8	2	2.8	7	1.4	3
	U	96	100.0	47	94.0	36	100.0	254	99.2	69	97.2	502	98.6	
4. The school principal together with the parents	Yes	-	-	-	-	1	2.8	3	1.2	-	-	4	0.8	6
	U	96	100.0	50	100.0	35	97.2	253	98.8	71	100.0	505	99.2	
5. The school principal together with the staff and the parents	Yes	32	33.3	19	38.0	4	11.1	112	43.7	28	39.4	195	38.3	2
	U	64	66.7	31	62.0	32	88.9	144	56.2	43	60.6	314	61.7	
6. The staff alone	Yes	-	-	1	2.0	-	-	4	1.6	2	2.8	7	1.4	3
	U	96	100.0	49	98.0	36	100.0	252	98.4	69	97.2	502	98.6	
7. The school committee alone or together with the school	Yes	-	-	-	-	-	-	5	2.0	2	2.8	7	1.4	3
	U	96	100.0	50	100.0	36	100.0	251	98.0	69	97.2	502	98.6	
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	

TABLE 12.4

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: Who should carry out the activities?

Who should carry out the activities?		Principals		Vice-principals and Assistants		Lecturers		Total	
		N	%	N	%	N	%	N	Order
1. The staff	Yes	103	12.7	545	20.2	56	11.0	704	4
	U	711	87.3	2149	79.8	453	89.0		
2. The parents	Yes	11	1.4	48	1.8	4	0.8	63	6
	U	803	98.6	2646	98.2	505	99.2		
3. The school principal and the staff	Yes	252	31.0	659	24.5	113	22.2	1024	2
	U	562	69.0	2035	75.5	396	77.8		
4. The school principal and the parents	Yes	13	1.6	15	0.6	-	-	28	7
	U	801	98.4	2679	99.4	509	100.0		
5. The staff and the parents	Yes	49	6.0	166	6.2	18	3.5	233	5
	U	765	94.0	2528	93.8	491	96.5		
6. The school principal, staff and parents	Yes	295	36.2	781	29.0	185	36.3	1261	1
	U	519	63.8	1913	71.0	324	63.7		
7. A teacher specially appointed for the purpose	Yes	118	14.5	696	25.8	151	29.7	965	3
	U	696	85.5	1998	74.2	358	70.3		
Totals on which % was calculated:		814	100.0	2694	100.0	509	100.0		

TABLE 12.4.1

## PRINCIPALS OF SCHOOLS

Extramural activities: Who should organise the activities?

Who should organise the activities?		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. The staff	Yes	36	11.5	11	17.7	5	11.1	35	13.3	3	21.4	5	15.2	8	9.4	103	12.7	4
	U	276	88.5	51	82.3	40	88.9	228	86.7	11	78.6	28	84.8	77	90.6	711	87.3	
2. The parents	Yes	8	2.6	-	-	1	2.2	2	0.8	-	-	-	-	-	-	11	1.4	7
	U	304	97.4	62	100.0	44	97.8	261	99.2	14	100.0	33	100.0	85	100.0	803	98.6	
3. The school principal and the staff	Yes	110	35.3	12	19.4	20	44.4	72	27.4	6	42.9	17	51.5	15	17.6	252	31.0	2
	U	202	64.7	50	80.6	25	55.6	191	72.6	8	57.1	16	48.5	70	82.4	562	69.0	
4. The school principal and the parents	Yes	5	1.6	-	-	-	-	3	1.1	-	-	1	3.0	4	4.7	13	1.6	6
	U	307	98.4	62	100.0	45	100.0	260	98.9	14	100.0	32	97.0	81	95.3	801	98.4	
5. The staff and the parents	Yes	16	5.1	7	11.3	-	-	16	6.1	1	7.1	2	6.1	7	8.2	49	6.0	5
	U	296	94.9	55	88.7	45	100.0	247	93.9	13	92.9	31	93.9	78	91.8	765	94.0	
6. The school principal, staff and parents	Yes	104	33.3	24	38.7	16	35.6	120	45.6	4	28.6	7	21.2	20	23.5	295	36.2	1
	U	208	66.7	38	61.3	29	64.4	143	54.4	10	71.4	26	78.8	65	76.5	519	63.8	
7. A teacher specially appointed for the purpose	Yes	40	12.8	12	19.4	1	2.2	41	15.6	4	28.6	2	6.1	18	21.2	118	14.5	3
	U	272	87.2	50	80.6	44	97.8	222	84.4	10	71.4	31	93.9	67	78.8	696	85.5	
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0	

TABLE 12.4.2

## VICE-PRINCIPALS AND ASSISTANTS

Extramural activities: Who should organise the activities?

Who should organise the activities		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. The staff	Yes	172	23.1	53	22.7	53	22.9	183	15.8	12	25.0	55	28.8	17	19.3	545	20.2	4
	U	574	76.9	180	77.3	178	77.1	974	84.2	36	75.0	136	71.2	71	80.7	2149	79.8	
2. The parents	Yes	13	1.7	3	1.3	1	0.4	26	2.2	1	2.1	2	1.0	2	2.3	48	1.8	6
	U	733	98.3	230	98.7	230	99.6	1131	97.8	47	97.9	189	99.0	86	97.7	2646	98.2	
3. The school principal and the staff	Yes	217	29.1	49	21.0	74	32.0	234	20.2	10	20.8	60	31.4	15	17.0	659	24.5	3
	U	529	70.9	184	79.0	157	68.0	923	79.8	38	79.2	131	68.6	73	83.0	2035	75.5	
4. The school principal and the parents	Yes	5	0.7	2	0.9	1	0.4	6	0.5	1	2.1	-	-	-	-	15	0.6	7
	U	741	99.3	231	99.1	230	99.6	1151	99.5	47	97.9	191	100.0	88	100.0	2679	99.4	
5. The staff and the parents	Yes	36	4.8	33	14.2	6	2.6	67	5.8	5	10.4	10	5.2	9	10.2	166	6.2	5
	U	710	95.2	200	85.8	225	97.4	1090	94.2	43	89.6	181	94.8	79	89.8	2528	93.8	
6. The school principal, staff and parents	Yes	195	26.1	54	23.2	50	21.6	407	35.2	11	22.9	43	22.5	21	23.9	781	29.0	1
	U	551	73.9	179	76.8	181	78.4	750	64.8	37	77.1	148	77.5	67	76.1	1913	71.0	
7. A teacher specially appointed for the purpose	Yes	189	25.3	65	27.9	55	23.8	316	27.3	13	27.1	41	21.5	17	19.3	696	25.8	2
	U	557	74.7	168	72.1	176	76.2	841	72.7	35	72.9	150	78.5	71	80.7	1998	74.2	
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0	

TABLE 12.4.3

## LECTURERS

Extramural activities: Who should organise the activities?

Who should organise the activities?		Education authorities										Order		
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science			Total	
		N	%	N	%	N	%	N	%	N	%		N	%
1. The staff	Yes	22	22.9	5	10.0	2	5.6	22	8.6	5	7.0	56	11.0	4
	U	74	77.1	45	90.0	34	94.4	234	91.4	66	93.0	453	89.0	
2. The parents	Yes	-	-	-	-	-	-	3	1.2	1	1.4	4	0.8	6
	U	96	100.0	50	100.0	36	100.0	253	98.8	70	98.6	505	99.2	
3. The school principal and the staff	Yes	16	16.7	14	28.0	13	36.1	55	21.5	15	21.1	113	22.2	3
	U	80	83.3	36	72.0	23	63.9	201	78.5	56	78.9	396	77.8	
4. The school principal and the parents	Yes	-	-	-	-	-	-	-	-	-	-	-	-	7
	U	96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	
5. The staff and the parents	Yes	5	5.2	1	2.0	-	-	11	4.3	1	1.4	18	3.5	5
	U	91	94.8	49	98.0	36	100.0	245	95.7	70	98.6	491	96.5	
6. The school principal, staff and parents	Yes	32	33.3	14	28.0	13	36.1	101	39.5	25	35.2	185	36.3	1
	U	64	66.7	36	72.0	23	63.9	155	60.5	46	64.8	324	63.7	
7. The teacher specially appointed for the purpose	Yes	27	28.1	15	30.0	9	25.0	76	29.7	24	33.8	151	29.7	2
	U	69	71.9	35	70.0	27	75.0	180	70.3	47	66.2	358	70.3	
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	

12.6 TIME SPENT BY THE STAFF ON EXTRAMURAL ACTIVITIES

12.6.1 What is regarded as a reasonable length of time a week to spend on extramural activities

(a) National picture (Table 12.5)

The views of the teaching body on what may be regarded as a reasonable length of time a week to spend on extramural activities show the following ranking:

1. 2 + hours a week according to about 36% of the respondents.
2. 1 + hours a week according to about 26% of the respondents.
3. 3 + hours a week according to about 17% of the respondents.
4. 4 + hours a week according to about 5% of the respondents.
5. 5 + hours a week according to about 3% of the respondents.
6. 6 + hours a week according to about  $\frac{1}{2}$ % of the respondents.

About 62% of the respondents therefore consider that anything between 1 + and 2 + hours a week represents a reasonable length of time to spend on extramural activities, while about 17% feel that the teacher could spend 3 + hours on them. There are few respondents, however, who think that there is any justification for a teacher to spend more than 4 hours a week on extramural activities.

(b) Differentiated teaching groups under the different authorities

The views of the groups under the various education authorities, on what can be regarded as a reasonable length of time a week to spend on extramural activities, are reflected in Table 12.5.1.

12.6.2 Approximately what average number of hours a week does the teacher spend on extramural activities?

(a) National picture (Table 12.6)

The following data emerge from the respondents' replies to this question:

- 1 + hours are spent by teachers according to approximately 19% of the respondents.
- 2 + hours are spent by teachers according to approximately 20% of the respondents.
- 3 + hours are spent by teachers according to approximately 16% of the respondents.
- 4 + hours are spent by teachers according to approximately 10% of the respondents.
- 5 + hours are spent by teachers according to approximately 6% of the respondents.
- 6 + hours are spent by teachers according to approximately 9% of the respondents.

It therefore appears that about 39% of the respondents consider that teachers spend from 1 + hours to 2 + hours on extramural activities. A further 16% think that teachers spend 3 + hours on these activities, while no less than 25% assert that teachers spend from 4 + hours to 6 + hours on such activities.

(b) Differentiated teaching groups under the different authorities:

Consult Table 12.6.1 for differences in the time spent by the various groups.

12.7 A COMPARISON OF THE LENGTH OF TIME A WEEK REGARDED BY TEACHERS AS REASONABLE, AND THE ACTUAL NUMBER OF HOURS THAT THEY SPEND ON EXTRAMURAL ACTIVITIES AT PRESENT:

- (a) According to Table 12.5, about 62% of the respondents indicate that they regard 1 + hours to 2 + hours as a reasonable length of time to spend a week, whereas it appears from Table 12.6 that only about 39% of the respondents consider that teachers do spend this length of time on such activities.
- (b) According to Table 12.5, about 17% of the respondents indicate that they regard 3 + hours as a reasonable length of time to spend, while it appears from Table 12.6 that at present,

TABLE 12.5

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: If the staff has to perform these duties, what do you regard as a reasonable length of time to spend on them per week?

Time spent a week	Principals		Vice-principals and assistants		Lecturers		Total	
	N	%	N	%	N	%	N	Order
1 + hours	180	22.1	731	27.2	139	27.4	1050	2
2 + hours	296	36.3	958	35.5	193	37.9	1447	1
3 + hours	157	19.3	449	16.7	70	13.8	676	3
4 + hours	55	6.8	151	5.6	22	4.3	228	4
5 + hours	21	2.6	93	3.5	15	2.9	129	5
6 + hours	3	0.4	22	0.8	3	0.6	28	6
U	102	12.5	290	10.8	67	13.1	459	
Totals on which % was calculated:	814	100.0	2694	100.0	509	100.0		

TABLE 12.5.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: If the staff has to perform these duties, what do you regard as a reasonable length of time for each teacher to spend on them per week?

Time spent a week	Education authorities															
	Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS:</b>																
1 + hours	75	24.0	25	40.3	4	8.9	51	19.4	6	42.9	3	9.1	16	18.8	180	22.1
2 + hours	115	36.9	25	40.3	23	51.2	105	39.9	4	28.6	10	30.3	14	16.5	296	36.3
3 + hours	56	17.9	6	9.7	11	24.4	59	22.5	-	-	12	36.4	13	15.3	157	19.3
4 + hours	18	5.8	2	3.2	2	4.4	23	8.7	1	7.1	2	6.1	7	8.2	55	6.8
5 + hours	4	1.3	2	3.2	-	-	8	3.0	3	21.4	2	6.1	2	2.4	21	2.6
6 + hours	2	0.6	-	-	-	-	-	-	-	-	-	-	1	1.2	3	0.4
U	42	13.5	2	3.2	5	11.1	17	6.5	-	-	4	12.1	32	37.6	102	12.5
Totals on which % was calculated:	312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS:</b>																
1 + hours	228	30.6	90	38.6	59	25.6	281	24.3	14	29.2	36	28.9	23	26.2	731	27.2
2 + hours	261	35.0	68	29.2	79	34.2	433	37.5	20	41.7	72	37.7	25	28.4	958	35.5
3 + hours	111	14.9	26	11.2	50	21.6	212	18.3	3	6.2	33	17.3	14	15.9	449	16.7
4 + hours	25	3.4	19	8.2	8	3.5	70	6.1	2	4.2	24	12.6	3	3.4	151	5.6
5 + hours	19	2.5	6	2.6	7	3.0	49	4.2	2	4.2	9	4.7	1	1.1	93	3.5
6 + hours	3	0.4	2	0.9	3	1.3	10	0.9	-	-	3	1.6	1	1.1	22	0.8
U	99	13.3	22	9.4	25	10.8	102	8.8	7	14.6	14	7.3	21	23.9	290	10.8
Totals on which % was calculated:	746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS:</b>																
1 + hours	25	26.0	24	48.0	7	19.4	60	23.4			23	32.4			139	27.4
2 + hours	31	32.2	11	22.0	15	41.7	116	45.3			20	28.1			193	37.9
3 + hours	10	10.4	4	8.0	7	19.5	42	16.4			7	9.9			70	13.8
4 + hours	3	3.1	3	6.0	2	5.6	12	4.7			2	2.8			22	4.3
5 + hours	5	5.2	1	2.0	-	-	7	2.7			2	2.8			15	2.9
6 + hours	-	-	-	-	-	-	3	1.2			-	-			3	0.6
U	22	23.0	7	14.0	5	13.9	16	6.2			17	23.9			67	13.1
Totals on which % was calculated:	96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

TABLE 12.6

## PRINCIPALS, VICE-PRINCIPALS AND LECTURERS

Extramural activities: Approximately what average number of hours a week does the teacher spend on extramural activities?

Time spent a week	Principals		Vice-principals and Assistants		Lecturers		Total	
	N	%	N	%	N	%	N	Order
1 + hours	132	16.2	619	23.0	24	4.7	775	2
2 + hours	201	24.6	562	20.8	58	11.4	821	1
3 + hours	178	21.9	378	14.0	88	17.3	644	3
4 + hours	85	10.5	233	8.7	79	15.5	397	4
5 + hours	46	5.7	176	6.5	36	7.1	258	6
6 + hours	49	6.0	256	9.5	79	15.5	384	5
U	123	15.1	470	17.4	145	28.5		
Totals on which % was calculated:	814	100.0	2694	100.0	509	100.0		

TABLE 12.6.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: Approximately what average number of hours a week does the teacher spend on extramural activities?

Time spent a week	Education authorities																
	Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>PRINCIPALS:</b>	1 + hours	54	17.3	23	37.1	4	8.8	33	12.6	1	7.1	5	15.1	12	14.1	132	16.2
	2 + hours	76	24.4	18	29.0	12	26.7	66	25.1	7	50.0	9	27.3	13	15.3	201	24.6
	3 + hours	76	24.4	5	8.1	16	35.6	55	20.9	4	28.5	9	27.3	13	15.3	178	21.9
	4 + hours	28	8.9	5	8.1	6	13.4	38	14.4	-	-	4	12.1	4	4.7	85	10.5
	5 + hours	14	4.5	1	1.6	1	2.2	25	9.5	-	-	1	3.0	4	4.7	46	5.7
	6 + hours	17	5.4	-	-	1	2.1	24	9.1	2	14.3	1	3.0	4	4.7	49	6.0
	U	47	15.1	10	16.1	5	11.1	22	8.4	-	-	4	12.1	35	41.2	123	15.1
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS:</b>	1 + hours	190	25.4	67	28.8	56	24.3	240	20.7	6	12.5	42	22.0	18	20.5	519	23.0
	2 + hours	160	21.5	38	16.3	54	23.4	244	21.1	7	14.6	42	22.0	17	19.3	562	20.8
	3 + hours	97	13.0	30	12.8	30	13.0	187	16.2	2	4.2	23	12.0	9	10.3	378	14.0
	4 + hours	60	8.0	14	6.0	23	9.9	105	9.1	8	16.6	20	10.5	3	3.4	233	8.7
	5 + hours	38	5.1	12	5.2	14	6.1	91	7.9	3	6.2	15	7.9	3	3.4	176	6.5
	6 + hours	48	6.4	25	10.7	16	6.9	131	11.3	8	16.7	22	11.5	6	6.5	256	9.5
	U	153	20.5	47	20.2	38	16.5	159	13.7	14	29.2	27	14.1	32	36.4	470	17.4
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS:</b>	1 + hours	10	10.4	3	6.0	1	2.8	6	2.4	-	-	4	5.6	-	-	24	4.7
	2 + hours	11	11.4	8	16.0	8	22.2	27	10.5	-	-	4	5.6	-	-	58	11.4
	3 + hours	18	18.8	6	12.0	9	25.0	45	17.6	-	-	10	14.1	-	-	88	17.3
	4 + hours	6	6.2	8	16.0	7	19.4	50	19.5	-	-	8	11.3	-	-	79	15.5
	5 + hours	7	7.3	3	6.0	1	2.8	23	9.0	-	-	2	2.8	-	-	36	7.1
	6 + hours	3	3.1	8	16.0	3	8.3	59	32.0	-	-	6	8.5	-	-	79	15.5
	U	41	42.7	14	28.0	7	19.4	46	18.0	-	-	37	52.1	-	-	145	28.5
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	-	-	71	100.0	-	-	509	100.0

according to about 16% of the respondents, 3 + hours per week are spent by teachers on these activities.

- (c) According to Table 12.5, only about  $8\frac{1}{2}\%$  of the respondents indicate that they regard between 4 + hours and 6 + hours as a reasonable length of time to spend, whereas Table 12.6 shows that no less than about 25% of all respondents consider that teachers spend this length of time on extramural activities at present. From this it appears that, the number of teachers who are called upon to spend between 4 + and 6 + hours on these activities, is three times greater than the number who (according to Table 12.5) feel that this amount of time is justified. A large number of teachers are therefore obliged (possibly by circumstances) against their better judgement to spend far more time on extramural duties than they feel is justified.

## 12.8 THE QUESTION OF THE RESPONSIBILITY OF TEACHERS IN CASES WHERE PUPILS ARE INJURED DURING EXTRAMURAL ACTIVITIES

12.8.1 The teachers were asked to express an opinion on the question whether a teacher should be held responsible if a pupil is injured during extramural activities (Table 12.7).

### (a) National picture

This question was answered in the affirmative by 16.2% of the vice-principals and assistants, 13.6% of the lecturers and 11.7% of the principals. More than three-quarters of all respondents, however, are of the opinion that the teacher should not be held responsible in such cases.

### (b) Differentiated teaching groups under the different authorities

The groups of respondents under the various authorities who are of the opinion that the teacher should be held responsible in the event of an injury vary in the case of principals from 27.3% for Education, Arts and Science to 4.4% for the Orange Free State; in respect of vice-principals and assistants from 33.3% for South West Africa to 13.3% for the Cape Province; and in the case of lecturers from 17.7% for the Cape Province to 5.6% for the Orange Free State.

12.8.2 Another question was posed: In what way should a teacher be protected in such a situation (that is, when a pupil is injured)? (Table 12.8). Here, the respondents could indicate whether the teacher should be safeguarded by a group insurance scheme or by exemption from all responsibility.

### (i) Group insurance scheme

#### (a) National picture

The percentages in favour of such a scheme total 54.0% of lecturers, 47.5% of principals and 46.3% of vice-principals and assistants.

#### (b) Differentiated teaching groups under the different authorities

The percentages in favour of group insurance vary as follows: Principals: from 71.4% for South West Africa to 40.0% for the Orange Free State; vice-principals and assistants: from 54.5% for Natal to 39.3% for the Cape Province; lecturers: from 60.2% for the Transvaal to 40.6% for the Cape Province.

### (ii) By exempting the teacher from all responsibility

#### (a) National picture

The percentages in favour of complete exemption from responsibility total 41.7% for vice-principals and assistants, 36.6% for principals and 33.0% for lecturers.

#### (b) Differentiated teaching groups under the different authorities

Under the different authorities the groups in favour of complete exemption from responsibility show percentages varying as follows: Principals: from 46.7% for the Orange Free State to 27.3% for Education, Arts and Science (non-departmental schools 14.1%); vice-principals and assistants: from 48.5% for the Orange Free State to

TABLE 12.7

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: Should the teacher be responsible if a pupil is involved in an accident during extramural activities?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS:</b>	Yes	35	11.2	10	16.1	2	4.4	24	9.1	3	21.4	9	27.3	12	14.1	95	11.7
	No	255	81.7	51	82.3	38	84.4	233	88.6	11	78.6	20	60.6	45	52.9	563	80.2
	U	22	7.1	1	1.6	5	11.1	6	2.3	-	-	4	12.1	28	32.9	66	8.1
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS:</b>																	
	Yes	99	13.3	53	22.7	34	14.7	177	15.3	16	33.3	38	19.9	19	21.6	436	16.2
	No	594	79.6	167	71.7	182	78.8	940	81.2	28	58.3	145	75.9	57	64.8	2113	78.4
	U	53	7.1	13	5.6	15	6.5	40	3.5	4	8.3	8	4.2	12	13.6	145	5.4
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS:</b>																	
	Yes	17	17.7	6	12.0	2	5.6	36	14.1			8	11.3			69	13.6
	No	69	71.9	41	82.0	31	86.1	207	80.9			47	66.2			395	77.6
	U	10	10.4	3	6.0	3	8.2	13	5.1			16	22.5			45	8.8
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

TABLE 12.8

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: In what way should a teacher be safeguarded in such a situation  
(that is, when a pupil is injured)?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PRINCIPALS:</b>																	
(a) By a group insurance scheme	Yes	129	41.3	27	43.5	18	40.0	146	55.5	10	71.4	15	45.5	42	49.4	387	47.5
	U	183	58.7	35	56.5	27	60.0	117	44.5	4	28.6	18	54.5	43	50.6	427	52.5
(b) By exemption from all responsibility	Yes	132	42.3	23	37.1	21	46.7	97	36.9	4	28.6	9	27.3	12	14.1	298	36.6
	U	180	57.7	39	62.9	24	53.3	166	63.1	10	71.4	24	72.7	73	85.9	516	63.4
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<b>VICE-PRINCIPALS AND ASSISTANTS:</b>																	
(a) By a group insurance scheme	Yes	293	39.3	127	54.5	94	40.7	571	49.4	24	50.0	86	45.0	51	58.0	1246	46.3
	U	453	60.7	106	45.5	137	59.3	586	50.6	24	50.0	105	55.0	37	42.0	1448	53.7
(b) By exemption from all responsibility	Yes	343	46.0	74	31.8	112	48.5	483	41.7	19	39.6	69	36.1	23	26.1	1123	41.7
	U	403	54.0	159	68.2	119	51.5	674	58.3	29	60.4	122	63.9	65	73.9	1571	58.3
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<b>LECTURERS:</b>																	
(a) By a group insurance scheme	Yes	39	40.6	24	48.0	16	44.4	154	60.2			42	59.2			275	54.0
	U	57	59.4	26	52.0	20	55.6	102	39.8			29	40.8			234	46.0
(b) By exemption from all responsibility	Yes	36	37.5	20	40.0	18	50.0	83	32.4			11	15.5			168	33.0
	U	60	62.5	30	60.0	18	50.0	173	67.6			60	84.5			341	67.0
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

31.8% for Natal (non-departmental schools 26.1%); lecturers: from 50.0% for the Orange Free State to 15.5% for Education, Arts and Science.

It therefore appears that a large percentage of the respondents are in favour of protecting the teacher by means of a group insurance scheme, but there are also a considerable number who are of the opinion that the teacher should be exempted from all responsibility if a pupil is injured during extramural activities.

## 12.9 TRANSPORTATION OF PUPILS BY TEACHERS

### 12.9.1 Is the teacher expected to transport pupils for some or other school activity at his own expense? (Table 12.9)

#### (a) National picture

This question was answered in the affirmative by 27.3% of the lecturers, 16.0% of the principals and 13.5% of the vice-principals and assistants. Large percentages of all three groups, however, state that this is not the case, namely, 78.6% of the principals, 78.1% of the vice-principals and assistants and 64.6% of the lecturers.

#### (b) Differentiated teaching groups under the different authorities

The percentages of teachers under the different authorities who say that teachers are expected to transport pupils at their own expense vary as follows: Principals: from 24.3% for the Transvaal to 6.7% for the Orange Free State (non-departmental schools 2.4%); vice-principals and assistants: from 17.4% for the Transvaal to 0% for South West Africa; lecturers: from 36.1% for the Orange Free State to 11.5% for the Cape Province.

About 15% of the respondents, therefore, state that the teacher is expected to transport pupils at his own expense for school activities.

### 12.9.2 Does the teacher in actual fact transport pupils for school activities at his own expense? (Table 12.10)

#### (a) National picture

Large percentages of the respondents answered this question in the affirmative, namely, 67.0% of the lecturers, 60.0% of the principals and 34.0% of the vice-principals and assistants.

#### (b) Differentiated teaching groups under the different authorities

The percentages of the three groups under the different authorities who state that teachers do transport children at their own expense vary as follows: Principals: from 77.8% for the Orange Free State to 43.5% for Natal (non-departmental schools 25.9%) vice-principals and assistants: from 40.3% for Education, Arts and Science to 25.0% for South West Africa (non-departmental schools 13.6%); lecturers: from 76.2% for the Transvaal to 49.0% for the Cape Province.

About 43% of the respondents therefore, state that teachers do transport pupils for school activities at their own expense.

### 12.9.3 Does the teacher object to transporting pupils at his own expense? (Table 12.11)

#### (a) National picture

Large percentages of the respondents are very definite in their opinion that teachers do object to transporting pupils at their own expense, namely, 73.5% of the lecturers, 62.5% of the principals and 54.3% of the vice-principals and assistants.

#### (b) Differentiated teaching groups under the different authorities

The percentages of the three groups under the different education authorities who assert that the teacher does object to transporting pupils at his own expense vary as follows: Principals: from 78.6% for South West Africa to 58.7% for the Cape Province (non-departmental schools 38.8%); vice-principals and assistants: from 57.6% for the Transvaal to 47.9% for South West Africa (non-departmental schools 42.0%); lecturers: from 82.0%

TABLE 12.9

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: (Transportation of pupils): Is the teacher expected to transport pupils for some or other school activity at his own expense?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	48	15.4	8	12.9	3	6.7	64	24.3	1	7.1	4	12.1	2	2.4	130	16.0
	No	251	80.4	53	85.5	39	86.7	192	73.0	13	92.9	28	84.8	64	75.3	640	78.6
	U	13	4.2	1	1.6	3	6.7	7	2.7	-	-	1	3.0	19	22.4	44	5.4
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS:</u>	Yes	78	10.5	23	9.9	36	15.6	201	17.4	-	-	24	12.6	2	2.3	364	13.5
	No	587	78.7	189	81.1	178	77.1	879	76.0	43	89.6	160	83.8	67	76.1	2103	78.1
	U	81	10.9	21	9.0	17	7.4	77	6.7	5	10.4	7	3.7	19	21.6	227	8.4
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>	Yes	11	11.5	12	24.0	13	36.1	92	35.9			11	15.5			139	27.3
	No	78	81.2	35	70.0	21	58.3	148	57.8			47	66.2			329	64.6
	U	7	7.3	3	6.0	2	5.6	16	6.2			13	18.3			41	8.1
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

TABLE 12.10

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: (Transportation of pupils) Does the teacher transport pupils for school activities at his own expense?

		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	187	59.9	27	43.5	35	77.8	192	73.0	8	57.1	17	51.5	22	25.9	488	60.0
	No	112	35.9	34	54.8	7	15.6	63	24.0	6	42.9	15	45.5	40	47.1	277	34.0
	U	13	4.2	1	1.6	3	6.7	8	3.0	-	-	1	3.0	23	27.1	49	6.0
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS:</u>	Yes	225	30.2	63	27.0	81	35.1	445	38.5	12	25.0	77	40.3	12	13.6	915	34.0
	No	425	57.0	146	62.7	128	55.4	627	54.2	31	64.6	104	54.5	56	63.6	1517	56.3
	U	96	12.9	24	10.3	22	9.5	85	7.3	5	10.4	10	5.2	20	22.7	262	9.7
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>	Yes	47	49.0	34	68.0	27	75.0	195	76.2			38	53.5			341	67.0
	No	28	29.2	12	24.0	5	13.9	36	14.1			13	18.3			94	18.5
	U	21	21.9	4	8.0	4	11.1	25	9.8			20	28.2			74	14.5
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

TABLE 12.11

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: (Transportation of pupils) Does the teacher object to transporting pupils at his own expense?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	183	58.7	46	74.2	27	60.0	187	71.1	11	78.6	22	66.7	33	38.8	509	62.5
	No	103	33.0	14	22.6	15	33.3	61	23.2	3	21.4	10	30.3	26	30.6	232	28.5
	U	26	8.3	2	3.2	3	6.7	15	5.7	-	-	1	3.0	26	30.6	73	9.0
Totals on which % was calculated:		312	100.0	62	100.0	25	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS:</u>																	
	Yes	388	52.0	127	54.5	126	54.5	667	57.6	23	47.9	95	49.7	37	42.0	1463	54.3
	No	252	33.8	82	35.2	88	38.1	387	33.4	18	37.5	85	44.5	31	35.2	943	35.0
	U	106	14.2	24	10.3	17	7.4	103	8.9	7	14.6	11	5.8	20	22.7	288	10.7
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>																	
	Yes	63	65.6	38	76.0	29	80.6	210	82.0			34	47.9			374	73.5
	No	16	16.7	7	14.0	2	5.6	23	9.0			16	22.5			64	12.6
	U	17	17.7	5	10.0	5	13.9	23	9.0			21	29.6			71	13.9
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

for the Transvaal to 47.9% for Education, Arts and Science.

From the foregoing it is therefore evident that roughly 58% of the respondents maintain that the teacher does have objections to transporting pupils for school activities at his own expense.

#### 12.9.4 Summary (Tables 12.9, 12.10 and 12.11)

According to the data furnished in the three tables, about 15% of the respondents say that teachers are expected to transport pupils at their own expense. Far more, namely about 43%, state that teachers (apparently from necessity) do in fact transport pupils at their own expense, and no less than about 58% of the respondents aver that teachers object to doing so.

#### 12.10 IS IT A FINANCIAL SACRIFICE FOR THE TEACHER TO TAKE PART IN EXTRAMURAL ACTIVITIES? (Table 12.12)

##### (a) National picture

Large percentages of the respondents also maintain that participation in extramural activities definitely demands a financial sacrifice of the teacher. This is contended by 63.1% of the lecturers, 61.1% of the principals and 33.2% of the vice-principals and assistants.

##### (b) Differentiated teaching groups under the different authorities

The percentage of the respondents under the different education authorities who assert that participation in extramural activities does indeed demand a financial sacrifice of the teacher vary as follows: Principals: from 78.6% for South West Africa to 45.5% for Education, Arts and Science (non-departmental schools 25.9%); vice-principals and assistants: from 38.5% for the Transvaal to 24.0% for Natal (non-departmental schools 14.8%); lecturers: from 68.4% for the Transvaal to 50.7% for Education, Arts and Science.

It therefore appears that roughly 43% of all respondents are of the opinion that participation in extramural activities, which often involve the teacher in transport expenses for himself as well as for the children, entails a financial sacrifice for the teacher. As teachers already go to a great deal of trouble by coaching or acting as referees, and since they spend many hours a week on this selfless service, the question arises whether it is fair to demand a financial sacrifice of them as well.

#### 12.11 THE EFFECT OF PARTICIPATION IN EXTRAMURAL ACTIVITIES ON THE TEACHER'S SCHOOL WORK, STATUS AND HEALTH (Table 12.13)

The respondents were asked to give an opinion in reply to three questions, on whether or not extramural activities have a detrimental effect on the teacher's school work, status and health. In reply to another question, they could indicate whether or not participation in extramural activities enhances a teacher's status as a teacher.

##### (a) National picture (Table 12.13)

##### 1. Does the teacher's participation in extramural activities enhance his status as a teacher?

Roughly 54% of all respondents answered this question in the affirmative, namely 68.8% of the principals, 52.1% of the lecturers and 49.9% of the vice-principals and assistants.

##### 2. Are extramural duties detrimental to the teacher's school work?

About 21% of the respondents answered in the affirmative. This group is composed of 45.0% of the lecturers, 24.7% of the principals and 16.1% of the vice-principals and assistants.

##### 3. Is participation in extramural activities detrimental to the teacher's health?

Only about 7% of the respondents feel that such activities are detrimental to the teacher's health, namely 8.6% of the lecturers, 7.2% of the principals and 7.1% of the vice-principals and assistants.

TABLE 12.12

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: Is it a financial sacrifice for the teacher to take part in extramural activities?

		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>PRINCIPALS:</u>	Yes	184	59.0	38	61.3	34	75.6	193	73.4	11	78.6	15	45.5	22	25.9	497	61.1
	No	105	33.7	23	37.1	7	15.6	59	22.4	3	21.4	14	42.4	39	45.9	250	30.7
	U	23	7.4	1	1.6	4	8.9	11	4.2	-	-	4	12.1	24	28.2	67	8.2
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0
<u>VICE-PRINCIPALS AND ASSISTANTS:</u>																	
	Yes	213	28.6	56	24.0	83	35.9	445	38.5	12	25.0	73	38.2	13	14.8	895	33.2
	No	436	58.4	147	63.1	133	57.6	642	55.5	31	64.6	101	52.9	52	59.1	1542	57.2
	U	97	13.0	30	12.9	15	6.5	70	6.1	5	10.4	17	8.9	23	26.1	257	9.5
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0
<u>LECTURERS:</u>																	
	Yes	54	56.2	33	66.0	23	63.9	175	68.4			36	50.7			321	63.1
	No	33	34.1	13	26.0	8	22.2	59	23.0			19	26.8			132	25.9
	U	9	9.4	4	8.0	5	13.9	22	8.6			16	22.5			56	11.0
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0			71	100.0			509	100.0

TABLE 12.13

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Extramural activities: What effect do they have on the teacher's school work, status and health?

		Principals		Vice-principals and Assistants		Lecturers		Total	
		N	%	N	%	N	%	N	Order
1. Are extramural activities detrimental to the teacher's school work?	Yes	201	24.7	433	16.1	229	45.0	863	2
	No	540	66.3	2031	75.4	228	44.8		
	U	73	9.0	230	8.5	52	10.2		
2. Is participation in extramural activities detrimental to the teacher's status as a teacher ?	Yes	33	4.1	91	3.4	56	11.0	180	4
	No	730	89.7	2384	88.5	411	80.7		
	U	51	6.3	219	8.1	42	8.3		
3. Does the teacher's participation in extramural activities enhance his status as a teacher ?	Yes	560	68.8	1344	49.9	265	52.1	2169	1
	No	194	23.8	1056	39.2	188	36.9		
	U	60	7.4	294	10.9	56	11.0		
4. Is participation in extramural activities detrimental to the teacher's health?	Yes	59	7.2	191	7.1	44	8.6	294	3
	No	696	85.5	2259	83.9	402	79.0		
	U	59	7.2	244	9.1	63	12.4		
Totals on which % was calculated:		814	100.0	2694	100.0	509	100.0		

4. Is participation in extramural activities detrimental to the teacher's status as a teacher?

Only about 4% of the respondents think that participation in extramural activities is detrimental to the teacher's status as a teacher. This 4% comprises 11.0% of the lecturers, 4.1% of the principals and 3.4% of the vice-principals and assistants.

(b) Differentiated teaching groups under the different authorities

The extent to which the views of the groups under the respective authorities vary in regard to these four questions may be ascertained from Tables 12.13.1, 12.13.2 and 12.13.3.

12.11.1

It may therefore be said that over half of the respondents are of the opinion that participation in extramural activities enhances the teacher's status as a teacher, while only 4% hold the opposite view. It is disquieting, however, that just over one-fifth of the teaching body feels that participation in extramural activities is detrimental to the teacher's school work. As is to be expected, there are few teachers who believe that the teacher's health is adversely affected by participation in extramural activities.

12.12

THE MENTAL EFFECT OF PARTICIPATION IN EXTRAMURAL ACTIVITIES ON THE TEACHER

In the questionnaire 6 possible effects of participation in extramural activities on the teacher were mentioned, and the respondents were asked to indicate one or more if they regarded them as valid. The following ranking emerged:

(a) National picture (Table 12.14)

1. Extramural activities keep the teacher young: This is contended by roughly 40% of the respondents, comprising 42.9% of the principals, 40.2% of the vice-principals and assistants, and 34.2% of the lecturers.
2. They stimulate him: This is the view of roughly 33% of the respondents, consisting of 35.3% of the vice-principals and assistants, 33.5% of the principals and 20.6% of the lecturers.
3. They wear him down: This is the feeling of approximately 9% of the respondents, consisting of 14.5% of the lecturers, 10.7% of the principals and 8.2% of the vice-principals and assistants.
4. They are the only redeeming feature of a monotonous life: This is the view of roughly 7% of the respondents, consisting of 10.0% of the principals, 7.1% of the vice-principals and assistants, and 5.9% of the lecturers.
5. They dispirit him: This is the feeling of approximately 7% of the respondents, consisting of 12.8% of the lecturers, 6.6% of the principals and 6.0% of the vice-principals and assistants.
6. They make him want to give up teaching: This was stated by approximately 3% of the respondents, consisting of 6.9% of the lecturers, 3.9% of the principals and 2.5% of the vice-principals and assistants.

(b) Differentiated teaching groups under the different authorities: Tables 12.14.1, 12.14.2 and 12.14.3 reflect the differences of opinion in regard to the above, as expressed by the three groups under the various education authorities.

12.12.1

In general, the majority of the respondents are of the opinion that extramural activities keep the teacher young, are stimulating, and are the only redeeming feature of an otherwise monotonous life. The opposite view, namely, that extramural activities wear the teacher down, dispirit him or make him want to give up teaching, does not receive much support.

12.13

A SYNOPTIC PICTURE OF THE VIEWS OF TEACHERS ON EXTRAMURAL ACTIVITIES AND THE TEACHER'S PARTICIPATION IN THEM

12.13.1

Necessity

Over 90% of the respondents feel that it is essential for schools to offer extramural activities.

TABLE 12.13.1

## PRINCIPALS OF SCHOOLS

Extramural activities: What effect do they have on the teacher's school work, status and health?

		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. Are extramural activities detrimental to the teacher's school work?	Yes	82	26.3	7	11.3	7	15.6	80	30.4	8	57.1	3	9.1	14	16.5	201	24.7	2
	No	200	64.1	53	85.5	34	75.6	172	65.4	6	42.9	28	84.8	47	55.3	540	66.3	
	U	30	9.6	2	3.2	4	8.9	11	4.2	-	-	2	6.1	24	28.2	73	9.0	
2. Is participation in extramural activities detrimental to the teacher's status as a teacher?	Yes	11	3.5	4	6.5	-	-	12	4.6	1	7.1	1	3.0	4	4.7	33	4.1	4
	No	285	91.3	58	93.5	42	93.3	243	92.4	13	92.9	29	87.9	60	70.6	730	89.7	
	U	16	5.1	-	-	3	6.7	8	3.0	-	-	3	9.1	21	24.7	51	6.3	
3. Does the teacher's participation in extramural activities enhance his status as a teacher?	Yes	208	66.7	47	75.8	36	80.0	186	70.7	11	78.6	25	75.8	47	55.3	560	68.8	1
	No	83	26.6	14	22.6	5	11.1	68	25.9	3	21.4	5	15.2	16	18.8	194	23.8	
	U	21	6.7	1	1.6	4	8.9	9	3.4	-	-	3	9.1	22	25.9	60	7.4	
4. Is participation in extramural activities detrimental to the teacher's health?	Yes	26	8.3	3	4.8	-	-	23	8.7	1	7.1	1	3.0	5	5.9	59	7.2	3
	No	268	85.9	57	91.9	42	93.3	231	87.8	12	85.7	29	87.9	57	67.1	696	85.5	
	U	18	5.8	2	3.2	3	6.7	9	3.4	1	7.1	3	9.1	23	27.1	59	7.2	
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0	

TABLE 12.13.2

## VICE-PRINCIPALS AND ASSISTANTS

Extramural activities: What effect do they have on the teacher's school work, status and health?

		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. Are extramural activities detrimental to the teacher's school work?	Yes	108	14.5	23	9.9	21	9.1	248	21.4	9	18.7	17	8.9	7	8.0	433	16.1	2
	No	566	75.9	186	79.8	195	84.4	831	71.8	35	72.9	154	80.6	64	72.7	2031	75.4	
	U	72	9.7	24	10.3	15	6.5	78	6.7	4	8.3	20	10.5	17	19.3	230	8.5	
2. Is participation in extramural activities detrimental to the teacher's status as a teacher?	Yes	17	2.3	10	4.3	6	2.6	47	4.1	-	-	10	5.2	1	1.1	91	3.4	4
	No	650	87.1	203	87.1	211	91.3	1040	89.9	43	89.6	169	88.5	68	77.3	2384	88.5	
	U	79	10.6	20	8.6	14	6.1	70	6.1	5	10.4	12	6.3	19	21.6	219	8.1	
3. Does the teacher's participation in extramural activities enhance his status as a teacher?	Yes	367	49.2	97	41.6	131	56.7	575	49.7	33	68.7	110	57.6	31	35.2	1344	49.9	1
	No	286	38.3	106	45.5	83	35.9	477	41.2	11	22.9	62	32.5	31	35.2	1056	39.2	
	U	93	12.5	30	12.9	17	7.4	105	9.1	4	8.3	19	9.9	26	29.5	294	10.9	
4. Is participation in extramural activities detrimental to the teacher's health?	Yes	36	4.8	16	6.9	13	5.6	104	9.0	2	4.2	17	8.9	3	3.4	191	7.1	3
	No	619	83.0	194	83.3	203	87.9	978	84.5	41	85.4	159	83.2	65	73.9	2259	83.9	
	U	91	12.2	23	9.9	15	6.5	75	6.5	5	10.4	15	7.9	20	22.7	244	9.1	
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0	

TABLE 12.13.3

## LECTURERS

Extramural activities: What effect do they have on the teacher's school work, status and health?

		Education authorities												Order
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	
1. Are extramural activities detrimental to the teacher's school work?	Yes	30	31.2	15	30.0	14	38.9	143	55.9	27	38.0	229	45.0	2
	No	56	58.3	32	64.0	18	50.0	91	35.5	31	43.7	228	44.8	
	U	10	10.4	3	6.0	4	11.1	22	8.6	13	18.3	52	10.2	
2. Is participation in extramural activities detrimental to the teacher's status as a teacher?	Yes	6	6.2	2	4.0	-	-	40	15.6	8	11.3	56	11.0	3
	No	85	88.5	47	94.0	33	91.7	197	77.0	49	69.0	411	80.7	
	U	5	5.2	1	2.0	3	8.3	19	7.4	14	19.7	42	8.3	
3. Does the teacher's participation in extramural activities enhance his status as a teacher?	Yes	55	57.3	27	54.0	25	69.4	125	48.8	33	46.5	265	52.1	1
	No	31	32.3	19	38.0	8	22.2	106	41.4	24	33.8	188	36.9	
	U	10	10.4	4	8.0	3	8.3	25	9.8	14	19.7	56	11.0	
4. Is participation in extramural activities detrimental to the teacher's health?	Yes	5	5.2	7	14.0	6	16.7	23	9.0	3	4.2	44	8.6	4
	No	77	80.2	41	82.0	27	75.0	206	80.5	51	71.8	402	79.0	
	U	14	14.6	2	4.0	3	8.3	27	10.5	17	23.9	63	12.4	
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	

TABLE 12.14  
 PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS  
 Extramural activities: Mental effect on the teacher

		Principals		Vice-principals and assistants		Lecturers		Total	
		N	%	N	%	N	%	N	Order
1. They wear him down	Yes	87	10.7	220	8.2	74	14.5	381	3
	U	727	89.3	2474	91.8	435	85.5		
2. They dispirit him	Yes	54	6.6	162	6.0	65	12.8	281	5
	U	760	93.4	2532	94.0	444	87.2		
3. They make him want to give up teaching	Yes	32	3.9	68	2.5	35	6.9	135	6
	U	782	96.1	2626	97.5	474	93.1		
4. He regards them as the only redeeming feature of a monotonous life	Yes	81	10.0	190	7.1	30	5.9	301	4
	U	733	90.0	2504	92.9	479	94.1		
5. They stimulate him	Yes	273	33.5	952	35.3	105	20.6	1330	2
	U	541	66.5	1742	64.7	404	79.4		
6. They keep him young	Yes	349	42.9	1082	40.2	174	34.2	1605	1
	U	465	57.1	1612	59.8	335	65.8		
Totals on which % was calculated:		814	100.0	2694	100.0	509	100.0		

TABLE 12.14.1

## PRINCIPALS OF SCHOOLS

Extramural activities: Mental effect on the teacher

		Education authorities																Order
		Cape		Natal		Orange Free State		South West Africa		Transvaal		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. They wear him down	Yes	38	12.2	2	3.2	1	2.2	3	21.4	35	13.3	3	9.1	5	5.9	87	10.7	3
	U	274	87.8	60	96.8	44	97.8	11	78.6	228	86.7	30	90.9	80	94.1	727	89.3	
2. They dispirit him	Yes	23	7.4	6	9.7	2	4.4	4	28.6	14	5.3	1	3.0	4	4.7	54	6.6	5
	U	289	92.6	56	90.3	43	95.6	10	71.4	249	94.7	32	97.0	81	95.3	760	93.4	
3. They make him want to give up teaching	Yes	18	5.8	-	-	1	2.2	2	14.3	6	2.3	1	3.0	4	4.7	32	3.9	6
	U	294	94.2	62	100.0	44	97.8	12	85.7	257	97.7	32	97.0	81	95.3	782	96.1	
4. He regards them as the only redeeming feature of a monotonous life	Yes	32	10.3	3	4.8	8	17.8	2	14.3	31	11.8	2	6.1	3	3.5	81	10.0	4
	U	280	89.7	59	95.2	37	82.2	12	85.7	232	88.2	31	93.9	82	96.5	733	90.0	
5. They stimulate him	Yes	93	29.8	25	40.3	14	31.1	2	14.3	92	35.0	17	51.5	30	35.3	273	33.5	2
	U	219	70.2	37	59.7	31	68.9	12	85.7	171	65.0	16	48.5	55	64.7	541	66.5	
6. They keep him young	Yes	154	49.4	18	29.0	27	60.0	6	42.9	96	36.5	13	39.4	35	41.2	349	42.9	1
	U	158	50.6	44	71.0	18	40.0	8	57.1	167	63.5	20	60.6	50	58.8	465	57.1	
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	14	100.0	263	100.0	33	100.0	85	100.0	814	100.0	

TABLE 12.14.2  
VICE-PRINCIPALS AND ASSISTANTS  
Extramural activities: Mental effect on the teacher

		Education authorities																
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		Order
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. They wear him down	Yes	70	9.4	20	8.6	6	2.6	110	9.5	1	2.1	8	4.2	5	5.7	220	8.2	3
	U	676	90.6	213	91.4	225	97.4	1047	90.5	47	97.9	183	95.8	83	94.3	2474	91.8	
2. They dispirit him	Yes	54	7.2	4	1.7	5	2.2	84	7.3	1	2.1	9	4.7	5	5.7	162	6.0	5
	U	692	92.8	229	98.3	226	97.8	1073	92.7	47	97.9	182	95.3	83	94.3	2532	94.0	
3. They make him want to give up teaching	Yes	29	3.9	2	0.9	3	1.3	27	2.3	1	2.1	1	0.5	5	5.7	68	2.5	6
	U	717	96.1	231	99.1	228	98.7	1130	97.7	47	97.9	190	99.5	83	94.3	2626	97.5	
4. He regards them as the only redeeming feature of a monotonous life	Yes	53	7.1	8	3.4	29	12.6	76	6.6	7	14.6	17	8.9	-	-	190	7.1	4
	U	693	92.9	225	96.6	202	87.4	1081	93.4	41	85.4	174	91.1	88	100.0	2504	92.9	
5. They stimulate him	Yes	244	32.7	108	46.4	60	26.0	408	35.3	20	41.7	80	41.9	32	36.4	952	35.3	2
	U	502	67.3	125	53.6	171	74.0	749	64.7	28	58.3	111	58.1	56	63.6	1742	64.7	
6. They keep him young	Yes	324	43.4	61	26.2	118	51.1	450	38.9	24	50.0	82	42.9	23	26.1	1082	40.2	1
	U	422	56.6	172	73.8	113	48.9	707	61.1	24	50.0	109	57.1	65	73.9	1612	59.8	
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0	

TABLE 12.14.3

## LECTURERS

Extramural activities: Mental effect on the teacher

		Education authorities												Order
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	
1. They wear him down	Yes	8	8.3	3	6.0	6	16.7	52	20.3	5	7.0	74	14.5	3
	U	88	91.7	47	94.0	30	83.3	204	79.7	66	93.0	435	85.5	
2. They dispirit him	Yes	4	4.2	4	8.0	5	13.9	43	16.8	9	12.7	65	12.8	4
	U	92	95.8	46	92.0	31	86.1	213	83.2	62	87.3	444	87.2	
3. They make him want to give up teaching	Yes	-	-	3	6.0	-	-	30	11.7	2	2.8	35	6.9	5
	U	96	100.0	47	94.0	36	100.0	226	88.3	69	97.2	474	93.1	
4. He regards them as the only redeeming feature of a monotonous life	Yes	6	6.2	2	4.0	6	16.7	15	5.9	1	1.4	30	5.9	6
	U	90	93.7	48	96.0	30	83.3	241	94.1	70	98.6	479	94.1	
5. They stimulate him	Yes	22	22.9	18	36.0	5	13.9	40	15.6	20	28.2	105	20.6	2
	U	74	77.1	32	64.0	31	86.1	216	84.4	51	71.8	404	79.4	
6. They keep him young	Yes	42	43.7	17	34.0	16	44.4	80	31.2	19	26.8	174	34.2	1
	U	54	56.2	33	66.0	20	55.6	176	68.7	52	73.2	335	65.8	
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	

- 12.13.2 Extent  
As many as 14% of the respondents are of the opinion that extramural activities are so extensive that teachers' work suffers.
- 12.13.3 Planning  
The majority of the respondents prefer planning to be done by the school principal together with his staff.
- 12.13.4 Organisation  
Most of the respondents would like to see the school principal, staff and parents co-operating in the organisation of extramural activities.
- 12.13.5 Time spent  
Whereas 62% of the respondents consider that from 1 + hours to 2 + hours is a reasonable length of time to spend on extramural activities, the position among the survey group is that only 39% state that teachers do spend this length of time on such activities at present, while about 25% say that teachers are obliged to spend from 4 + hours to 6 + hours on these activities.
- 12.13.6 Injury to pupils  
More than three-quarters of the respondents consider that the teacher should not be held responsible for injuries sustained by pupils during extramural activities. In such a situation the teacher should be protected by a group insurance scheme or by complete exemption from responsibility.
- 12.13.7 Transportation of pupils  
Although, according to only 15% of the respondents, teachers are expected to transport pupils at their own expense, as many as 43% state that teachers do in fact do so. A considerable number of them therefore do so voluntarily. Nevertheless, there are about 58% of the respondents who are dissatisfied about the fact that teachers have to transport pupils at their own expense, while 43% contend that participation in extramural activities demands a financial sacrifice of the teacher.
- 12.13.8 Effect on the teacher
- (a) School work  
About one-fifth of the respondents say that extramural activities have a detrimental effect on the teacher's school work.
- (b) Status  
More than half of the respondents state that participation in extramural activities enhances the teacher's status as a teacher.
- (c) Health  
Most of the respondents are of the opinion that extramural activities do not have a detrimental effect on the teacher's health.
- (d) Mental effects  
Most of the respondents feel that extramural activities are stimulating and keep the teacher young in spirit.

## CHAPTER 13

### THE TEACHER'S VIEWS ON ADMINISTRATIVE WORK

#### 13.1 THE EFFECT OF ADMINISTRATIVE WORK ON THE TEACHER'S SCHOOL WORK (Table 13.1)

With reference to six possibilities, respondents were given the opportunity to express their views on the possible effect of administrative work on the teacher. The teachers could indicate one or more possibilities. From their answers, summarised in Table 13.1, the following ranking emerges:

##### (a) National picture

1. It offers excellent training for promotion purposes: This aspect was ranked first by 64.0% of the principals, 39.5% of the lecturers and 31.3% of the vice-principals and assistants.
2. It is immaterial to the teacher whether or not he does such work: This aspect was placed second by 30.7% of the vice-principals and assistants, and fifth by 10.8% of the principals and 9.0% of the lecturers.
3. It leads to neglect (of the teacher's other work): This aspect was placed second by 34.0% of the lecturers and 18.6% of the principals, and third by 21.0% of the vice-principals and assistants.
4. It offers a pleasant diversion: This was placed fourth by 15.7% of the vice-principals and assistants and by 14.4% of the principals while 4.5% of the lecturers ranked it sixth.
5. It makes the teacher disinclined for other work: This was ranked third by 25.1% of the lecturers and 16.6% of the principals, while it was placed fifth by 10.8% of the vice-principals and assistants.
6. It makes the teacher want to give up teaching: This aspect was listed sixth by 9.0% of the principals and 3.9% of the vice-principals and assistants, and fourth by 11.2% of the lecturers.

##### (b) Differentiated teaching groups under the different authorities

The differences in the views of the groups under the various authorities are shown in Tables 13.1.1, 13.1.2 and 13.1.3.

13.1.1 It may therefore be said that about 39% of the respondents consider that administrative work serves as good preparation for promotion for the teacher; 24% of the respondents state that it is immaterial to teachers whether they do administrative work or not; about 22% are of the opinion that administrative work results in the teacher's neglecting his other work; 14% regard administrative work as a pleasant diversion and a further  $\pm$  14% say that administrative work makes the teacher disinclined to do his other work; while roughly 6% contend that administrative work makes the teacher want to give up teaching.

#### 13.2 WHAT ADMINISTRATIVE DUTIES ARE REQUIRED OF THE TEACHER AT PRESENT, AND HOW DO THE RESPONDENTS FEEL ABOUT THE NATURE AND EXTENT OF THE ADMINISTRATIVE DUTIES WHICH SHOULD BE UNDERTAKEN BY TEACHERS?

13.2.1 By means of a large number of questions all three groups of respondents were given the opportunity of indicating, first, what administrative duties teachers are at present required to undertake, and, further, what administrative work they consider should be done by the teacher.

13.2.2 As regards the administrative work the teacher is required to do at present, only

TABLE 13.1

## PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS

Administration: What effect has administrative work on a teacher's school work?

Effect		Principals		Vice-principals and assistants		Lecturers		Total	
		N	%	N	%	N	%	N	Order
1. Neglect	Yes	151	18.6	565	21.0	173	34.0	889	3
	U	663	81.4	2129	79.0	336	66.0		
2. It makes the teacher disinclined for other work	Yes	135	16.6	292	10.8	128	25.1	555	5
	U	679	83.4	2402	89.2	381	74.9		
3. It makes the teacher want to give up teaching	Yes	73	9.0	105	3.9	57	11.2	235	6
	U	741	91.0	2589	96.1	452	88.8		
4. It offers a pleasant diversion	Yes	117	14.4	423	15.7	23	4.5	563	4
	U	697	85.6	2271	84.3	486	95.5		
5. It is immaterial to the teacher whether he does it or not	Yes	88	10.8	827	30.7	46	9.0	961	2
	U	726	89.2	1867	69.3	463	91.0		
6. It offers excellent training for promotion purposes	Yes	521	64.0	843	31.3	201	39.5	1565	1
	U	293	36.0	1851	68.7	308	60.5		
Totals on which % was calculated:		814	100.0	2694	100.0	509	100.0		

TABLE 13.1.1  
PRINCIPALS OF SCHOOLS

Administration: What effect has administrative work on a teacher's school work?

Effect		Education authorities														Order		
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools			Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		N	%
1. Neglect	Yes	62	19.9	4	6.5	8	17.8	54	20.5	8	57.1	4	12.1	11	12.9	151	18.6	2
	U	250	80.1	58	93.5	37	82.2	209	79.5	6	42.9	29	87.9	74	87.1	663	81.4	
2. It makes the teacher disinclined for other work	Yes	51	16.3	10	16.1	4	8.9	51	19.4	5	35.7	5	15.2	9	10.6	135	16.6	3
	U	261	83.7	52	83.9	41	91.1	212	80.6	9	64.3	28	84.8	76	89.4	679	83.4	
3. It makes the teacher want to give up teaching	Yes	30	9.6	5	8.1	3	6.7	24	9.1	2	14.3	5	15.2	4	4.7	73	9.0	6
	U	282	90.4	57	91.9	42	93.3	239	90.9	12	85.7	28	84.8	81	95.3	741	91.0	
4. It offers a pleasant diversion	Yes	46	14.7	10	16.1	4	8.9	37	14.1	-	-	6	18.2	14	16.5	117	14.4	4
	U	266	85.3	52	83.9	41	91.1	226	85.9	14	100.0	27	81.8	71	83.5	697	85.6	
5. It is immaterial to the teacher whether he does it or not	Yes	36	11.5	8	12.9	6	13.3	24	9.1	2	14.3	-	-	12	14.1	88	10.8	5
	U	276	88.5	54	87.1	39	86.7	239	90.9	12	85.7	33	100.0	73	85.9	726	89.2	
6. It offers excellent training for promotion purposes	Yes	201	64.4	36	58.1	36	80.0	185	70.3	10	71.4	20	60.6	33	38.8	521	64.0	1
	U	111	35.6	26	41.9	9	20.0	78	29.7	4	28.6	13	39.4	52	61.2	293	36.0	
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0	

TABLE 13.1.2

## VICE-PRINCIPALS AND ASSISTANTS

Administration: What effect has administrative work on a teacher's school work?

Effect		Education authorities																Order
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. Neglect	Yes	150	20.1	27	11.6	41	17.7	299	25.8	10	20.8	30	15.7	8	9.1	565	21.0	3
	U	596	79.9	206	88.4	190	82.3	858	74.2	38	79.2	161	84.3	80	90.9	2129	79.0	
2. It makes the teacher disinclined for other work	Yes	69	9.2	23	9.9	20	8.7	160	13.8	1	2.1	15	7.9	4	4.5	292	10.8	5
	U	677	90.8	210	90.1	211	91.3	997	86.2	47	97.9	176	92.1	84	95.5	2402	89.2	
3. It makes the teacher want to give up teaching	Yes	32	4.3	9	3.9	4	1.7	53	4.6	-	-	5	2.6	2	2.3	105	3.9	6
	U	714	95.7	224	96.1	227	98.3	1104	95.4	48	100.0	186	97.4	86	97.7	2589	96.1	
4. It offers a pleasant diversion	Yes	127	17.0	39	16.7	30	13.0	162	14.0	14	29.2	38	19.9	13	14.8	423	15.7	4
	U	619	83.0	194	83.3	201	87.0	995	86.0	34	70.8	153	80.1	75	85.2	2271	84.3	
5. It is immaterial to the teacher whether he does it or not	Yes	217	29.1	94	40.3	77	33.3	346	29.9	10	20.8	55	28.8	28	31.8	827	30.7	2
	U	529	70.9	139	59.7	154	66.7	811	70.1	38	79.2	136	71.2	60	68.2	1867	69.3	
6. It offers excellent training for promotion purposes	Yes	256	34.3	52	22.3	63	29.4	355	30.7	20	41.7	79	41.4	13	14.8	843	31.3	1
	U	490	65.7	181	77.7	163	70.6	802	69.3	28	58.3	112	58.6	75	85.2	1851	68.7	
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0	

TABLE 13.1.3

## LECTURERS

Administration: What effect has administrative work on a teacher's school work?

Effect		Education authorities												Order
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	
1. Neglect	Yes	19	19.8	16	32.0	9	25.0	108	42.2	21	29.6	173	34.0	2
	U	77	80.2	34	68.0	27	75.0	148	57.8	50	70.4	336	66.0	
2. It makes the teacher disinclined for other work	Yes	17	17.7	11	22.0	8	22.2	81	31.6	11	15.5	128	25.1	3
	U	79	82.3	39	78.0	28	77.8	175	68.4	60	84.5	381	74.9	
3. It makes the teacher want to give up teaching	Yes	3	3.1	6	12.0	2	5.6	36	14.1	10	14.1	57	11.2	4
	U	93	96.9	44	88.0	34	94.4	220	85.9	61	85.9	452	88.8	
4. It offers a pleasant diversion	Yes	8	8.3	1	2.0	2	5.6	9	3.5	3	4.2	23	4.5	6
	U	88	91.7	49	98.0	34	94.4	247	96.5	68	95.8	486	95.5	
5. It is immaterial to the teacher whether he does it or not	Yes	11	11.5	10	20.0	3	8.3	20	7.8	2	2.8	46	9.0	5
	U	85	88.5	40	80.0	33	91.7	236	92.2	69	97.2	463	91.0	
6. It offers excellent training for promotion purposes	Yes	46	47.9	13	26.0	21	58.3	97	37.9	24	33.8	201	39.5	1
	U	50	52.1	37	74.0	15	41.7	159	62.1	47	66.2	308	60.5	
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	

the replies of the group of vice-principals and assistants have been used in each case. Since each respondent in the group of vice-principals and assistants could answer on his own behalf, these replies will give a fairly reliable picture of the extent to which teachers are at present involved in specific administrative duties. As far as this aspect is concerned, the replies of the principals and lecturers, who had to answer on behalf of teachers, were not considered usable.

13.2.3

In regard to the administrative duties which the teacher should perform, the views of all three groups will be quoted each time. Thus, in each case, a picture will first be drawn, on the strength of the statements made by the group of vice-principals and assistants, of what the teacher does do at present, and with this will be compared the views of the three groups of respondents on what administrative work the teacher should do.

13.2.4

In order to facilitate discussion, the large number of questions about administrative duties were grouped together in six classes according to similarity of content. The following classification emerged:

1. Completion of official forms.
2. Control of pupils.
3. Control of school funds and sundry moneys.
4. Control and supervision of property and material.
5. Organisation of functions.
6. Requisitions for books, material, etc.

Each of the six groups of administrative duties will be discussed separately in order to show, first, the involvement of teachers in each group of duties, and, next, their readiness to undertake an even greater share, as will emerge clearly from their replies concerning the administrative tasks a teacher should perform.

13.3

### COMPLETION OF OFFICIAL AND OTHER FORMS

The extent to which the completion of official and other forms devolves on vice-principals and assistants and, in comparison, the views expressed by the three groups of respondents on what administrative duties should properly be carried out by the teacher are shown below:

#### 1. Reports

##### (a) What does the teacher do? (Table 13.2)

As many as 86.2% of the vice-principals and assistants state that they have to complete pupils' reports, while only 9.1% indicate that they have nothing to do with this work.

##### (b) What should the teacher do? (Tables 13.3, 13.3.1, 13.3.2)

Large percentages of all three groups indicate that teachers ought to complete pupils' reports, namely 93.4% of the principals, 90.8% of the vice-principals and assistants, and 86.9% of the lecturers.

#### 2. Registers

##### (a) What does the teacher do? (Table 13.2)

Of the vice-principals and assistants, 78.5% state that they are responsible for the keeping of registers, while 14.4% indicate that they are not concerned with this task.

##### (b) What should the teacher do? (Tables 13.3, 13.3.1, 13.3.2)

Large percentages of the three groups consider that registers ought to be completed by teachers, namely, 91.2% of the principals, 89.4% of the lecturers and 88.3% of the vice-principals and assistants.

#### 3. Ed. Lab. cards

##### (a) What does the teacher do? (Table 13.2)

Of the group of vice-principals and assistants, 60.8% state that they are responsible

TABLE 13.2

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work is the teacher required to do?

Completion of official and other forms		Education authorities														Total	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. Marking of registers	Yes	601	80.6	175	75.1	177	76.6	984	85.0	32	66.7	93	48.7	54	61.4	2116	78.5
	No	93	12.5	38	16.3	39	16.9	115	9.9	10	20.8	74	38.7	20	22.7	389	14.4
	U	52	6.9	20	8.6	15	6.5	58	5.0	6	12.5	24	12.6	14	15.9	189	7.0
2. Completion of Ed. Lab. cards	Yes	398	53.4	56	24.0	151	65.4	912	78.8	32	66.7	59	30.9	29	33.0	1637	60.8
	No	210	28.2	111	47.6	60	26.0	175	15.1	10	20.8	111	58.1	38	43.2	715	26.5
	U	138	18.5	66	28.3	20	8.7	70	6.1	6	12.5	21	11.0	21	23.9	342	12.7
3. Completion of pupils' reports	Yes	640	85.8	201	86.3	186	80.5	1041	90.0	44	91.7	144	75.4	65	73.9	2321	86.2
	No	67	9.0	15	6.4	33	14.3	74	6.4	2	4.2	40	20.9	14	15.9	245	9.1
	U	39	5.2	17	7.3	12	5.2	42	3.6	2	4.2	7	3.7	9	10.2	128	4.8
4. Completion of the enrolment register	Yes	75	10.1	22	9.4	26	11.3	82	7.1	12	25.0	22	11.5	12	13.6	251	9.3
	No	520	69.7	156	67.0	170	73.6	905	78.2	25	52.1	143	74.9	56	63.6	1975	73.3
	U	151	20.2	55	23.6	35	15.2	170	14.7	11	22.9	26	13.6	20	22.7	468	17.4
5. Completion of transfer cards	Yes	194	26.0	35	15.0	39	16.9	114	9.9	13	27.1	23	12.0	8	9.1	426	15.8
	No	415	55.6	147	63.1	154	66.7	871	75.3	27	56.2	146	76.4	54	61.4	1814	67.3
	U	137	18.4	51	21.9	38	16.5	172	14.9	8	16.7	22	11.5	26	29.5	454	16.9
6. Completion of forms supplying personal information on pupils, as requested by universities and other organisations	Yes	173	23.2	31	13.3	17	7.4	232	20.1	14	29.2	56	29.3	8	9.1	531	19.7
	No	416	55.8	137	58.8	169	73.2	705	60.9	22	45.8	111	58.1	52	59.1	1612	59.8
	U	157	21.0	65	27.9	45	19.5	220	19.0	12	25.0	24	12.6	28	31.8	551	20.5
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.3

## PRINCIPALS

What administrative work should be done by the teacher?

Completion of official and other forms		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Marking of registers	Yes	285	91.3	61	98.4	43	95.6	252	95.8	14	100.0	28	84.9	60	70.6	743	91.2
	No	7	2.2	-	-	-	-	6	2.3	-	-	2	6.1	5	5.9	20	2.5
	U	20	6.4	1	1.6	2	4.4	5	1.9	-	-	3	9.1	20	23.5	51	6.3
2. Completion of Ed. Lab. cards	Yes	254	81.5	48	77.4	41	91.1	195	74.1	13	92.9	24	72.7	37	43.6	612	75.2
	No	18	5.8	6	9.7	2	4.4	60	22.8	1	7.1	4	12.1	9	10.6	100	12.3
	U	40	12.8	8	12.9	2	4.4	8	3.0	-	-	5	15.2	39	45.9	102	12.5
3. Completion of pupils' reports	Yes	290	93.0	61	98.4	43	95.6	256	97.3	14	100.0	31	93.9	65	76.5	760	93.4
	No	7	2.2	-	-	-	-	3	1.1	-	-	-	-	2	2.4	12	1.5
	U	15	4.8	1	1.6	2	4.4	4	1.5	-	-	2	6.1	18	21.2	42	5.2
4. Completion of the enrolment register	Yes	139	44.5	13	21.0	21	46.7	37	14.1	7	50.0	3	9.1	25	29.4	245	30.1
	No	148	47.4	47	75.8	22	48.9	220	83.7	7	50.0	28	84.8	38	44.7	510	62.7
	U	25	8.0	2	3.2	2	4.4	6	2.3	-	-	2	6.1	22	25.9	59	7.2
5. Completion of transfer cards	Yes	175	56.1	23	37.1	21	46.7	51	19.4	8	57.1	3	9.1	18	21.1	299	36.8
	No	115	36.9	38	61.3	21	46.7	206	78.3	6	42.9	26	78.8	34	40.0	446	54.8
	U	22	7.1	1	1.6	3	6.7	6	2.3	-	-	4	12.1	33	38.8	69	8.5
6. Completion of forms supplying personal information on pupils, as requested by universities and other organisations	Yes	158	50.7	38	61.2	19	42.2	145	55.1	8	57.2	19	57.6	35	41.2	422	51.8
	No	82	26.3	12	19.4	17	37.8	74	28.1	6	42.9	11	33.3	19	22.4	221	27.1
	U	72	23.1	12	19.4	9	20.0	44	16.7	-	-	3	9.1	31	36.5	171	21.0
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

TABLE 13.3.1

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work should be done by the teacher?

Completion of official and other forms		Education authorities														Totals	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. Marking of registers	Yes	663	88.9	186	79.8	215	93.1	1060	91.6	45	93.7	153	80.1	57	64.8	2379	88.3
	No	26	3.5	28	12.0	6	2.6	51	4.4	-	-	27	14.1	7	8.0	145	5.4
	U	57	7.6	19	8.2	10	4.3	46	4.0	3	6.2	11	5.8	24	27.3	170	6.3
2. Completion of Ed. Lab. cards	Yes	457	61.3	69	29.6	180	77.9	752	65.1	42	87.5	115	60.2	31	35.2	1647	61.1
	No	137	18.4	103	44.2	36	15.6	314	27.1	3	6.2	62	32.5	26	29.5	681	25.3
	U	152	20.4	61	26.2	15	6.5	90	7.8	3	6.2	14	7.3	31	35.2	366	13.6
3. Completion of pupils' reports	Yes	668	89.5	204	87.6	216	93.5	1079	93.3	45	93.7	172	90.1	61	69.3	2445	90.8
	No	24	3.2	10	4.3	5	2.2	32	2.8	-	-	10	5.2	8	9.1	89	3.3
	U	54	7.2	19	8.2	10	4.3	46	4.0	3	6.2	9	4.7	19	21.6	160	5.9
4. Completion of the enrolment register	Yes	152	20.4	28	12.0	50	21.6	86	7.4	14	29.2	18	9.4	11	12.5	359	13.3
	No	462	61.9	158	67.8	152	65.8	941	81.3	25	52.1	148	77.5	48	54.5	1934	71.8
	U	132	17.7	47	20.2	29	12.6	130	11.2	9	18.7	25	13.1	29	33.0	401	14.9
5. Completion of transfer cards	Yes	224	30.0	53	22.7	71	30.7	96	8.3	20	41.7	29	15.2	13	14.8	506	18.8
	No	380	50.9	138	59.2	129	55.8	921	79.6	21	43.7	138	72.3	47	53.4	1774	65.8
	U	142	19.0	42	18.0	31	13.4	140	12.1	7	14.6	24	12.6	28	31.8	414	15.4
6. Completion of forms supplying personal information on pupils, as requested by universities and other organisations	Yes	320	42.9	63	27.0	98	42.4	538	46.5	29	60.4	90	47.1	12	13.6	1150	42.7
	No	263	35.3	111	47.6	90	39.0	437	37.8	8	16.7	77	40.3	43	48.9	1029	38.2
	U	163	21.8	59	25.3	43	18.6	182	15.7	11	22.9	24	12.6	33	37.5	515	19.1
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.3.2

## LECTURERS

What administrative work should be done by the teacher?

Completion of official and other forms		Education authorities											
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Marking of registers	Yes	88	91.6	46	92.0	32	88.9	223	87.1	66	92.9	455	89.4
	No	2	2.1	2	4.0	2	5.6	16	6.2	1	1.4	23	4.5
	U	6	6.2	2	4.0	2	5.6	17	6.6	4	5.6	31	6.1
2. Completion of Ed. Lab. cards	Yes	62	64.6	26	52.0	26	72.3	145	56.7	35	49.3	294	57.8
	No	13	13.5	17	34.0	7	19.4	91	35.5	16	22.5	144	28.3
	U	21	21.9	7	14.0	3	8.3	20	7.8	20	28.2	71	13.9
3. Completion of pupils' reports	Yes	87	90.7	47	94.0	31	86.1	218	85.2	59	83.1	442	86.9
	No	-	-	1	2.0	3	8.3	20	7.8	3	4.2	27	5.3
	U	9	9.4	2	4.0	2	5.6	18	7.0	9	12.7	40	7.9
4. Completion of the enrolment register	Yes	41	42.7	16	32.0	8	22.2	38	14.8	8	11.3	111	21.8
	No	42	43.7	30	60.0	25	69.4	193	75.4	52	73.2	342	67.2
	U	13	13.5	4	8.0	3	8.3	25	9.8	11	15.5	56	11.0
5. Completion of transfer cards	Yes	43	44.7	20	40.0	11	30.6	47	18.4	8	11.3	129	25.4
	No	37	38.5	26	52.0	22	61.1	185	72.3	52	73.2	322	63.3
	U	16	16.7	4	8.0	3	8.3	24	9.4	11	15.5	58	11.4
6. Completion of forms supplying personal information on pupils, as requested by universities and other organisations	Yes	66	68.7	39	78.0	20	55.5	168	65.6	46	64.8	339	66.6
	No	20	20.8	8	16.0	13	36.1	66	25.8	12	16.9	119	23.4
	U	10	10.4	3	6.0	3	8.3	22	8.6	13	18.3	51	10.0
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0

for completing Ed. Lab. cards, while 26.5% of the group state that they have nothing to do with this task.

(b) What should the teacher do? (Tables 13.3, 13.3.1, 13.3.2)

The percentages of the three groups who consider that the teacher ought to be responsible for the completion of Ed. Lab. cards vary as follows: Principals: 75.2%, vice-principals and assistants: 61.1%, lecturers: 57.8%.

4. Forms supplying personal information on pupils

(a) What does the teacher do? (Table 13.2)

According to the vice-principals and assistants, 19.7% of them are at present concerned with the completion of forms supplying personal information on pupils, while 59.8% state that they are not responsible for this task.

(b) What should the teacher do? (Tables 13.3, 13.3.1, 13.3.2)

On this point it is the opinion of 66.6% of the lecturers, 51.8% of the principals and 42.7% of the vice-principals and assistants that it should be the teacher's task to complete these forms.

5. Transfer cards

(a) What does the teacher do? (Table 13.2)

According to the replies of the vice-principals and assistants, 15.8% of them are at present concerned with the completion of such cards, while 67.3% state that they have nothing to do with this task.

(b) What should the teacher do? (Tables 13.3, 13.3.1, 13.3.2)

The percentages of the three groups who think that transfer cards ought to be completed by teachers are as follows: Principals: 36.8%; lecturers: 25.4%; and vice-principals and assistants: 18.8%.

6. Enrolment register

(a) What does the teacher do? (Table 13.2)

Of the group of vice-principals and assistants, there are 9.3% who state that they are responsible for the completion of the enrolment register, while the vast majority, namely 73.3%, have nothing to do with this task.

(b) What should the teacher do? (Tables 13.3, 13.3.1, 13.3.2)

Of the three groups, the following percentages are of the opinion that the enrolment register ought to be completed by the teacher: Principals: 30.1%; lecturers: 21.8%; vice-principals and assistants: 13.3%.

13.3.1

From the data furnished on the completion of official and other forms it appears that large percentages of teachers are at present responsible for the completion of pupils' reports, registers and Ed. Lab. cards, while relatively small percentages are concerned with the completion of forms supplying personal information on pupils, transfer cards and enrolment registers.

It is striking, however, that in virtually every case the percentages of the three groups of respondents who consider that teachers should be responsible for the completion of these forms exceed the percentages of those who are in fact required to do so. The teaching body thus signified its willingness to undertake the completion of official and other forms to a greater extent than at present.

13.4

CONTROL OF SCHOOL FUNDS AND SUNDRY MONEYS:

1. Collection of fees for visits to concerts, plays, etc.:

(a) What does the teacher do? (Table 13.4)

Of the group of vice-principals and assistants, 31.3% state that they are responsible for the collection of these fees, while 50.7% state that they are not concerned with this task.

(b) What should the teacher do? (Tables 13.5, 13.5.1, 13.5.2)

Of the three groups, 60.8% of the principals, 48.2% of the lecturers and 41.4% of the vice-principals and assistants indicate that teachers should collect such fees.

2. Savings bank

(a) What does the teacher do? (Table 13.4)

In the case of the vice-principals and assistants, 25.2% indicate that they are at present concerned with the savings bank, while 59.1% say that they have nothing to do with it.

(b) What should the teacher do? (Tables 13.5, 13.5.1, 13.5.2)

As far as the three groups are concerned, 51.3% of the principals, 38.1% of the lecturers and 35.1% of the vice-principals and assistants consider that teachers ought to undertake duties in connection with the savings bank.

3. Bookkeeping in connection with school and other funds

(a) What does the teacher do? (Table 13.4)

According to the vice-principals and assistants, 23.9% of them are at present responsible for such bookkeeping, while 59.1% state that they have nothing to do with this task.

(b) What should the teacher do? (Tables 13.5, 13.5.1, 13.5.2)

There are 45.8% of the principals, 30.6% of the lecturers and 22.0% of the vice-principals and assistants who consider that the teacher should be responsible for such bookkeeping. It should be noted, however, that larger percentages of all three groups think that this is not a task for the teacher, namely, 63.1% of the vice-principals and assistants, 58.2% of the lecturers and 46.4% of the principals.

4. Control of subscriptions to magazines

(a) What does the teacher do? (Table 13.4)

According to the replies, 13.0% of the group of vice-principals and assistants are responsible for this task, while 66.7% state that they have nothing to do with it.

(b) What should the teacher do? (Tables 13.5, 13.5.1, 13.5.2)

Here it is stated by 56.3% of the principals, 44.0% of the lecturers and 31.4% of the vice-principals and assistants that teachers should exercise control over such funds. Most of the vice-principals and assistants, namely, 51.6%, however, state that this should not be the teachers' duty.

5. Collection of examination fees

(a) What does the teacher do? (Table 13.4)

There are 4.3% of the vice-principals and assistants who indicate that they undertake this task, while 71.6% say that they are not concerned with it.

(b) What should the teacher do? (Tables 13.5, 13.5.1, 13.5.2)

On this point, 26.2% of the principals, 22.6% of the lecturers and 21.4% of the vice-principals and assistants are of the opinion that teachers ought to collect these fees. In this case, however, far larger percentages of the three groups consider that teachers should not have to do this, namely, 65.4% of the lecturers, 55.7% of the vice-principals and assistants, and 42.9% of the principals.

TABLE 13.4

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work is the teacher required to do?

Control of school funds and sundry moneys:		Education authorities														Total	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. Bookkeeping in connection with school funds and other funds	Yes	196	26.3	48	20.6	59	25.5	298	25.8	12	25.0	24	12.6	8	9.1	645	23.9
	No	406	54.4	141	60.5	141	61.0	680	58.8	26	54.2	139	72.8	59	67.0	1592	59.1
	U	144	19.3	44	18.9	31	13.4	179	15.5	10	20.8	28	14.7	21	23.9	457	17.0
2. Control of subscriptions to magazines	Yes	120	16.1	25	10.7	29	12.6	145	12.5	18	37.5	7	3.7	6	6.8	350	13.0
	No	446	59.8	155	66.5	162	70.1	801	69.2	19	39.6	158	82.7	55	62.5	1796	66.7
	U	180	24.1	53	22.7	40	17.3	211	18.2	11	22.9	26	13.6	27	30.7	548	20.3
3. Savings bank	Yes	211	28.3	59	25.3	73	31.6	300	25.9	25	52.1	4	2.1	7	8.0	679	25.2
	No	403	54.0	131	56.2	125	54.1	696	60.2	17	35.4	160	83.8	59	67.0	1591	59.1
	U	132	17.7	43	18.5	33	14.3	161	13.9	6	12.5	27	14.1	22	25.0	424	15.7
4. Collection of examination fees for Stds. 8 and 10	Yes	46	6.2	9	3.9	10	4.3	25	2.2	-	-	19	9.9	7	8.0	116	4.3
	No	494	66.2	160	68.7	174	75.3	871	75.3	31	64.6	147	77.0	53	60.2	1930	71.6
	U	206	27.6	64	27.5	47	20.3	261	22.6	17	35.4	25	13.1	28	31.8	648	24.1
5. Collection of fees for visits to concerts, plays, etc.	Yes	216	29.0	81	34.8	51	22.1	421	36.4	11	22.9	46	24.1	17	19.3	843	31.3
	No	377	50.5	109	46.8	140	60.6	541	46.8	27	56.2	122	63.9	49	55.7	1365	50.7
	U	153	20.5	43	18.5	40	17.3	195	16.9	10	20.8	23	12.0	22	25.0	486	18.0
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.5

## PRINCIPALS

What administrative work should be done by the teacher?

Control of school funds and sundry moneys:		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Bookkeeping in connection with school funds and other funds	Yes	179	57.4	31	50.0	31	68.9	91	34.6	4	28.6	13	39.4	24	28.3	373	45.8
	No	108	34.6	29	46.8	12	26.7	167	63.5	10	71.4	17	51.5	35	41.2	378	46.4
	U	25	8.0	2	3.2	2	4.4	5	1.9	-	-	3	9.1	26	30.6	63	7.7
2. Control of subscriptions to magazines	Yes	192	61.5	31	50.0	32	71.1	143	54.4	8	57.2	28	84.8	24	28.2	458	56.3
	No	74	23.7	22	35.5	8	17.8	105	39.9	6	42.9	-	-	27	31.8	242	29.7
	U	46	14.7	9	14.5	5	11.1	15	5.7	-	-	5	15.2	34	40.0	114	14.0
3. Savings bank	Yes	187	59.9	31	50.0	32	71.1	121	46.0	9	64.3	16	48.5	22	25.8	418	51.3
	No	90	28.8	26	41.9	9	20.0	122	46.4	5	35.7	12	36.4	27	31.8	291	35.7
	U	35	11.2	5	8.1	4	8.9	20	7.6	-	-	5	15.2	36	42.4	105	12.9
4. Collection of examination fees for Stds. 8 and 10	Yes	83	26.6	24	38.7	12	26.6	61	23.2	4	28.6	9	27.3	21	24.7	214	26.2
	No	127	40.7	20	32.3	20	44.4	128	48.7	6	42.9	20	60.6	28	32.9	349	42.9
	U	102	32.7	18	29.0	13	28.9	74	28.1	4	28.6	4	12.1	36	42.4	251	30.8
5. Collection of fees for visits to concerts, plays, etc.	Yes	180	57.7	45	72.5	35	77.7	173	65.8	9	64.3	24	72.7	29	34.1	495	60.8
	No	79	25.3	12	19.4	7	15.6	74	28.1	5	35.7	5	15.2	23	27.1	205	25.2
	U	53	17.0	5	8.1	3	6.7	16	6.1	-	-	4	12.1	33	38.8	114	14.0
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

TABLE 13.5.1

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work should be done by the teacher?

Control of school funds and sundry moneys:		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Bookkeeping in connection with school funds and other funds	Yes	204	27.3	34	14.6	99	42.9	190	16.4	20	41.7	36	18.8	11	12.5	594	22.0
	No	417	55.9	148	63.5	103	44.6	826	71.4	22	45.8	132	69.1	52	59.1	1700	63.1
	U	125	16.8	51	21.9	29	12.6	141	12.2	6	12.5	23	12.0	25	28.4	400	14.8
2. Control of subscriptions to magazines	Yes	303	40.6	48	20.6	109	47.2	309	26.7	22	45.8	47	24.6	9	10.2	847	31.4
	No	289	38.7	135	57.9	90	39.0	695	60.1	15	31.2	116	60.7	49	55.7	1389	51.6
	U	154	20.6	50	21.5	32	13.9	153	13.2	11	22.9	28	14.7	30	34.1	458	17.0
3. Savings bank	Yes	341	45.7	60	25.8	125	54.1	306	26.4	30	62.5	77	40.3	6	6.8	945	35.1
	No	255	34.2	128	54.9	77	33.3	710	61.4	13	27.1	86	45.0	53	60.2	1322	49.1
	U	150	20.1	45	19.3	29	12.6	141	12.2	5	10.4	28	14.7	29	33.0	427	15.9
4. Collection of examination fees for Stds. 8 and 10	Yes	198	26.5	22	9.4	89	38.5	196	16.9	20	41.7	39	20.4	12	13.6	576	21.4
	No	345	46.2	143	61.4	100	43.3	730	63.1	11	22.9	125	65.4	47	53.4	1501	55.7
	U	203	27.2	68	29.2	42	18.2	231	20.0	17	35.4	27	14.1	29	33.0	617	22.9
5. Collection of fees for visits to concerts, plays, etc.	Yes	338	45.3	81	34.8	111	48.1	445	38.5	26	54.2	93	48.7	20	22.7	1114	41.4
	No	267	35.8	105	45.1	85	36.8	550	47.5	11	22.9	76	39.8	43	48.9	1137	42.2
	U	141	18.9	47	20.2	35	15.2	162	14.0	11	22.9	22	11.5	25	28.4	443	16.4
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.5.2

## LECTURERS

What administrative work should be done by the teacher?

Control of school funds and sundry moneys:		Education authorities											
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Bookkeeping in connection with school funds and other funds	Yes	37	38.5	16	32.0	21	58.3	63	24.6	19	26.8	156	30.6
	No	47	49.0	31	62.0	11	30.6	171	66.8	36	50.7	296	58.2
	U	12	12.5	3	6.0	4	11.1	22	8.6	16	22.5	57	11.2
2. Control of subscriptions to magazines	Yes	53	55.2	20	40.0	25	69.5	97	37.8	29	40.8	224	44.0
	No	32	33.3	26	52.0	7	19.4	138	53.9	24	33.8	227	44.6
	U	11	11.5	4	8.0	4	11.1	21	8.2	18	25.4	58	11.4
3. Savings bank	Yes	50	52.1	14	28.0	24	66.7	78	30.5	28	39.4	194	38.1
	No	33	34.4	32	64.0	8	22.2	158	61.7	25	35.2	256	50.3
	U	13	13.5	4	8.0	4	11.1	20	7.8	18	25.4	59	11.6
4. Collection of examination fees for Stds. 8 and 10	Yes	28	29.1	13	26.0	12	33.3	52	20.3	10	14.1	115	22.6
	No	53	55.2	33	66.0	21	58.3	182	71.1	44	62.0	333	65.4
	U	15	15.6	4	8.0	3	8.3	22	8.6	17	23.9	61	12.0
5. Collection of fees for visits to concerts, plays, etc.	Yes	59	61.5	23	46.0	22	61.1	107	41.8	34	47.9	245	48.2
	No	26	27.1	23	46.0	11	30.6	130	50.8	21	29.6	211	41.5
	U	11	11.5	4	8.0	3	8.3	19	7.4	16	22.5	53	10.4
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0

13.4.1

As regards the control of school and other funds, it appears that smaller percentages are concerned with the handling of such funds than with the handling of official forms. Here again, however, teachers are prepared to do more than they are doing at present. On the other hand, the view that teachers should have nothing to do with this task is supported by large percentages of the three groups.

13.5

#### CONTROL AND SUPERVISION (PROPERTY AND MATERIAL)

##### 1. Study material such as textbooks, exercise books, etc.

###### (a) What does the teacher do? (Table 13.6)

Of the group of vice-principals and assistants, 29.0% indicate that they are responsible for the control of study material, while 55.5% indicate that they are not concerned with this task.

###### (b) What should the teacher do? (Tables 13.7, 13.7.1, 13.7.2)

Of the three groups of respondents, 69.0% of the principals, 55.0% of the lecturers and 47.4% of the vice-principals and assistants think that it should be the task of the teacher to exercise control over the issuing of study material.

##### 2. Supervision of school grounds and buildings

###### (a) What does the teacher do? (Table 13.6)

The replies of the vice-principals and assistants reveal that 27.5% are responsible for the supervision of the school grounds and buildings, while 54.1% state that they have no such duties.

###### (b) What should the teacher do? (Tables 13.7, 13.7.1, 13.7.2)

In the opinion of 59.2% of the principals, 34.2% of the lecturers and 30.7% of the vice-principals and assistants, teachers ought to supervise school grounds and buildings. Over half of the lecturers and also of the vice-principals and assistants, however, hold the opposite view.

##### 3. Duplication of typed notes, programmes, etc.

###### (a) What does the teacher do? (Table 13.6)

Of the vice-principals and assistants, 25.1% indicate that they are responsible for the duplication of typed notes, etc., while 56.6% state that they have nothing to do with this work.

###### (b) What should the teacher do? (Tables 13.7, 13.7.1, 13.7.2)

The view of 57.2% of the principals, 39.1% of the lecturers and 31.4% of the vice-principals and assistants is that teachers ought to be responsible for the duplication of typed notes, programmes, etc. Once again, over half of the lecturers, and also of the vice-principals and assistants, express the opinion that a teacher should not be responsible for this task.

##### 4. Library

###### (a) What does the teacher do? (Table 13.6)

Of the group of vice-principals and assistants, there are 20.7% who state that they are in charge of the library, while 62.1% state that they are not concerned with this duty.

###### (b) What should the teacher do? (Tables 13.7, 13.7.1, 13.7.2)

Of the three groups, 75.4% of the principals, 56.0% of the lecturers and 49.8% of the vice-principals and assistants consider that the control of the library ought to be entrusted to teachers. Just over one third of the lecturers, and also of the vice-principals and assistants, however, are of the opinion that the control of the library ought not to be the teacher's task.

TABLE 13.6

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work is the teacher required to do?

Control and supervision (property and materials):		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-depart- mental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Control of the library	Yes	202	27.1	77	33.0	59	25.5	171	14.8	15	31.2	17	8.9	17	19.3	558	20.7
	No	401	53.8	111	47.6	137	59.3	806	69.7	23	47.9	148	77.5	48	54.5	1674	62.1
	U	143	19.2	45	19.3	35	15.2	180	15.6	10	20.8	26	13.6	23	26.1	462	17.1
2. Control of the issuing of study material such as textbooks, exercise books, etc.	Yes	231	31.0	64	27.5	43	18.6	313	27.1	14	29.2	91	47.6	25	28.4	781	29.0
	No	377	50.5	134	57.5	147	63.6	691	59.7	24	50.0	81	42.4	41	46.6	1495	55.5
	U	138	18.5	35	15.0	41	17.7	153	13.2	10	20.8	19	9.9	22	25.0	418	15.5
3. Duplication of typed notes, programmes, etc.	Yes	168	22.5	81	34.8	49	21.2	297	25.7	10	20.8	55	28.8	16	18.2	676	25.1
	No	415	55.6	111	47.6	140	60.6	671	58.0	29	60.4	113	59.2	47	53.4	1526	56.6
	U	163	21.8	41	17.6	42	18.2	189	16.3	9	18.7	23	12.0	25	28.4	492	18.3
4. School magazine and all work in connection with it	Yes	114	15.3	21	9.0	38	16.5	149	12.9	8	16.7	45	23.6	7	8.0	382	14.2
	No	454	60.9	158	67.8	152	65.8	794	68.6	29	60.4	124	64.9	57	64.8	1768	65.6
	U	178	23.9	54	23.2	41	17.7	214	18.5	11	22.9	22	11.5	24	27.3	544	20.2
5. Supervision of the school grounds and buildings	Yes	164	22.0	67	28.8	46	19.9	362	31.3	20	41.7	65	34.0	16	18.2	740	27.5
	No	410	55.0	123	52.8	145	62.8	612	52.9	17	35.4	100	52.4	50	56.8	1457	54.1
	U	172	23.0	43	18.5	40	17.3	183	15.8	11	22.9	26	13.6	22	25.0	497	18.4
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.7

## PRINCIPALS

What administrative work should be done by the teacher?

Control and supervision (property and material):		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-depart- mental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Control of the library	Yes	235	75.3	56	90.3	37	82.2	200	76.0	10	71.5	25	75.8	51	60.0	614	75.4
	No	51	16.3	5	8.1	5	11.1	57	21.7	4	28.6	5	15.2	7	8.2	134	16.5
	U	26	8.3	1	1.6	3	6.7	6	2.3	-	-	3	9.1	27	31.8	66	8.1
2. Control of the issuing of study material such as textbooks, exercise books, etc.	Yes	213	68.3	51	82.2	34	75.5	191	72.6	9	64.3	23	69.7	41	48.2	562	69.0
	No	75	24.0	10	16.1	8	17.8	64	24.3	5	35.7	7	21.2	17	20.0	186	22.9
	U	24	7.7	1	1.6	3	6.7	8	3.0	-	-	3	9.1	27	31.8	66	8.1
3. Duplication of typed notes, pro- grammes, etc.	Yes	195	62.5	47	75.8	37	82.2	127	48.3	7	50.0	21	63.7	32	37.6	466	57.2
	No	81	26.0	13	21.0	5	11.1	128	48.7	6	42.9	10	30.3	27	31.8	270	33.2
	U	36	11.5	2	3.2	3	6.7	8	3.0	1	7.1	2	6.1	26	30.6	78	9.6
4. School magazine and all work in connection with it	Yes	228	73.1	52	83.8	36	80.0	213	81.0	12	85.7	29	87.8	44	51.7	614	75.4
	No	24	7.7	3	4.8	4	8.9	18	6.8	1	7.1	1	3.0	9	10.6	60	7.4
	U	60	19.2	7	11.3	5	11.1	32	12.2	1	7.1	3	9.1	32	37.6	140	17.2
5. Supervision of the school grounds and buildings	Yes	198	63.5	35	56.5	38	84.5	147	55.9	9	64.3	14	42.5	41	48.2	482	59.2
	No	81	26.0	22	35.5	4	8.9	109	41.4	5	35.7	15	45.5	21	24.7	257	31.6
	U	33	10.6	5	8.1	3	6.7	7	2.7	-	-	4	12.1	23	27.1	75	9.2
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

TABLE 13.7.1

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work should be done by the teacher ?

Control and supervision (property and material):		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Control of the library	Yes	451	60.5	97	41.6	153	66.2	480	41.5	31	64.6	106	55.5	24	27.3	1342	49.8
	No	199	26.7	97	41.6	54	23.4	558	48.2	11	22.9	66	34.6	39	44.3	1024	38.0
	U	96	12.9	39	16.7	24	10.4	119	10.3	6	12.5	19	9.9	25	28.4	328	12.2
2. Control of the issuing of study material such as textbooks, exercise books, etc.	Yes	353	47.3	74	31.8	112	48.5	578	50.0	28	58.3	107	56.0	24	27.3	1276	47.4
	No	279	37.4	113	48.5	89	38.5	460	39.8	14	29.2	66	34.6	38	43.2	1059	39.3
	U	114	15.3	46	19.7	30	13.0	119	10.3	6	12.5	18	9.4	26	29.5	359	13.3
3. Duplication of typed notes, programmes, etc.	Yes	315	42.2	73	31.3	112	48.5	231	20.0	27	56.2	71	37.2	18	20.5	847	31.4
	No	296	39.7	111	47.6	88	38.1	768	66.4	13	27.1	97	50.8	44	50.0	1417	52.6
	U	135	18.1	49	21.0	31	13.4	158	13.7	8	16.7	23	12.0	26	29.5	430	16.0
4. School magazine and all work in connection with it	Yes	436	58.4	86	36.9	182	78.8	719	62.1	34	70.8	132	69.1	17	19.3	1606	59.6
	No	170	22.8	102	43.8	18	7.8	266	23.0	8	16.7	36	18.8	45	51.1	645	23.9
	U	140	18.8	45	19.3	31	13.4	172	14.9	6	12.5	23	12.0	26	29.5	443	16.4
5. Supervision of the school grounds and buildings	Yes	246	33.0	67	28.8	87	37.7	326	28.2	29	60.4	55	28.8	18	20.5	828	30.7
	No	356	47.7	122	52.4	112	48.5	678	58.6	11	22.9	112	58.6	43	48.9	1434	53.2
	U	144	19.3	44	18.9	32	13.9	153	13.2	8	16.7	24	12.6	27	30.7	432	16.0
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.7.2

## LECTURERS

What administrative work should be done by the teacher?

Control and supervision (property and material):		Education authorities											
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Control of the library	Yes	59	61.4	27	54.0	20	55.6	134	52.3	45	63.4	285	56.0
	No	29	30.2	20	40.0	12	33.3	101	39.5	15	21.1	177	34.8
	U	8	8.3	3	6.0	4	11.1	21	8.2	11	15.5	47	9.2
2. Control of the issuing of study material such as textbooks, exercise books, etc.	Yes	56	58.3	29	58.0	21	58.3	137	53.5	37	52.1	280	55.0
	No	30	31.2	18	36.0	11	30.6	98	38.3	21	29.6	178	35.0
	U	10	10.4	3	6.0	4	11.1	21	8.2	13	18.3	51	10.0
3. Duplication of typed notes, programmes, etc.	Yes	42	43.7	29	58.0	24	66.7	77	30.0	27	38.0	199	39.1
	No	44	45.8	17	34.0	8	22.2	159	62.1	34	47.9	262	51.5
	U	10	10.4	4	8.0	4	11.1	20	7.8	10	14.1	48	9.4
4. School magazine and all work in connection with it	Yes	82	85.4	45	90.0	32	88.9	227	88.6	52	73.2	438	86.1
	No	1	1.0	2	4.0	1	2.8	10	3.9	5	7.0	19	3.7
	U	13	13.5	3	6.0	3	8.3	19	7.4	14	19.7	52	10.2
5. Supervision of the school grounds and buildings	Yes	35	36.5	18	26.0	15	41.6	90	35.1	16	22.6	174	34.2
	No	49	51.0	29	58.0	18	50.0	146	57.0	38	53.5	280	55.0
	U	12	12.5	3	6.0	3	8.3	20	7.8	17	23.9	55	10.8
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0

5. School magazine and all work in connection with it

(a) What does the teacher do? (Table 13.6)

Of the vice-principals and assistants, 14.2% indicate that they are responsible for the school magazine and everything in connection with it, while 65.6% state that they are not responsible for the magazine.

(b) What should the teacher do? (Tables 13.7, 13.7.1, 13.7.2)

On this point, 86.1% of the lecturers, 75.4% of the principals and 59.6% of the vice-principals and assistants state that this should be the teacher's task.

13.5.1

Once again the picture emerges that, although fewer than one third of the teachers are at present concerned with each of the tasks mentioned, there are considerable percentages who are of the opinion that the teacher ought to be responsible for these tasks. On the other hand, over half of both the lecturers and the vice-principals and assistants think that teachers should not be concerned with the supervision of school grounds and buildings or with the duplication of typed notes and programmes. A substantial percentage also consider that the control of the library ought not to be the task of the teacher.

13.6

CONTROL OF PUPILS

1. Playground duty

(a) What does the teacher do? (Table 13.8)

There are 60.8% of the vice-principals and assistants who indicate that they take playground duty, while 27.1% state that they have no such duties.

(b) What should the teacher do? (Tables 13.9, 13.9.1, 13.9.2)

There are 82.1% of the principals, 69.3% of the lecturers and 64.7% of the vice-principals and assistants who consider that the teacher ought to take playground duty.

2. Assistance with the organisation of medical and dental inspections

(a) What does the teacher do? (Table 13.8)

Altogether 22.3% of the vice-principals and assistants state that they are concerned with this, as compared with 58.4% who state that this does not apply to them.

(b) What should the teacher do? (Tables 13.9, 13.9.1, 13.9.2)

There are 61.0% of the principals, 40.3% of the lecturers and 36.1% of the vice-principals and assistants who hold the opinion that the teacher ought to lend a hand with the organisation of such inspections. Almost half of the lecturers and of the vice-principals and assistants, however, consider that such arrangements should not be the task of the teacher.

3. Guidance to prefects

(a) What does the teacher do? (Table 13.8)

Of the vice-principals and assistants, 17.6% state that they have to give guidance to prefects, while 61.7% state that they are not concerned with this work.

(b) What should the teacher do? (Tables 13.9, 13.9.1, 13.9.2)

There are 85.1% of the lecturers, 74.7% of the principals and 66.4% of the vice-principals and assistants who consider that teachers ought to give guidance to prefects.

4. The control and supervision of pupils on buses and trains and the issuing of concessions

(a) What does the teacher do? (Table 13.8)

As compared with the 13.4% of the vice-principals and assistants who state that they are concerned with this duty, 66.8% are not concerned with it.

TABLE 13.8

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work is the teacher required to do?

Control of pupils		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Selection of matriculants who wish to become teachers	Yes	16	2.1	9	3.9	2	0.9	78	6.7	2	4.2	10	5.2	3	3.4	120	4.5
	No	534	71.6	156	67.0	180	77.9	831	71.8	32	66.7	146	76.4	56	63.6	1935	71.8
	U	196	26.3	68	29.2	49	21.2	248	21.4	14	29.2	35	18.3	29	33.0	639	23.7
2. The control and supervision of pupils on buses and trains and the issuing of concessions	Yes	76	10.2	40	17.2	27	11.7	158	13.7	7	14.6	45	23.6	8	9.1	361	13.4
	No	482	64.6	146	62.7	163	70.6	799	69.1	31	64.6	122	63.9	56	63.6	1799	66.8
	U	188	25.2	47	20.2	41	17.7	200	17.3	10	20.8	24	12.6	24	27.3	534	19.8
3. Care and/or transportation of sick children (sick-room)	Yes	53	7.1	19	8.2	19	8.2	106	9.2	4	8.3	26	13.6	6	6.8	233	8.6
	No	492	66.0	164	70.4	169	73.2	844	72.9	33	68.7	139	72.8	57	64.8	1898	70.5
	U	201	26.9	50	21.5	43	18.6	207	17.9	11	22.9	26	13.6	25	28.4	563	20.9
4. Duties in connection with the attendance officer (truancy)	Yes	34	4.6	9	3.9	9	3.9	117	10.1	4	8.3	29	15.2	1	1.1	203	7.5
	No	516	69.2	173	74.2	177	76.6	826	71.4	33	68.7	136	71.2	60	68.2	1921	71.3
	U	196	26.3	51	21.9	45	19.5	214	18.5	11	22.9	26	13.6	27	30.7	570	21.2
5. Guidance to prefects	Yes	100	13.4	47	20.2	24	10.4	221	19.1	12	25.0	60	31.4	10	11.4	474	17.6
	No	453	60.7	130	55.8	160	69.3	734	63.4	25	52.1	107	56.0	54	61.4	1663	61.7
	U	193	25.8	56	24.0	47	20.3	202	17.5	11	22.9	24	12.6	24	27.3	557	20.7
6. Assistance with the organisation of medical and dental inspections	Yes	150	20.1	69	29.6	35	15.2	315	27.2	6	12.5	17	8.9	9	10.2	601	22.3
	No	427	57.2	117	50.2	156	67.5	643	55.6	31	64.6	145	75.9	54	61.4	1573	58.4
	U	169	22.7	47	20.2	40	17.3	199	17.2	11	22.9	29	15.2	25	28.4	520	19.3
7. Playground duty	Yes	302	40.5	165	70.8	75	32.5	947	81.8	37	77.1	73	38.2	40	45.5	1639	60.8
	No	299	40.1	44	18.9	121	52.4	129	11.1	8	16.7	95	49.7	33	37.5	729	27.1
	U	145	19.4	24	10.3	35	15.2	81	7.0	3	6.2	23	12.0	15	17.0	326	12.1
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.9

## PRINCIPALS

What administrative work should be done by the teacher?

Control of pupils		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Selection of matriculants who wish to become teachers	Yes	127	40.7	36	58.1	18	40.0	130	49.5	11	78.6	17	51.5	30	35.3	369	45.3
	No	85	27.2	6	9.7	15	33.3	59	22.4	-	-	10	30.3	14	16.5	189	23.2
	U	100	32.1	20	32.3	12	26.7	74	28.1	3	21.4	6	18.2	41	48.2	256	31.4
2. The control and supervision of pupils on buses and trains and the issuing of concessions	Yes	159	51.0	33	53.2	29	64.5	143	54.3	9	64.2	21	63.6	37	43.5	431	52.9
	No	100	32.1	21	33.9	10	22.2	93	35.4	4	28.6	8	24.2	15	17.6	251	30.8
	U	53	17.0	8	12.9	6	13.3	27	10.3	1	7.1	4	12.1	33	38.8	132	16.2
3. Care and/or transportation of sick children (sick-room)	Yes	175	56.1	38	61.3	32	71.1	130	49.5	7	50.0	14	42.5	32	37.6	428	52.6
	No	90	28.8	18	29.0	9	20.0	121	46.0	7	50.0	16	48.5	25	29.4	286	35.1
	U	47	15.1	6	9.7	4	8.9	12	4.6	-	-	3	9.1	28	32.9	100	12.3
4. Duties in connection with the attendance officer (truancy)	Yes	148	47.4	16	25.8	15	33.3	97	36.9	12	85.7	8	24.3	21	24.7	317	38.9
	No	114	36.5	42	67.7	25	55.6	154	58.6	2	14.3	20	60.6	25	29.4	382	46.9
	U	50	16.0	4	6.5	5	11.1	12	4.6	-	-	5	15.2	39	45.9	115	14.1
5. Guidance to prefects	Yes	223	71.5	48	77.4	38	84.5	219	83.2	13	92.8	25	75.7	42	49.4	608	74.7
	No	41	13.1	4	6.5	3	6.7	19	7.2	1	7.1	4	12.1	12	14.1	84	10.3
	U	48	15.4	10	16.1	4	8.9	25	9.5	-	-	4	12.1	31	36.5	122	15.0
6. Assistance with the organisation of medical and dental inspections	Yes	201	64.4	43	69.3	34	75.5	151	57.5	10	71.5	16	48.5	41	48.2	496	61.0
	No	69	22.1	16	25.8	7	15.6	102	38.8	4	28.6	13	39.4	15	17.6	226	27.8
	U	42	13.5	3	4.8	4	8.9	10	3.8	-	-	4	12.1	29	34.1	92	11.3
7. Playground duty	Yes	238	76.3	58	93.6	35	77.8	242	92.0	13	92.8	27	81.8	55	64.7	668	82.1
	No	37	11.9	2	3.2	7	15.6	14	5.3	1	7.1	3	9.1	9	10.6	73	9.0
	U	37	11.9	2	3.2	3	6.7	7	2.7	-	-	3	9.1	21	24.7	73	9.0
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

TABLE 13.9.1

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work should be done by the teacher?

Control of pupils		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Selection of matriculants who wish to become teachers	Yes	229	30.7	43	18.5	106	45.9	474	41.0	24	50.0	65	34.0	9	10.2	950	35.3
	No	341	45.7	121	51.9	83	35.9	484	41.8	13	27.1	98	51.3	45	51.1	1185	44.0
	U	176	23.6	69	29.6	42	18.2	199	17.2	11	22.9	28	14.7	34	38.6	559	20.7
2. The control and supervision of pupils on buses and trains and the issuing of concessions	Yes	198	26.5	48	20.6	99	42.9	315	27.2	24	50.0	73	38.2	7	8.0	764	28.4
	No	402	53.9	140	60.1	101	43.7	671	58.0	14	29.2	92	48.2	57	64.8	1477	54.8
	U	146	19.6	45	19.3	31	13.4	171	14.8	10	20.8	26	13.6	24	27.3	453	16.8
3. Care and/or transportation of sick children (sick-room)	Yes	210	28.2	42	18.0	90	39.0	239	20.7	18	37.5	47	24.6	11	12.5	657	24.4
	No	386	51.7	144	61.8	110	47.6	763	65.9	20	41.7	118	61.8	51	58.0	1592	59.1
	U	150	20.1	47	20.2	31	13.4	155	13.4	10	20.8	26	13.6	26	29.5	445	16.5
4. Duties in connection with the attendance officer (truancy)	Yes	173	23.2	31	13.3	68	29.4	290	25.1	17	35.4	36	18.8	6	6.8	621	23.1
	No	389	52.1	152	65.2	130	56.3	709	61.3	22	45.8	126	66.0	50	56.8	1578	58.6
	U	184	24.7	50	21.5	33	14.3	158	13.7	9	18.7	29	15.2	32	36.4	495	18.3
5. Guidance to prefects	Yes	452	60.6	107	45.9	185	80.1	854	73.8	39	81.2	133	69.6	19	21.6	1789	66.4
	No	139	18.6	80	34.3	19	8.2	177	15.3	2	4.2	38	19.9	40	45.5	495	18.4
	U	155	20.8	46	19.7	27	11.7	126	10.9	7	14.6	20	10.5	29	33.0	410	15.2
6. Assistance with the organisation of medical and dental inspections	Yes	329	44.1	69	29.6	99	42.9	381	32.9	22	45.8	58	30.4	15	17.0	973	36.1
	No	259	34.7	121	51.9	98	42.4	627	54.2	15	31.2	104	54.5	47	53.4	1271	47.2
	U	158	21.2	43	18.5	34	14.7	149	12.9	11	22.9	29	15.2	26	29.5	450	16.7
7. Playground duty	Yes	352	47.2	168	72.1	129	55.8	895	77.4	38	79.2	117	61.3	43	48.9	1742	64.7
	No	255	34.2	38	16.3	76	32.9	179	15.5	5	10.4	50	26.2	26	29.5	629	23.3
	U	139	18.6	27	11.6	26	11.3	83	7.2	5	10.4	24	12.6	19	21.6	323	12.0
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.9.2

## LECTURERS

What administrative work should be done by the teacher?

Control of pupils		Education authorities										Total	
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science			
		N	%	N	%	N	%	N	%	N	%	N	%
1. Selection of matriculants who wish to become teachers	Yes	66	68.7	42	84.0	27	75.0	190	74.2	50	70.4	375	73.7
	No	18	18.7	5	10.0	8	22.2	45	17.6	10	14.1	86	16.9
	U	12	12.5	3	6.0	1	2.8	21	8.2	11	15.5	48	9.4
2. The control and supervision of pupils on buses and trains and the issuing of concessions	Yes	47	48.9	23	46.0	17	47.3	116	45.4	25	35.2	228	44.8
	No	35	36.5	23	46.0	16	44.4	119	46.5	28	39.4	221	43.4
	U	14	14.6	4	8.0	3	8.3	21	8.2	18	25.4	60	11.8
3. Care and/or transportation of sick children (sick-room)	Yes	52	54.1	22	44.0	18	50.0	101	39.4	33	46.4	226	44.4
	No	29	30.2	22	44.0	14	38.9	133	52.0	21	29.6	219	43.0
	U	15	15.6	6	12.0	4	11.1	22	8.6	17	23.9	64	12.6
4. Duties in connection with the attendance officer (truancy)	Yes	33	34.4	19	38.0	13	36.1	96	37.5	20	28.1	181	35.5
	No	50	52.1	25	50.0	18	50.0	138	53.9	33	46.5	264	51.9
	U	13	13.5	6	12.0	5	13.9	22	8.6	18	25.4	64	12.6
5. Guidance to prefects	Yes	80	83.3	46	92.0	29	80.6	227	88.7	51	71.8	433	85.1
	No	5	5.2	-	-	4	11.1	9	3.5	4	5.6	22	4.3
	U	11	11.5	4	8.0	3	8.3	20	7.8	16	22.5	54	10.6
6. Assistance with the organisation of medical and dental inspections	Yes	47	48.9	20	40.0	17	47.2	92	35.9	29	40.8	205	40.3
	No	38	39.6	26	52.0	15	41.7	143	55.9	26	36.6	248	48.7
	U	11	11.5	4	8.0	4	11.3	21	8.2	16	22.5	56	11.0
7. Playground duty	Yes	60	62.5	42	84.0	22	61.1	188	73.4	41	57.7	353	69.3
	No	21	21.9	3	6.0	10	27.8	45	17.6	11	15.5	90	17.7
	U	15	15.6	5	10.0	4	11.1	23	9.0	19	26.8	66	13.0
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0

(b) What should the teacher do? (Tables 13.9, 13.9.1, 13.9.2)

There are 52.9% of the principals, 44.8% of the lecturers and 28.4% of the vice-principals and assistants who hold the opinion that teachers ought to undertake the control and supervision of pupils while they are travelling. Over half of the vice-principals and assistants, and considerable percentages of the other two groups, however, think that this duty should not be performed by the teacher.

5. Care and/or transportation of sick children (sick-room)

(a) What does the teacher do? (Table 13.8)

As compared with the 8.6% of the vice-principals and assistants who are concerned with these duties, there are 70.5% who have no such duties.

(b) What should the teacher do? (Tables 13.9, 13.9.1, 13.9.2)

According to 52.6% of the principals, 44.4% of the lecturers and 24.4% of the vice-principals and assistants, the care of sick children should be undertaken by teachers. Once again, however, over half of the vice-principals and assistants and considerable percentages of the other two groups are of the opinion that the teacher ought not to be responsible for this task.

6. Duties in connection with the attendance officer (truancy)

(a) What does the teacher do? (Table 13.3)

As compared with 7.5% of the vice-principals and assistants who are concerned with these duties, 71.3% state that this does not in any way apply to them.

(b) What should the teacher do? (Tables 13.9, 13.9.1, 13.9.2)

There are 38.9% of the principals, 35.5% of the lecturers and 23.1% of the vice-principals and assistants who state that the teacher ought to assist in this connection. Large percentages, however, consider that the teacher should not be concerned with this, namely 58.6% of the vice-principals and assistants, 51.9% of the lecturers and 46.9% of the principals.

7. Selection of matriculants who wish to become teachers

(a) What does the teacher do? (Table 13.8)

As compared with 4.5% of the vice-principals and assistants who assist in such selection, 71.8% have nothing to do with it.

(b) What should the teacher do? (Tables 13.9, 13.9.1, 13.9.2)

There are 73.7% of the lecturers, 45.3% of the principals and 35.3% of the vice-principals and assistants who think that the selection of matriculants who wish to become teachers ought to be the task of the teacher.

13.6.1

It appears, therefore, that large percentages of the teachers are in favour of teachers taking playground duty, giving guidance to prefects and participating in the selection of prospective teachers. Considerable percentages, however, think that teachers should not be responsible for the care of sick children, the control and supervision of pupils on buses and trains, the organisation of medical and dental inspections at schools, and duties in connection with the school attendance officer and truants.

13.7

ORGANISATION OF FUNCTIONS

1. School functions and collection of funds

(a) What does the teacher do? (Table 13.10)

Of the vice-principals and assistants, 54.4% state that they help with the organisation of school functions, as against 29.1% who do not.

(b) What should the teacher do? (Tables 13.11, 13.11.1, 13.11.2)

There are 81.7% of the principals, 72.5% of the lecturers and 64.4% of the vice-

TABLE 13.10

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work is the teacher required to do?

Organisation of functions		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Organisation of the Std. X farewell function	Yes	64	8.6	9	3.9	25	10.8	154	13.3	6	12.5	42	22.0	3	3.4	303	11.2
	No	479	64.2	159	68.2	158	68.4	762	65.9	29	60.4	125	65.4	57	64.8	1769	65.7
	U	203	27.2	65	27.9	48	20.8	241	20.8	13	27.1	24	12.6	28	31.8	622	23.1
2. Organisation of end-of-term functions	Yes	233	31.2	89	38.2	86	37.2	389	33.6	12	25.0	65	34.0	27	30.7	901	33.4
	No	337	45.2	92	39.5	111	48.1	573	49.5	25	52.1	102	53.4	40	45.5	1280	47.5
	U	176	23.6	52	22.3	34	14.7	195	16.9	11	22.9	24	12.6	21	23.9	513	19.0
3. Organisation of prize-giving functions	Yes	229	30.7	77	33.0	61	26.4	266	23.0	14	29.2	58	30.4	20	22.7	725	26.9
	No	336	45.0	110	47.2	127	55.0	656	56.7	23	47.9	110	57.6	41	46.6	1403	52.1
	U	181	24.3	46	19.7	43	18.6	235	20.3	11	22.9	23	12.0	27	30.7	566	21.0
4. Organisation of school functions and collection of funds	Yes	381	51.1	113	48.5	145	62.8	670	57.9	30	62.5	98	51.3	28	31.8	1465	54.4
	No	213	28.6	78	33.5	57	24.7	321	27.7	5	10.4	72	37.7	39	44.3	785	29.1
	U	152	20.4	42	18.0	29	12.6	166	14.3	13	27.1	21	11.0	21	23.9	444	16.5
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.11

## PRINCIPALS

What administrative work should be done by the teacher?

Organisation of functions		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Organisation of the Std. X farewell function	Yes	170	54.5	40	64.5	32	71.2	160	60.8	9	64.3	28	84.9	36	42.3	475	58.4
	No	46	14.7	5	8.1	2	4.4	32	12.2	2	14.3	-	-	12	14.1	99	12.2
	U	96	30.8	17	27.4	11	24.4	71	27.0	3	21.4	5	15.2	37	43.5	240	29.5
2. Organisation of end-of-term functions	Yes	250	80.2	58	93.5	42	93.3	238	90.5	13	92.8	30	90.9	45	52.9	676	83.1
	No	22	7.1	1	1.6	-	-	17	6.5	1	7.1	-	-	8	9.4	49	6.0
	U	40	12.8	3	4.8	3	6.7	8	3.0	-	-	3	9.1	32	37.6	89	10.9
3. Organisation of prize-giving functions	Yes	266	85.3	58	93.6	42	93.3	233	88.6	13	92.9	29	87.8	46	54.1	687	84.4
	No	13	4.2	2	3.2	-	-	19	7.2	1	7.1	-	-	4	4.7	39	4.8
	U	33	10.6	2	3.2	3	6.7	11	4.2	-	-	4	12.1	35	41.2	88	10.8
4. Organisation of school functions and collection of funds	Yes	248	79.5	56	90.3	42	93.3	225	85.6	13	92.9	28	84.9	53	62.3	665	81.7
	No	34	10.9	2	3.2	-	-	28	10.6	1	7.1	2	6.1	6	7.1	73	9.0
	U	30	9.6	4	6.5	3	6.7	10	3.8	-	-	3	9.1	26	30.6	76	9.3
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

TABLE 13.11.1

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work should be done by the teacher?

Organisation of functions		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Organisation of the Std. X farewell function	Yes	310	41.6	44	18.9	137	59.3	577	49.9	30	62.5	123	64.4	11	12.5	1232	45.7
	No	248	33.2	121	51.9	58	25.1	375	32.4	5	10.4	42	22.0	45	51.1	894	33.2
	U	188	25.2	68	29.2	36	15.6	205	17.7	13	27.1	26	13.6	32	36.4	568	21.1
2. Organisation of end-of-term functions	Yes	463	62.1	131	56.2	182	78.8	802	69.3	30	62.5	135	70.7	27	30.7	1770	65.7
	No	154	20.6	68	29.2	26	11.3	229	19.8	8	16.7	37	19.4	36	40.9	558	20.7
	U	129	17.3	34	14.6	23	10.0	126	10.9	10	20.8	19	9.9	25	28.4	366	13.6
3. Organisation of prize-giving functions	Yes	467	62.6	123	52.8	181	78.4	800	69.1	26	54.2	125	65.4	25	28.4	1747	64.8
	No	137	18.4	76	32.6	24	10.4	222	19.2	11	22.9	47	24.6	35	39.8	552	20.5
	U	142	19.0	34	14.6	26	11.3	135	11.7	11	22.9	19	9.9	28	31.8	395	14.7
4. Organisation of school functions and collection of funds	Yes	456	61.1	123	52.8	187	81.0	787	68.0	27	56.2	134	70.2	22	25.0	1736	64.4
	No	149	20.0	72	30.9	21	9.1	245	21.2	10	20.8	38	19.9	42	47.7	577	21.4
	U	141	18.9	38	16.3	23	10.0	125	10.8	11	22.9	19	9.9	24	27.3	381	14.1
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.11.2

## LECTURERS

What administrative work should be done by the teacher?

Organisation of functions		Education authorities											
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Organisation of the Std. X farewell function	Yes	69	71.9	34	68.0	31	86.1	183	71.5	48	67.6	365	71.7
	No	16	16.7	10	20.0	2	5.6	49	19.1	7	9.9	84	16.5
	U	11	11.5	6	12.0	3	8.3	24	9.4	16	22.5	60	11.8
2. Organisation of end-of-term functions	Yes	75	78.1	41	82.0	29	80.5	197	77.0	55	77.5	397	78.0
	No	11	11.5	5	10.0	4	11.1	36	14.8	3	4.2	61	12.0
	U	10	10.4	4	8.0	3	8.3	21	8.2	13	18.3	51	10.0
3. Organisation of prize-giving functions	Yes	78	81.2	37	74.0	31	86.1	205	80.1	52	73.2	403	79.2
	No	6	6.2	9	18.0	2	5.6	28	10.9	4	5.6	49	9.6
	U	12	12.5	4	8.0	3	8.3	23	9.0	15	21.1	57	11.2
4. Organisation of school functions and collection of funds	Yes	71	74.0	34	68.0	28	77.8	187	73.1	49	69.0	369	72.5
	No	14	14.6	12	24.0	5	13.9	48	18.7	7	9.9	86	16.9
	U	11	11.5	4	8.0	3	8.3	21	8.2	15	21.1	54	10.6
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0

principals and assistants who consider that this ought to be one of the duties of the teacher.

2. End-of-term functions

(a) What does the teacher do? (Table 13.10)

As compared with 33.4% of the vice-principals and assistants who are concerned with arrangements for these functions, 47.5% have nothing to do with them.

(b) What should the teacher do? (Tables 13.11, 13.11.1, 13.11.2)

On this point, 83.1% of the principals, 78.0% of the lecturers and 65.7% of the vice-principals and assistants state that teachers ought to undertake these arrangements.

3. Prize-giving functions

(a) What does the teacher do? (Table 13.10)

There are 26.9% of the vice-principals and assistants who are concerned with the organisation of such functions, as compared with 52.1% who state that this duty is not entrusted to them.

(b) What should the teacher do? (Tables 13.11, 13.11.1, 13.11.2)

There are 84.4% of the principals, 79.2% of the lecturers and 64.8% of the vice-principals and assistants who consider that prize-giving functions should be organised by teachers.

4. Std. X Farewell Function

(a) What does the teacher do? (Table 13.10)

As against 11.2% of the vice-principals and assistants who are concerned with this task, there are 65.7% who have nothing to do with it.

(b) What should the teacher do? (Tables 13.11, 13.11.1, 13.11.2)

There are 71.7% of the lecturers, 58.4% of the principals and 45.7% of the vice-principals and assistants who feel that teachers ought to undertake the arrangements for the Std. X farewell function.

13.7.1

It appears, therefore, that large percentages of the respondents feel that teachers ought to undertake the organisation of the various kinds of school functions.

13.3

REQUISITIONS FOR BOOKS AND MISCELLANEOUS MATERIALS

1. Books

(a) What does the teacher do? (Table 13.12)

In this connection 18.2% of the vice-principals and assistants are concerned with such requisitions as against 63.8% who indicate that they are not.

(b) What should the teacher do? (Tables 13.13, 13.13.1, 13.13.2)

On this point, 65.4% of the principals, 53.2% of the lecturers and 41.5% of the vice-principals and assistants indicate that teachers ought to handle requisitions for books.

2. Apparatus and supplies for Domestic Science, or Needlework and Crafts

(a) What does the teacher do? (Table 13.12)

In this connection, 16.4% of the vice-principals and assistants indicate that they handle such requisitions as against 63.7% who are not involved.

(b) What should the teacher do? (Tables 13.13, 13.13.1, 13.13.2)

According to the opinion of the 78.0% of the lecturers, 73.6% of the principals and 54.0% of the vice-principals and assistants, teachers ought to handle such requisitions.

TABLE 13.12

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work is the teacher required to do?

Requisitions for:		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Books	Yes	145	19.4	47	20.2	30	13.0	205	17.7	7	14.6	44	23.0	12	13.6	490	13.2
	No	451	60.5	141	60.5	156	67.5	762	65.9	33	68.7	121	63.4	54	61.4	1718	63.8
	U	150	20.1	45	19.3	45	19.5	190	16.4	8	16.7	26	13.6	22	25.0	486	18.0
2. Laboratory apparatus and supplies	Yes	58	7.8	14	6.0	22	9.5	69	6.0	8	16.7	22	11.5	6	6.8	199	7.4
	No	501	67.2	159	68.2	162	70.1	865	74.8	30	62.5	138	72.3	59	67.0	1914	71.0
	U	187	25.1	60	25.8	47	20.3	223	19.3	10	20.8	31	16.2	23	26.1	581	21.6
3. Gardening equipment	Yes	43	5.8	25	10.7	7	3.0	50	4.3	6	12.5	14	7.3	4	4.5	149	5.5
	No	517	69.3	160	68.7	174	75.3	887	76.7	32	66.7	145	75.9	61	69.3	1976	73.3
	U	186	24.9	48	20.6	50	21.6	220	19.0	10	20.8	32	16.8	23	26.1	569	21.1
4. School furniture	Yes	52	7.0	26	11.2	17	7.4	71	6.1	9	18.7	28	14.7	2	2.3	205	7.6
	No	518	69.4	158	67.8	170	73.6	873	75.5	29	60.4	133	69.6	62	70.5	1943	72.1
	U	176	23.6	49	21.0	44	19.0	213	18.4	10	20.8	30	15.7	24	27.3	546	20.3
5. Sports equipment	Yes	109	14.6	33	14.2	28	12.1	153	13.2	9	18.7	28	14.7	15	17.0	375	13.9
	No	460	61.7	150	64.4	155	67.1	800	69.1	29	60.4	135	70.7	53	60.2	1782	66.1
	U	177	23.7	50	21.5	48	20.8	204	17.6	10	20.8	28	14.7	20	22.7	537	19.9
6. Purifying chemicals and accessories for the filtration plant of the swimming-bath	Yes	8	1.1	2	0.9	2	0.9	17	1.5	4	8.3	3	1.6	3	3.4	39	1.4
	No	539	72.3	171	73.4	179	77.5	901	77.9	30	62.5	155	81.2	61	69.3	2036	75.3
	U	199	26.7	60	25.8	50	21.6	239	20.7	14	29.2	33	17.3	24	27.3	619	23.0
7. Lighting in a modern hall	Yes	11	1.5	2	0.9	2	0.9	24	2.1	2	4.2	5	2.6	-	-	46	1.7
	No	524	70.2	173	74.2	176	76.2	895	77.4	33	68.7	155	81.2	61	69.3	2017	74.9
	U	211	28.3	58	24.9	53	22.9	238	20.6	13	27.1	31	16.2	27	30.7	631	23.4
8. Films and/or film-strips	Yes	115	15.4	24	10.3	32	13.9	172	14.9	19	39.6	37	19.4	10	11.4	409	15.2
	No	445	59.7	152	65.2	155	67.1	775	67.0	18	37.5	129	67.5	53	60.2	1727	64.1
	U	186	24.9	57	24.5	44	19.0	210	18.2	11	22.9	25	13.1	25	28.4	558	20.7
9. Gramophone records	Yes	31	4.2	9	3.9	16	6.9	63	5.4	8	16.7	18	9.4	6	6.8	151	5.6
	No	512	68.6	166	71.2	168	72.7	867	74.9	27	56.2	145	75.9	56	63.6	1941	72.0
	U	203	27.2	58	24.9	47	20.3	227	19.6	13	27.1	28	14.7	26	29.5	602	22.3
10. Apparatus and supplies for Domestic Science, Needlework and Crafts	Yes	159	21.3	40	17.2	31	13.4	170	14.7	8	16.7	24	12.6	10	11.4	442	16.4
	No	411	55.1	141	60.5	158	68.4	781	67.5	31	64.6	141	73.8	53	60.2	1716	63.7
	U	176	23.6	52	22.3	42	18.2	206	17.8	9	18.7	26	13.6	25	28.4	536	19.9
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.13

## PRINCIPALS

What administrative work should be done by the teacher?

Requisitions for:		Education authorities														Total	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1. Books	Yes	222	71.1	36	58.0	33	73.4	188	71.4	7	50.0	14	42.5	33	38.8	533	65.4
	No	76	24.4	23	37.1	9	20.0	69	26.2	6	42.9	16	48.5	25	29.4	224	27.5
	U	14	4.5	3	4.8	3	6.7	6	2.3	1	7.1	3	9.1	27	31.8	57	7.0
2. Laboratory apparatus and supplies	Yes	188	60.3	44	71.0	26	57.8	164	62.4	8	57.1	24	72.7	35	41.2	489	60.0
	No	47	15.1	11	17.7	9	20.0	46	17.5	4	28.6	5	15.2	17	20.0	139	17.1
	U	77	24.7	7	11.3	10	22.2	53	20.2	2	14.3	4	12.1	33	38.8	186	22.9
3. Gardening equipment	Yes	181	58.0	29	46.8	16	35.5	105	40.0	6	42.8	5	15.2	18	21.2	360	44.3
	No	75	24.0	28	45.2	24	53.3	151	57.4	6	42.9	25	75.8	30	35.3	339	41.6
	U	56	17.9	5	8.1	5	11.1	7	2.7	2	14.3	3	9.1	37	43.5	115	14.1
4. School furniture	Yes	158	50.7	25	40.3	19	42.3	100	38.0	6	42.9	7	21.2	16	18.9	331	40.7
	No	120	38.5	35	56.5	22	48.9	156	59.3	7	50.0	23	69.7	37	43.5	400	49.1
	U	34	10.9	2	3.2	4	8.9	7	2.7	1	7.1	3	9.1	32	37.6	83	10.2
5. Sports equipment	Yes	236	75.7	52	83.8	36	80.0	197	74.9	8	57.2	25	75.7	34	40.0	588	72.2
	No	39	12.5	8	12.9	6	13.3	59	22.4	5	35.7	5	15.2	19	22.4	141	17.3
	U	37	11.9	2	3.2	3	6.7	7	2.7	1	7.1	3	9.1	32	37.6	85	10.4
6. Purifying chemicals and accessories for the filtration plant of the swimming-bath	Yes	117	37.2	13	21.0	17	37.8	82	31.2	7	50.0	7	21.2	13	15.3	256	31.4
	No	105	33.7	35	56.5	18	40.0	133	50.6	6	42.9	21	63.6	33	38.8	351	43.1
	U	90	28.8	14	22.6	10	22.2	48	18.3	1	7.1	5	15.2	39	45.9	207	25.4
7. Lighting in a modern hall	Yes	124	39.7	12	19.3	19	24.2	114	43.4	6	42.8	10	30.3	17	20.0	302	37.1
	No	100	32.1	34	54.8	16	35.6	111	42.2	7	50.0	18	54.5	33	38.8	319	39.2
	U	88	28.2	16	25.8	10	22.2	38	14.4	1	7.1	5	15.2	35	41.2	193	23.7
8. Films and/or film-strips	Yes	254	81.5	52	83.9	37	82.2	220	83.7	11	78.6	28	84.9	50	58.8	652	80.1
	No	24	7.7	5	8.1	4	8.9	32	12.2	2	14.3	2	6.1	8	9.4	77	9.5
	U	34	10.9	5	8.1	4	8.9	11	4.2	1	7.1	3	9.1	27	31.8	85	10.4
9. Gramophone records	Yes	229	73.4	49	79.1	35	77.8	194	73.7	12	85.7	26	78.8	50	58.8	595	73.1
	No	28	9.0	5	8.1	5	11.1	37	14.1	1	7.1	4	12.1	6	7.1	86	10.6
	U	55	17.6	8	12.9	5	11.1	32	12.2	1	7.1	3	9.1	29	34.1	133	16.3
10. Apparatus and supplies for Domestic Science, Needlework and Crafts	Yes	239	76.6	51	82.2	37	82.2	208	79.1	8	57.1	19	57.6	37	43.5	599	73.6
	No	23	7.4	6	9.7	4	8.9	32	12.2	4	28.6	6	18.2	10	11.8	85	10.4
	U	50	16.0	5	8.1	4	8.9	23	8.7	2	14.3	8	24.2	38	44.7	130	16.0
Totals on which % was calculated:		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

TABLE 13.13.1

## VICE-PRINCIPALS AND ASSISTANTS

What administrative work should be done by the teacher?

Requisitions for :		Education authorities															
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Books	Yes	328	44.0	66	28.3	114	49.4	499	43.1	33	68.7	57	29.8	21	23.9	1118	41.5
	No	273	36.6	122	52.4	87	37.7	518	44.8	8	16.7	108	56.5	42	47.7	1158	43.0
	U	145	19.4	45	19.3	30	13.0	140	12.1	7	14.6	26	13.6	25	28.4	418	15.5
2. Laboratory apparatus and supplies	Yes	376	50.4	50	21.5	143	61.9	521	45.0	33	68.7	82	42.9	8	9.1	1213	45.0
	No	209	28.0	123	52.8	58	25.1	457	39.5	9	18.7	83	43.5	51	58.0	990	36.7
	U	161	21.6	60	25.8	30	13.0	179	15.5	6	12.5	26	13.6	29	33.0	491	18.2
3. Gardening equipment	Yes	240	32.2	32	13.7	61	26.4	154	13.3	26	54.2	15	7.9	4	4.5	532	19.7
	No	329	44.1	149	63.9	135	58.4	828	71.6	13	27.1	149	78.0	55	62.5	1658	61.5
	U	177	23.7	52	22.3	35	15.2	175	15.1	9	18.7	27	14.1	29	33.0	504	18.7
4. School furniture	Yes	177	23.7	30	12.9	69	29.9	202	17.5	20	41.7	24	12.6	4	4.5	526	19.5
	No	386	51.7	152	65.2	130	56.3	779	67.3	19	39.6	138	72.3	56	63.6	1660	61.6
	U	183	24.5	51	21.9	32	13.9	176	15.2	9	18.7	29	15.2	28	31.8	508	18.9
5. Sports equipment	Yes	386	51.7	64	27.5	146	63.2	553	47.8	30	62.5	89	46.6	19	21.6	1287	47.8
	No	193	25.9	116	49.8	54	23.4	453	39.2	11	22.9	77	40.3	43	48.9	947	35.2
	U	167	22.4	53	22.7	31	13.4	151	13.1	7	14.6	25	13.1	26	29.5	460	17.1
6. Purifying chemicals and accessories for the filtration plant of the swimming-bath	Yes	165	22.1	11	4.7	58	25.1	161	13.9	24	50.0	23	12.0	6	6.8	448	16.6
	No	404	54.2	163	70.0	135	58.4	797	68.9	16	33.3	138	72.3	55	62.5	1708	63.4
	U	177	23.7	59	25.3	38	16.5	199	17.2	8	16.7	30	15.7	27	30.7	538	20.0
7. Lighting in a modern hall	Yes	130	17.4	13	5.6	62	26.8	178	15.4	24	50.0	21	11.0	4	4.5	432	16.0
	No	440	59.0	162	69.5	131	56.7	782	67.6	18	37.5	139	72.8	57	64.8	1729	64.2
	U	176	23.6	58	24.9	38	16.5	197	17.0	6	12.5	31	16.2	27	30.7	533	19.8
8. Films and/or film-strips	Yes	452	60.6	84	36.1	158	68.4	669	57.8	34	70.8	110	57.6	19	21.6	1526	56.6
	No	152	20.4	100	42.9	44	19.0	345	29.8	8	16.7	54	28.3	43	48.9	746	27.7
	U	142	19.0	49	21.0	29	12.6	143	12.4	6	12.5	27	14.1	26	29.5	422	15.7
9. Gramophone records	Yes	396	53.1	73	31.1	156	67.5	584	50.5	35	72.9	96	50.3	16	18.2	1356	50.3
	No	196	26.3	111	47.6	45	19.5	406	35.1	7	14.6	66	34.6	46	52.3	877	32.6
	U	154	20.6	49	21.0	30	13.0	167	14.4	6	12.5	29	15.2	26	29.5	461	17.1
10. Apparatus and supplies for Domestic Science, Needlework and Crafts	Yes	436	58.4	79	33.9	167	72.3	634	54.8	32	66.7	93	48.7	15	17.0	1456	54.0
	No	171	22.9	100	42.9	31	13.4	353	30.5	8	16.7	63	33.0	46	52.3	772	28.7
	U	139	18.6	54	23.2	33	14.3	170	14.7	8	16.7	35	18.3	27	30.7	466	17.3
Totals on which % was calculated:		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

TABLE 13.13.2

## LECTURERS

What administrative work should be done by the teacher?

Requisitions for:		Education authorities											
		Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Books	Yes	57	59.3	29	58.0	25	69.4	131	51.2	29	40.9	271	53.2
	No	27	28.1	18	36.0	8	22.2	104	40.6	26	36.6	183	36.0
	U	12	12.5	3	6.0	3	8.3	21	8.2	16	22.5	55	10.8
2. Laboratory apparatus and supplies	Yes	73	76.0	39	78.0	29	80.6	179	69.9	35	49.3	355	69.8
	No	7	7.3	8	16.0	3	8.3	55	21.5	18	25.4	91	17.9
	U	16	16.7	3	6.0	4	11.1	22	8.6	18	25.4	63	12.4
3. Gardening equipment	Yes	51	53.1	17	34.0	13	36.1	57	22.3	14	19.7	152	29.9
	No	28	29.2	30	60.0	19	52.8	175	68.4	37	52.1	289	56.8
	U	17	17.7	3	6.0	4	11.1	24	9.4	20	28.2	68	13.4
4. School furniture	Yes	34	35.4	16	32.0	11	30.5	55	21.5	16	22.5	132	26.0
	No	45	46.9	31	62.0	21	58.3	177	69.1	40	56.3	314	61.7
	U	17	17.7	3	6.0	4	11.1	24	9.4	15	21.1	63	12.4
5. Sports equipment	Yes	73	76.0	31	62.0	30	83.4	174	67.9	36	50.7	344	67.6
	No	6	6.2	16	32.0	2	5.6	59	23.0	18	25.4	101	19.8
	U	17	17.7	3	6.0	4	11.1	23	9.0	17	23.9	64	12.6
6. Purifying chemicals and accessories for the filtration plant of the swimming-bath	Yes	35	36.4	12	24.0	16	44.5	66	25.8	13	18.3	142	27.9
	No	45	46.9	34	68.0	16	44.4	164	64.1	38	53.5	297	58.3
	U	16	16.7	4	8.0	4	11.1	26	10.2	20	28.2	70	13.8
7. Lighting in a modern hall	Yes	33	34.4	20	40.0	17	47.3	85	33.2	15	21.1	170	33.4
	No	46	47.9	27	54.0	15	41.7	147	57.4	36	50.7	271	53.2
	U	17	17.7	3	6.0	4	11.1	24	9.4	20	28.2	68	13.4
8. Films and/or film-strips	Yes	77	80.2	41	82.0	31	86.1	198	77.3	43	60.5	390	76.6
	No	6	6.2	6	12.0	1	2.8	38	14.8	11	15.5	62	12.2
	U	13	13.5	3	6.0	4	11.1	20	7.8	17	23.9	57	11.2
9. Gramophone records	Yes	78	81.2	42	84.0	31	86.1	191	74.6	43	60.5	385	75.6
	No	6	6.2	5	10.0	1	2.8	44	17.2	11	15.5	67	13.2
	U	12	12.5	3	6.0	4	11.1	21	8.2	17	23.9	57	11.2
10. Apparatus and supplies for Domestic Science, Needlework and Crafts	Yes	76	79.1	42	84.0	30	83.3	198	77.3	51	71.9	397	78.0
	No	4	4.2	5	10.0	2	5.6	37	14.5	7	9.9	55	10.8
	U	16	16.7	3	6.0	4	11.1	21	8.2	13	18.3	57	11.2
Totals on which % was calculated:		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0

3. Films and/or film-strips

(a) What does the teacher do? (Table 13.12)

As compared with the 15.2% of the vice-principals and assistants who indicate that they at present handle requisitions for such material, there are 64.1% who state that this is not one of their tasks.

(b) What should the teacher do? (Tables 13.13, 13.13.1, 13.13.2)

In the opinion of 80.1% of the principals, 76.6% of the lecturers and 56.6% of the vice-principals and assistants, teachers ought to handle such requisitions.

4. Sports equipment

(a) What does the teacher do? (Table 13.12)

There are 13.9% who indicate that they handle requisitions for such equipment, as against 66.1% who are not concerned with this duty.

(b) What should the teacher do? (Tables 13.13, 13.13.1, 13.13.2)

According to 72.2% of the principals, 67.6% of the lecturers and 47.8% of the vice-principals and assistants, teachers ought to handle requisitions for sports equipment. Just over one third of the vice-principals and assistants, however, think that this should not be the teacher's task.

5. School furniture

(a) What does the teacher do? (Table 13.12)

As against 7.6% of the vice-principals and assistants who make out requisitions for school furniture, there are 72.1% who do not do so.

(b) What should the teacher do? (Tables 13.13, 13.13.1, 13.13.2)

On this point, 40.7% of the principals, 26.0% of the lecturers and 19.5% of the vice-principals and assistants state that teachers ought to handle requisitions for school furniture. Considerably more than half of the total number of respondents, however, feel that teachers should not be charged with this duty.

6. Laboratory apparatus and supplies

(a) What does the teacher do? (Table 13.12)

Compared with the 7.4% of the vice-principals and assistants who state that they handle requisitions for such material, 71.0% do not do so.

(b) What should the teacher do? (Tables 13.13, 13.13.1, 13.13.2)

It is asserted by 69.8% of the lecturers, 60.0% of the principals and 45.0% of the vice-principals and assistants that these requisitions ought to be handled by teachers. Just over one third of the vice-principals and assistants, however, think that this should not be the teacher's task.

7. Gramophone records

(a) What does the teacher do? (Table 13.12)

As against the 5.6% of the vice-principals and assistants who handle requisitions for gramophone records, there are 72.0% who have nothing to do with this duty.

(b) What should the teacher do? (Tables 13.13, 13.13.1, 13.13.2)

In the opinion of 75.6% of the lecturers, 73.1% of the principals and 50.3% of the vice-principals and assistants, teachers ought to make out such requisitions. Approximately one third of the vice-principals and assistants, however, consider that teachers should not be made responsible for this work.

8. Gardening equipment

(a) What does the teacher do? (Table 13.12)

There are 5.5% of the vice-principals and assistants who see to this, as compared with 73.3% who have nothing to do with the matter.

(b) What should the teacher do? (Tables 13.13, 13.13.1, 13.13.2)

On this point 44.3% of the principals, 29.9% of the lecturers and 19.7% of the vice-principals and assistants are of the opinion that requisitions for gardening equipment should be handled by teachers. Considerably more than half of all respondents, however, think that this should not be the task of the teacher.

9. Lighting of a modern hall

(a) What does the teacher do? (Table 13.12)

Only 1.7% of the vice-principals and assistants state that they handle requisitions in this connection, as compared with 74.9% who do not.

(b) What should the teacher do? (Tables 13.13, 13.13.1, 13.13.2)

There are 37.1% of the principals, 33.4% of the lecturers and 16.0% of the vice-principals and assistants who state that teachers ought to handle requisitions in connection with the lighting of a modern hall. Considerable percentages, however, are of the opinion that this should not be the teacher's responsibility, namely, 64.2% of the vice-principals and assistants, 53.2% of the lecturers and 39.2% of the principals.

10. Purifying chemicals and accessories for the filtration plant of the swimming bath

(a) What does the teacher do? (Table 13.12)

Compared with 1.4% of the vice-principals and assistants who handle such requisitions, there are 75.6% who state that they do not.

(b) What should the teacher do? (Tables 13.13, 13.13.1, 13.13.2)

In this connection, 31.4% of the principals, 27.9% of the lecturers and 16.6% of the vice-principals and assistants state that teachers ought to handle these requisitions. On the other hand, 63.4% of the vice-principals and assistants, 58.3% of the lecturers and 43.1% of the principals feel that teachers should not be charged with this task.

13.3.1

It therefore appears that requisitions for books, apparatus for Domestic Science, Needlework and Crafts, films and/or film-strips and sports equipment are those with which the greatest numbers of teachers are concerned at present. Requisitions for school furniture and laboratory apparatus are attended to by, just over 7% of the teachers in each case, while in respect of requisitions for gramophone records and gardening equipment the figures are just over 5% in each case, and in respect of requisitions relating to the lighting of the hall and maintenance of the swimming bath the figure is slightly more than 1% in each case.

Considerable percentages of the respondents are of the opinion that teachers ought to be responsible for requisitions for books, apparatus for Domestic Science, Needlework and Crafts, films and/or film-strips, sports equipment, laboratory apparatus and gramophone records.

As regards requisitions for school furniture, gardening equipment, the lighting of the hall, swimming bath chemicals and accessories, considerable percentages of the respondents feel that the teacher should not be made responsible for such requisitions.

## APPENDIX

### QUESTIONNAIRES

1. QUESTIONNAIRE NB. 482: Questionnaire to permanently appointed teachers, vice-principals and principals who were still in service, but who resigned during the period 1st October, 1963 to 30th September, 1964, to assume a post with another education department, or at a private school or any other institution, in order to determine the extent and causes of resignations from teaching.
2. QUESTIONNAIRE NB. 483: Questionnaire to principals of schools for completion with regard to the teachers to whom questionnaire N. B. 482 applied.
3. QUESTIONNAIRE NB. 484: Questionnaire to education departments and the governing bodies of private and subsidised schools, to determine the extent of resignations of teachers during the period 1st October, 1963 to 30th September, 1964.
4. QUESTIONNAIRE NB. 485: Questionnaire to the six education departments to obtain information on the recruitment, selection and conditions of service of teachers.
5. QUESTIONNAIRE NB. 486: Questionnaire to heads of teachers' training colleges, departments for the training of teachers at technical colleges and the deans of the faculties of education at universities, to obtain information on the recruitment, selection and wastage of prospective teachers during training.
6. QUESTIONNAIRE NB. 487: Questionnaire to principals of schools to obtain information on the recruitment and conditions of service of teachers.
7. QUESTIONNAIRE NB. 488: Questionnaire to vice-principals and assistants to obtain information on the recruitment and conditions of service of teachers.
8. QUESTIONNAIRE NB. 489: Questionnaire to vice-principals and lecturers at teachers' training colleges, departments for the training of teachers at technical colleges and the faculties of education at universities, on the recruitment and conditions of service of teachers.
9. QUESTIONNAIRE NB. 490: Questionnaire to chairmen of committees and persons who, by virtue of their position, select candidates for training as teachers (principals of high schools, inspectors of education and persons from bodies which train teachers).
10. QUESTIONNAIRE NB. 491: Questionnaire to Std. 10 pupils to determine their attitude towards and interest in teaching as a profession.
11. QUESTIONNAIRE NB. 492: Questionnaire to employers in the private sector and to government departments to obtain details of recruiting methods.

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