

Counting stars: methodological difficulties and empirical findings of quantitative research on the South African independent schooling sector.

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AND RESEARCH OUTPUTS
2018

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**COUNTING STARS:
METHODOLOGICAL DIFFICULTIES
AND EMPIRICAL FINDINGS OF
QUANTITATIVE RESEARCH ON THE
SOUTH AFRICAN INDEPENDENT
SCHOOLING SECTOR.**

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Human Sciences Research Council

Human Resources Development Research Programme

BACKGROUND AND OBJECTIVES OF THE RESEARCH

- **Human Resource Development (HRD) Strategy**
- **Human Sciences Research Council (HSRC)**
- **HRD Research Programme**
- **Data warehouse**
- **Biennial Review of HRD**
- **GET – (Independent schooling)**

THE RESEARCH DESIGN

- **Survey**
- **Quantitative**

THE RESEARCH METHODOLOGY

- **Compiling a database of independent schools**
- **Cleaning the database of independent schools**
- **Administration of instruments**
- **Statistical analysis**

SOME EMPIRICAL FINDINGS

- **Sectoral size and profile**

DoE learners (2000) = 256 283

HSRC learners (2002) = 424 655

DoE learner / school ratio = 264

HSRC learner / school ratio = 330

DoE learner / teacher ratio = 17,1

HSRC learner / teacher ratio = 17

Schools with majority Africans = 43,8%

Schools with majority Coloureds = 3,3%

Schools with majority Indians = 5,6%

Schools with majority Whites = 38,7%

Unknown = 8,7%

Charging R 0 – 6 000 p.a. = 53,0%

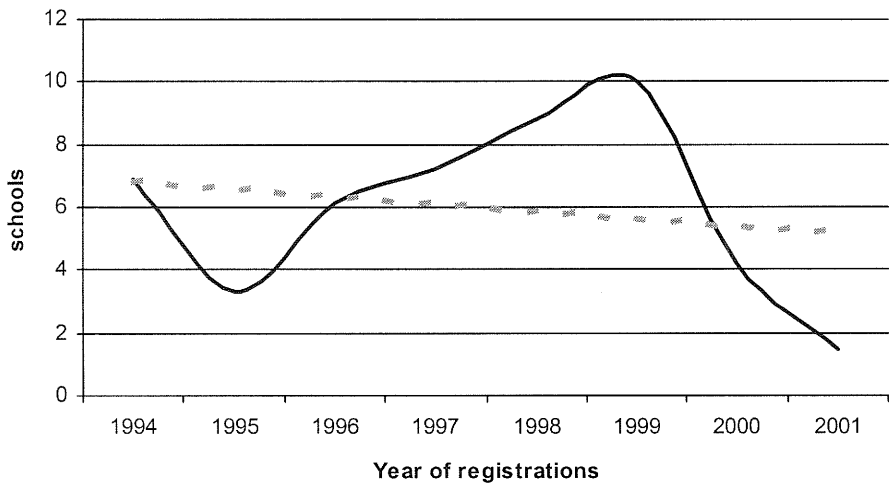
Charging R 6 001 – 12 000 p.a. = 21,6%

Charging R 12 001 – 18 000 p.a. = 11,6%

Charging R 18 000 + p.a. = 13,8%

- **Sectoral growth**

Registration of independent schools by year



CONCLUSION AND SUGGESTIONS

- **Disadvantaged schools becoming important role-players**
- **Need for more quantitative research**
- **Single database of all independent schools**
- **Avoid duplication of surveys**
- **Creative solutions to methodological difficulties**