

DISCUSSION DOCUMENT

MONITORING LEARNING ACHIEVEMENT (MLA) PROJECT

RESULTS OF THE MONITORING LEARNING ACHIEVEMENT (MLA)

PROJECT

The research and report done by the



commissioned by the Department of Education and supported by UNESCO and UNICEF



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PREFACE

This report is a first for education in South Africa. It is not the intention to give an in depth view of education on South Africa, but rather focussing on basic education as the research was aimed at Grade 4 learners and their environment. However, this research should also not be seen in isolation, therefore results of previous surveys have also been included to give a broader view of circumstances wherein education is taking place.

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CHAPTER 1

INTRODUCTION TO THE MLA PROJECT

1.1 Introduction

This survey was the implementation of several pilot studies that were undertaken during the past year. The aim of this project is to generate indicators for use in the education system. A system based on appropriate data and indicators can:

- indicate the strengths and weaknesses of a schooling system;
- serve as a baseline to measure future achievements;
- assist in the assessment of provincial, district and school level performances;
- inform policy evaluation and development.

Two projects were implemented simultaneously, namely the Monitoring of Learning Achievement (MLA) and the Education for All.

This report must be seen as a statistical analysis of the results of the MLA project and possible impact of conditions in education in South Africa

1.2 Organisation of the Report

Chapter 2 of this report will give the background on the measuring instruments and the methodology used for data collection and computation of the results. Chapter 3 will give the results of the three tasks, namely the literacy, numeracy and life skills tasks on provincial as well as national level.

In Chapter 4, the context and socio-economic background will be given according to information captured from the questionnaires completed by learners, educators, principals and parents.

Chapter 5 will give a look at the different inputs into education. Chapter 6 discusses the processes taking place in education. Aspects that will feature are the participation of parents in school activities, the contributions of learners and educators, the management role of the principal and school governance.

CHAPTER2

MONITORING LEARNING ACHIEVEMENT

2.1 Measuring Instruments

For the purpose of collecting data for this project, the following measuring instruments were developed:

2.1.1 Numeracy, Literacy and Life skills tasks.

The spade work for these instruments was done in Harare during 1998 where a number of Southern African countries have developed measuring instruments according to guidelines supplied by UNESCO. These instruments were piloted in a number of schools in Southern African countries and evaluated by researchers of the HSRC (Human Sciences Research Council). The final measuring instruments for each discipline were then compiled (using the original two instruments) and contextualised for the South African environment.

2.1.2 The principal, educator and learner questionnaires

These necessary instruments were the final products of previous tested questionnaires. They were constructed in such a way that the participant could choose from a number of possible answers, rather than to formulate his own answer. (Copies of these instruments are separately available.)

2.2 Sampling procedures

For the purpose of this project, 400 schools have been involved. From each school 30 Grade 4 learners, their parents, the principal and their educator took part in the survey. These schools were selected in the following way:

In selecting the schools in the 9 provinces, the following method to find the sample was followed:

- All the schools in the RSA that have Grade 4 were considered.
- All the schools that do not have at least 30 learners in Grade 4 were eliminated.
- The total number of schools to be selected from, was then calculated by province:
- The 400 schools to be selected were divided proportionally amongst the provinces according to the number of schools in each province.
- The identified schools were arranged alphabetically according to educational region, educational district and name of school. To select the appropriate number for each province, every n^{th} school was selected where $n = \frac{\text{total number of schools in province}}{\text{number of schools to be surveyed}}$.
- Alternative schools were proportionally selected as "reserve" schools should the schools selected not be accessible.

To limit the interruptions at the schools to a minimum, it was decided by provincial co-ordinators that a specific Grade 4 class in a school would be selected at random on condition that the class was not selected according to the abilities of the learners. In cases where there were more than 30 learners in a class, they were selected by arranging their names alphabetically, choosing every second name until 30 names had been selected. If a class did not have 30 learners, additional learners from other grade 4 classes should be randomly selected.

2.3 Training of administrators

Administrators executed the data collecting process. A core team of administrators from eight provinces was trained during a two-day workshop in Pretoria, while the administrators of the Western Cape were trained in a one-day workshop. For the purpose of this training, a manual was prepared by the research agency and refined in the workshops with contributions from the participants of the workshops.

The team of core administrators who attended the workshops cascaded the training to the other administrators in the provinces.

Data collection took place during the first two weeks of August 1999.

2.4 Data-capturing and processing

The data of this exercise were captured on a prepared Excel worksheet. Quality control of the data was done in two ways: Numbers that should be entered in most cases ranged from 1 to 4. Any response larger than 4 (or in some cases 6) could be detected immediately. Apart from this check, 20% of the questionnaires were randomly selected and checked against the entered data.

The data were processed and the results given as percentages in tabular form. Some calculations were done by using Microsoft Access.

2.5 Final numbers

The final number of participants for the three tasks is given in the following table.

Table 2.1: Number of learners per gender and province completing the LITERACY task, MLA 1999

PROVINCE	Boys	Girls	Unidentified	Total
Ecape	1136	1197	167	2500
Fstate	230	232	31	493
Gauteng	421	392	41	854
Kwaznat	1008	1017	74	2099
Mpum	439	382	39	860
Ncape	99	97	3	199

Nprovince	773	770	205	1748
Nwest	423	430	53	906
Wcape	382	425	17	824
Total	4911	4942	630	10483

Table 2.2: Number of learners per gender and province completing the NUMERACY task, MLA 1999

	Boys	Girls	Unidentified	Total
Ecape	1081	1147	312	2540
Fstate	209	207	24	440
Gauteng	375	351	76	802
Kwaznat	1115	1124	113	2352
Mpum	441	377	38	856
Ncape	99	99	3	201
Nprovince	803	801	174	1778
Nwest	458	462	61	981
Wcape	372	419	18	809
Total	4953	4987	819	10759

Table 2.3: Number of learners per gender and province completing the LIFE SKILLS task, MLA, 1999

	Boys	Girls	Unidentified	Total
Ecape	1075	1144	311	2530
Fstate	227	229	34	490
Gauteng	372	353	103	828
Kwaznat	951	966	72	1989
Mpum	424	366	68	858
Ncape	98	97	3	198
Nprovince	802	802	146	1750
Nwest	450	457	61	968
Wcape	384	425	18	827

Total	4783	4839	816	10438
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The following table indicates the number of questionnaires that were completed by the different target groups.

Table 2.4: Number of questionnaires completed by learners, educators, principals and parents, MLA 1999

	Learners	Educators	Principals	Parents
Ecape	2360	84	86	2248
Fstate	508	15	18	485
Gauteng	840	27	27	738
KZN	2233	74	77	2091
Mpumal	865	29	29	834
Ncape	201	7	7	193
Nprov	1543	55	53	1759
Nwest	811	33	31	941
Wcape	840	27	28	798
Total	10201	351	356	10087

2.6 Technical notes

The different tasks as well as the questionnaires for the parents were translated in all eleven official languages to facilitate all the interviewees. The questionnaires for the educators, principals and learners were only in English. In the training sessions and in the

training manual it was emphasised that assistance should be rendered to learners to complete the questionnaire. Comments by the administrators indicate that this procedure took more than the anticipated time and that learners became tired while completing the questionnaire.

Comparing tables 2.1 to 2.4 with the original sample, it becomes evident that just less than 90% of the tasks were used in the calculation of the results. Reasons for this decreased sample are the following:

- All the completed instruments were not returned for capturing;
- Not all the grade 4 classes had 30 learners;
- Some of the learners were absent on the second day;
- Some of the measuring instruments were not copied correctly and were rejected for the purpose of the tasks;
- Boycotts were going on in some schools and it was not possible to conduct the survey;
- Identification of some completed measuring instruments was lacking and could not be processed;
- A number of literacy tasks were rejected because they were all completed in exactly the same way;
- Questionnaires, especially those of learners, in which the responses were marked according to a pattern, were rejected;
- A number of questionnaires from parents were not completed because they could not read or write and did not have assistance to complete the questionnaire.

It is the belief of the researcher that, although not all the measuring instruments could be processed, the results are a good reflection of the survey. A reason for this can be found in the fact that after 75% of the data was captured; the tendency and average mark did not change dramatically.

2.7 Conclusion

Despite the fact that not all the measuring instruments could be processed and that language could play a role in answering the questions, there is evidence in the comments from the administrators that the survey was a success.

In the next chapter the results of the three tasks will be given and discussed.

CHAPTER 3

RESULTS OF THE MLA TASKS

3.1 INTRODUCTION

The three tasks in this survey include literacy, numeracy and life skills exercises. In compiling the measuring instruments for these tasks, different domains were identified and questions were developed accordingly and pilot tested.

3.2 MLA TASKS

3.2.1 Literacy task

The literacy task consists of thirty items focussed on assessing competencies in the following domains: word recognition, understanding of detail content, writing skills, spelling and grammar, retrieving information and providing information.

3.2.2 Numeracy task

The numeracy task intends to focus on four domains: numeracy and numeration, measurement, geometry of shapes and everyday statistics. In the numeracy and numeration domain items were included to see if learners can count, write numbers in words and figures, do the four operations, reform operations to solve word problems, recognise fractions and decimals. In the measurement domain questions were put on the reading on a scale, reading time and a calendar, estimating length, knowing the units of measurement. The recognition of figures and shapes and their elements and line symmetry were included in the geometry of shapes domain. To be competent in everyday statistics, the collecting and reading of data from tables and graphs is a requirement.

3.2.3 Life skills

The life skills task is designed to assess basic competencies in five (5) domains:

- Health, nutrition, sanitation and hygiene. The items in this domain aim at measuring children's awareness and knowledge of basic hygiene, nutrition and sanitation issues affecting their general health.
- Civic sense, protection of the environment, community development. The items in this domain are designed to test children's knowledge and experiences of social and natural environment. The items also seek to find out whether children have been empowered to act on some issues that affect their daily lives.
- Pre-vocational skills. These skills test children's possession of those pre-vocational skills, knowledge and background experiences which are essential for equipping them for the world of work.

- HIV / AIDS Items in this domain are targeted at:
 - Spread of HIV/AIDS, tapping the ability of children to think critically, making decisions and solving problems in situations which otherwise result in the contracting of HIV/AIDS.
 - Perceiving dangerous situations that could lead to contracting HIV/AIDS.
 - Caring for HIV/AIDS infected persons.
- Science and technology. Basic skills in science and technology are necessary for the grade 4 children to enable them to make informed decisions. The acquisition of such skills will result in increased productivity of basic necessities. The test items are designed to assess the extent to which children have acquired and can use basic science and technology skills.

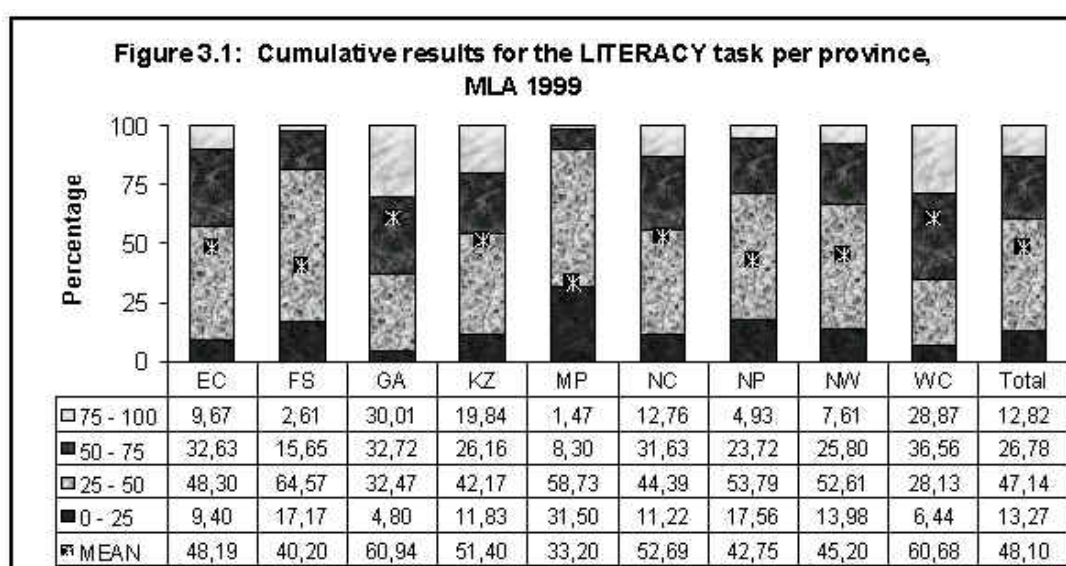
3.3 OUTCOMES OF THE MLA TASKS

3.3.1 Literacy Task

The majority of surveyed Grade 4 learners (47,1 percent) obtained scores for the literacy task that range between 25 and 50 per cent (see Figure 3.1). A very small proportion of learners demonstrated a high level of competency in the literacy task, with only 12.8 per cent of learners obtaining 75 per cent or higher. About 13 per cent of the learners achieved very low levels of performance (i.e., scoring less than 25 percent). On average, learners obtained 48.19 per cent in the literacy task. (Indicated by \times on the columns)

Performance levels vary substantially by province. Western Cape (30 percent) and Gauteng (28.9 percent) have the largest proportion of learners that obtained 75 per cent or higher (see Figure 3.1), resulting in high average performance scores (60,9 and 60,7 per cent, respectively). Mpumalanga, on the other hand, had the poorest performance in the literacy task, with an average score of 33,2 per cent. In this province nearly a third of the Grade 4 learners (31,5 per cent) obtained scores that are below 25 per cent, indicating that Mpumalanga Grade 4 learners have not adequately mastered competency in literacy.

Figure 3.1: Cumulative results for the LITERACY task per province, MLA



3.3.2 Numeracy task

Numeracy level is another indicator of learning achievement. In the numeracy assessment a large proportion (44 per cent) of Grade 4 learners scored below 25 per cent for the numeracy task, while only about 2 per cent obtained scores in the 75-100 per cent range (see Figure 3.2). The average score obtained for the numeracy task is 30 percent, which is much lower than the average literacy score of 48 per cent (see Figures 3.1 and 3.2). This implies that South African children have mastered the literacy task better than the numeracy task.

Figure 3.2: Cumulative results for the NUMERACY task per province, MLA 1999

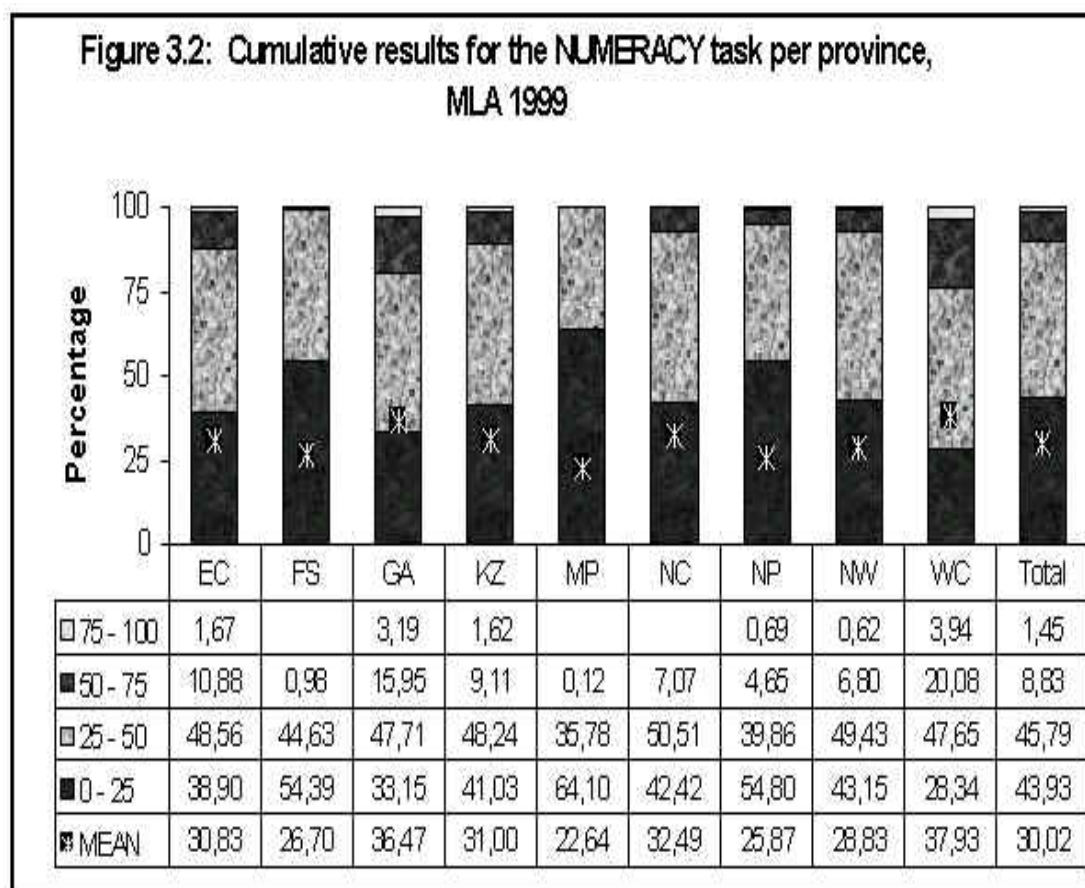


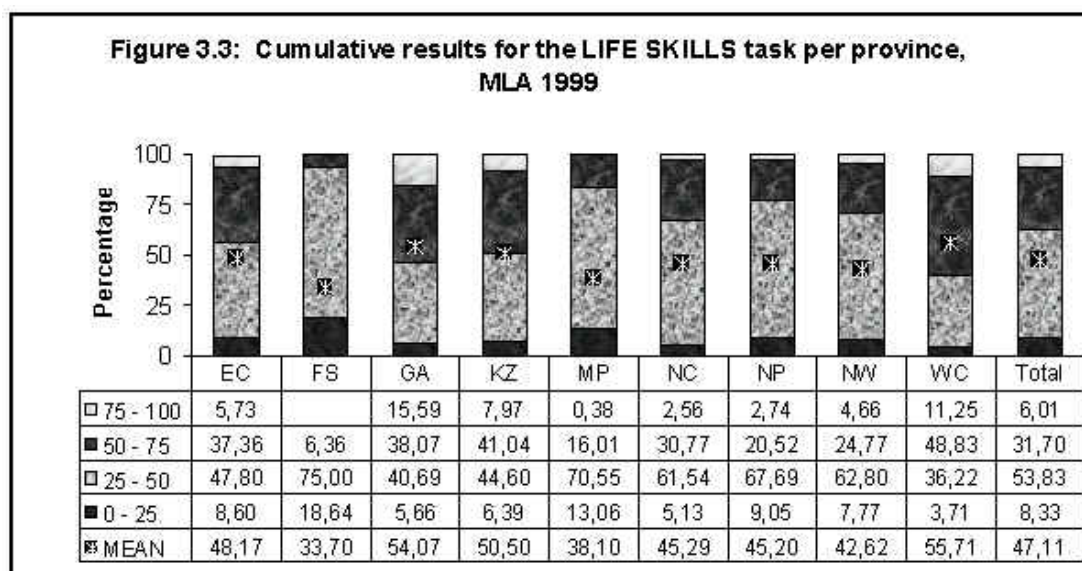
Figure 3.2 also shows that Gauteng and Western Cape Grade 4 learners obtained the highest average scores for the numeracy task (36,5 and 37,5 per cent, respectively), while Mpumalanga obtained the lowest score (22,6 per cent). Nearly two thirds of Mpumalanga learners obtained scores below 25 per cent, a situation that is not acceptable at all if learners are expected to perform effectively at higher levels of learning.

3.3.3 Life Skills tasks

More than half of Grade 4 learners (54 per cent) obtained scores that are between 25 and

50 per cent for the life skills task, while a very small proportion (6 per cent) obtained a score of 75 per cent or more, the average being 47,1 per cent (Figure 3.3). The level of performance of Grade 4 learners in the life skills task (47,1 per cent) is very similar to that of the literacy task (48,1 per cent), both being significantly higher than the performance in the numeracy task (30 per cent).

Figure 3.3: Cumulative results for the LIFE SKILLS task per province, MLA 1999



Average performance scores for the life skills task vary by province though the differentials are not as large as those of the literacy task. The Western Cape (55,7 per cent) and Gauteng (54,1 per cent) have the highest scores, whereas the Free State has the lowest score (33,7 per cent).

3.4 OUTCOMES OF THE MLA TASK DOMAINS

3.4.1 Literacy task domains

Table 3.1 gives the national results for the literacy task and also a breakdown into the different identified domains. In the row starting with literacy (total), the results of all learners that completed the literacy task were taken into account and given a mean (average) score of 48,1%. The standard deviation (S. D.) of 21% indicates the range of scores of the individual learners. (Almost 66% of the scores of the learners will fall in a range of 42%, double the SD.) Individual learners achieve the maximum and minimum scores in this row. The results for the different domains of the tasks are, for a group of questions, addressing that domain and not the scores of individual learners, e.g. the mean score for all the questions assessing word recognition is 67,7%. The maximum score (84,6%) indicates the average result for a question from that domain (word recognition) that was answered the best. The minimum score (56,4%) represents the average score for a question in that domain that was answered the poorest. The detailed results for the

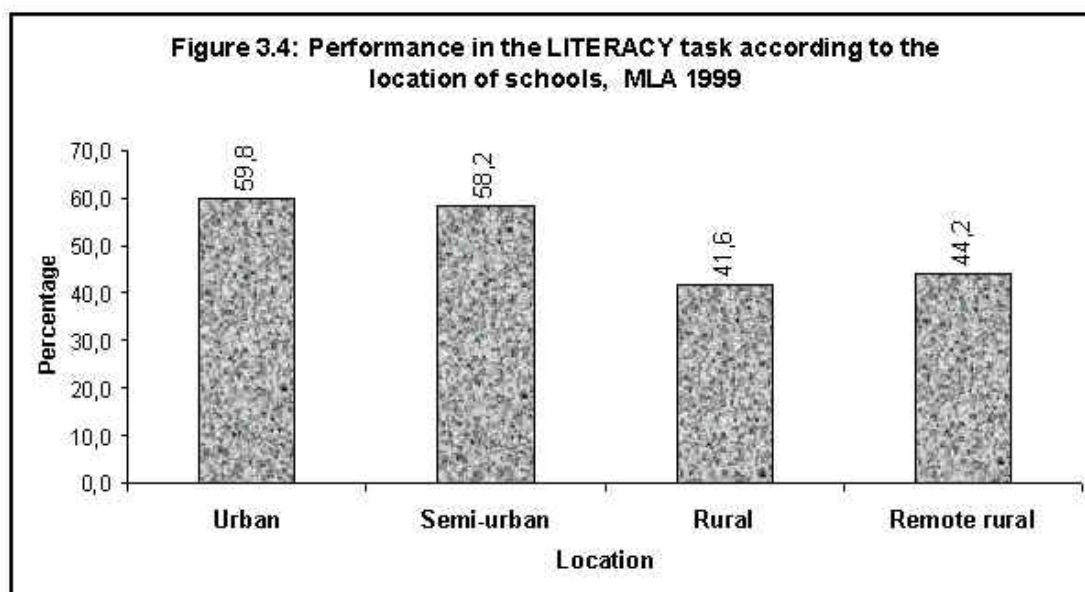
different provinces can be found in Table C1 in Annexure C.

Table 3.1: Analysis of the literacy task at national level according to the different domains, MLA 1999

Type of Analysis		Descriptive Analysis				
Level of Analysis		National				
Result of Analysis		Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)
Competencies and domain	Literacy (Total)	100	48,1	21	100	0
	Word recognition		67,7	11,9	84,6	56,4
	Detail content		43,4	6,2	52,1	35,7
	Writing skills		23,8	8,3	38,5	18,6
	Spelling and grammar		47,2	2,6	49,9	44,6
	Info retrieval		47,5	12,1	69,5	31,8
	Info provision		65,5	26	87,1	34

The two domains of the literacy task in which the learners performed the best, are word recognition (67,7%) and providing information (65,5%) while performances in writing skills were lacking behind, according to Table 3.1. The top performing provinces in these domains are the Western Cape and Gauteng (80%), while learners in Mpumalanga had the lowest score (See Table C1 in Annexure C). The two provinces performing well in the different domains, also have the best results on average. Another common feature of these two provinces is the high level of urbanisation, namely 97% in the case of Gauteng and 89% in the Western Cape (Stats SA. Census 1996). Figure 3.4 indicates the performance of urban and rural schools at national level. According to this figure urban schools were performing significantly better in the literacy task than rural schools. According to Table C2 in Annexure C the same tendency occurs at provincial level.

Figure 3.4: Performance in the LITERACY task according to the location of schools, MLA 1999



3.4.2 Numeracy task domains

Table 3.2 reflects the results of the numeracy task at national level according to the different domains. There is, unlike the literacy task, not a big difference between the average performances of the different domains. Because of the low overall average (30%) for this task, there is also not a large variation in the scores of the different domains. The highest standard deviation is in the geometry of shapes domain, indicating that a number of learners, on the one hand, obtained good scores while a number, on the other hand, did not perform well. The more visual domains of the geometry of shapes and everyday statistics have a slightly higher average score. The performance in the number and numeration domain can influence performances in the other domains, because if the four arithmetic operations are not executed well, it can hamper calculations in the other domains.

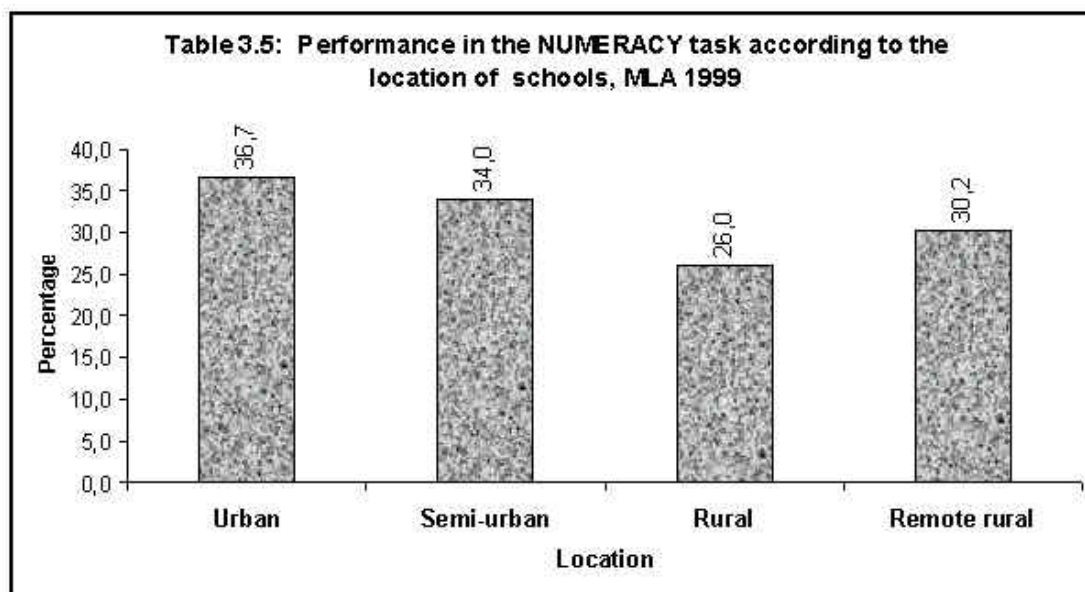
Table 3.2: Analysis of the numeracy task at national level according to the different domains, MLA 1999

Type of Analysis		Descriptive Analysis				
Level of Analysis		National				
Result of Analysis		Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)
Competencies and domain	Numeracy (Total)	100	30	15,7	100	0
	Number and numeration		29,8	8,5	45	17,7

	Measurement		28,6	9,5	47,2	14,1
	Geometry/shapes		32,2	18,3	58,5	16,1
	Everyday stats		30	11,9	42,1	18,3

The provincial scores (Table C1) show that in a majority of cases, geometry of shape and everyday statistics have the best scores. Comparing the average scores of the provinces and also the scores for the domains, Gauteng and Western Cape are the top scoring provinces. The next figure compares the scores of urban and rural school nationally. Again there is an indication that urban schools were performing better.

Table 3.5: Performance in the NUMERACY task according to the location of schools, MLA 1999



The same tendency, as in the case of literacy, is also evident here where urban schools have a higher average than rural schools. The difference between urban and rural schools is not so large as in the literacy task.

3.4.3 Life skills domains

The performance of learners in the five domains of the life skills task reflects fairly large differences. The science and technology domain has the lowest average and the pre-vocational skills the highest. The health and nutrition domain shows the largest variation. Learners could answer less than 50% of the questions on HIV/AIDS correctly. This lack of knowledge of some of the learners can have a permanent influence on their health;

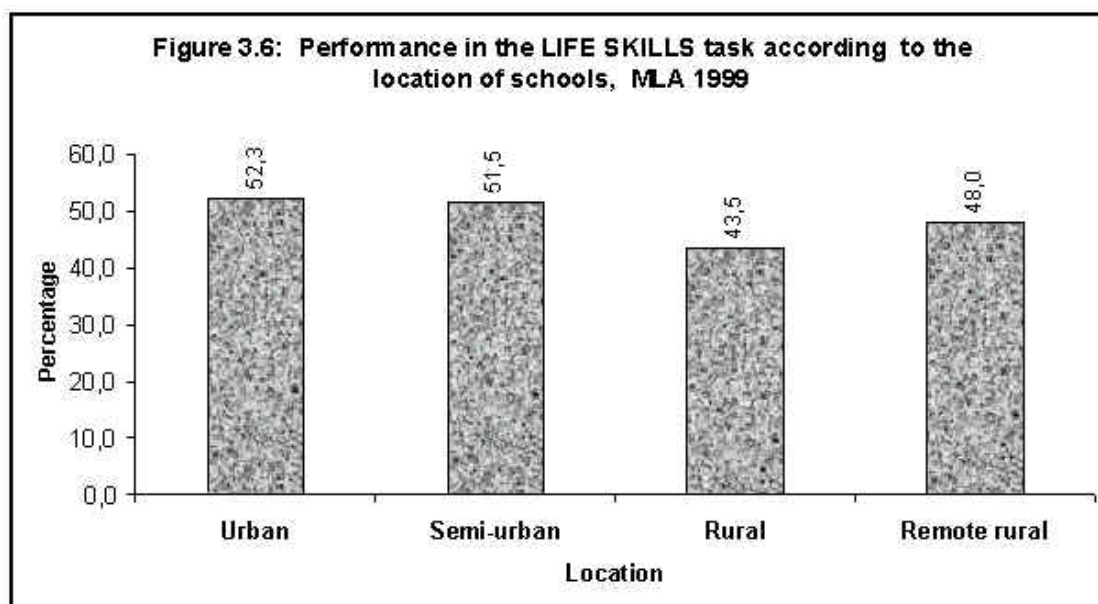
therefore multi-sectoral interventions should be welcomed.

Table 3.3: Analysis of the LIFE SKILLS task at national level according to the different domains, MLA 1999

Type of Analysis		Descriptive Analysis				
Level of Analysis		National				
Result of Analysis		Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)
Competencies and domain	Life Skills (Total)	100	47,1	17	96,7	0
	Health and nutrition		42,3	14,7	67,9	22,3
	Civic sense		52,2	10,1	69,9	33,8
	HIV/AIDS		46,7	4,8	52,0	42,8
	Science and Technology		36,4	5,3	43,7	32,5
	Pre-vocational skills		60,7	0,8	61,3	60,1

The provincial reports (Table C1) reveal fairly large difference in the performances of the different provinces, namely from 33% in the Free State to more than 50% in Gauteng and the Western Cape. The lowest scores for the domains were recorded in the Free State for the HIV/AIDS (27%) and science and technology (25%) and also for the latter domain in Mpumalnga (28%). The highest domain performance was in pre-vocational skills in Kwazulu Natal (70%) and in the Western Cape (74%). As in the previous two tasks, Western Cape and Gauteng obtained the highest average scores. Figure 3.6 shows the performances of urban and rural schools. There is not a large difference in their performances.

Figure 3.6: Performance in the LIFE SKILLS task according to the location of schools, MLA 1999



In all three the tasks urban schools have higher average scores than their rural counterparts. Reasons for this phenomenon do not fall within this investigation but should be found with the teaching practices of educators or with communication between stakeholders within education.

3.5 CONCLUSION

Various reasons can be suggested for the low scores in these tasks. Factors that can play a role in the performance of learners are the socio-economic background of the learners, education levels of the parent, the input from departments of education, teaching practices, the assessment of learners school management, communication and the morale and attitude of educators. In the next two chapters a more detailed analysis will be made of conditions in the different provinces.

CHAPTER 4

CONTEXT: SOCIO-ECONOMIC AND DEMOGRAPHIC BACKGROUND

4.1 INTRODUCTION

In a previous report on the Quality Assurance Indicator Project, several frameworks for the development of indicators for an education system were proposed. All frameworks show some broad commonalties that can be described as context-, input-, process- and output-indicators. A model whereby the indicators can be calculated can be seen in Annexure A.

4.2 CONTEXT

The context in which education takes place, is reflected in the first 24 tables in the Annexure B where the figures are expressed as percentages. The context will be handled under the following headings:

4.2.1 Family background

The responses reflecting the family background as captured in the first 11 Tables show the same trends in all the provinces and the comments will be on all the provinces in general, except where there are differences.

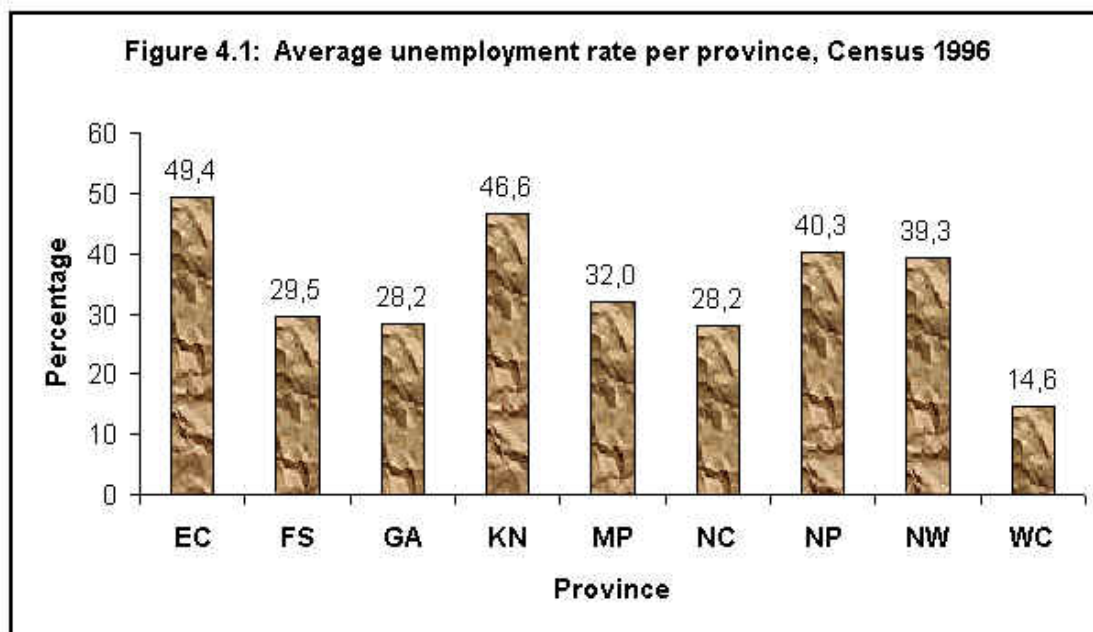
According to the responses in Table B1, the majority of the interviewees were the mother of the learner. Although the majority of the interviewees were married, a substantial percentage indicated that they were single (Table B2). Their ages show a fairly normal distribution over the ages 20 years to over 51, with the peak at ages between 31 and 40 years (Table B4).

The number of people living in the same house as the learner varied. Most of the provinces indicated that there are cases where 8 or more people are living in the same house. The majority of the responses however indicated that between 4 to 6 people were sharing a house. In houses where 8 or more people live, the learners find it difficult to get space to study.

Responses as to the birth order of the child (a question not very well understood by some of the parents) indicated that in almost 50% of the households there were one or two children. In the other households there were up to eight children in the family. In the majority of cases, one or two children from a certain household were attending school.

The interviewees indicated that about 60% of the fathers and about 50% of the mothers were working. A substantial number of households reported that children were also working (Table B7). Compared with the unemployment rate in the provinces Table B7 gives a true reflection of the employment rate. (See figure 4.1). KwaZulu Natal, the Eastern Cape and Northern Province have the highest unemployment rates, which can have an influence on the payment of school fees and other costs.

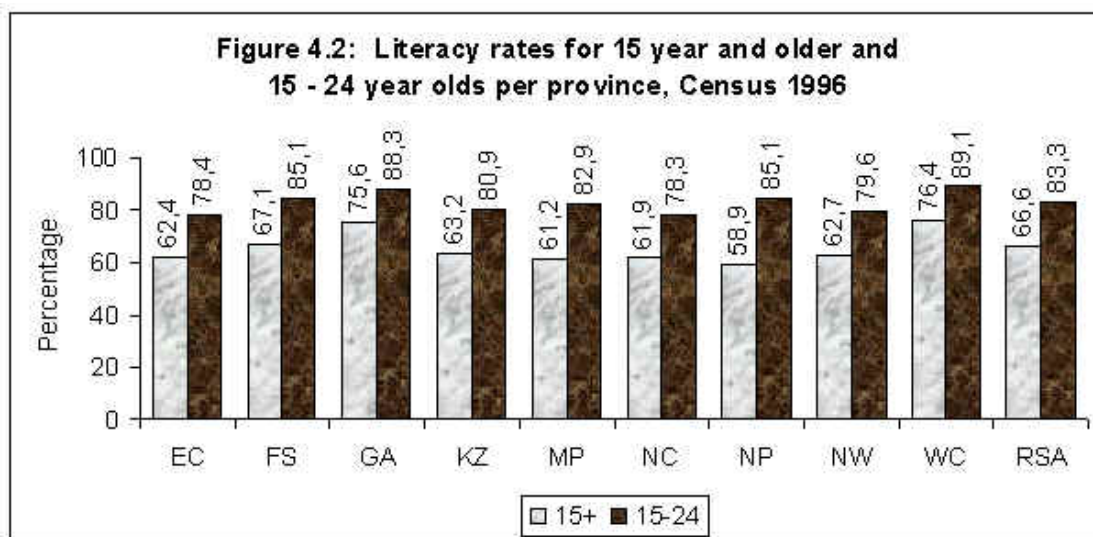
Figure 4.1: Average unemployment rate per province, Census 1996



Parents indicated that in more than 80% of households, the home language is always spoken. The frequency of use of the local language varies between always and sometimes, while English is used sometimes in some of the provinces. In the Northern Cape, the majority of households indicated that they do not use English at all (Table B8).

The education levels of both the father and mother indicated that up to 40% of the parents did not complete primary education and a large portion could be found to be illiterate. This issue should be addressed as this is one of the priorities on the program of the new Minister of Education. In most of the provinces, up to 70% of the respondents indicated that they fall in the categories of uncompleted primary education or completed primary education (Tables B9 and B10). Gauteng and the Western Cape, where the majority of schools in the survey are in urban areas (Table B62), have the lowest percentage of parents who did not complete their primary education.

Figure 4.2: Literacy rates for 15 year and older and 15-24 year olds per province, Census 1996



Similar figures for the literacy rates for the different provinces are calculated in the 1996 census as can be seen in figure 4.1. As the majority of parents will fall in the age group older than 24, the average literacy rate is 66,6%. This also explains why some parents could not complete the questionnaire on their own.

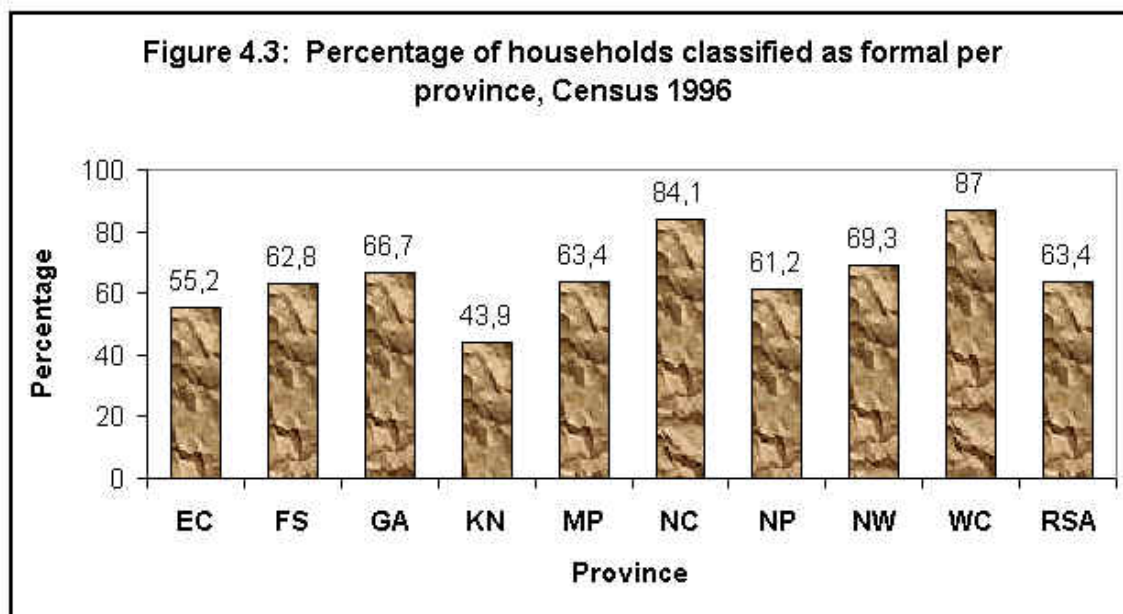
4.2.2 Summary

To get information on the family background, one parent per learner (of the selected classes) had to complete a parent questionnaire. In the majority of the cases the mothers of the Grade 4 learners completed these questionnaires. They indicated that between 4 and 6 and even more than 8 persons are living in their homes, which might limit the space where learners can study. The employment rate of fathers as well as that of the mothers gives an indication that income in most of the households might be very low, because the main sources of income were indicated to be salaries, wages and pension (according to Table B18). In some households parents might not be able to help their children with their schoolwork, as they had not completed primary education. Urban responses indicate a higher percentage of higher qualified parents.

4.2.3 Household features

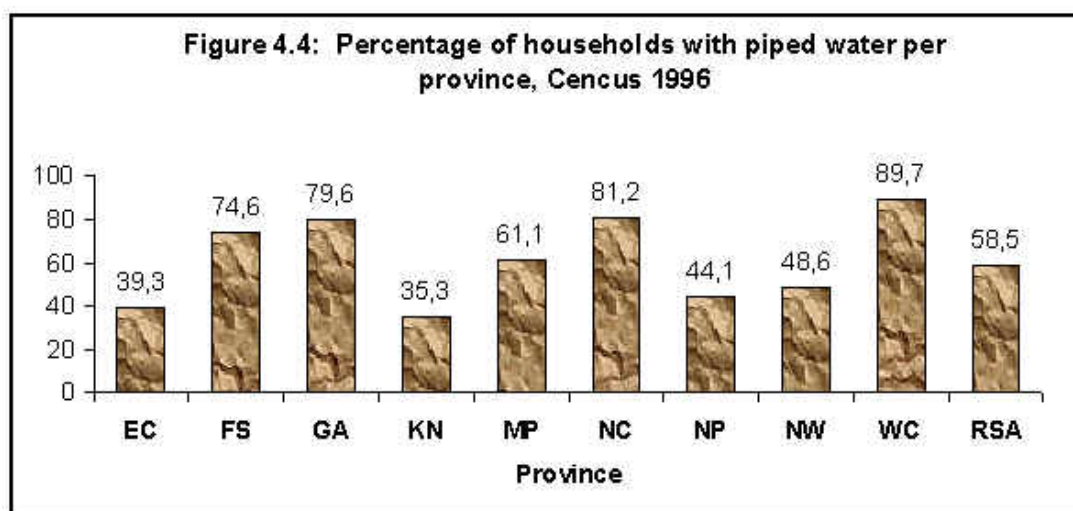
The type of house where the parents/guardians of pupils live, shows a large variation. In the Northern Cape more than 80% and in Gauteng more than 70% of the parents live in permanent/brick houses, while in Mpumalanga an equal percentage of parents are living in informal dwellings (or huts/mud houses) as in permanent houses (Table B12). More than 70% of respondents indicated that they own the house (Table B13). The same household feature is also evident if the total population is taken into account, as can be seen in figure 4.3.

Figure 4.3: Percentage of households classified as formal per province, Census 1996



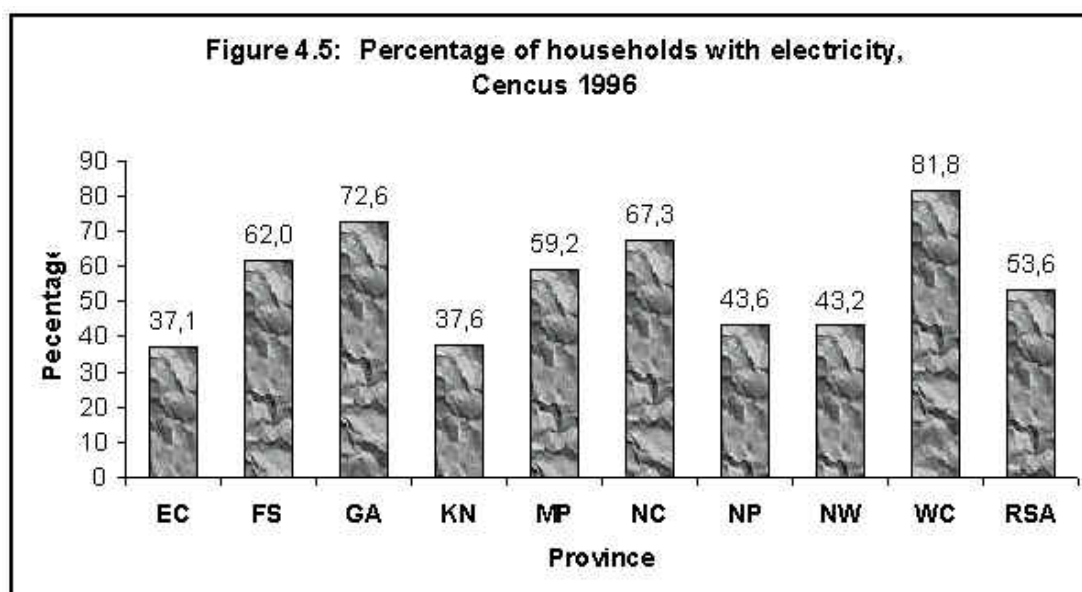
The parents and learners agreed on the household goods that are available in the houses. The availability of the radio was indicated to be the highest, followed by a TV. Both these media can be used effectively to further education goals. Computers are available in less than 25% of the households, with households in Gauteng using it more frequently (the highest number found to be in urban areas) (Tables B14 and B16).

Figure 4.4: Percentage of households with piped water per province, Census 1996



According to Figure 4.4 the Eastern Cape, Kwazulu-Natal and the Northern Province have the lowest percentage of households with piped water. The interviewed sample reveals that households in the same provinces have the lowest percentage of piped water.

Figure 4.5 and Table B15 show the same tendency, where the Eastern Cape, KwaZulu Natal, the Northern Province and North West have the lowest occurrence of electricity available in the households.



Possessions of the guardians/parents vary substantially. Between 20% and 50% of the respondents in the different provinces indicated that they own a motor vehicle. A motorbike was low on the list, while a bicycle was the most common, as more than 40% of the respondents in some provinces indicated it as a way of transport. Between 20% and 50% of the respondents indicated that they own livestock (Table B17).

Salaries, wages or pension (60% of the responses) were the most common income in all the provinces, followed by respondents having their own businesses and public support (Table B18).

4.2.4 Summary

From the above findings it is clear that a large portion of the respondents have no access to many of the mentioned resources. Transport can be a problem, unless public transport is available. The availability of water and electricity to many of the households can promote learning, while the overcrowding of houses can, on the other hand, be a limiting factor for learning.

4.2.5 Newspapers and books at home

A high percentage of the interviewed learners indicated that their parents do buy newspapers or magazines, while parents indicated the frequency not to be very high (at an average of more or less 10%). A low percentage of households have access to books. More than 50% of the respondents indicated access to less than 10 books in total, while only a quarter of the parents were members of a library service. More than 60% of the learners are not members of a library (Tables B19-B23).

4.2.6 Summary

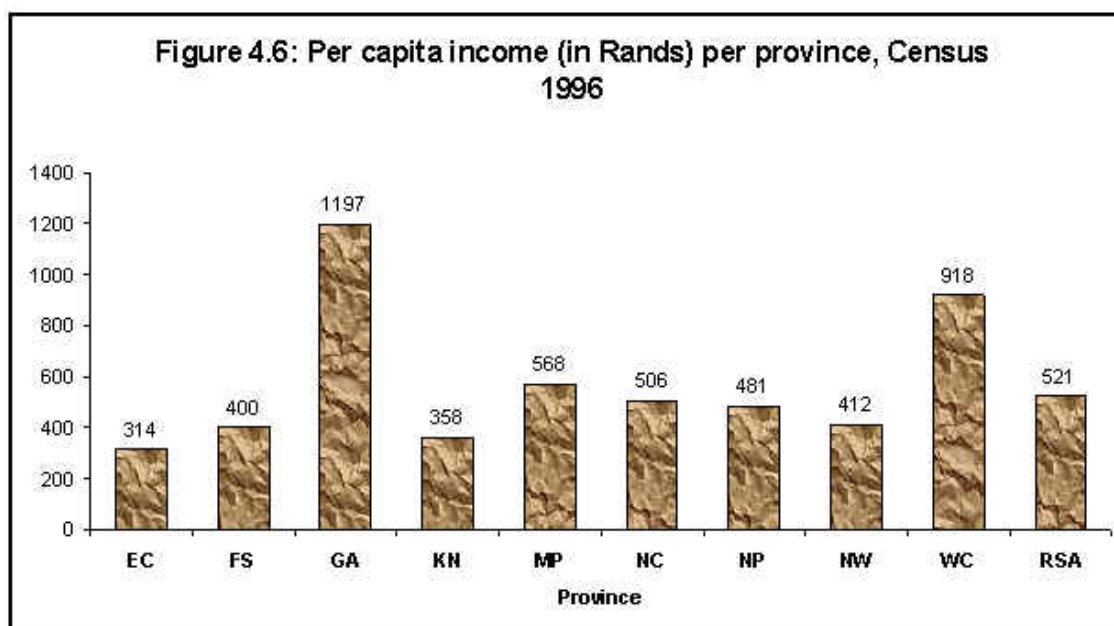
A possible outcome of this situation is that learners who have a high access to the radio

and TV but not to reading material, cannot spell correctly. This was found to be the case in the literacy tasks where the learners wrote words phonetically.

4.2.7 Poverty of the community

The responding principals indicated that the poverty of the community has influenced the teaching quite a lot or to a great extent (Table B24). From Figure 4.5, the per capita income for the different provinces, it can be seen that the more rural provinces have the lowest income. That will effect the expenditure on education by parents.

Figure 4.6: Per capita income (in Rands) per province, Census 1996



4.3 CONCLUSION

When looking at the context and socio-demographic background of the interviewed learners (as revealed in the completed questionnaires), many factors that are not conducive for learning come to the fore. Factors that might limit learning are: parents with incomplete primary education, the low rate of access to books at home as well as at libraries, the overcrowding of some houses, the low income of some of the parents and the high unemployment rate. The readily availability of electricity, radios and television sets can, on the other hand, be factors that promote learning.

CHAPTER 5

INPUTS INTO EDUCATION

5.1 INTRODUCTION

Inputs into education can be seen as the provision that is made before education can take place or to make it possible to take place. The government plays an important role to supply human, financial and physical resources.

5.2 EDUCATOR CHARACTERISTICS

From Table B25 it is clear that the majority of educators that were teaching Grade 4 learners, were females. The age of the majority of the educators ranged from 21 years to 50 years. In the Western Cape almost half of the educators were in the age-range 41 to 50 years, while in the other provinces the most common age was 31 to 40 years (Table B26).

With regard to the academic qualifications of the educators (Table B27), a variety of profiles existed among educators from the different provinces. In the Western Cape a large percentage of educators had completed four or more years of training. There were in general, however, a substantial number of educators who indicated that they had only completed primary education. The professional qualifications of the educators (Table B28) vary considerably. Most of the educators had a three-year Teacher's Diploma, while a two-year Teacher's Certificate also featured. Table B31 indicates that, on average, six per cent of the educators were not qualified at all.

Officially educators are considered unqualified if they have a REQV 10 qualification, under-qualified if they have a REQV 11 or 12 qualification and appropriately qualified if their qualification falls within the REQV 13-17 range. According to these qualification structures, the qualifications of primary school educators are given in the next table.

Table 5.1: Percentage distribution of primary school educators according to qualification level and province, 1997

Province	REQV 10-12	REQV 13-17	Unspecified
Eastern Cape
Free State	30.5	67.6	1.9
Gauteng	12.4	86.2	1.3
KwaZulu-Natal	32.8	65.9	1.3
Mpumalanga	24.3	74.2	1.4
Northern Cape	21.7	75.9	2.4
Northern Province	21.9	76.5	1.6
North West	34.0	64.4	1.6
Western Cape	10.2	89.8	0.0
Total	24.3	74.3	1.3

.. Data not available

Source: National Department of Education, 1997 EMIS

Data on the teaching experience of educators reveal that most of them were well experienced, as more than 90% of the educators had more than two years' experience and almost half of the interviewed educators had more than 10 years' experience (Table B29). A small percentage of educators were teaching Grade 4 for less than two years. There was little mobility found amongst the interviewed educators, as many have been teaching for more than two or even 10 years at the same school.

The language of instruction varied. While a combination of English and the home language were used in a number of provinces like the Eastern Cape, Free State and Mpumalanga, English was preferred in Kwazulu-Natal and the home language in the Northern Cape (Table B30). Comments by the administrators of this project revealed that, in a number of cases, the learners experienced trouble in completing the questionnaires that were printed in English only.

According to Table B32, most of the educators indicated that they sometimes attended in-service training programmes, while in some provinces they have always attended them if the courses were presented internally. When INSET courses were presented at school, they were (on average) attended in almost 50% of the cases. In the Northern Province the majority of educators reported that they sometimes attended the in-service programmes. The majority of educators (ranging from 50% up to 80% in the different provinces) indicated that they did not receive training in OBE (Table B33).

5.2.1 Summary

From the above profile of the educators it becomes clear that

- they were quite experienced;
- a relatively low percentage were unqualified;
- they were teaching in a combination of languages;
- up to 70% attended INSET courses always or sometimes;
- the majority of them did not receive any training in OBE.

5.3 INSPECTION AND APPRAISAL OF EDUCATORS

The majority of educators in all the provinces indicated that they had not been appraised. In the Western Cape about 46% and in Kwazulu Natal approximately 40% indicated that they had been appraised, while in the other provinces the percentage of appraised educators was below 30% (Table B34). According to Table B35, almost 90% of the educators indicated that they were not appraised during the last two years or that they have never been appraised. In at least 50% of the schools (and up to 80%) a system of appraisal had been implemented (Table B38). In the majority of schools (on average 68%) no disciplinary procedures against staff members with poor performance were instituted (Table B39).

Twenty per cent of the principals in the Eastern Cape and up to 100% in the Free State reported that they received visits from departmental officials during the current year. An average of 40% of the schools was visited during 1999. More than 40% of the principals in the Eastern Cape and in Kwazulu-Natal reported that the last visit by a departmental official was two years ago (Table B36).

In answering the question on the number and the purposes of the visits, a substantial number of principals (on average more than 80%) indicated that they did not have any visit for inspection from the departmental officials during 1998 (Table B37). When the purpose of a visit was to discuss teaching, two scenarios came to the fore. In the Free State, Gauteng and the Western Cape approximately 40% of the principals indicated that departmental officials did not visit their school for this purpose, while in the other provinces up to 80% of the principals replied that they did not receive visits for this purpose.

For the purpose of providing guidance to educators, more than 30% of the principals in the Free State, North West, Northern and Western Cape responded that they had at least one visit during the past year. More than 80% of the principals indicated that they did not receive any visits by the departmental officials for assessing educators or learners. On average, half of the principals reacted favourably on the question about visits by departmental officials to support them (Table B37).

5.3.1 Summary

In this section the input from departmental officials was determined. A wide variety of responses were received. Although a system of appraisal had been implemented at schools, the majority of educators had not been appraised. Since a system of appraisal was implemented, it is essential that visits to schools should be aimed at discussing teaching and giving guidance to educators and principals. Responses on the visits of departmental officials to schools revealed different scenarios in different provinces. In the two provinces with the largest number of learners, visits to the schools by departmental officials did not materialise during the last two years.

5.4 CENTRAL AND REGIONAL SUPPORT

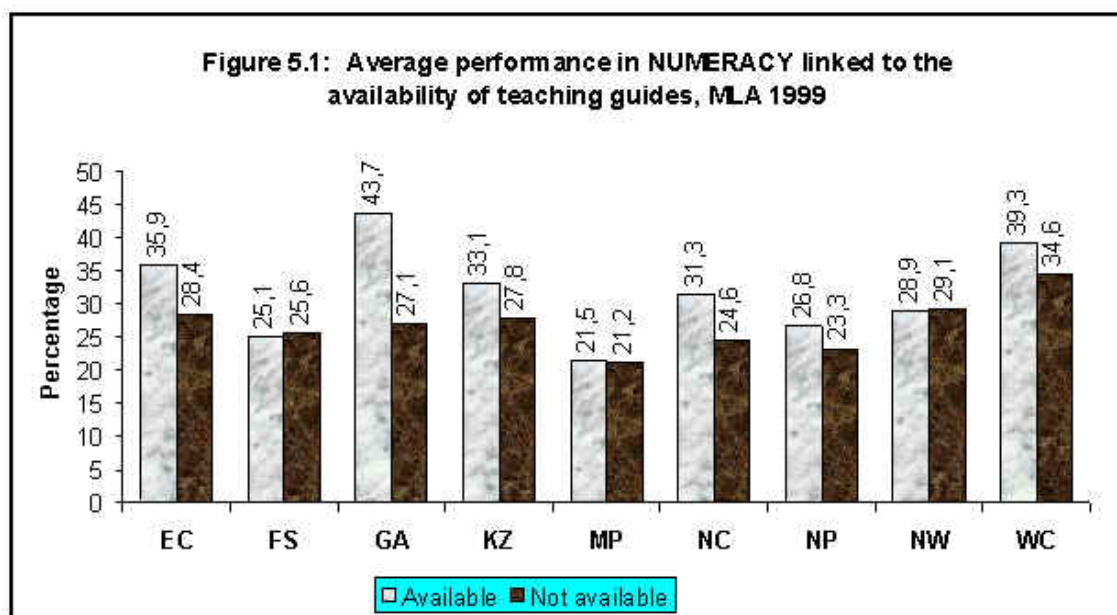
5.4.1 Textbooks

According to Table B40, the majority of learners in the different provinces indicated that

- they had textbooks for each subject
- they understood the books
- writing books and pencils were available.

The availability, condition and appropriateness of educators' guides varied. The different provinces' educators' guides for numeracy were available in more than 80% of the cases in the Northern and Western Cape, while their condition and appropriateness were also in the same range. In the other provinces the percentages for the availability of numeracy books ranged from 25% in the Free State to about 65% in the North West and Eastern Cape. Their condition ranged from 35% up to 80% and their appropriateness ranged from approximately 30% to more than 80%.

Figure 5.1: Average performance in NUMERACY linked to the availability of teaching guides, MLA 1999



The availability of teaching guides for numeracy has a direct influence on their performance, as illustrated in Figure 5.1.

On average, the availability of guides for reading was the same, as that for numeracy, but the different provinces did not show a wide range of availability - 40% in the Free State to 70% in Gauteng. Although the appropriateness of the books was found to be at a high level (60% or higher), the conditions of the books in most of the provinces were not good.

The availability, condition and appropriateness of the English reading guides indicated, on average, the same tendency as the general reading book, but in some provinces like the Free State and Kwazulu-Natal up to 75% were reported in the different categories.

Three provinces, namely the Free State, Northern and the Western Cape reported a high level of availability, condition and appropriateness of guides for general studies. The other provinces reported at a level ranging from 20% up to 60% in the three aspects for General Studies (Table B41). No significant correlation between the availability of guides for literacy and general studies and the performance of learners could be calculated.

According to Table B42, the majority of schools (more than 50%) reported that they need between 20 and 80 text books for Numeracy, Reading, English Reading and General Studies. Between 30% and 40% of the educators reported that they had between 20 and 80 books for the different learning areas, while between 20% and 30% needed more than 80 books. A small percentage of schools indicated that they received books for the different learning areas.

5.4.2 Summary

The issue of text book-provision is more complicated than has been revealed in this survey. A need for books has been expressed and this need has not been satisfied. Other

factors that should be taken into account are whether

- the books were ordered on time, as some of the educators did not respond to all the questions

- there were books available (to be delivered)

- resources were available to buy books

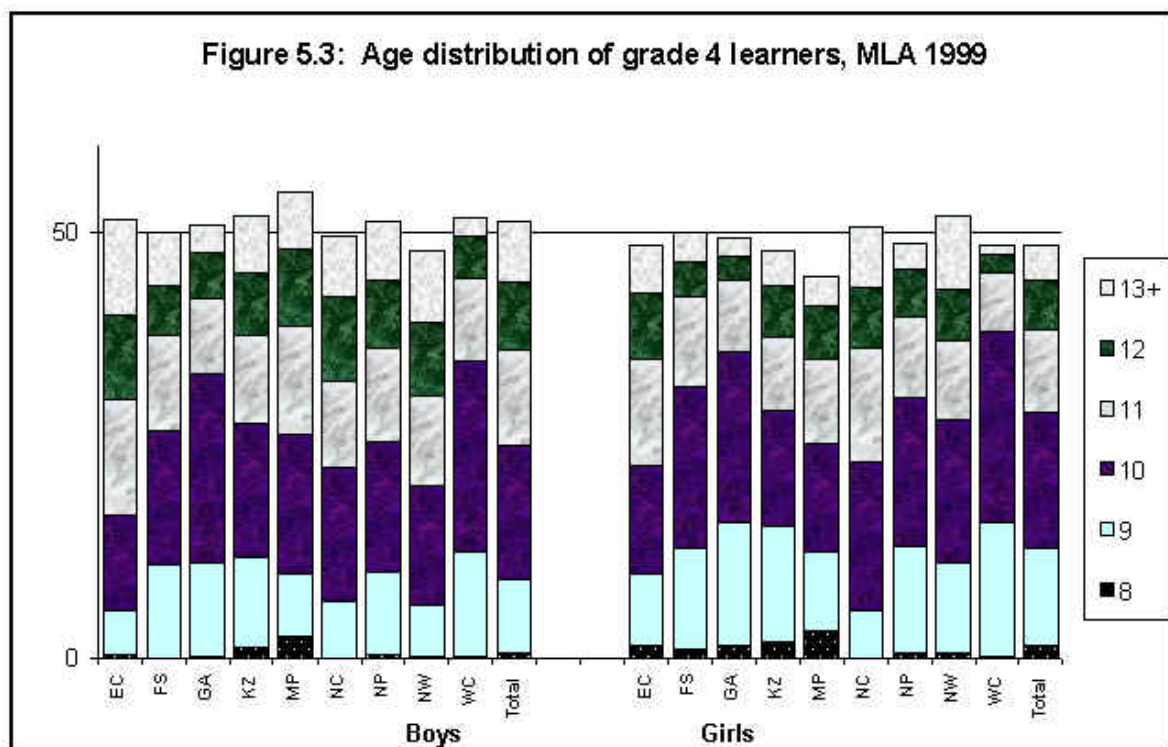
- books with appropriate content were available.

The effect of the shortage of books will be handled in a later section.

5.5 LEARNER CHARACTERISTICS

Table B43 shows that the ages of learners in Grade 4 ranged from 8 years to older than 13 years. The Eastern Cape (26%) and North West (18%) had the largest group of learners of age 13 years and older. When the learners were categorised according to gender and age, 35% of the learners were boys from 9 to 11 years and 38% were girls of the same age, while 14% of the learners older than 11 years were boys and 9% were girls. Western Cape has the largest group of 10 year olds.

Figure 5.3: Age distribution of grade 4 learners, MLA 1999

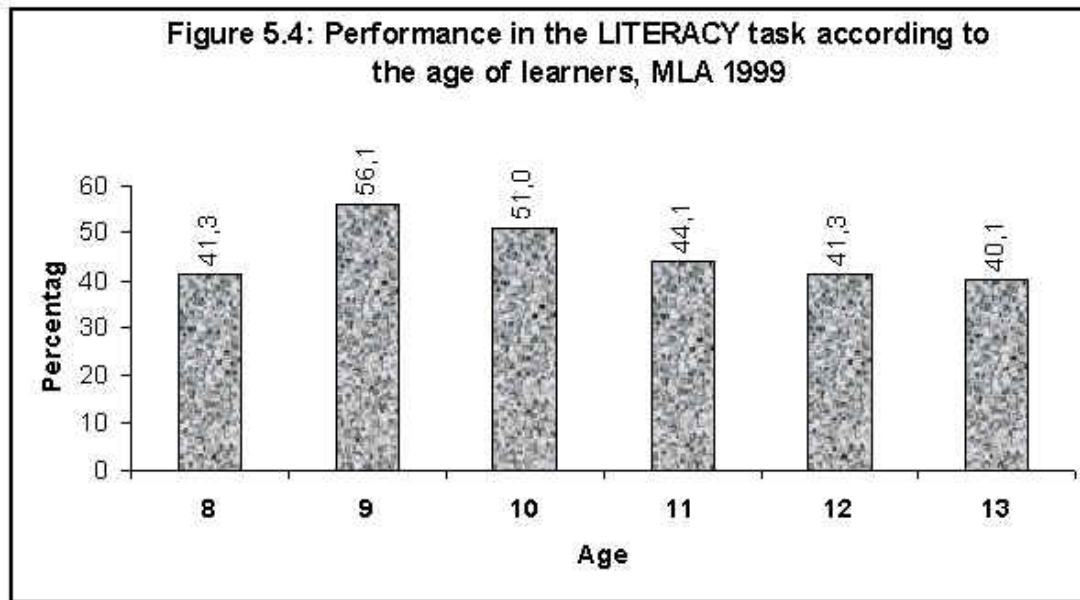


When all Grade 4 classes were categorised according to gender, non-repeaters (first year in Grade 4) and repeaters (more than 1 year in Grade 4), more boys were found to be repeaters than girls. On average, 17% of the Grade 4 enrolments were repeaters. Approximately 8% of all learners had special needs (Table B49).

The next three figures look at the correlation between the performances of learners in the

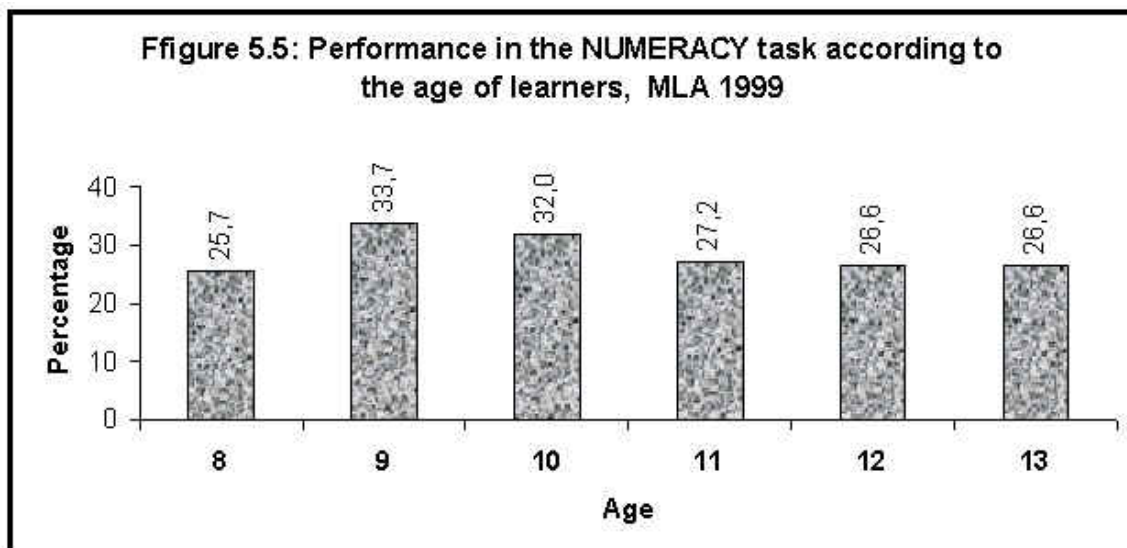
three tasks and their age.

Figure 5.4: Performance in the LITERACY task according to the age of learners, MLA 1999



From Figure 5.4 it is clear that the 9 and 10 year olds were performing better in the literacy task than the other age groups, while 11 year olds are in the third spot. Eight-year-olds seemed to be too young to perform at the same level. Similar trends are evident for the provinces according to Table C6.

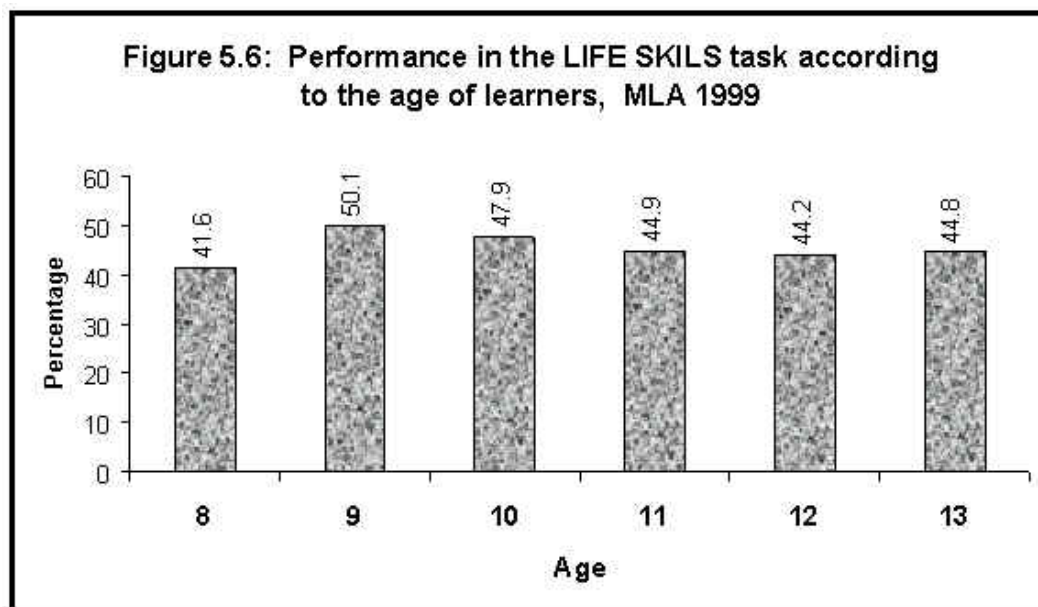
Figure 5.5: Performance in the NUMERACY task according to the age of learners, MLA 1999



In the numeracy task, 9 year olds put up the best performance, followed by the 10 year and 11 year olds. The differences in the performances of the different age groups are not so large as in the case of the literacy, but the low overall average will influence the

differences. When investigating Table C7, the same trends as in Figure 5.5 are evident for the different provinces.

Figure 5.6: Performance in the LIFE SKILLS task according to the age of learners, MLA 1999



Although the overall average of the life skills task is almost the same as that of literacy, the differences in performances by the different age groups is smaller than those of literacy. Again it is the 9-year-olds that performed the best, followed by the 10 and 11 year age group (Figure 5.6). Provincial results for life skills follow the same trend as in Figure 5.6 (Table C8).

In all three tasks the 9-year-olds are performing better than the other groups. The small eight-year group is not capable to perform on the same level. The performance of the 12 and 13 year olds is also lacking behind. This last group, who could be repeaters (see next paragraph), might either have no interest in their work or might not be able to master the work.

According to Table B60, the grade which most Grade 4 learners repeated, was Grade 1. 16% of all the learners and 25% of the learners in the Eastern Cape indicated that they had to repeat that grade. Mpumalanga recorded a constant repeater rate of about 20% over the four years.

According to Table B45, approximately 15% of the Grade 4 classes had more than one grade in the same classroom. The learner-classroom ratio in approximately 40% of the schools was between 30 and 40 learners. Just over 40% of the schools indicated that they had between 40 and 60 learners in a classroom. In the Eastern Cape, Kwazulu-Natal, Mpumalanga and the Northern Province more than 17% of the schools indicated that they had more than 60 learners per classroom.

Figure 5.7: Learner-classroom ratio of Grade 4 learners, MLA 1999

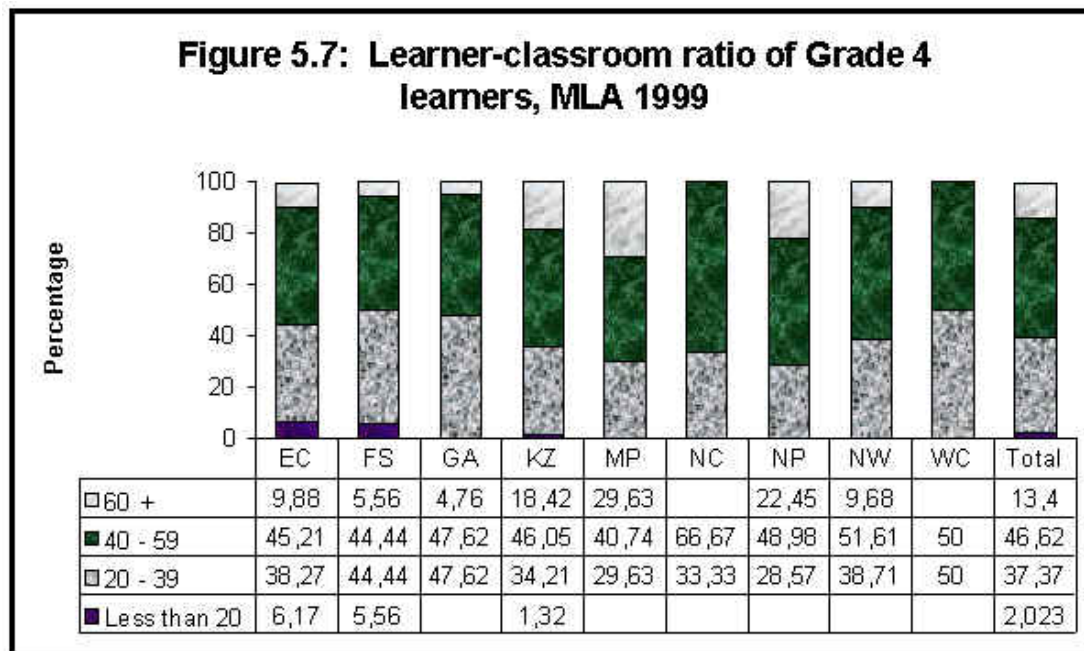
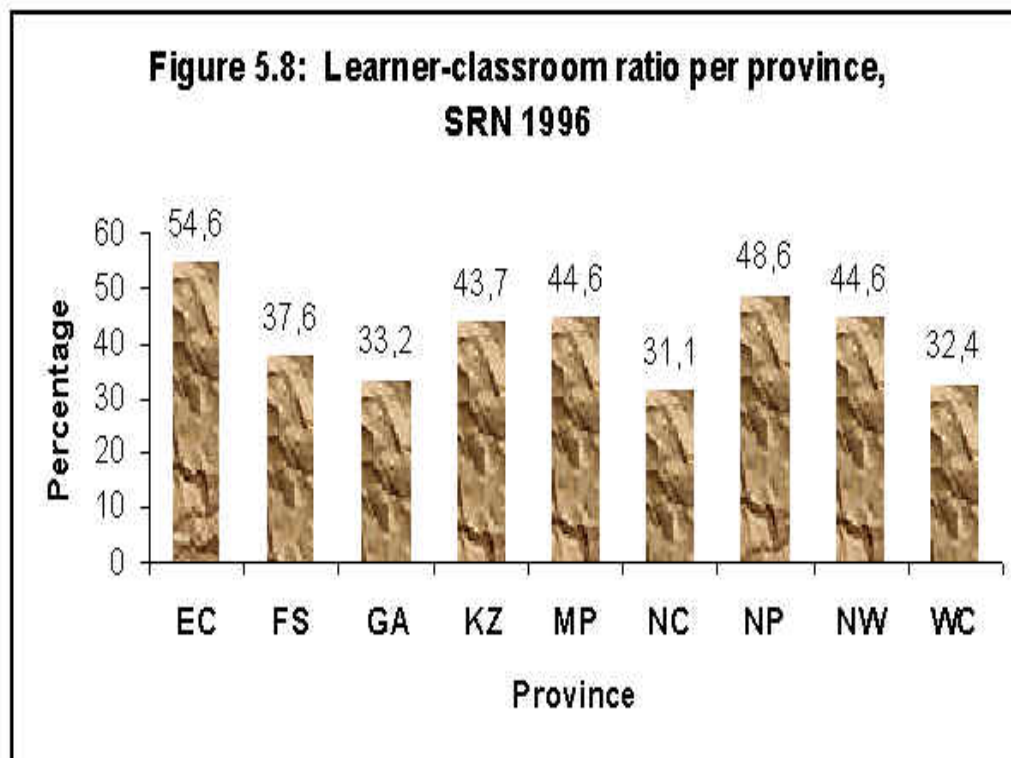


Figure 5.7 reveals quite a different scenario from that in Figure 5.8. Figure 5.8 indicates only the aggregate learner-classroom ratio, while in Figure 5.7 a more differentiated picture comes to the fore.

Figure 5.8: Learner-classroom ratio per province, SRN 1996



Both the principals and the learners themselves indicated that the majority of learners were living less than 3 km from the schools (Tables B50 and B51). The majority of learners in all the provinces walk to school. In the Western Cape about 30% are making use of a car or bus (Table B52). More than 60% of the learners could reach the school within 20 minutes, while between 15% and 23% of the learners are taking between 20 and 30 minutes to reach the school (Table B53).

The majority of Grade 4 learners stay with both parents or with their fathers during the school week. Staying with relatives or family was the third most popular option (Table B54). Only two provinces, Northern and Western Cape, reported that they had boarding learners in their classes (Table B55).

More than 85% of the learners indicated that they had a meal before and/or after school. Approximately 39% of these learners indicated that they had a meal before and after school. A small percentage of learners indicated that they did not have a meal on that day (Table B56).

Responses on the activities of learners after school showed that a majority (on average 70%) is looking after younger brothers or sisters regularly or sometimes. About 13% of these learners indicated that they are not helping their mothers at all and about 60% are helping their fathers regularly or sometimes (Table B57).

According to Table B58, between 50% and 70% of the learners in the different provinces attended pre-school classes. Up to 45% of the learners in Kwazulu-Natal indicated that they are speaking English at home. Other provinces that also reported substantial figures in this category were Eastern Cape, Gauteng, Mpumalanga, North West and Western Cape (Table B59).

According to Table B61, more than 70% of the learners indicated that they strongly agree on the following issues:

- Enjoying school
- Feel secure in school
- Educators are interested in their work
- Learning and teaching are important for educators
- Educator inspires learners
- School has a nice atmosphere
- Learners enjoy learning at school
- Learners like the educator
- Learners learn a lot at school
- Learners have friends at school.

Between 50% and 70% of the learners strongly agree that

- School awards prizes for good work
- Learners work hard
- Educators tell parents about progress.

There are mixed feelings about the statement whether learners like school or not.

On a number of these issues, some of the provinces indicated a substantial lower score

than the other provinces, e.g.:

- Kwazulu-Natal recorded lower scores in security at schools.
- A lower percentage of Kwazulu-Natal's learners think that educators are not interested in their work and that they do not tell their parents about their progress.

5.5.1 Summary

The characteristics of the learners are very complex. Some of the outstanding characteristics are the following:

The repetition of the learners in the lower grades could be responsible for the age range of more than six years in Grade 4. Other factors could be the (in) accessibility of schools or late entry into school. Eight-year-olds entered school too early and cannot perform as they should. Although quite a number of learners indicated that they attended pre-school classes, the repeater rate of learners in Grade 1 was as high as 25% in some of the provinces. This repeater rate could also be a contributing factor to the high learner-classroom ratio.

The age difference among the learners can contribute to disciplinary problems and the domination of older learners over younger ones.

Although the majority of learners indicated that they are living in the vicinity of the school and that they can get there within 30 minutes, those who are staying further away could be absent on bad weather days, as the majority of pupils in this category walk to school.

The fact that only a quarter of the learners speaks English at home, can be a restraining factor when they have to complete questionnaires in English.

There is a positive attitude among the learners towards learning and teaching as well as towards their school.

5.6 SCHOOL ENDOWMENT

5.6.1 School facilities

According to Table B62, more than 55% of the schools in the survey are in rural areas, 10% in the remote rural areas, 25% in urban areas and 10% in semi-urban areas.

Only a few schools in the Free State, Kwazulu-Natal and the Northern Province could be regarded as new schools, while on average about one quarter of the schools are older than 50 years (Table B63). With regard to the conditions of schools, Table B69 shows that few are very weak, that about 30% are weak and more than 40% of the schools need minor repairs. Another 27% were indicated as either good or very good. These conditions are almost the same as the conditions of the schools found in the SRN-survey and displayed in Table 5.1

Table 5.1: Percentage of school according to condition, SRN 1996

	In good or excellent condition	Needing minor repairs	In poor or very poor condition
Eastern Cape	39,9	45,4	14,7
Free State	37,7	46,3	16,0
Gauteng	58,1	36,3	5,6
KwaZulu-Natal	29,1	47,5	23,4
Mpumalanga	41,1	50,6	8,4
North West	48,4	42,1	9,5
Northern Cape	40,4	48,9	10,7
Northern Province	37,9	29,6	32,5
Western Cape	79,7	19,5	0,8
Total	42,2	41,1	16,6

About 90% of the schools in the survey are government or public schools, while the rest are government-subsidised schools. No private school was included in the survey (Table B64). A few schools in the Free State, Gauteng and North West indicated that they are platooning (Table B65).

On average, more than 85% of the instruction areas were regarded as permanent. The Eastern Cape had the lowest percentage of permanent classrooms (72%) and the highest percentage of temporary classrooms (21%), while the Northern Province had the highest percentage (10%) of open-air instruction areas (Table B66). When the number of classes per classroom was calculated, it was found that at approximately 44% of the schools, there was less than one class per classroom, i.e. more classrooms than classes; in 34% of the schools there were just enough classrooms for the number of classes and in about 20% of the schools there were fewer classrooms than classes, forcing the principal to use one classroom for more than one grade (Table B68). This situation is also revealed in Tables B45 and B46. A possible reason for the fact that some schools had more classrooms than classes, could be that quite a number of schools had learners up to Grade 12 where more classrooms were needed to accommodate secondary learners (Table B67).

The Western Cape has, percentage wise according to Table B70, the highest number of special classrooms at their schools. All the schools in the project have a separate office for the principal and secretary. Schools throughout South Africa reported that less than 20% of them have, on average, access to laboratories, computer rooms and workshops, while less than 30% have libraries. Less than 20% of the classrooms have insufficient ventilation and light and only one quarter of them are accessible for learners with disabilities (Table

B71).

The majority of the schools in the provinces reported that they have inadequate playgrounds, sport equipment and sport fields, while adequate open space are existing at most of the schools (Table B74).

The availability of services and amenities at schools varies, according to Table B76, in the different provinces. A feeding scheme exists sometimes in most of the schools. In the Eastern Cape 70% of the schools indicated that they did not have electricity, followed by the Northern Province with 63%. This is in accordance with the SRN-survey, as illustrated in Figure 5.9. According to this figure Gauteng, Northern and Western Cape have the highest availability of electricity. Approximately half of all the schools reported that they have the following available at all times:

§ water

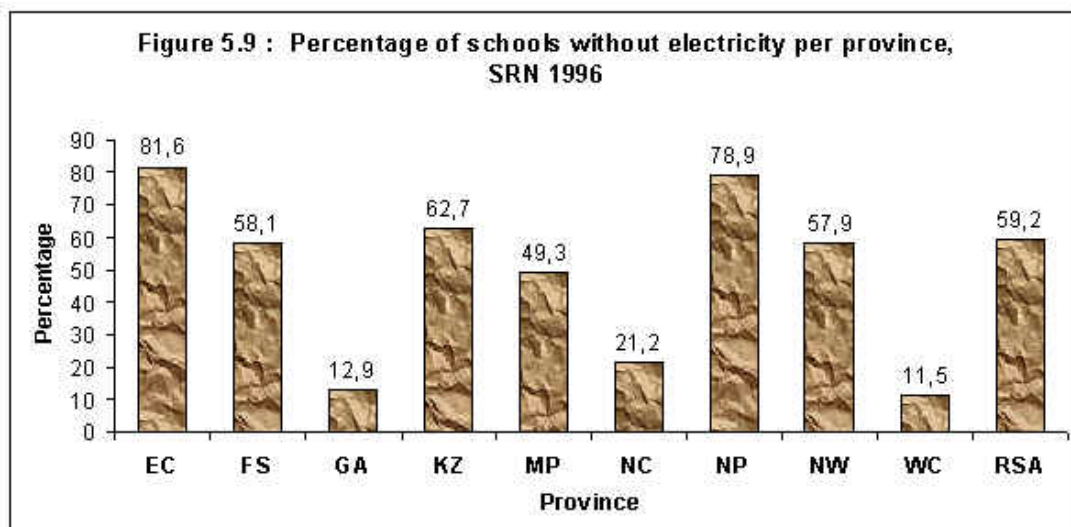
§ electricity

§ typewriters

§ duplicating machines

§ telephones.

Figure 5.9: Percentage of schools without electricity per province, SRN 1996



Teaching aids like overhead projectors, computers, radios and tape recorders are available in less than 30% of the schools.

5.6.1.1 Summary

When summarising the facilities at schools, it seems that there is a shortage of classrooms at some schools, as some of the classes exceed sixty learners. The open-air instruction areas cannot be used on rainy days and in extreme temperatures. Some schools are also platooning. Special classrooms are not readily available. Especially the non-existence of libraries at the majority of the schools could hamper learning seriously. Inadequate sport facilities and sport equipment deprive learners of the opportunity to spend the time after

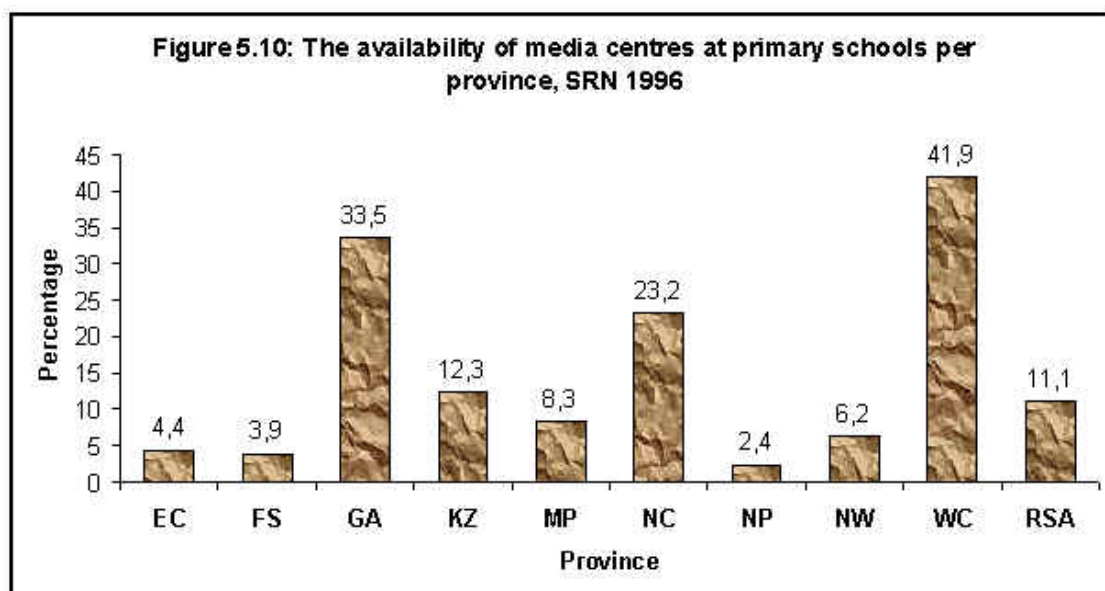
school hours developing other human capacities.

The lack of electricity and duplicating machines could hamper the instruction of OBE in the classes, as teaching materials have to be developed by the educators.

5.6.2 School furniture, learning and teaching material and other resources

From Table B77 it seems that there are enough desks to write on in about 80% of the schools, but in some provinces up to 16% of the learners have to write on their books, placed on the ground or on their laps. The influence of the non-existence of libraries comes to the fore in Tables B78 to B80, which show that only a small percentage of learners have access to a library to borrow books. Less than half of the learners indicated that they have borrowed books from the community or school library. The SRN survey reveals the same situation in connection with the availability of media centres, as illustrated in Figure 5.10.

Figure 5.10: The availability of media centres at primary schools per province, SRN 1996



As much as 60% of the parents agreed or strongly agreed that

- § learners have enough stationery and learning materials;
- § school facilities are in a good condition;
- § school grounds are well maintained and left clean (Table B81).

Seventy-five per cent or more of the schools reported (Table B82) that the following are available in their classrooms:

- § usable chalkboard
- § chalk
- § educator chair and desk
- § textbooks
- § desks for learners

- § chairs/benches for the learners
- § learner exercise books
- § pencils for learners
- § self made wall charts.

Furniture and materials that are not so frequently available are the following:

- § maps
- § bookshelves
- § classroom library or reading books
- § dictionaries
- § official educator's guides.

Access for educators to professional services are limited, due to the non-existence of libraries and resource centres or schools being in remote areas (Tables B83 - B85).

5.6.2.1 Summary

The basic furniture and learning materials are available in most of the classrooms, as reported by both the parents and educators. Materials to widen the scope of teaching only exist in a low percentage of schools. In the absence of libraries, the classroom collection of books can promote reading and understanding, but such collections are only found in about a quarter of the schools.

The low availability of educators' guides, as reflected in Tables B82 and B42, might create a situation where educators cannot prepare themselves well enough for lessons. On the other hand, the dependency of quite a number of educators on textbooks during lessons (Tables B114 and B115) might create a situation where teachers are teaching only strictly according to the textbook.

5.6.3 Medical and security facilities and security related issues

The distance to medical and security facilities is dependent on the placement of schools. Provinces with a large number of rural schools (Table B62) reported that the majority of their schools are more than 5 km from these facilities, e.g. the Eastern Cape, Kwazulu-Natal and North West (Table B86).

According to the next two tables, safety in the school environment is poor to fair, mainly due to

- § only 50% of the schools having fair or good fences
- § security guard/services available only at about 12% of the schools
- § alarm systems available at only 15% of the schools
- § fire extinguishers available only at 30% of the schools.

Relatively few schools (30%) reported that they have a first aid box.

The incidents named in Table B89 can be directly related to the security situation at schools. Physical abuse of learners and educators seems to be rare. The incidents that occurred the most frequent were theft or break-ins at school, where 50% of the schools reported that it happens frequently or infrequently. Sexual abuse happened in about 15%

of the schools and varied from frequently to not so frequently (Table B89).

According to Table B88, the security was not good at most of the schools and this could be the reason for frequent thefts and break-ins at school.

5.6.3.1 Summary

Although incidences like drug use, sexual abuse and gangsterism do not happen frequently, the occurrence thereof disrupts education and threatens the safety of learners at school. Vandalism and break-ins seem to be the most frequent incidences at school. They can, however, be controlled if better safety measures like good fences are available.

CHAPTER 6

PROCESS AND OUTPUT

6.1 introduction

The process in education tries to describe the activities that go on in the teaching and learning. The stakeholders in education, namely the parents, learners, educators and principals, play an important role.

6.2 Local community support

The main source for funding schools seems to be school fees, which accounted for about 90% of the bulk of the fees. Another source of income is fund-raising functions at about 60% of the schools (Table B91).

In a number of schools in Gauteng, the Eastern and Western Cape, parents made contributions to the schools in other ways other than paying school fees (Table B92).

According to Table B93, about 90% of the parents paid school fees and bought books, while 70% paid sport fees and other costs. On average 21% of the parents indicated that children were staying at home because they could not afford the fees (Table B94).

6.2.1 Summary

Apart from school fees that parents have to pay, there are also other payments made by parents to keep children at school. The alternative contributions by parents to schools do not only show their willingness to help the school, but also demonstrate the parents' commitment to keep children in school, sometimes perhaps even if they do not have a job or money. The commitment to keep children in school also stems from the fact that the parents are compelled to send their children to school according to the South African Schools Act. The reasons why children stayed at home when parents could not pay, are not clear. It should however be considered that there could be no discrimination against learners who cannot pay fees.

6.3 Participation of parents in school activities

More than 40% of the parents indicated that they have regularly participated in school activities, while almost the same number replied that they have participated only sometimes (Table B95). Approximately 50% of the parents have *sometimes* discussed the progress of their child with the educators.

According to Table B97, the majority of parents *agreed* or *strongly agreed* on a number of statements given to them, e.g.

- school fees were affordable and were used to the benefit of the school;
- parents received information from the schools;
- parents were represented and contributed in decision-making through the School Governing Bodies.

The majority *strongly agreed* that they would recommend their friends to send their children to the school, which is an indication of the parents' confidence in what the schools are doing for their children.

6.3.1 Summary

The participation of parents in school activities and their involvement in their children's progress, cannot be considered as high. Involvement in school matters should not be the

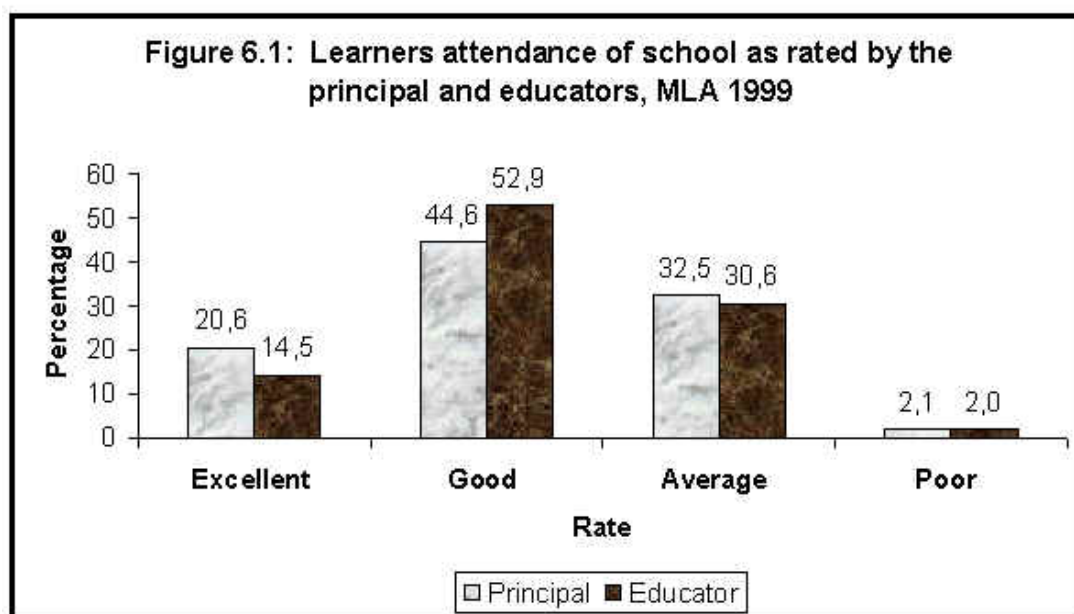
responsibility of the school governing body only, but other parents should also become more involved.

6.4 Learner participation

Thirty five per cent of the learners indicated either no response, or that they were not absent even one day, while 54% indicated that they were absent between 1 and 5 days during their Grade 4 year (Table B98) and mainly because they were ill (Table B99).

More than 57% of the learners indicated that they did not skip classes, while approximately 20% said that they skipped classes once or twice (Table B100).

Principals (67%) and teachers (67%) rated the attendance of school by learners as *good* to *excellent* (Table B101- B102). In more than 80% of the schools a policy on absenteeism was in place (Table B103). According to Figure 6.1 about a third of the learners have an average to poor school attendance.



Although the majority of learners indicated that they were never late for school or only once in a while, almost 33% indicated that they were late often (Table B104). The same tendency was noted when learners were asked if they stayed away from school without good reason. Although the majority of learners reacted to the statements that these incidents never happened at their schools, it is evident that the following happened pretty often or daily:

- noisy learners disturbed classrooms (28%)
- learners cheated in exams or tests (14%)
- school property was broken (16%).

According to Table B105, almost 70% of the learners indicated that they participated in school sports or other activities.

In Table B106 parents' reactions on absenteeism correspond with those of the learners. The majority of parents *agreed* or *strongly agreed* that their children were:

- enjoying school
- feeling safe in the school
- behaving well in school
- in a disciplined atmosphere
- participating in school activities
- getting homework on a regular basis.

6.4.1 Summary

Although the majority of learners and educators indicated that they thought things were going well at school, there were schools where discipline was lacking.

The attendance of learners in 33% of the schools was rated as *average* to *poor* by principals and educators, while 20% of the learners indicated that they stayed away from school without good excuses. That happened despite the fact that the majority of schools indicated that they had a policy on absenteeism in place. Other issues demonstrating the lack of discipline are the following:

- learners are not dressing well (20%)
- disturbances in classrooms (20%)
- vandalism (17%)

- use of alcohol (10%)
- abuse of drugs (10%).

6.5 Teaching quality

6.5.1 Instruction time of educators

The majority of learners indicated that the following never happened:

- teacher was late
- lessons started late
- learners were doing nothing during lessons
- learners went home early.

The second largest group of learners indicated that the above happened once in a while. Between 10% and 13% of the learners indicated that the above-mentioned actions happened very often or daily (Table B107).

In Tables B108, B109 and B110 the opinions of learners, educators and principals on the loss of instruction time are given respectively. When the sum of these days in all three cases was calculated, similar results were found.

TABLE 6.1: Total number of days lost, MLA 1999

Days lost	Learners' views	Educators' views	Principals' views
6 – 10	36%	42%	44%

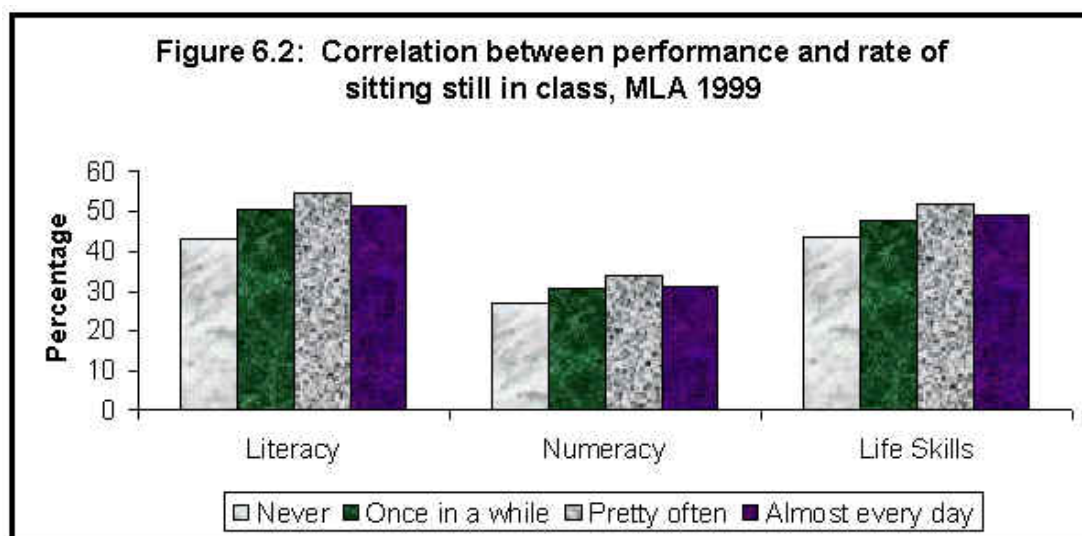
11 – 20	42%	36%	34%
21 – 30	12%	12%	11%
30+	8%	8%	10%

Learners indicated that in the majority of cases instruction in class started on time, but only if *all* the classes started on time the instruction time could be used efficiently. In almost 20% of the schools, more than 20 days were lost due to different factors. Reasons for the wastage of teaching time were:

- late registration
- boycotts
- illness among staff
- cultural activities
- drawing up timetables.

6.5.2 Teaching practices

The majority of learners indicated the teaching practices of educators as follows: "Almost every day we sat still and listen to the educator who asked us questions or we had to write down notes from the chalk board and we had to repeat what the educator said. Once in a while (or never) could we work in small groups and the educator helped us and we could also talk to other learners about what we were learning. We followed in textbooks when some of the educators talked about the work almost every day, but with other educators we never did that. In most of the cases we did not use calculators or computers, but different educators used quizzes or tests differently. Some never used them; other used them once in a while, while others used them often or daily. In most of the cases we did not solve problems or use things from every day life to solve problems. Perhaps we did it once in a while" (Table B111).



According to Figure 6.2, learners who were never sitting still performed the poorest. This is an indication that discipline might be lacking. Learners who were sitting still pretty often performed the best. Learners, who were sitting still almost every day, might point to either a passive learner or very strict discipline in the classroom. Similar tendencies can be seen in the different provinces, according to Table C10.

Most of the educators would describe their teaching practices as follows: "Almost always I showed learners how to do problems and they had to write notes from the board (sometimes perhaps pretty often). Pretty often we had a quiz or test, but we did not use computers in more than 10% of teaching time. I thought that I used things from every day life to solve problems almost every day or at least pretty often" (Table B112).

Table B113 indicates the frequency of learner activity during lessons. In some lessons:

- learners worked individually without assistance from the educator;
- learners responded to another;
- Learners worked in pairs or small groups without assistance.

In *most* of the lessons or in *some* lessons learners:

- worked with assistance;
- worked together as a class while the educator was teaching;
- Worked in pairs of small groups with assistance.

More than 80% of all the educators indicated that they used textbooks (Table B114), where 40% of the teachers used textbooks for 25% to 50% of the teaching time and 36% were using it between 50% and 75% of the time (Table B115).

Parents viewed the teaching by educators very favourably, because less than 20% disagreed on the statement put to them. They reckoned those educators:

- taught actively for the most of the time
- were committed
- Encouraged and provided good education to children to do well in school (Table B116).

The most important factors limiting teaching according to educators were:

- the shortage of instructional equipment
- inadequate physical facilities
- Large classes.

The other factors mentioned in Table B117 contributed either *a little* or *quite a lot*.

Principals and educators agreed on the factors contributing to limited teaching (Tables B117 and B118).

6.5.3 Summary

The teaching practices, described by both the learners and educators, pointed towards a teacher-centred and textbook-centred approach, with no or little involvement of learners. The dependency of teachers on textbooks is not only illustrated by the time and frequency they were being used in the classroom, but also by the fact that a shortage of instructional materials is an important limiting factor in teaching. The fact that all schools do not have electricity or duplicating machines forces educators to let learner's copy notes from the chalkboard.

6.5.4 Educators' absenteeism

According to Tables B119 to B121, educators, principals and parents viewed the attendance of educators as *good* to *excellent*. A policy on absenteeism was in place in 90% of the schools.

6.5.5 Use of time by educators

The majority of educators travelled from 10 to 30 minutes to reach school (Table B123). Travelling did not have an effect on their teaching. (Table B125). According to Table B126 more than 70% of the teachers responded that they were doing the activities described except private tutoring.

Table B125 indicates that apart from normal tasks during contact teaching time, time is also spent at school on lesson preparation, meetings with principals and teachers, private tutoring and study for self-development.

Time spent after contact teaching time recorded a high rate on all the activities, except private tutoring (Table B126).

6.5.6 Summary

From the above graphs it is clear that during contact teaching time, some time is spent on activities that are not directly related to teaching. Such activities, like lesson planning, meetings and self-study, leave the learners unattended.

6.5.7 Assessment of learners

Grade 4 educators indicated that they assessed learners daily (44%) and once or twice a week (27%) (Table B127). In assessing the learners, approximately 90% of them used tests and examinations developed by themselves, oral examinations and by observation of learners (Table B128). Almost all the educators used classroom work, homework or assignments as part of the assessment of learners (Table B129).

In assessing learners, a lot of weight is given to

- educator generated tests which require learners to describe and explain (60%)
- educator generated multi-choice problems (69%)
- homework and assignments (64%)
- projects and practical exercises (55%)
- observation of learners (76%)
- responses of learners in class (82%).

Assessment (Table B131) was pretty often used to

- provide learners with grades or marks (74%)
- provide feedback to learners (80%)
- diagnose learning difficulties (70%)
- plan for future lessons (79%).

Assessment of learners seemed to be planned well and was used for a number of purposes.

6.5.8 Summary

In the assessment of learners, a wide range of tools was used. The low rate of using standardised tests produced outside the school, together with the non-appraisal of the work of educators and departmental officials not assisting teachers, can contribute to teachers not knowing what the standard of teaching should be. The low frequency of reporting to parents on the assessment of learners' work can also be a contributing factor of to the low involvement of parents in school matters.

6.5.9 Homework

Learners gave diverse answers as to the frequency of being given homework. Although 38% indicated that they got homework once or twice a week, 31% indicated that they got homework *every day* and the rest *never* got homework (Table B132). The homework might keep them busy for an hour (in 42% of the responses) or up to two hours in 35%

of the responses (Table B133). Reasons why learners did not do their homework were that they helped their mothers with work (55%) or that they had to look after younger brothers or sisters. According to most of the responses, as indicated in Table B136, mothers rendered assistance to learners with homework (65%), while sisters also assisted in homework (51%).

Learners indicated, by a large majority, that

- they were given written homework 3 or 4 times a week;
- educators checked and marked it and give it back;
- educators discussed the homework with the learners;
- guardians/parents made sure that homework was done (Tables B137 and B138).

In 61% of the cases educators always checked whether the homework had been done. In 60% of the cases it was marked and kept and in almost 80% given back, while feedback was always given to the class. Homework was to a lesser extent used for class discussions or to contribute to the learners' marks (Table B140).

6.5.10 Summary

Although learners indicated - on the one hand - that parents/guardians were making sure that they complete their homework, almost half of the learner responses - on the other hand - indicate reasons why they were not doing their homework. Almost a third of the parents indicated that they did not discuss homework regularly with their Grade 4 children. The rate of rendering assistance by parents is not high, except for mothers helping their children.

6.5.11 Job satisfaction

The three main contributing factors needed by educators for job satisfaction seemed to be:

- amicable working relations with other staff members (96%)
- supplies of teaching and learning material (95%)
- quality of school buildings (75%)
- quality of school furniture (76%)
- good relationships with communities (88%) (Table B141).

When choosing one, the supplies of books and stationery topped the list (Table B142).

6.5.11.1 Summary

When identifying the most important factors for job satisfaction of educators, all chosen factors seemed to be in connection with relationships with the community and colleagues, as well as the condition of buildings and furniture. Factors from which they would benefit directly, such as salaries, opportunities for promotion and part time study, was not very important for almost half of them.

6.5.12 Effectiveness of teaching

According to principals and educators, the most frequent misconduct of learners was *arriving late at school* and *absenteeism* (Tables B143 and B144).

The factors that were responsible for poor performance of learners pointed to a large extent to parents (especially their indifference), family problems and the socio-economic status of learners. Factors that were influencing the performance of learners to some extent were:

- a too extensive curriculum
- automatic promotion
- orphaned children
- lack of skills training
- language of instruction (Table B145).

When educators were asked to evaluate statements on the effectiveness of teaching (Table B146), they strongly agreed that

- educators were committed (65%)
- learners participated in school activities (55%)
- schools were open on official school days (66%)

- educators enjoyed managing their classrooms and felt accepted
- learners were encouraged to do well.

They came out with a split decision and either *strongly agreed* or *agreed* on the following:

- the school has a disciplined atmosphere
- educators did provide parents regularly with information
- educators were present at school most of the time
- learners attended school most of the time
- educators received information on school activities and new policies.

6.5.12.1 Summary

In this section aspects were mentioned that might have influenced the effectiveness of teaching. The occurrence of incidences of misconduct by learners had a direct influence on the effectiveness of teaching. Although coming late and absenteeism were identified as the incidents occurring most often, other incidences as slipping classes, classroom disturbance, intimidation or verbal abuse of learners also played an important role.

The indifference of parents, as identified by the educators, might be the other side of the coin where educators did not *agree strongly* that they provide parents with information on the progress of children.

The fact that educators did not agree strongly on relation statements, is an indication that the effectiveness of teaching can improve.

None of the educators *strongly agree* that some teaching was excellent.

6.6 SCHOOL MANAGEMENT

6.6.1 Biography of the principal

According to Tables B147 to B153, a typical principal of the interviewed schools is a male between 41 and 50 years, perhaps a little bit older, with a Teacher College training. His professional training included teaching methods, but not much administration and management, guidance and counselling. His experience at the present school stretched mostly over 1 to 3 years, while he had also been principal at other schools for 1 to 3 years, and in some cases for 4 to 6 years.

The highest percentage of female principals was found to be in the Eastern Cape, followed by the Northern Province.

The further training of the principals revealed that they attended 1 to 2 courses in management (30%), or 3 to 4 (27%), while another 20% did not attend any such courses.

6.6.2 Management

In evaluating the management skills of the principals, the opinion of approximately 80% of the parents were split between *strongly agree* and *agree* on the following matters (Table B153):

- The school was open on official schooldays.
- The school started on time and operated until closing time.
- Teachers were at school during school hours.
- The principal is a good manager and strong leader.

When principals had to evaluate the statements in Table B154, the majority of them (more than 75%) only *agreed* on the following:

- learners participated in school activities;
- educators informed parents on their children's progress;
- learners were encouraged to do well;
- learners were well behaved in school;
- educators felt accepted by the community;
- the school has a disciplined atmosphere;
- educators are committed to teaching and learning;
- educators are accepted by the community.

6.6.3 Communication

According to the majority of responses, communication between educators and principals, as well as other educators, happened often (Table B155). When communication took place on learning and teaching matters, educators communicated in 90% of the cases on a daily basis with principals, and in 80% of the cases with other educators.

The principals did not communicate very often with other stakeholders. In 41% of the responses principals communicated with learners on a daily basis, and 33% on a weekly basis. Communication with parents took place monthly or a few times a year.

When teaching and learning matters had to be communicated the principals, in more than 65% of the cases, communicated with learners on a daily basis. Communication between principals and educators in the same context took place on a daily basis in 46%, weekly in 32% and monthly in 18% of the responses. Communication with parents took place a few times per year.

6.6.4 Summary

Communication between principals, educators and learners took place on a regular basis, both on organisational as well as teaching and learning matters. Communication by principals with other stakeholders, such as parents, did not take place on the same level as with learners and educators.

6.6.5 Administration

Both principals and educators indicated that record keeping of school matters was done at a very high level (Table B160 and 161).

6.6.6 Leadership

In Table B163, educators' assessment on certain aspects of the leadership of their principals is indicated. Between 60% and 70% of the responses indicated that the principals were *very successful* in all the aspects, except that only 54% suggested that they could deal very successful with non-performing personnel, 56% of the principals could communicate very successful with parents and 58% could manage staff development.

6.6.7 Decision-making

Principals indicated, as shown in Table B162, that they *sometimes* involved learners in decision-making (51%), parents *most of the time* (40%) and educators *always* (65%). School Governing Bodies were involved when decisions on the use of school funds had to be taken (92%).

Educators indicated that they did not have much influence on how money was spent or on the amount of supplies to be purchased (Table B165).

6.7 School Governing Bodies

In all the provinces the SGBs were constituted to a very high degree (Table B166). According to the majority of responses, it was the responsibility of the SGBs to govern the school (Table B167). Both principals and educators indicated that between 50% and 90% of the SGBs received training (Tables B168 and B169) and in more than 90% of the cases that meetings took place on a monthly basis or once every three months.

Principals were not sure about which functions should be performed by the SGBs and which by the management committees. More than 75% of the principals were sure that it is the SGB's responsibility to handle property issues (Table B172).

Principals were of the opinion that in 58% of the cases the SGB contributed quite a lot to the effective functioning of the school, while 63% of the educators were of the same opinion (Tables B173 and B174). Both principals and educators agreed that the SGBs had less influence on effective teaching and learning (Tables B175 and B176).

6.8 Further training of the principal

More than 65% of the principals indicated that they attended departmental training in management for about two days, which they found to be *partly useful*. They also had subject-orientated training of two or more days, which were *partly useful* (Tables B178-B180).

6.9 Summary

School management highlights many aspects. Principals who did not attend in-service training on management should be given the opportunity to do so, as the post of a principal implies many tasks for which a freshman principal is not trained in his teaching career.

Parents did not commit them to *agree strongly* on the management of schools. Principals too did not commit them to indicate that they are *very successful* in the management aspects. By indicating that they are only *partly successful* in their management performance, it is a justification for the assumption that the management of schools is not up to standard. The administration and record keeping of different aspects reflected a very high standard.

The rate of communication between principals and educators on the one hand and parents on the other is not very high. Seventy per cent of the principals only *agreed* that they receive information on new policies and developments regularly – perhaps a consequence of departmental officials not visiting schools regularly. The communication between the school-based parties is of a higher level.

The assessment of leadership aspects of the principals by educators revealed that there were indeed shortcomings, as the majority of the responses indicated that the principals were only partly successful in all the aspects - which leave space for improvement.

Decision-making is not only the responsibility of the principal, but educators and learners are also involved in the process.

The governance of the schools by SGBs is to a very high degree in place. The fact that not all of the SGBs received training can clearly be seen in the variety of answers on the functions of the SGBs and management committees. The contribution of the SGBs to school matters lies in the more effective functioning of schools and not in the advancement of learning and teaching.

Although principals received further training, most of the responses indicated that they found the training courses only partly successful.

6.10 OUTPUTS

Educators indicated that 24% of them would like to change to another career if they had the opportunity, while 20% of the principals reacted in the same way (Tables B181 and B182). Both these groups, however, thought that society, educators and learners appreciated their work.

No reasons were given why educators and principals are not satisfied with their jobs. The fact that about one fifth of the educators and principals would like to leave the teaching profession, indicates that they are not satisfied with the current situation.

CHAPTER 7

FINDINGS AND CONCLUSION

introduction

This survey produced a considerable amount of useful information about all the indicators that have been selected. The results can give a good idea of what is happening in the schools. Cognisance should be taken that, in many cases, there are differences between the different provinces.

7.2 Socio-economic background

In this context, the main feature that can slow down education is the education level of the parents, as a large portion of them did not complete primary education - a fact that is substantiated by the census data. Over-crowding in some households and the non-availability of books and magazines can be other decelerating factors. The general poverty of a large part of the population seriously hampers any effort and should be addressed. The school feeding schemes as an effort to at least alleviate the effects of poverty actually did help.

Various reasons can be suggested for the low scores in these tasks. The socio-economic background of the learners especially plays a major role. The **education levels** of both the father and mother indicated that up to 40% of the parents did not complete primary education and a large portion was found to be illiterate. In most of the provinces, up to 60% of the respondents indicated that they fall in the categories of uncompleted primary education or completed primary education. Almost a third of the parents indicated that they did not discuss homework regularly with their Grade 4 children. Assistance of learners by parents is not high, but mothers in general do help.

Gauteng and the Western Cape, with the majority of schools in the survey in urban areas, have the lowest percentage of parents who did not complete primary education. Learners in these two provinces recorded relatively high scores in these tasks.

The availability of a radio in the interviewed households was indicated to be high and a fair number of households had access to television. Both these media can be used effectively to further education goals. A small percentage of households have access to books. More than 50% of the respondents indicated access to less than 10 books in total, while only a quarter of the parents were members of a library service. More than 60% of the learners are not members of a library. The non-existence of libraries at the majority of the schools could seriously hamper learning. In the absence of school or community libraries a classroom collection of books can promote reading and understanding, but such collections are only found in about a quarter of the surveyed schools. It was found that learners who had access to radio and TV, but not to reading material, could not spell correctly. This was found to be the case in the literacy task where the learners wrote words phonetically.

7.3 Inputs

The evaluation of the **input from departmental officials** showed a wide variety of responses. Although a system of appraisal had been implemented at schools, the majority of teachers indicated that they had not as yet been appraised. Visits to schools should be aimed at discussing teaching and giving guidance to educators and principals. Responses on the visits of departmental officials to schools revealed different scenarios in different provinces. In the two provinces with the largest number of learners, visits to the schools by departmental officials did not materialise during the last two years.

Teaching practices, described by both the learners and educators, pointed towards a teacher-centred and textbook-centred approach, with no or little involvement of learners. The dependency of teachers on textbooks is not only illustrated by the time and frequency they were being used in the classroom, but also by the fact that a shortage of instructional materials is an important limiting factor in teaching. The fact that all schools do not have electricity or duplicating machines forces educators to let learners copy notes from the chalkboard. Educators also indicated that some time is spent during contact teaching time on activities that are not directly related to teaching. Activities like lesson planning, meetings and self-study leave the learners unattended.

The provision, availability and appropriateness of textbooks remain a central theme in education. Two issues that highlighted this were the non-delivery of ordered textbooks and the educators' dependency on these books - a situation that does not augur well for the envisaged shift to OBE.

The teaching experience of teachers staying on at one school, implicating a fairly low mobility of staff, can benefit education. Language of instruction remains a contentious matter and learners in the survey experienced problems with English.

The appraisal of educators and their development and support should be seen as interdependent. The implementation of a system of appraisal can be seen as a first step, but the necessary development and support of educators should not be left behind. The low frequency of visits of departmental officials to schools in certain areas is a reason for concern.

The majority of learners indicated that they lived in the vicinity of the school, which guarantee easy physical/geographical access to education. The age range of Grade 4 learners indicates that they have repeated some grades during their school career. Learners in this survey indicated that up to 25% of them had to repeat Grade 1 (national figures are not available), despite the fact that almost half of them attended pre-school classes.

7.4 School endowment

The overcrowding of some classrooms and platooning are indications that there is a shortage of classrooms at some schools. The availability of water and electricity at only half of the schools is an issue of serious concern. The non-existence of libraries at the majority of schools denies learners access to books. This

access is further diminished by the fact that a small percentage of classrooms have books and magazines available. Due to the lack of security at most schools, incidents of break-ins, vandalism and theft occurred.

The overcrowding of some classrooms cannot be conducive for learning, especially when OBE will be implemented and a new approach would have to be adhered to. The majority of learners are positive towards teaching and learning.

7.5 Process

Despite low income and poverty, parents are willing to pay school fees and other costs for their children to attend school. School fees seem to be the main financial source of income for schools. The **participation of parents** in school activities is not very high. This lack of involvement is not only from the side of the parent, but principals and educators indicated that communication between them and the parents did not occur frequently. This was also the case where educators had to inform parents on school matters and the progress of learners.

Answers to questions on **learner participation** in the education process indicated that there is room for improvement on matters like school attendance and arriving at school on time. Principals and educators identified *learner absenteeism* and *coming late* as the misconduct that received their attention the most frequently. Other cases of misconduct of concern, although not occurring that frequently, were the use of alcohol and drugs.

Under **teaching quality** different aspects were investigated. Most of the responses from learners indicated that educators use teaching time effectively. About one tenth of the responses, however, indicated that teaching time was lost due to educators coming late, lessons starting late, learners doing nothing in class or going home early. The correlation between the responses of educators, principals and learners on the number of school days lost must be taken seriously. Educators themselves indicated that they are involved in activities other than teaching during actual teaching time. Meetings and cultural activities, lesson preparation and study for self-development were the main activities mentioned.

In view of the fact that Curriculum 2005 will be implemented at schools, the teaching practices of OBE should be given a lot of attention. According to the survey educators are very dependent on textbooks and teacher's guides and their teaching methods are very teacher-centred. An effort to bring about change should be integrated with the appraisal of teachers, visits and counselling of educators by departmental officials and in-service training.

The methods of **assessment of learners** and the assigning of homework seem to be on a sound footing, but the standard of teaching and assessment should be higher and redirected at new teaching methods that will soon have to be in place. The results of the MLA project clearly indicate that there are shortcomings in this regard. The discussion between learners and parents on homework matters does not take place frequently, leaving the gap for learners to find reasons not to do homework. Factors influencing the effectiveness of teaching, according to the educators and the principals, point to parents and especially to their indifference, family problems, and the socio-economic situation of learners and to a lesser extent language instruction and a too extensive curriculum. The majority of educators indicated that they are committed towards education and that they enjoy managing their classrooms. They also indicated that learners participate in school activities and that they are encouraged to do well. Lack of discipline in some

schools, the low frequency of communication between the parents and the school and between the school and the departmental officials have an adverse effect on teaching. Educators indicated good working relations and the availability of physical resources as the main contributing factors for job satisfaction.

In the **assessment of learners** by educators, a wide range of tools was used. The infrequent use of standardised tests produced outside of the school, the non-appraisal of the work of educators and departmental officials not assisting teachers, can contribute to teachers unaware of what the standard of teaching should be. The low frequency of reporting to parents on the assessment of learners' work could be a contributing factor to the limited involvement of parents in school matters.

In almost 20% of the schools visited, more than 20 **days were lost** due to various factors. Some reasons for the wastage of teaching time were late registrations, boycotts, illness among staff, cultural activities, the drawing up of timetables, etc.

Although the majority of learners and educators indicated that they thought things were going well at their schools, there were schools where **discipline** was lacking. The attendance of learners in 33% of the schools in the survey was rated as *average* to *poor* by principals and educators, while 20% of the learners indicated that they stayed away from school without good excuses. This happened in spite of the fact that the majority of schools indicated that they had a policy on school attendance in place. Other issues demonstrating the lack of discipline are learners not dressing neatly, disturbances in classrooms, vandalism, possession of weapons, use of alcohol and drugs. Although incidences like drug use, sexual abuse, the possession of weapons and gangsterism do not happen frequently, the occurrence thereof disrupts education and threatens the **safety of learners**. Vandalism and break-ins seem to be the most frequent incidences. This can, however, be controlled through better safety measures.

Responses on questions of **school management** highlighted various aspects. Principals who did not attend in-service training on management should be given the opportunity to do so, as the post of a principal implies many tasks for which a freshman principal is not trained in his teaching career. Parents did not *agree strongly* on the management of schools. Principals too indicated that they are only *partly successful* in their management performance. This perception is justification for the assumption that the management of schools is not up to standard. The administration and record keeping of different aspects however reflected a very high standard.

Communication between principals and educators on the one hand and parents on the other hand, did not score very high. Communication with the department scored, however, better, as seventy per cent of the principals in the survey *agreed* that they received information on new policies and developments from departmental officials on a regular basis. Communication between the school-based parties is also of a higher level.

The assessment of **leadership** aspects of the principals by educators revealed that there were indeed shortcomings, as the majority of the responses indicated that the principals were only partly successful in some aspects - a situation which leaves space for improvement.

Decision-making is not only the responsibility of the principal, but educators and learners are also involved in the process. According to the survey, the governance structures of the schools (**SGBs**) are to a very high degree in place. The variety of answers on the functions of the SGBs and management committees indicates that not all SGBs had training. The contribution of the SGBs to school matters lies in the more effective functioning of schools and not so much in the advancement of learning and teaching. Although principals

received **further training**, most of the responses indicated that they found these courses only partly successful.

The **morale and attitude** of some educators seemed to be low, as 24% of them indicated that they would like to change to another career if they had the opportunity, while 20% of the principals reacted in the same way. Both these groups, however, thought that society, educators and learners appreciated their work.

7.6 FINAL Conclusion

All the issues raised in this section are mentioned in the statement of the national minister of education: *Call to action: Mobilising citizens to build a South African education and training system for the 21st century*. The government is indeed aware of the problems and envisages tackling them on various fronts. The implementation of the priorities spelled out by the minister will address the shortcomings on the short, medium and long term.

[Annexure A](#)

ANNEXURE B

CONTEXT

Family background

Table B1: Interviewees relationship with Grade 4 child (PA 1)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Father	18.76	22.80	20.90	21.04	22.73	13.14	21.57	20.19	22.24	20.63
Mother	60.66	57.72	66.15	60.21	60.29	51.43	65.40	59.15	68.33	61.97
Guardian	20.58	19.48	12.32	18.49	16.98	35.43	13.03	20.66	9.43	17.28

Table B2: Marital status of the interviewed parents/guardians (PA 2)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Single	19.17	18.14	18.11	27.19	35.04	21.55	20.23	13.46	19.61	21.61
Married	65.76	43.02	58.14	57.08	43.00	48.62	55.91	50.96	62.76	57.21
Cohabiting	2.50	15.12	5.18	2.85	2.31	13.26	8.66	11.54	3.82	5.382
Divorced	2.56	5.35	9.44	2.39	7.19	2.21	3.09	3.85	8.03	4.287
Separated	1.59	7.91	4.41	3.48	4.62	1.10	4.36	7.69	1.45	3.702

Widowed	8.42	10.47	4.72	7.01	7.83	13.26	7.75	12.50	4.34	7.808
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Table B3: Age of parents/guardians (PA 3)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Under 20	9.62	2.48	3.21	2.68	5.44	2.73	6.83	8.82	2.65	5.749
Between 21 & 30	10.66	14.90	14.96	16.34	20.21	13.66	18.90	15.69	14.81	15.21
Between 31 & 40	35.31	42.21	49.31	43.30	37.44	34.43	38.60	36.76	51.46	40.69
Between 41 & 50	22.06	24.38	23.36	24.23	24.61	22.95	22.07	19.12	23.28	22.8
Over 51	22.24	16.03	9.16	13.35	12.31	26.23	13.54	19.61	7.80	15.48

Table B4: Number of people living in the house (PA 6)

Number	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
1	0.91	0.90	2.71	0.91	2.23		0.93	0.99	2.13	1.279
2	1.83	2.70	3.32	1.41	1.84	1.68	1.80	1.49	2.26	1.935
3	3.99	8.78	11.46	5.04	5.77	10.06	4.53	3.47	9.57	5.896
4	10.55	18.47	23.53	11.44	11.55	17.32	10.73	14.85	24.47	14.04
5	15.29	22.52	19.61	14.16	13.25	17.32	15.07	17.33	23.80	16.46
6	14.55	16.67	15.08	14.82	16.01	17.32	17.99	15.84	14.76	15.56
7	13.46	9.23	8.45	11.04	14.17	11.17	15.63	11.88	7.45	12.01
8+	39.42	20.72	15.84	41.18	35.17	25.14	33.31	34.16	15.56	32.82

Table B5: Birth order of the Grade 4 learner (PA 4)

Order	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
1	24.23	24.72	38.96	29.45	26.32	38.46	24.29	38.33	38.05	29.47
2	22.76	26.40	25.56	19.97	22.14	26.92	21.97	16.67	38.05	23.11
3	15.66	19.10	17.12	18.05	15.79	11.54	16.53	11.67	14.63	16.14
4	13.52	12.64	10.42	14.08	13.00	7.69	13.34	21.67	2.93	13.03
5	5.35	7.87	3.47	7.87	8.36	3.85	10.73	3.33	1.46	6.367
6	4.55	4.78	1.99	3.52	4.33	3.85	5.51	5.00		3.906
7	1.07	1.97	0.74	2.82	2.94		3.77		0.98	1.876
8+	12.85	2.53	1.74	4.23	7.12	7.69	3.84	3.33	3.90	6.089

Table B6: Number of school going children in house (PA 5)

Gender	Number	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Boys	1	33.73	46.00	52.30	37.76	38.89	58.52	37.43	41.42	58.70	40.88
	2	33.94	32.00	31.66	30.40	28.68	23.70	32.99	31.36	27.15	31.47

	3	18.08	15.43	11.22	18.91	17.12	11.11	19.11	15.38	10.13	16.59
	4	8.90	5.14	2.61	7.96	8.56	5.19	7.34	7.69	3.44	7.048
	5+	5.35	1.43	2.20	4.97	6.76	1.48	3.13	4.14	0.57	4.017
Girls	1	33.26	49.72	51.88	37.40	36.59	45.14	38.13	47.09	55.92	40.79
	2	32.78	29.72	29.90	31.92	32.71	36.81	34.21	27.33	28.05	31.66
	3	18.59	14.72	10.69	17.20	15.50	13.19	16.18	15.70	10.02	15.75
	4	8.98	3.06	4.16	8.42	8.99	3.47	7.06	4.65	3.10	6.921
	5+	6.38	2.78	3.37	5.06	6.20	1.39	4.42	5.23	2.91	4.881

Table B7: Members of the family working (PA 13)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Father	54.02	61.34	67.86	61.31	64.22	68.09	53.51	67.20	77.21	60.99
Mother	40.08	55.86	63.96	45.17	46.56	51.54	52.53	60.25	71.36	50.85
Child 1	20.21	26.19	18.71	24.75	30.33	34.55	23.51	37.69	19.90	24.18
Child 2	13.75	17.73	13.25	17.85	21.92	23.76	18.20	30.89	10.93	17.4
Child 3	12.16	12.50	10.08	12.31	16.16	19.79	13.98	29.17	10.36	13.96
Child 4	11.29	13.11	11.39	10.89	14.43	12.22	10.71	31.03	8.57	12.89

Table B8: Languages spoken at home most often (PA 17)

Language	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
English	Always	11.60	8.49	23.54	26.30	8.90	8.49	9.73	16.82	23.68	16.57
	Sometimes	39.23	59.85	59.73	41.51	43.22	39.62	33.87	36.45	51.27	42.93
	Not at all	49.17	31.66	16.54	32.13	47.88	51.89	56.39	46.73	25.05	40.46
Local language	Always	39.52	39.67	33.10	61.36	73.30	50.89	75.14	50.82	35.71	52.17
	Sometimes	27.26	32.64	33.80	15.73	18.10	16.96	14.25	28.69	22.38	22.73
	Not at all	33.12	27.69	32.86	22.78	8.60	32.14	10.61	20.49	41.90	25.02
Home language	Always	90.33	96.02	84.33	79.35	89.14	96.43	91.76	94.15	92.99	88.37
	Sometimes	6.26	3.04	10.50	10.85	7.95	1.79	4.95	1.06	4.78	6.848
	Not at all	3.34	0.94	4.67	9.51	2.75	1.79	3.30	4.79	2.24	4.636

Table B9: Father's highest education level (PA 18)

Levels	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Did not complete primary education	43.90	42.36	19.35	49.11	58.39	43.08	41.84	42.77	19.74	41.22
Completed primary Education	28.86	30.55	20.49	16.98	22.77	23.85	23.00	21.97	26.05	23.35
Completed secondary education	18.85	18.44	33.78	19.35	13.28	21.54	19.51	19.08	35.28	21.45
Has post-secondary education	8.39	8.65	26.38	14.56	5.55	11.54	15.65	16.18	18.93	13.97

Table B10: Mother's highest education level (PA 19)

Levels	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Did not complete primary education	34.80	39.85	17.46	45.27	53.61	37.74	40.11	38.04	16.72	36.59
Completed primary Education	30.15	34.72	22.88	19.02	27.62	30.19	23.83	30.43	29.22	26.05
Completed secondary education	25.02	19.56	37.46	22.41	14.69	23.90	21.57	17.93	36.77	24.51
Has post-secondary education	10.03	5.87	22.20	13.24	4.08	8.18	14.49	13.59	17.30	12.84

Table B11: Education levels of children in the house (PA 20)

Levels	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Did not complete primary education	41.53	45.22	40.55	35.21	40.29	35.16	47.50	44.05	39.13	41.01
Completed primary education	29.03	27.60	27.45	36.17	32.61	36.66	23.87	25.91	30.30	29.73
Completed secondary education	17.56	18.95	19.92	19.74	17.21	24.19	11.90	17.84	20.18	17.77
Has post-secondary education	11.89	8.23	12.09	8.88	9.89	3.99	16.73	12.20	10.38	11.49

Household features

Table B12: Type of house where parents/guardians live (PA 8)

Type	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Hut/mud house/ Informal dwelling	55.08	36.98	20.89	51.69	41.30	11.54	28.39	31.19	7.82	38.77
Semi-permanent or wooden house	11.45	5.25	5.99	5.25	10.04	7.14	6.87	15.35	11.94	8.76
Permanent or stone/brick house	33.47	57.77	73.12	42.96	48.67	81.32	64.74	53.47	80.24	52.45

Table B13: Owner of house where parents/guardians live (PA 7)

Yes	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Owner of house	80.22	68.38	65.11	67.46	77.91	66.49	78.26	70.64	58.65	72.38

Table B14: Household goods available in place where learners live (LQ 22)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Radio	85.30	92.73	91.67	91.89	89.55	83.08	86.54	7.85	93.80	82.36
TV	57.60	82.51	92.78	70.03	76.91	79.90	62.66	6.79	92.52	65.93
Video	29.16	42.55	61.50	42.63	43.86	34.17	34.05	12.67	63.71	39.03
Computer	18.17	17.21	38.28	23.41	27.88	10.20	16.14	77.16	31.88	27.47
Telephone	36.98	43.62	39.30	29.27	35.58	41.29	43.25	68.84	39.59	39.65

Table B15: Facilities in the house where parents/guardians live (PA 9)

Facility	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Running tap water	25.90	84.56	89.06	40.94	55.91	91.01	42.52	51.32	93.68	51.18
Electricity	34.12	82.10	91.05	46.80	58.66	87.01	51.95	41.76	94.13	55.32
Telephone	18.39	38.35	59.63	29.54	15.26	40.14	12.47	17.11	72.63	29.01
Flushing toilet	20.08	63.73	80.88	34.56	23.37	73.01	23.72	22.22	91.47	38.52

Table B16: Household goods owned by the parents/guardians (PA 10)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Radio	85.21	90.36	87.37	85.38	82.88	74.23	83.76	74.49	90.39	84.6
TV	40.40	71.39	83.80	51.66	56.12	76.65	47.26	59.89	89.19	56.67
Video	13.13	22.51	50.09	25.53	15.70	26.02	13.25	22.58	57.59	24.45
Computer	5.56	4.00	29.49	16.47	8.48	4.35	5.20	4.73	24.80	11.77
Cell phone	16.33	15.34	42.42	44.86	17.59	16.53	14.24	14.77	35.91	26.1

Table B17: Possessions of the parents/guardians (PA 11)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Motor vehicle	19.42	20.81	40.61	28.83	26.65	27.08	22.47	29.63	50.39	27.87
Motor bike	5.48	3.54	7.89	3.08	4.78	3.03	3.62	4.23	8.25	4.86
Bicycle	19.60	25.92	32.04	26.29	35.54	41.26	30.36	43.79	39.86	29.21
Land	48.68	56.14	21.89	42.89	32.17	28.36	28.85	21.58	27.81	36.65
Livestock	46.73	27.98	20.07	49.75	42.73	20.00	43.93	49.10	11.74	40.22

Table B18: Earnings of the parents/guardians (PA 12)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Salary/wage/pension	53.39	72.53	65.38	70.23	55.01	69.38	53.98	41.07	85.54	60.8

Sale of livestock	15.30	9.93	7.11	13.20	14.05	7.21	12.94	7.09	4.95	11.74
Sale of farm produce	12.00	7.19	9.34	8.89	15.07	3.74	17.15	12.77	6.04	11.35
My own business	15.99	18.03	23.58	16.90	24.47	11.71	20.08	24.49	19.66	19.21
Public support	16.62	16.89	19.52	15.11	17.62	21.05	21.74	30.66	18.63	18.85

Newspapers and books at home

Table B19: Parents buying newspapers/magazines as reported by learners (LQ 21)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	67.87	84.03	85.78	78.45	75.35	80.95	72.36	8.22	87.23	70.64

Table B20: Frequency of buying a newspaper by parents (parents' view) (PA 21)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Daily	12.31	8.80	29.43	13.52	10.27	9.29	9.96	19.44	19.54	14.78
Weekly	6.39	14.00	19.26	23.80	17.56	22.95	11.90	19.91	16.20	15.51
Sometimes	28.96	31.15	34.98	31.68	28.48	32.79	27.75	34.72	43.24	31.6
Never	52.28	46.05	16.18	30.95	43.69	34.97	50.39	25.93	21.02	38.06

Table B21: Number of books in parents' home (PA 22)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Less than 10	53.68	56.25	31.65	51.88	60.61	60.38	54.53	44.51	43.66	50.34
Between 11 and 19	25.51	28.75	23.97	22.16	19.24	26.42	20.80	31.87	20.56	23.81
20 and above	20.69	15.00	44.19	25.74	20.15	13.21	24.28	23.63	35.63	25.69

Table B22: Parents members of a library (PA 23)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	16.86	28.13	34.70	25.56	11.62	24.86	17.77	21.05	45.74	23.38
No	83.02	71.88	64.23	73.86	88.38	74.03	82.23	78.47	54.26	76.3

Table B23: School-going children members of a library (PA 24)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
0 or no response	73.50	57.92	48.91	57.31	69.21	70.83	69.60	60.65	44.68	62.73
1	8.05	21.53	20.09	13.99	8.86	14.29	7.51	12.96	22.61	12.71
2	8.45	15.10	19.31	14.35	10.63	5.95	9.54	16.67	22.21	13.08
3	4.17	4.21	7.32	7.72	5.04	4.17	5.85	7.41	7.40	6.069
4	2.28	0.99	2.96	3.18	3.27	3.57	4.80	1.39	2.15	2.882
5+	3.54	0.25	1.40	3.44	3.00	1.19	2.71	0.93	0.94	2.537

Poverty of the community

Table B24: Influence of poverty of community on teaching (PR 59 P)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Not at all	7.50		4.55	10.81		14.29	6.00	6.45	3.57	6.525
A little	18.75	7.69	27.27	17.57	20.69	14.29	22.00	38.71	25.00	21.56
Quite a lot	33.75	46.15	40.91	25.68	34.48	28.57	26.00	19.35	42.86	31.61
A great deal	40.00	46.15	27.27	45.95	44.83	42.86	46.00	35.48	28.57	40.3

INPUT

Educator Characteristics

Table B25: Gender of interviewed Grade 4 educators (ED 1)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Male	8.64	23.08	8.70	18.06	24.14		26.42	18.18	7.41	15.66
Female	91.36	76.92	86.96	81.94	75.86	100.00	71.70	81.82	92.59	83.59

Table B26: Age of interviewed Grade 4 educators (ED 2)

Years	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Under 20										
21 – 30	23.75	26.67	17.39	17.81	13.79	14.29	13.21	12.12	18.52	18.13
31 – 40	41.25	46.67	34.78	61.64	55.17	57.14	60.38	54.55	25.93	49.31
41 – 50	25.00	13.33	34.78	17.81	31.03	14.29	22.64	30.30	48.15	25.96
51 and over	10.00	13.33	13.04	2.74		14.29	3.77	3.03	7.41	6.597

Table B27: Highest academic qualifications of interviewed Grade 4 educators (ED 3)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Completed primary education	36.25	40.00	22.73	35.82	48.28	42.86	56.60	56.25	23.08	39.69
Completed secondary education	6.25	13.33	22.73	2.99	10.34	28.57		12.50	3.85	7.736
Completed 1 year post secondary				1.49	3.45					0.563
Completed 2 years post secondary	12.50	6.67	9.09	7.46	6.90		5.66	6.25	3.85	8.024
Completed 3 years post secondary	31.25	6.67	18.18	22.39	13.79	28.57	18.87	18.75	23.08	22.07
Completed 4 or more years post secondary	13.75	33.33	27.27	29.85	17.24		18.87	6.25	46.15	21.91

Table B28: Professional training of interviewed Grade 4 educators (ED 4)

	Years	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Teacher's certificate	1		5.00		2.27	2.63		1.45		2.70	1.303
	2	28.00	15.00	17.65	20.45	15.79	44.44	23.19	21.05	13.51	21.8
	3	5.00	5.00		2.27	2.63		5.80	7.89	10.81	4.398
	4 +			2.94		2.63					0.507
Teacher's diploma	1	1.00	5.00	5.88				2.90	2.63	5.41	2.137
	2	6.00		11.76	6.82	5.26		1.45	5.26	5.41	5.567
	3	44.00	35.00	23.53	36.36	42.11	22.22	46.38	55.26	29.73	39.57
	4 +	6.00	5.00	14.71	14.77	7.89	11.11	4.35		18.92	9.117
Education degree	1		5.00		2.27						0.702
	2	1.00									0.243
	3	1.00	5.00	5.88	1.14	5.26		2.90	5.26		2.596
	4 +	4.00	10.00	8.82	3.41	2.63		7.25		5.41	4.759
Senior/Post graduate degree	1							1.45			0.221
	2	1.00	5.00					1.45		2.70	0.878
	3				1.14						0.239
	4 +				2.27						0.477
Others	1	1.00		2.94	3.41	2.63	11.11			2.70	1.849
	2	2.00	5.00	5.88	3.41	7.89	11.11	1.45	2.63	2.70	3.452
	3										
	4 +					2.63					0.191

Table B29: Teaching experience of interviewed Grade 4 educators (ED 5)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Career	Less than 2 yrs			17.39							1.87
	2 – 9	48.00	46.67	34.78	51.61	42.31	28.57	47.06	53.57	18.52	44.78
	10+	52.00	53.33	56.52	48.39	57.69	71.43	52.94	46.43	81.48	54.29
Grade 4	Less than 2 yrs	10.26	35.71	31.82	10.61	11.11	28.57	3.85	27.27	11.54	14.69
	2 – 9	75.64	64.29	59.09	81.82	81.48	42.86	84.62	63.64	65.38	74.16
	10+	14.10		9.09	7.58	7.41	28.57	11.54	9.09	23.08	11.15
In this school	Less than 2 yrs		20.00	8.70	2.86	3.70				4.00	2.983
	2 – 9	64.00	46.67	47.83	82.86	70.37	50.00	67.92	68.75	32.00	64.41
	10+	36.00	33.33	43.48	14.29	25.93	50.00	32.08	31.25	64.00	32.61

Table B30: Language of instruction used by interviewed Grade 4 educators (ED 6)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Local language		6.67	4.35				1.82	3.03	7.41	1.813
English	32.10	6.67	39.13	46.58	24.14		29.09	30.30	18.52	32.05
Home language	3.70	13.33	8.70	2.74	3.45	71.43	3.64	9.09	25.93	7.628
Combination of languages	64.20	73.33	47.83	50.68	72.41	28.57	65.45	57.58	48.15	58.51
Other										

Table B31: Qualifications of all Grade 4 educators (PR 15)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Male	Qualified	14.56	20.00	20.00	19.60	21.74	26.32	31.64	26.71	24.44	21.47
	Unqualified		1.67	1.54	8.04	3.26		1.69	3.42		2.706
Female	Qualified	84.18	73.33	76.15	61.31	70.65	63.16	65.54	67.81	75.56	71.88
	Unqualified	1.27	5.00	2.31	11.06	4.35	10.53	1.13	2.05		3.943

Table B32: Educators attending educator in-service training programmes (PR 16)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	
External	Always	25.76	33.33	61.90	38.10	50.00	25.00	12.50	34.78	50.00	34.74
	Sometimes	48.48	33.33	33.33	42.86	30.00	75.00	43.75	39.13	46.43	42.48
	Rarely	15.15	13.33		11.11			6.25	21.74	3.57	9.604
	Not at all	10.61	20.00	4.76	7.94	20.00		37.50	4.35		13.18

School based	Always	44.78	44.44	76.19	48.53	53.85	66.67	27.91	43.33	57.69	48.18
	Sometimes	34.33	33.33	14.29	38.24	26.92	33.33	51.16	30.00	34.62	34.63
	Rarely	7.46	16.67	9.52	8.82	11.54		13.95	20.00	7.69	10.59
	Not at all	13.43	5.56		4.41	7.69		6.98	6.67		

Table B33: Grade 4 educators received training in OBE (PR 17)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	25.64	18.75	45.00	19.74	37.93	42.86	23.08	29.03	42.86	28.46
No	74.36	81.25	55.00	80.26	62.07	57.14	76.92	70.97	57.14	71.54

Inspection/appraisal of educators

Table B34: Appraisal of educators taken place (ED 17)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	26.92	7.14	31.82	29.85	6.90	14.29	16.36	9.38	46.15	23.79
No	73.08	92.86	68.18	70.15	93.10	85.71	83.64	90.63	53.85	76.21

Table B35: Time of last observation of an educator by official (ED 18)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
This year	2.50	13.33		4.41	6.90	14.29	1.82	6.45	3.85	3.961
Last year	1.25		4.35	10.29	6.90		3.64	9.68	3.85	5.054
Earlier than last year	55.00	40.00	43.48	47.06	34.48	42.86	34.55	32.26	73.08	45.99
Never	41.25	46.67	52.17	38.24	51.72	42.86	60.00	51.61	19.23	45

Table B36: Last visit to school by an official (PR 45)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
This year	25.49	100.00	50.00	47.06	39.13	40.00	33.33	40.00	80.00	43.46
Last year	23.53		33.33	17.65	30.43	40.00	23.81	20.00	12.00	22.02
Two years ago	41.18		16.67	35.29	30.43	20.00	35.71	36.00	8.00	30.72

Table B37: Purpose and number of visits by an official to the school during previous year (PR 46)

Purpose	No	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Inspection	0 or no response	87.65	72.22	90.00	80.00	86.21	100.00	84.62	83.87	96.43	85.55
	1 – 2	8.64	22.22	10.00	10.67	3.45		11.54	9.68	3.57	9.469
	3 – 4	1.23	5.56		6.67	3.45		3.85	3.23		3.052
	5+	2.47			2.67	6.90			3.23		1.925
Discuss teaching	0 or no response	86.42	44.44	45.00	80.26	75.86	80.00	78.85	64.52	46.43	72.15
	1 – 2	7.41	22.22	35.00	6.58	10.34	20.00	15.38	29.03	35.71	16.28
	3 – 4	4.94	16.67	20.00	9.21	6.90		5.77	3.23	3.57	7.928
	5+	1.23	16.67		3.95	6.90			3.23	14.29	3.644
Provide guidance to educators	0 or no response	76.54	44.44	40.00	62.67	55.17	66.67	78.85	48.39	39.29	61.95
	1 – 2	8.64	33.33	30.00	22.67	24.14	33.33	11.54	38.71	46.43	22.12
	3 – 4	8.64	11.11	30.00	13.33	17.24		5.77	9.68	3.57	11.8
	5+	6.17	11.11		1.33	3.45		3.85	3.23	10.71	4.13
Assess educators	0 or no response	87.65	94.44	85.00	88.00	82.76	100.00	84.62	80.65	85.71	86.43
	1 – 2	7.41	5.56	15.00	8.00	13.79		11.54	16.13	14.29	10.43
	3 – 4	1.23			2.67			3.85			1.446
	5+	3.70			1.33	3.45			3.23		1.694
Assess learners	0 or no response	83.75	77.78	70.00	84.21	72.41	66.67	84.62	80.65	89.29	81.24
	1 – 2	10.00	22.22	20.00	11.84	20.69	16.67	9.62	12.90	10.71	13.13
	3 – 4	2.50		5.00	2.63		16.67	5.77	3.23		3.134
	5+	3.75		5.00	1.32	6.90			3.23		2.489
Provide guidance and support for principal	0 or no response	66.25	61.11	35.00	55.26	51.72	33.33	50.00	64.52	35.71	53.96
	1 – 2	20.00	11.11	40.00	23.68	31.03	50.00	42.31	29.03	39.29	29.35
	3 – 4	7.50	16.67	25.00	14.47	3.45	16.67	5.77	3.23	10.71	10.73
	5+	6.25	11.11		6.58	13.79		1.92	3.23	14.29	5.957

Table B38: A system of appraisal implemented at school (PR 57)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	42.50	69.23	66.67	54.05	62.07	85.71	43.14	54.84	71.43	54.04
No	56.25	30.77	33.33	45.95	37.93	14.29	56.86	45.16	28.57	45.65

Table B39: Disciplinary procedures against staff with performance instituted (PR 58)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	23.46	30.77	28.57	34.21	34.48	14.29	27.45	35.48	7.14	27.69
No	76.54	69.23	71.43	65.79	65.52	85.71	72.55	64.52	92.86	72.31

CENTRAL AND REGIONAL SUPPORT

Textbooks

Table B40: Books available for learners (LQ 13 A, B, C)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Books for each subject	Yes	85.49	88.44	84.66	63.99	77.65	73.33	70.67	36.51	89.03	74.18
	No	14.45	11.56	15.34	35.80	22.35	26.67	29.25	63.49	10.97	25.75
Understand books	Yes	78.30	84.88	77.15	75.71	77.82	83.16	71.35	77.04	90.85	77.7
	No	21.70	14.90	22.72	24.24	22.18	16.84	28.65	22.96	9.15	22.27
Writing books and pencils	Yes	89.91	95.99	92.10	93.20	88.55	99.49	85.97	66.25	98.43	89.22
	No	10.03	4.01	7.64	6.70	11.45	0.51	13.95	33.75	1.45	10.7

Table B41: Availability, condition and appropriateness of educator's guides (ED 14)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Numeracy	Teaching guides available	62.82	25.00	47.83	50.00	40.00	85.71	37.25	65.52	92.31	53.95
	Condition good	64.52	37.50	68.75	59.09	35.29	83.33	44.44	86.67	95.45	61.76
	Content appropriate	67.31	28.57	66.67	52.50	40.00	80.00	50.00	88.24	95.24	61.67
Reading book	Teaching guides available	54.43	63.64	68.18	50.72	52.17	42.86	64.00	44.83	66.67	56.7
	Condition good	53.45	33.33	73.68	55.56	42.86	25.00	50.00	47.37	94.44	55.74
	Content appropriate	62.50	66.67	58.82	60.53	55.00	66.67	62.86	76.47	100.00	65.24
English reading book	Teaching guides available	59.21	75.00	70.00	69.44	45.83	57.14	59.18	44.83	70.37	61.81
	Condition good	48.39	80.00	76.47	51.92	40.00	75.00	53.49	38.89	73.68	55.19
	Content appropriate	60.78	57.14	68.75	60.00	43.75	66.67	51.28	72.22	94.12	62.01
General studies	Teaching guides available	72.84	76.92	36.84	52.17	44.00	71.43	44.00	46.67	76.92	56.43
	Condition good	62.50	81.82	50.00	52.17	31.58	83.33	35.90	55.00	94.44	55.54
	Content appropriate	67.92	70.00	41.67	51.35	52.63	60.00	44.44	60.00	94.12	58.07

Table B42: Provision of Grade 4 textbooks (ED15)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Numeracy books needed	Less than 20	10.81		4.35	5.80		16.67	1.85	6.90		5.449
	20 – 80	86.49	42.86	30.43	52.17	35.71	83.33	55.56	31.03	65.38	56.79
	80+	2.70	21.43	34.78	26.09	46.43		29.63	41.38	26.92	24.02
Numeracy books	Less than 20	32.43	7.14		13.04	3.57	33.33	25.93	27.59	23.08	19.61

available	20 – 80	51.35	21.43	26.09	42.03	17.86	66.67	22.22	17.24	42.31	35.28
	80+	2.70	14.29	13.04	5.80	14.29		3.70	6.90	3.85	6.357
Numeracy books received	Less than 20	1.35				3.57	16.67		6.90	11.54	2.255
	20 – 80	5.41		13.04	8.70		16.67	1.85		15.38	6.19
	80+							1.85			0.282
Reading Books needed	Less than 20	16.22	7.14		2.90	3.57	33.33	5.56	3.45		6.837
	20 – 80	78.38	28.57	34.78	50.72	39.29	66.67	64.81	51.72	73.08	57.97
	80+	4.05	35.71	21.74	20.29	39.29		16.67	41.38	30.77	20.15
Reading books available	Less than 20	33.78	7.14	4.35	10.14	7.14	50.00	14.81	27.59	7.69	17.58
	20 – 80	37.84	28.57	43.48	26.09	28.57	33.33	51.85	17.24	46.15	35.83
	80+		7.14	8.70	4.35	10.71		1.85	3.45	3.85	3.782
Reading books received	Less than 20							1.85	3.45	3.85	0.836
	20 – 80	4.05		8.70	5.80		16.67	1.85		26.92	5.594
	80+							1.85			0.282
English Reading Book needed	Less than 20	13.51			2.90		33.33	11.11	3.45		6.448
	20 – 80	82.43	35.71	30.43	53.62	35.71	66.67	50.00	51.72	69.23	56.62
	80+	4.05	28.57	30.43	26.09	42.86		27.78	41.38	30.77	23.93
English reading books available	Less than 20	31.08	14.29	8.70	11.59	14.29	16.67	12.96	13.79	7.69	16.53
	20 – 80	43.24	50.00	47.83	40.58	17.86	33.33	48.15	17.24	53.85	40.81
	80+		7.14	4.35	5.80	14.29		5.56	6.90	3.85	4.727
English reading books received	Less than 20	1.35					16.67			7.69	1.158
	20 – 80	4.05		21.74	7.25		16.67	1.85		19.23	6.762
	80+							1.85			0.282

General Studies needed	Less than 20	9.46			4.35		16.67	3.70	3.45		4.348
	20 – 80	85.14	21.43	30.43	50.72	42.86	66.67	57.41	55.17	69.23	57.96
	80+	4.05	21.43	26.09	24.64	42.86		27.78	41.38	23.08	22.3
General study books available	Less than 20	35.14			11.59	10.71	16.67	22.22	17.24	19.23	18.18
	20 – 80	45.95	21.43	13.04	34.78	17.86	33.33	9.26	10.34	38.46	27.65
	80+	1.35	14.29	4.35	7.25	3.57		3.70	3.45		4.068
General study books received	Less than 20	1.35				3.57	16.67	1.85		11.54	1.968
	20 – 80	4.05			7.25		16.67	1.85		23.08	4.694
	80+							1.85			0.282

LEARNER CHARACTERISTICS

Table B43: Age of interviewed Grade 4 learners (LQ 1)

Age	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
7	0.05		0.25	0.22			0.43	0.24	0.12	0.18
8	1.03	1.01	0.50	2.11	2.46	1.49	2.07		1.31	1.403
9	10.72	23.28	29.83	28.09	20.05	25.37	24.79		37.43	21.05
10	21.59	29.15	38.99	25.93	27.55	26.87	32.64		39.81	26.42
11	22.77	21.86	16.21	15.91	22.04	16.92	18.43		12.87	17.19
12	18.31	13.16	8.42	10.61	15.47	12.94	13.79		4.65	11.94
13 and older	25.38	11.34	5.69	9.30	12.43	16.42	7.07		3.58	11.75

Table B44: Enrolment of learners in school according to gender (PR 6)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Boys	48.66	50.82	50.75	50.64	50.85	49.55	51.59	50.80	51.04	50.36
Girls	51.34	49.18	49.25	49.36	49.15	50.45	48.41	49.20	48.96	49.64

Table B45: Teaching more than one class in the same classroom (ED 8)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	18.29	6.67	13.04	16.67	10.71	14.29	12.73	15.15	11.11	14.63
No	81.71	93.33	86.96	83.33	85.71	85.71	87.27	84.85	88.89	85.11

Table B46: Learners from another class in the classroom (ED 8)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	16.46	7.14	9.52	5.97	10.71		7.84	7.14	4.17	9.443
No	82.28	92.86	90.48	94.03	89.29	100.00	92.16	92.86	95.83	90.25

Table B47: Learner-classroom ratio of Grade 4 learners (PR 7, 8)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Less than 20	6.17	5.56		1.32						2.023
20 – 39	38.27	44.44	47.62	34.21	29.63	33.33	28.57	38.71	50.00	37.37
40 – 59	43.21	44.44	47.62	46.05	40.74	66.67	48.98	51.61	50.00	46.62
60 +	9.88	5.56	4.76	18.42	29.63		22.45	9.68		13.4

Table B48: Learners in class according to age and gender (ED 7)

	Age	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Boys	7 & below				0.09	0.46			0.07		0.058
	8	0.50		0.31	1.24	2.63		0.45	0.36	0.19	0.719
	9	5.05	10.94	10.97	10.61	7.33	6.69	9.82	5.87	12.22	8.611
	10	11.25	15.80	22.15	15.76	16.21	15.72	15.14	14.04	22.48	15.62
	11	13.64	11.28	8.80	10.27	12.71	10.03	10.99	10.53	9.70	11.24
	12	9.83	5.73	5.38	7.39	9.16	10.03	7.91	8.67	4.85	7.875
	13+	11.25	6.25	3.11	6.67	6.64	7.02	6.87	8.38	2.15	7.238
Girls	7 & below	0.06		0.10	0.12	0.17		0.16	0.21		0.106
	8	1.59	1.04	1.66	2.03	3.26		0.78	0.72	0.28	1.472
	9	8.39	11.81	14.18	13.45	9.16	5.69	12.45	10.46	15.67	11.54
	10	12.55	18.92	20.08	13.73	12.71	17.39	17.22	16.76	22.29	15.73
	11	12.43	10.76	8.49	8.42	10.02	13.38	9.60	9.38	7.09	9.876
	12	7.86	3.99	2.80	5.97	6.19	7.02	5.58	6.02	2.05	5.701
	13+	5.58	3.47	1.97	4.24	3.32	7.02	3.02	8.52	1.03	4.211

Table B49: Repeaters, non-repeaters and children with special needs in the class (ED 9)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Boys	Non-repeaters	42.55	40.77	45.57	48.46	47.53	46.22	42.02	42.62	46.10	44.63
	Repeaters	6.00	10.10	4.62	3.96	9.87	3.59	9.26	7.07	4.67	6.336
	Special needs	2.98	4.36	3.89	2.72	6.36	8.37	2.76	6.06	5.14	3.796
Girls	Non-repeaters	48.13	41.46	46.54	44.83	38.00	47.81	41.84	45.26	47.33	44.97
	Repeaters	3.32	7.67	3.28	2.76	4.60	2.39	6.87	5.05	1.90	4.055
	Special needs	2.91	4.01	2.79	2.04	3.52	5.18	1.72	4.35	3.90	2.854

Table B50: Average distance to school for majority of learners (PR 27)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Under 1 km	12.35	22.22	9.09	1.43	18.52		26.00	12.90	28.57	13.64
1 - 3 km	48.15	33.33	36.36	20.00	37.04	71.43	54.00	54.84	35.71	40.48
3 - 5 km	32.10	27.78	31.82	40.00	22.22		16.00	22.58	32.14	29.02
Over 5 km	7.41	16.67	22.73	38.57	22.22	28.57	4.00	9.68	3.57	16.86

Table B51: Average distance to school for Grade 4 learners (LQ 8)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Under 1 km	36.98	43.62	39.30	29.27	35.58	41.29	43.25	68.84	39.59	39.65
1 – 2 km	39.99	34.57	24.10	33.28	41.68	33.83	37.83	29.05	31.48	34.82
Over 2 km	22.87	21.40	36.47	37.40	22.74	24.88	18.76	1.87	28.93	25.41

Table B52: Ways to get to school by Grade 4 learners (LQ 9)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Walk	81.28	83.30	57.74	72.71	70.01	85.57	82.09	18.50	61.14	69.83
By bicycle	5.58	3.92	2.66	3.63	9.28	1.99	6.50	16.03	2.54	5.777
By bus/car	10.41	8.66	36.17	19.88	14.81	9.95	8.24	65.47	33.90	21.26
Other	2.68	3.92	3.43	3.78	5.90	2.49	3.10		2.42	3.102

Table B53: Time to get to school by Grade 4 learners (LQ 10)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Less than 10 min	43.31	48.01	46.69	30.43	36.53	57.21	42.20	54.30	52.59	42.32
10 – 20 min	29.39	19.71	25.03	26.29	29.12	25.87	30.73	45.16	24.00	28.88
20 – 30 min	15.30	23.69	12.84	21.22	19.16	8.96	18.17	0.55	15.44	16.05
30 – 60 min	11.90	8.60	15.43	21.22	15.07	7.96	8.50		7.96	12.47

Table B54: Where Grade 4 learners stay during the school week (LQ 7)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
With both parents	34.68	46.47	51.08	40.96	32.13	55.15	36.94	2.34	57.20	37.72
With father	43.00	34.05	29.59	41.41	39.74	12.37	39.84	2.95	28.41	35.24
With mother	7.31	4.50	4.86	4.66	8.90	2.06	5.49	5.41	3.16	5.662
With relatives/family	13.27	12.42	12.57	12.52	16.52	29.38	15.84	13.28	10.86	13.74
Hostel/boarding school	1.69	2.57	1.89	0.40	2.71	1.03	1.88	18.94	0.38	2.903

Table B55: Residential arrangement of learners (PR 4)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Day learners only	98.78	100.00	100.00	100.00	100.00	50.00	98.08	100.00	92.86	98.04
Boarding learners only										
Day and boarding learners	1.22					50.00	1.92		7.14	1.964

Table B56: Meals available for Grade 4 learners (LQ 3,4)

Yes	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Before school	90.96	93.74	83.07	89.37	86.74	92.67	85.19	6.40	90.70	81.75
After school	89.23	88.18	88.40	90.42	85.01	95.26	89.35	29.78	94.48	84.62
Before and after	39.26	40.76	37.39	39.69	36.42	42.26	36.96		42.50	35.7
No meals	1.60	0.65	2.02	0.93	1.97		1.25	1.73	0.82	1.364

Table B57: Activities of learners after school hours (PA 14)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Helps look after younger brothers and sisters	Regularly	34.71	42.54	23.15	34.99	47.16	35.82	48.67	53.79	20.00	37.47
	Sometimes	36.46	27.94	28.14	31.72	33.03	34.33	29.78	24.24	34.53	31.74
	Not at all	28.83	29.52	48.70	33.29	19.82	29.85	21.55	21.97	45.47	30.79
Helps mother with her work	Regularly	53.45	50.00	33.62	48.42	52.97	51.01	50.92	57.63	27.41	48.16
	Sometimes	37.45	38.14	41.94	37.36	37.56	36.91	37.56	35.03	52.96	38.85
	Not at all	9.10	11.86	24.44	14.23	9.47	12.08	11.51	7.34	19.63	12.99
Helps father with his work	Regularly	36.56	36.73	22.61	33.02	39.57	26.89	25.69	47.54	15.96	32.18
	Sometimes	34.53	28.36	29.78	30.63	30.64	42.02	30.78	27.05	39.60	31.94
	Not at all	28.91	34.91	47.61	36.28	29.79	31.09	43.53	25.41	44.44	35.87

Table B58: Grade 4 learners attended pre-school classes (LQ 5)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	54.02	71.56	67.49	62.00	56.87	50.00	62.32	44.46	74.08	59.95

Table B59: Grade 4 learners speaking English at home (LQ 6)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	19.08	17.92	29.27	35.70	26.67	7.37	15.49	44.48	26.51	26.03

Table B60: Number of years spent in different grades (LQ 23)

	No	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Grade 1	1	74.50	81.75	90.24	80.77	79.45	84.18	86.35	57.26	91.66	79.95
	2	22.33	17.50	9.61	18.05	19.57	15.31	12.84	20.63	7.94	16.93
	3	3.17	0.75	0.16	1.18	0.98	0.51	0.81	22.11	0.40	3.123

Grade 2	1	81.50	85.20	89.72	86.93	78.82	83.16	83.52	44.02	90.85	81.4
	2	16.67	12.50	9.97	12.35	19.41	16.84	15.11	27.03	7.94	15.06
	3	1.83	2.30	0.32	0.72	1.76		1.37	28.95	1.21	3.543
Grade 3	1	84.37	79.22	89.65	89.57	79.08	88.78	86.03	32.17	93.32	82.06
	2	13.98	18.18	9.39	8.53	18.13	9.69	12.45	35.66	5.59	13.73
	3	1.64	2.60	0.96	1.90	2.79	1.53	1.52	32.17	1.09	4.209
Grade 4	1	86.55	78.26	89.71	87.97	78.94	90.77	87.92	27.41	92.29	82.07
	2	12.44	21.07	10.08	11.46	20.40	8.72	11.39	28.92	7.28	13.72
	3	1.01	0.67	0.21	0.56	0.67	0.51	0.69	43.67	0.44	4.212

Table B61: Grade 4 learners' attitude towards teaching and learning (LQ 20)

Statement		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
I enjoy going to school	Strongly Agree	80.31	87.64	71.91	79.20	82.12	84.77	78.16	7.60	75.54	73.05
	Agree	12.64	8.39	18.92	14.48	9.59	13.71	15.68	8.95	15.34	13.65
	Disagree	2.27	0.88	3.89	3.29	4.29	0.51	1.92	39.22	3.30	5.778
	Strongly Disagree	4.72	3.09	5.29	3.02	3.86	1.02	4.24	44.24	5.83	7.49
I feel safe and secure in my school	Strongly Agree	74.08	80.22	71.94	71.50	71.16	73.74	73.84	6.88	70.86	67.56
	Agree	18.06	13.12	18.98	20.18	21.01	15.15	19.42	6.63	20.12	17.95
	Disagree	3.22	1.94	4.95	4.68	3.77	6.57	3.68	36.36	5.31	6.704
	Strongly Disagree	4.65	4.30	3.99	3.64	4.06	4.55	3.05	50.12	3.70	7.748
My teachers are interested in my work	Strongly Agree	72.22	71.12	68.72	68.03	72.69	77.44	72.98	8.96	75.09	66.14
	Agree	18.46	18.97	21.31	24.77	14.79	18.97	17.05	8.47	20.12	18.93
	Disagree	4.24	3.88	4.37	4.15	6.97	2.05	6.21	40.56	2.94	7.583
	Strongly Disagree	5.02	5.82	5.60	3.06	5.55	1.54	3.77	42.01	1.84	7.322
My school gives prizes or awards to learners who do well in their studies	Strongly Agree	56.45	54.31	64.58	53.40	52.65	60.91	46.78	6.07	70.69	51.75
	Agree	15.42	11.21	18.75	20.94	17.60	23.86	22.96	5.34	17.86	17.54
	Disagree	10.80	4.74	3.19	11.92	11.02	4.57	13.52	37.62	3.82	11.99
	Strongly Disagree	17.34	29.74	13.47	13.74	18.74	10.66	16.75	50.97	7.64	18.71
Learning and teaching are important for the teachers in my school	Strongly Agree	76.30	73.19	76.88	72.25	73.36	80.81	72.58	8.06	79.75	69.28
	Agree	14.98	18.72	14.91	20.60	15.20	13.64	17.90	14.29	17.06	16.85
	Disagree	3.71	2.55	3.83	3.76	5.44	3.54	5.53	38.34	1.47	6.782
	Strongly Disagree	4.95	5.53	4.38	3.35	6.00	2.02	3.99	39.32	1.72	7.067
My teachers tell my parents about my progress	Strongly Agree	65.11	67.52	77.07	61.43	67.65	74.49	61.24	6.72	73.74	61.28
	Agree	20.48	18.68	14.25	25.10	19.55	20.92	22.72	4.15	22.21	19.76
	Disagree	5.14	5.31	3.12	6.35	6.47	2.55	10.59	35.90	2.21	8.399
	Strongly Disagree	9.21	8.28	5.56	7.11	6.33	2.04	5.45	53.24	1.84	10.54

Our teachers inspire us to	Strongly Agree	74.16	80.69	79.21	73.94	73.25	76.02	72.85	5.72	78.60	69.38
	Agree	17.13	10.73	12.91	18.56	14.43	19.39	18.38	4.74	15.99	15.62

work hard	Disagree	4.18	3.00	3.67	3.60	6.16	1.02	6.10	33.45	2.58	6.635
	Strongly Disagree	4.47	5.58	4.21	3.90	6.16	3.57	2.67	56.08	2.83	8.35
The school has a nice and pleasant atmosphere	Strongly Agree	73.46	73.19	69.68	65.62	64.16	77.16	70.71	6.00	69.82	64.55
	Agree	17.57	15.96	22.77	24.65	23.94	17.77	21.93	8.46	20.86	20.15
	Disagree	3.71	2.98	3.70	5.15	5.67	3.05	3.83	46.69	5.40	7.79
	Strongly Disagree	5.26	7.87	3.84	4.58	6.23	2.03	3.53	38.85	3.93	7.51
Children in our school work hard	Strongly Agree	67.95	70.94	66.12	62.56	65.35	76.41	67.31	6.22	71.67	61.79
	Agree	23.33	18.16	22.45	26.26	23.94	18.97	25.02	8.17	22.22	22.52
	Disagree	5.65	4.27	6.75	5.46	5.63	1.54	3.91	40.61	4.15	8.108
	Strongly Disagree	3.07	6.20	4.68	5.66	4.93	3.08	3.76	45.00	1.95	7.549
I enjoy learning at school	Strongly Agree	76.50	81.88	74.76	76.79	78.14	86.50	71.38	8.24	72.11	70.19
	Agree	16.25	10.23	16.55	17.45	12.43	10.00	21.85	12.92	18.51	16.61
	Disagree	3.60	2.77	3.86	3.29	5.14	1.00	3.85	40.47	3.90	6.692
	Strongly Disagree	3.60	5.12	4.83	2.42	4.29	2.50	2.92	38.38	5.48	6.479
I like my teacher	Strongly Agree	76.90	83.69	83.38	77.96	76.95	85.43	75.04	11.08	80.12	72.79
	Agree	15.76	10.52	9.00	17.05	15.13	10.05	18.68	16.87	14.60	15.38
	Disagree	3.61	1.72	2.63	3.01	3.75	1.01	3.26	38.30	2.33	5.977
	Strongly Disagree	3.73	4.08	4.99	1.87	4.18	3.52	2.95	33.74	2.94	5.821
I learn a lot at school	Strongly Agree	72.52	75.11	76.60	74.14	71.28	88.21	70.59	6.85	79.49	68.38
	Agree	19.20	18.12	15.32	19.38	17.23	10.26	23.24	8.57	16.85	18.05
	Disagree	4.79	3.06	2.92	3.55	5.30	0.51	3.82	42.35	1.34	6.923
	Strongly Disagree	3.50	3.71	5.15	2.93	6.04	0.98	2.34	42.23	2.32	6.641
I have my friends at school	Strongly Agree	70.97	78.26	80.67	71.40	71.04	81.63	70.29	6.41	78.02	67.69
	Agree	18.66	12.61	10.29	18.33	15.97	13.27	20.77	11.22	17.90	16.78
	Disagree	4.43	2.83	2.64	4.71	5.22	1.02	3.83	43.77	0.99	7.138
	Strongly Disagree	5.87	6.09	6.40	5.46	7.76	4.08	5.11	38.47	3.09	8.334
I don't like school	Strongly Agree	46.28	32.15	31.64	39.27	46.94	37.24	41.41	5.30	25.13	36.88
	Agree	12.41	9.98	8.62	10.48	12.41	10.71	14.91	7.02	9.69	11.21
	Disagree	9.36	5.10	8.19	11.41	11.51	4.59	10.94	45.44	9.82	12.79
	Strongly Disagree	31.83	52.77	51.55	38.84	29.15	47.45	32.66	42.24	55.36	39.07

SCHOOL ENDOWMENT

School facilities

Table B62: Location of schools (PR 1)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Urban	11.11	38.89	70.00	19.74	20.69	16.67	3.85	22.58	46.43	23.61
Semi-urban	2.47	11.11	25.00	6.58		16.67	5.77	6.45	39.29	9.622

Rural	70.37	44.44		59.21	75.86	50.00	80.77	64.52	14.29	56.51
Remote Rural	16.05	5.56	5.00	14.47	3.45	16.67	9.62	6.45		10.26

Table B63: Age of schools (PR 2)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Less than 5 yrs		8.33		5.77			2.38			1.95
5 – 10	7.14	16.67	27.78	15.38	23.81		14.29	8.70	9.09	13.96
11 – 20	35.71	8.33		21.15	28.57	40.00	9.52	13.04	4.55	19.1
21 – 30	14.29	16.67	16.67	15.38	19.05	20.00	16.67	21.74	22.73	16.89
31 – 40	16.07	25.00	22.22	13.46	14.29	20.00	28.57	21.74	27.27	19.68
41 – 50	1.79		11.11	7.69	9.52		9.52	21.74	4.55	7.497
50+	19.64	25.00	22.22	21.15	4.76	20.00	19.05	13.04	31.82	19.62

Table B64: Type of schools (PR 3)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Public/Government	98.78	94.44	81.82	83.56	93.10	100.00	86.54	93.55	75.00	89.21
Private/Non-government				1.37						0.288
Government-Subsidised	1.22	5.56	18.18	15.07	6.90		13.46	6.45	25.00	10.5

Table B65: Type of school shifts (PR 5)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Single shift	100.00	88.89	95.45	100.00	100.00	100.00	100.00	93.55	100.00	98.48
Platooning		11.11	4.55					6.45		1.521

Table B66: Number of instruction areas (PR 19)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Permanent classrooms	69.96	90.88	97.69	89.99	89.91	83.77	82.57	94.53	93.39	85.37
Temporary classrooms	23.39	9.12	1.62	9.13	4.93	16.23	6.66	5.47	5.43	10.66
Open-air teaching areas	6.65		0.69	0.88	5.16		10.78		1.17	3.972

Table B67: Number of classes by grade (PR 18)

	No	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Grade 1	1	57.50	23.53		33.33	28.57	28.57	49.02	26.67	10.71	35
	2	32.50	41.18	40.91	38.67	46.43	71.43	35.29	53.33	39.29	39.4
	3	5.00	11.76	22.73	13.33	14.29		11.76	10.00	25.00	12.39
	4+	5.00	23.53	36.36	14.67	10.71		3.92	10.00	25.00	13.21
Grade 2	1	77.22	20.00		41.89	39.29	28.57	49.02	30.00	7.14	42.22
	2	15.19	26.67	31.82	28.38	42.86	28.57	41.18	33.33	50.00	30.4
	3	6.33	13.33	36.36	17.57	14.29	42.86	3.92	23.33	14.29	15.04
	4+	1.27	40.00	31.82	12.16	3.57		5.88	13.33	28.57	12.34
Grade 3	1	81.48	26.32	4.55	40.00	29.63	14.29	49.02	16.67	13.79	42.05
	2	11.11	26.32	31.82	28.00	48.15	57.14	35.29	50.00	48.28	30.56
	3	4.94	21.05	40.91	22.67	18.52	28.57	9.80	20.00	20.69	17.74
	4+	2.47	26.32	22.73	9.33	3.70		5.88	13.33	17.24	9.659
Grade 4	1	78.75	23.53	4.55	38.16	39.29	28.57	49.02	13.33	7.14	41.08
	2	13.75	35.29	31.82	35.53	39.29	42.86	37.25	53.33	53.57	33.23
	3	6.25	11.76	50.00	15.79	14.29	28.57	9.80	16.67	17.86	16.39
	4+	1.25	29.41	13.64	10.53	7.14		3.92	16.67	21.43	9.294
Grade 5	1	82.72	17.65		44.00	42.86	42.86	52.94	33.33	14.29	45.77
	2	9.88	29.41	45.45	32.00	35.71	14.29	35.29	40.00	46.43	30.1
	3	6.17	29.41	36.36	17.33	14.29	42.86	7.84	16.67	25.00	16.48
	4+	1.23	23.53	18.18	6.67	7.14		3.92	10.00	14.29	7.654
Grade 6	1	79.75	35.29		40.79	48.15	42.86	64.00	40.00	25.93	48.61
	2	13.92	23.53	59.09	39.47	33.33	14.29	24.00	40.00	37.04	31.3
	3	5.06	23.53	27.27	13.16	14.81	42.86	8.00	16.67	29.63	14.47
	4+	1.27	17.65	13.64	6.58	3.70		4.00	3.33	7.41	5.621
Grade 7	1	75.68	27.78	10.00	46.58	54.17	42.86	60.78	45.45	17.86	49.4
	2	17.57	33.33	55.00	31.51	33.33	14.29	31.37	36.36	42.86	31.74
	3	4.05	33.33	30.00	16.44	12.50	42.86	3.92	9.09	28.57	14.16
	4+	2.70	5.56	5.00	5.48			3.92	9.09	10.71	4.692
Grade 8	1	83.02	42.86		50.00	80.00			100.00	40.00	
	2	15.09	14.29	100.00	33.33		100.00			60.00	
	3	1.89	14.29			10.00					
	4+		28.57		16.67	10.00					
Grade 9	1	88.24	75.00		83.33	66.67	33.33		100.00	66.67	
	2	11.76	25.00		16.67	16.67	33.33			33.33	
	3					16.67	33.33				
	4+										
Grade 10	1		33.33		60.00	66.67				100.00	
	2	100.00	66.67		40.00		100.00				
	3					33.33					

	4+										
Grade 11	1				66.67	100.00	100.00			100.00	
	2	100.00	100.00		33.33						
	3										
	4+										
Grade 12	1		50.00		66.67	100.00				100.00	
	2	100.00	50.00		33.33		100.00				
	3										
	4+										

Table B68: Number of classes per classrooms (PR 18, 19)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Less than one class per classroom	30.00	61.11	52.38	44.74	50.00	85.71	27.45	43.33	78.57	43.44
One class per classroom	32.50	22.22	19.05	40.79	32.14		39.22	46.67	17.86	32.91
More than one class per classroom	37.50	16.67	28.57	14.47	17.86	14.29	33.33	10.00	3.57	23.66

Table B69: Condition of school buildings (PR 20)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Very weak	20.73			9.33	6.90		15.38			9.834
Weak	34.15	22.22	4.55	32.00	27.59	14.29	30.77	29.03	7.14	26.33
Need minor repairs	26.83	38.89	63.64	36.00	37.93	42.86	36.54	45.16	53.57	39.2
Good	10.98	33.33	27.27	20.00	20.69	28.57	11.54	16.13	32.14	18.63
Very good	7.32	5.56	4.55	2.67	6.90	14.29	5.77	9.68	7.14	6.001

Table B70: Special classrooms available in schools (PR 21)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Staff rooms	37.04	61.11	86.36	52.86	42.86	83.33	28.85	60.00	96.43	52.78
Special rooms	12.68	12.50	38.10	18.75	3.70	33.33	4.17	11.54	72.00	19.15
Workshop	6.85	18.75	15.00	6.67	3.70	40.00	2.13	4.17	45.45	10.34
Library	12.16	17.65	52.38	30.30	11.11	20.00	4.26	21.43	84.00	25.19
Laboratories	8.22	17.65	40.91	11.48	3.70	66.67	4.26	7.69	50.00	15.81
Computer room	8.22		28.57	7.94		16.67	2.13	11.11	52.17	11.92
Storerooms	31.25	61.11	90.91	43.94	41.38	66.67	28.57	59.26	100.00	49.74
School hall	14.67	20.00	45.00	31.34	19.23	33.33	26.53	42.86	56.52	29.39

Separate office for principal	41.98	83.33	86.36	69.86	50.00	85.71	36.00	73.33	100.00	61.55
Separate office for school secretary	16.67	50.00	90.91	35.38	21.43	71.43	2.13	23.08	100.00	35.53
Other	17.78	37.50	46.67	29.41	42.11	66.67	10.71	31.25	63.64	30.08

Table B71: Ventilation of the classrooms of schools (PR 22)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Adequate	70.37	88.89	76.19	64.00	81.48	85.71	68.00	86.67	85.71	73.62
Inadequate	20.99	11.11	23.81	33.33	14.81	14.29	18.00	13.33	14.29	21.32
Not at all	8.64			2.67	3.70		14.00			5.059

Table B72: Amount of light in the classrooms (PR 23)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Adequate	70.73	94.44	100.00	67.11	67.86	85.71	66.00	90.32	92.86	76.68
Inadequate	21.95	5.56		25.00	21.43	14.29	20.00	3.23	7.14	16.44
Not available	7.32			7.89	10.71		14.00	6.45		6.876

Table B73: Rooms accessible for learners with disabilities (ED 13)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	26.25	20.00	21.74	33.80	17.24	16.67	14.55	28.13	33.33	25.11
No	73.75	80.00	78.26	66.20	82.76	83.33	85.45	71.88	66.67	74.89

Table B74: Facilities at school (PR 24)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Playground	Adequate	28.75	33.33	45.45	34.67	41.38	71.43	24.00	38.71	67.86	36.49
	Inadequate	45.00	50.00	36.36	53.33	44.83	28.57	54.00	48.39	32.14	46.5
	Not available	26.25	16.67	18.18	12.00	13.79		22.00	12.90		17.01
Sports equipment	Adequate	6.41	16.67	40.91	15.49	10.34	14.29	5.77	13.79	21.43	14.47
	Inadequate	55.13	55.56	45.45	53.52	65.52	71.43	59.62	68.97	67.86	57.53
	Not available	38.46	27.78	13.64	30.99	24.14	14.29	34.62	17.24	10.71	28
Sports fields	Adequate	17.72	5.56	36.36	16.44	14.29	14.29	15.69	23.33	39.29	20.26
	Inadequate	43.04	61.11	31.82	49.32	53.57	71.43	39.22	60.00	42.86	46.03

	Not available	39.24	33.33	31.82	34.25	32.14	14.29	45.10	16.67	17.86	33.71
Open space	Adequate	40.79	55.56	52.38	47.95	64.29	71.43	54.90	58.62	69.23	52.06
	Inadequate	39.47	33.33	42.86	34.25	25.00	28.57	27.45	27.59	26.92	33.53
	Not available	19.74	11.11	4.76	17.81	10.71		17.65	13.79	3.85	14.41
Other	Adequate			50.00	13.33					33.33	
	Inadequate	23.53			6.67	14.29		13.33	20.00		
	Not available	76.47	100.00	50.00	80.00	85.71		86.67	80.00	66.67	

Table B75: Number of toilets available at school (PR 25)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Flush toilets	Educator Males	17.91	76.47	90.48	36.00	35.71	100.00	12.24	36.67	96.43	41.05
	Educator Females	17.91	82.35	90.48	34.67	39.29	100.00	14.29	33.33	100.00	41.58
	learner Males	17.91	82.35	95.24	30.67	32.14	85.71	12.24	33.33	100.00	40.17
	learner Female	17.91	82.35	95.24	33.33	32.14	85.71	12.24	33.33	100.00	40.73
Ventilated pit latrines	Educator Males	49.25	17.65		37.33	32.14		36.73	50.00		32.64
	Educator Females	52.24	17.65		41.33	32.14		36.73	53.33		34.47
	learner Males	49.25	17.65		42.67	35.71		38.78	46.67		34.05
	learner Female	50.75	17.65		42.67	35.71		38.78	46.67		34.41
Unventilated pit latrines	Educator Males	16.42	5.88		20.00	28.57		53.06	6.67		19.16
	Educator Females	22.39	5.88		22.67	32.14		53.06	10.00		21.7
	learner Males	11.94	5.88		22.67	21.43		38.78	13.33		16.49
	learner Female	14.93	5.88		22.67	21.43		40.82	13.33		17.52
Bucket toilets	Educator Males	1.49									0.362
	Educator Females	1.49									0.362
	learner Males										
	learner Female										

Table B76: Availability of school services and amenities (PR 26)

	Availability	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
School feeding program	Always	28.40	29.41	57.14	22.67	55.17	71.43	17.31	25.81	67.86	33.88
	Sometimes	69.14	58.82	19.05	45.33	37.93	28.57	78.85	67.74	10.71	52.59
	Not	2.47	11.76	23.81	32.00	6.90		3.85	6.45	21.43	13.53
Book loan service	Always	10.81	11.11	52.63	9.72		16.67	2.00	7.69	32.00	14.29
	Sometimes	4.05	11.11		9.72	3.57	33.33	2.00		24.00	6.352
	Not	85.14	77.78	47.37	80.56	96.43	50.00	96.00	92.31	44.00	79.36
Water	Always	30.00	88.89	86.36	50.67	65.52	100.00	25.49	64.52	96.43	53.66

	Sometimes	21.25	5.56	13.64	24.00	17.24		37.25	19.35	3.57	20.69
	Not	48.75	5.56		25.33	17.24		37.25	16.13		25.65
Electricity	Always	25.61	77.78	95.45	37.84	44.83	100.00	23.53	54.84	100.00	48.03
	Sometimes	3.66	11.11	4.55	9.46	3.45		13.73	9.68		7.004
	Not	70.73	11.11		52.70	51.72		62.75	35.48		44.97
Typewriters	Always	20.73	83.33	81.82	27.03	27.59	85.71	35.29	61.29	69.23	42.03
	Sometimes	8.54			8.11	10.34	14.29	9.80	19.35	3.85	8.134
	Not	70.73	16.67	18.18	64.86	62.07		54.90	19.35	26.92	49.83
Duplicating machines	Always	24.39	77.78	81.82	29.73	34.48	85.71	19.61	66.67	92.86	43.44
	Sometimes	7.32	5.56		10.81	10.34		5.88	16.67	3.57	7.567
	Not	68.29	16.67	18.18	59.46	55.17	14.29	74.51	16.67	3.57	48.99
Radio	Always	12.20	16.67	66.67	16.90	13.79	33.33	15.69	20.00	50.00	23.55
	Sometimes	4.88	5.56	4.76	8.45		16.67	1.96	10.00	11.54	5.943
	Not	82.93	77.78	28.57	74.65	86.21	50.00	82.35	70.00	38.46	70.51
Telephone	Always	18.29	72.22	86.36	46.67	37.93	85.71	25.00	41.94	100.00	45.29
	Sometimes	2.44			4.00			5.77	3.23		2.577
	Not	79.27	27.78	13.64	49.33	62.07	14.29	69.23	54.84		52.13

Computers for administration	Always	8.54	22.22	63.64	22.97	6.90	57.14	1.96	13.33	78.57	23.13
	Sometimes	1.22				3.45				14.29	1.546
	Not	90.24	77.78	36.36	77.03	89.66	42.86	98.04	86.67	7.14	75.32
Computer for teaching	Always	6.10		18.18				1.96	6.67	25.00	6.032
	Sometimes		5.56		4.05	3.45	14.29			10.71	2.351
	Not	93.90	94.44	81.82	95.95	96.55	85.71	98.04	93.33	64.29	91.62
School garden	Always	36.25	52.94	63.64	33.33	27.59	57.14	23.08	43.33	66.67	39.77
	Sometimes	16.25	5.88	18.18	22.22	17.24	28.57	21.15	16.67	14.81	18.21
	Not	47.50	41.18	18.18	44.44	55.17	14.29	55.77	40.00	18.52	42.01
Television	Always	16.05	35.29	40.91	21.62	10.34	71.43	1.96	13.33	75.00	23.07
	Sometimes	1.23		4.55	2.70	3.45			3.33	7.14	2.381
	Not	82.72	64.71	54.55	75.68	86.21	28.57	98.04	83.33	17.86	74.55
Overhead projectors	Always	17.07	55.56	77.27	20.27	3.45	85.71	3.92	13.33	92.86	29.15
	Sometimes		11.11	4.55	6.76	3.45				3.57	2.908
	Not	82.93	33.33	18.18	72.97	93.10	14.29	96.08	86.67	3.57	67.94
Tape recorder	Always	10.98	22.22	45.45	18.92	7.14	71.43	8.00	20.00	71.43	22.16
	Sometimes			4.55	9.46	3.57	14.29	2.00	6.67	7.14	4.339
	Not	89.02	77.78	50.00	71.62	89.29	14.29	90.00	73.33	21.43	73.5
Other	Always			100.00	5.26		100.00		22.22	25.00	17.19
	Sometimes	3.03				10.00				25.00	3.21
	Not	96.97	100.00		94.74	90.00		100.00	77.78	50.00	79.6

School furniture, learning and teaching material and other resources

Table B77: Placement of books when learners write in classroom (LQ 18A)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
On my lap	6.46	8.14	2.58	5.62	8.86	2.01	10.14	6.23	1.23	6.217
On the floor	12.99	20.23	13.04	8.41	12.01	6.53	12.80	3.30	3.70	10.7
On a desk	80.49	71.63	84.38	85.97	79.13	90.95	77.05	29.43	95.07	78.03

Table B78: Borrowing books from the school library (LQ 18B)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	24.21	39.39	57.41	40.03	22.85	39.39	24.47	6.13	59.48	32.97
No	25.82	23.08	24.63	21.29	43.77	24.75	32.98	5.76	29.19	25.57
No library	49.91	37.53	17.82	38.63	33.38	35.86	42.55	34.67	11.33	37.01

Table B79: Frequency of borrowing books from the school library (LQ 18C)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Never or rarely	66.35	54.76	41.65	57.14	60.25	61.38	61.36	7.67	50.99	54.03
Sometimes	17.08	34.29	41.23	23.26	22.20	23.81	18.81	14.37	35.52	23.57
Quite often	16.26	10.71	16.97	19.39	17.24	14.81	19.74	35.81	13.37	18.73

Table B80: Frequency of use of books from school or community library for school work (LQ 18D)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Once per month	31.89	42.09	46.80	45.83	29.72	42.31	33.03	11.41	51.60	36.77
Once a term	18.50	17.43	20.06	22.84	17.67	18.68	21.36	16.73	19.92	19.86
Once a semester	11.41	7.77	6.69	9.77	10.84	8.79	11.55	42.93	7.15	12.63

Table B81: Parents reaction to statements on schools and learning material (PA 27A - D, F)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Children have adequate stationery	Strongly disagree	13.17	6.58	16.82	39.95	27.13	17.14	11.26	24.21	8.54	20.27
	Disagree	14.02	16.10	15.90	23.97	15.73	13.71	20.52	30.00	16.53	19.01
	Agree	51.50	37.19	44.95	28.99	36.04	43.43	41.94	25.79	49.72	40.46
	Strongly agree	21.31	40.14	22.32	7.09	21.10	25.71	26.28	20.00	25.21	20.26

Children have adequate learning materials	Strongly disagree	17.90	10.11	17.38	36.66	28.15	14.12	22.69	16.75	9.58	22.17
	Disagree	29.43	19.54	18.00	28.53	21.72	22.03	33.22	33.51	17.46	26.96
	Agree	39.18	36.78	45.85	27.58	32.57	37.85	27.73	26.18	49.86	34.78
	Strongly agree	13.49	33.56	18.77	7.12	17.56	25.99	16.35	23.56	23.10	16.08
School facilities are in good condition	Strongly disagree	23.16	7.26	16.07	40.62	28.11	7.34	16.35	9.33	8.18	22.2
	Disagree	24.07	13.58	9.74	18.71	16.06	16.95	25.48	20.21	12.90	19.34
	Agree	38.00	41.22	46.21	33.12	38.69	45.20	35.94	38.34	50.62	38.78
	Strongly agree	14.78	37.94	27.98	7.55	17.14	30.51	22.24	32.12	28.29	19.68

School grounds and facilities are well maintained	Strongly disagree	23.23	15.14	13.54	40.72	27.24	8.99	16.36	14.51	6.41	22.59
	Disagree	23.91	13.30	11.85	17.18	14.21	15.73	18.46	18.65	11.98	17.78
	Agree	37.49	36.70	46.00	33.93	36.32	41.57	40.14	32.64	48.05	38.35
	Strongly agree	15.37	34.86	28.62	8.17	22.24	33.71	25.03	34.20	33.57	21.28
School grounds and facilities are clean	Strongly disagree	14.81	12.84	15.29	43.79	23.78	9.55	14.55	16.24	4.94	20.81
	Disagree	18.04	16.97	8.56	10.88	12.81	17.42	20.86	14.21	6.86	14.41
	Agree	48.26	40.14	47.25	38.40	41.35	41.01	37.63	29.95	51.85	42.21
	Strongly agree	18.89	30.05	28.90	6.87	22.06	32.02	26.96	39.59	36.35	22.56

Table B82: Learning materials and furniture available in classroom (ED 11, 12)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
A usable chalkboard	98.73	100.00	100.00	92.86	89.66	100.00	81.82	87.10	100.00	93.61
Chalk	92.59	100.00	95.65	100.00	100.00	100.00	98.15	96.88	96.30	96.94
Maps	42.31	42.86	52.38	51.52	44.44	16.67	26.92	33.33	55.56	42.9
One or more bookshelves	28.21	38.46	38.10	44.29	8.00	57.14	28.30	48.39	51.85	35.48
A classroom library or collection of books	20.00	33.33	45.45	26.47	20.83	14.29	16.67	16.67	70.37	27.4
Educator's chair	66.67	93.33	100.00	91.78	75.86	100.00	90.74	90.63	96.30	85.7
Educator's table	72.84	93.33	95.65	93.15	75.86	100.00	83.33	96.97	96.30	86.41
A dictionary	38.96	66.67	59.09	65.71	34.62	71.43	33.96	32.14	80.77	49.84
Textbooks	83.95	93.33	91.30	76.39	75.86	85.71	64.15	57.58	74.07	77.13
Official teacher guides	39.47	54.55	52.38	53.73	44.44	57.14	52.83	59.38	88.46	52.31
Desks for all the learners	74.07	93.33	86.96	87.67	82.76	100.00	56.36	90.63	92.59	80.23
Chairs/benches for all the learners	71.25	86.67	90.48	80.00	74.07	100.00	53.70	93.94	91.67	77.18
Storage cupboards	62.50	60.00	73.91	65.28	57.14	100.00	50.94	69.70	92.59	65.4
Teacher-made wall charts	78.75	73.33	77.27	85.92	67.86	100.00	72.73	78.79	100.00	80.01
Learner-made wall	41.98	38.46	50.00	49.30	42.31	50.00	41.51	37.50	96.15	47.73

charts										
Commercially made wall charts	21.52	53.33	65.00	36.36	24.00	28.57	17.65	33.33	73.08	35.04
Learning aids from the environment	55.70	73.33	73.91	58.73	42.86	57.14	60.00	46.88	73.08	59.33
Learner exercise books to write in	95.12	100.00	100.00	95.83	96.55	100.00	98.18	100.00	96.30	97.16
Pens/pencils to write with	76.54	100.00	100.00	98.59	96.55	85.71	83.64	90.91	85.19	89.23
Electricity	23.17	93.33	100.00	40.28	41.38	100.00	33.33	48.48	100.00	49.86

Table B83: Access to equipment in school by educator (ED 16)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Duplicating machine	30.00	50.00	80.95	38.89	40.00	50.00	16.36	50.00	88.00	42.95
Photocopier	13.58	73.33	91.30	39.73	33.33	83.33	7.27	30.00	96.15	38.94
Computer	9.88	30.77	63.64	23.29	7.69	66.67	3.64	17.24	70.37	24.14
Typewriter	27.16	60.00	72.73	32.39	55.56	85.71	36.36	80.00	65.38	46.16

Table B84: Access to professional services by educator (ED 19)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Teacher Resource Centre	38.36	38.46	76.19	42.19	18.52	42.86	16.98	26.92	76.92	40.37
Library	34.67	85.71	80.95	58.21	46.15	57.14	29.09	58.06	96.30	53.5
Teacher College of Education	51.35	42.86	61.11	48.48	59.26	14.29	34.62	53.57	76.92	50.76
Others	11.36		14.29	18.18	11.11		6.25	25.00	33.33	14.26

Table B85: Frequency of use of school or community library for teaching (ED 20)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
No library	82.28	38.46	23.81	51.43	80.77	33.33	75.93	75.86	8.00	59.88
Once a month	11.39	53.85	66.67	40.00	15.38	16.67	22.22	20.69	64.00	31.74
Once a term	5.06			5.71	3.85	50.00		3.45	20.00	5.266
Once a semester				2.86			1.85			0.882
Once a year	1.27	7.69	9.52						8.00	2.237

Medical and security facilities and security related issues

Table B86: Distance from school to medical and security facilities (PR 28, 29)

Facilities	Km	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Medical facilities	Less than 1	15.85	50.00	18.18	14.67	27.59	14.29	13.73	32.26	32.14	20.38
	1 - 2	14.63	16.67	36.36	14.67	24.14	57.14	33.33	35.48	50.00	25.55
	3 – 5	18.29	11.11	22.73	17.33	17.24	14.29	27.45	16.13	10.71	18.79
	5 +	51.22	22.22	22.73	53.33	31.03	14.29	25.49	16.13	7.14	35.28
Security facilities	Less than 1	5.00	27.78	4.55	4.00	10.34		5.77	12.90	17.86	7.735
	1 - 2	7.50	38.89	31.82	10.67	17.24	57.14	7.69	19.35	53.57	18
	3 – 5	10.00	5.56	36.36	10.67	20.69		13.46	16.13	21.43	15.21
	5 +	77.50	27.78	27.27	74.67	51.72	42.86	73.08	51.61	7.14	59.06

Table B87: Safety at the school environment (PR 30)

Levels	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Good	10.98	22.22	27.27	19.74	13.79	28.57	5.77	16.13	32.14	16.7
Fair	32.93	50.00	45.45	35.53	51.72	57.14	53.85	35.48	50.00	41.97
Poor	56.10	27.78	27.27	44.74	34.48	14.29	40.38	48.39	17.86	41.33

Table B88: Condition of safety aspects at schools (PR 33)

Aspects	Condition	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Boundary/ fence	Good	16.05	11.76	27.27	17.11	31.03	57.14	21.15	19.35	39.29	21.77
	Fair	28.40	35.29	50.00	19.74	24.14	28.57	25.00	38.71	35.71	29.75
	Poor	24.69	35.29	22.73	30.26	24.14	14.29	25.00	35.48	25.00	26.86
	Not available	30.86	17.65		32.89	20.69		28.85	6.45		21.62
Security guard/ service	Good	2.47		4.55	12.16	3.45		1.92	6.45	7.14	5.217
	Fair	3.70	16.67	13.64	10.81	10.34	14.29	1.92		14.29	7.678
	Poor	4.94	11.11	9.09	10.81	10.34		5.77	6.45		7.107
	Not available	88.89	72.22	72.73	66.22	75.86	85.71	90.38	87.10	78.57	80
Fire extinguisher	Good	6.10	17.65	28.57	20.27	3.45	14.29	3.85	25.81	39.29	15.57
	Fair	6.10	23.53	33.33	6.76	6.90	14.29		25.81	46.43	13.67
	Poor	1.22	17.65	14.29	4.05	6.90	28.57		6.45	7.14	5.509
	Not available	86.59	41.18	23.81	68.92	82.76	42.86	96.15	41.94	7.14	65.26
First aid box	Good	4.88	11.11	40.91	16.22	6.90	14.29	3.85	9.68	42.86	14.62
	Fair	7.32	16.67	31.82	10.81	6.90	28.57	5.77	19.35	25.00	13.44
	Poor	3.66	11.11	18.18	10.81	17.24	42.86	7.69	22.58	25.00	12.4
	Not available	84.15	61.11	9.09	62.16	68.97	14.29	82.69	48.39	7.14	59.54
Alarm system	Good	4.88	16.67	40.91	10.81	3.45		3.85	3.33	46.43	12.96
	Fair		5.56		4.05					10.71	1.851

	Poor	1.22		4.55							0.784
	Not available	93.90	77.78	54.55	85.14	96.55	100.00	96.15	96.67	42.86	84.4

Table B89: Frequency of incidences at schools (PR 31)

Incidences	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Physical abuse of educators	Frequent	3.80			2.70						1.488
	Infrequent	5.06		4.76	1.35	3.45					2.274
	Rare	25.32	5.56	19.05	35.14	34.48	28.57	7.69	16.13	14.29	22.32
	Not at all	65.82	94.44	76.19	60.81	62.07	71.43	92.31	83.87	85.71	73.92
Physical abuse of learners	Frequent	5.06	11.11		2.74	13.79		1.92	3.33	7.14	4.371
	Infrequent	10.13	11.11	4.76	6.85	10.34	14.29			17.86	7.156
	Rare	32.91	55.56	19.05	58.90	37.93	71.43	25.00	63.33	42.86	40.94
	Not at all	51.90	22.22	76.19	31.51	37.93	14.29	73.08	33.33	32.14	47.54

Drug use	Frequent	7.50			6.67	3.45					3.469
	Infrequent	2.50	11.11	9.09	6.67	13.79	14.29	3.85	3.23	10.71	6.336
	Rare	33.75	38.89	36.36	28.00	24.14	57.14	15.38	9.68	46.43	28.87
	Not at all	56.25	50.00	54.55	58.67	58.62	28.57	80.77	87.10	42.86	61.33
Vandalism	Frequent	22.22	16.67	22.73	28.77	34.48	14.29	3.92	16.67	32.14	21.6
	Infrequent	19.75	33.33	36.36	15.07	10.34	28.57		10.00	28.57	17.44
	Rare	25.93	33.33	36.36	34.25	34.48	42.86	41.18	36.67	35.71	33.94
	Not at all	32.10	16.67	4.55	21.92	20.69	14.29	54.90	36.67	3.57	27.02
Theft/ Break-ins	Frequent	35.37	22.22	31.82	36.00	34.48	28.57	21.15	38.71	37.04	32.57
	Infrequent	18.29	16.67	36.36	20.00	13.79	42.86	9.62	22.58	22.22	19.93
	Rare	28.05	50.00	27.27	33.33	44.83	28.57	53.85	32.26	37.04	36.2
	Not at all	18.29	11.11	4.55	10.67	6.90		15.38	6.45	3.70	11.3
Sexual abuse	Frequent	3.70	5.88	13.64	5.33	6.90		1.92	3.23	3.57	5.058
	Infrequent	6.17	11.76	22.73	12.00	13.79	14.29			21.43	9.74
	Rare	24.69	35.29	50.00	32.00	34.48	42.86	19.23	48.39	42.86	32.85
	Not at all	65.43	47.06	13.64	50.67	44.83	42.86	78.85	48.39	32.14	52.36
Abductions	Frequent				1.41				3.23		0.562
	Infrequent	2.53	11.11	4.55	1.41			1.96			2.197
	Rare	17.72	11.11	18.18	22.54	37.93			9.68	10.71	15.78
	Not at all	79.75	77.78	77.27	74.65	62.07	100.00	98.04	87.10	89.29	81.46
Gangsterism	Frequent	3.75	5.56	4.76	5.33			1.92	3.23	7.14	3.851
	Infrequent	1.25		9.52	6.67	10.34	14.29			21.43	5.227
	Rare	17.50	22.22	23.81	22.67	17.24	57.14	7.69	19.35	28.57	19.58

	Not at all	77.50	72.22	61.90	65.33	72.41	28.57	90.38	77.42	42.86	71.34
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Table B90: Incidences of abuse of learners by educators (PR 32)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	1.23	11.76	4.55		10.34		3.92		14.29	3.665
No	98.77	88.24	95.45	100.00	89.66	100.00	96.08	100.00	85.71	96.33

PROCESS

Local Community Support

Table B91: Sources and levels of funding schools (PR 34)

Sources	Level	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
School fees	High	4.88	11.11	13.64	6.58	13.79		5.77	9.68	10.71	7.959
	Medium	36.59	33.33	59.09	30.26	37.93	42.86	34.62	41.94	50.00	38.82
	Low	53.66	55.56	27.27	57.89	44.83	57.14	57.69	48.39	39.29	50.39
	No funding	4.88			5.26	3.45		1.92			2.831
Community Levies	High				4.17						0.875
	Medium	5.19			4.17		14.29	2.13	3.33	3.70	3.243
	Low	24.68	12.50	19.05	13.89	10.71		12.77	16.67	14.81	16.65
	No funding	70.13	87.50	80.95	77.78	89.29	85.71	85.11	80.00	81.48	79.24
Government Grants	High				2.82		14.29			3.57	1.092
	Medium	2.63	13.33	9.52	8.45	14.29	85.71	2.08	3.23	17.86	8.406
	Low	6.58	6.67	33.33	26.76	3.57		12.50	16.13	42.86	17.59
	No funding	90.79	80.00	57.14	61.97	82.14		85.42	80.65	35.71	72.91
Donor Funds	High				2.74						0.575
	Medium	1.30	5.88		1.37					7.14	1.367
	Low	10.39	17.65	61.90	13.70	17.86	42.86	16.00	19.35	32.14	21.18
	No funding	88.31	76.47	38.10	82.19	82.14	57.14	84.00	80.65	60.71	76.88
NGO	High										
	Medium		6.25		2.86		14.29		3.33	3.57	1.656
	Low	3.95		19.05	5.71	10.71			3.33	10.71	6.007
	No funding	96.05	93.75	80.95	91.43	89.29	85.71	100.00	93.33	85.71	92.34

Fundraising functions	High	5.06	5.56	4.55	2.74		14.29		3.23	25.93	4.873
	Medium	24.05	33.33	63.64	15.07	7.14	71.43	4.00	22.58	51.85	25.21
	Low	40.51	61.11	27.27	54.79	57.14	14.29	34.00	54.84	22.22	42.67
	No funding	30.38		4.55	27.40	35.71		62.00	19.35		27.25
Other (specify)	High										
	Medium							5.26		14.29	
	Low	3.45	14.29		11.76					42.86	
	No funding	96.55	85.71	100.00	88.24	100.00		94.74	100.00	42.86	

Table B92: Alternative contributions to the school by parents (PR 35)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	47.50	11.76	33.33	21.05	24.14	28.57	25.00	34.48	39.29	31.71
No	52.50	82.35	66.67	76.32	75.86	71.43	75.00	65.52	60.71	67.47

Table B93: Payments by parents for their children (PA 15)

		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
School fees	Yes	96.22	96.18	88.26	84.50	89.19	95.08	92.25	95.85	94.43	91.61
Transportation	Yes	23.01	37.77	48.51	39.30	53.40	21.55	40.73	47.18	39.40	37.86
School uniforms	Yes	44.49	67.25	77.74	64.63	73.60	52.38	51.63	80.39	57.36	60.52
Books	Yes	93.47	94.99	88.30	82.30	69.95	93.08	88.59	94.58	95.93	88.44
Other costs	Yes	67.24	83.87	75.92	69.93	72.09	67.72	58.82	72.22	76.33	69.61
Sport fees	Yes	78.72	74.57	64.38	60.28	65.47	71.22	63.15	75.84	60.04	68.11

Table B94: Learners staying home because parents could not afford costs (PA 16)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	30.34	15.16	15.97	21.48	18.35	15.08	17.41	16.51	15.92	20.99

Participation of parents in school activities

Table B95: Frequency of parent participation in school activities (PA 25)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
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Regularly	34.14	53.90	45.73	42.95	47.08	43.82	51.95	62.02	39.73	44.64
Sometimes	51.41	37.86	41.30	40.70	42.31	40.45	35.95	29.33	48.51	42.23
Not at all	14.34	8.02	12.03	16.30	10.61	15.73	12.11	8.65	11.76	12.98

Table B96: Frequency of parent discussing progress of child with educator (PA 26)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Regularly	22.58	15.38	30.13	25.79	26.34	26.23	24.95	28.16	36.13	25.85
Sometimes	49.28	61.54	50.00	40.79	43.77	49.73	51.00	49.03	48.44	47.92
Not at all	28.08	22.62	18.30	33.10	29.88	24.04	24.04	22.82	15.43	25.96

Table B97: Parents' view on participation in school activities (PA 27)

Statements	Level	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Parents assist with the maintenance of the school facilities	Strongly Disagree	13.86	16.93	17.16	41.45	25.10	12.71	10.66	12.37	6.92	19.84
	Disagree	18.54	25.40	15.77	17.00	12.22	20.44	15.72	15.46	19.49	17.19
	Agree	51.50	34.10	47.76	35.01	41.70	39.23	43.16	32.99	50.00	43.02
	Strongly Agree	16.04	23.57	19.32	6.55	20.98	27.62	30.46	39.18	23.59	19.94
School fees are affordable..	Strongly Disagree	10.30	5.87	13.15	34.91	18.29	7.87	9.13	12.37	5.42	15.76
	Disagree	9.68	7.45	15.44	23.13	13.55	7.87	12.48	17.01	11.79	14.45
	Agree	54.28	47.86	46.79	31.24	44.85	37.64	48.88	33.51	48.64	44.44
	Strongly Agree	25.68	38.83	24.46	10.66	23.31	46.07	29.50	37.11	34.15	25.29
School fees are used to benefit our children.	Strongly Disagree	5.86	4.72	15.27	39.93	24.03	1.69	5.74	5.61	3.25	15
	Disagree	7.20	4.49	4.27	5.97	4.27	5.65	4.75	12.76	4.34	6.151
	Agree	59.40	42.02	46.11	45.68	44.99	46.89	46.80	39.80	53.39	49.09
	Strongly Agree	27.41	48.76	34.35	8.42	26.70	45.76	42.72	41.84	39.02	29.74
We receive information on school activities regularly.	Strongly Disagree	7.01	5.80	14.94	40.75	26.11	3.95	10.16	8.16	3.41	16.55
	Disagree	10.15	8.04	6.40	7.01	10.77	6.78	16.31	15.31	4.63	9.957
	Agree	57.38	42.63	41.62	42.30	46.16	41.24	44.59	36.22	48.50	46.44
	Strongly Agree	25.28	43.53	37.04	9.88	16.96	48.02	28.94	40.31	43.46	27
We receive information on new developments and policies on a regular basis.	Strongly Disagree	7.23	5.45	14.55	41.22	25.44	5.11	9.98	14.57	4.12	17.17
	Disagree	13.06	12.05	8.42	9.47	12.92	13.64	15.44	22.11	7.01	12.45
	Agree	56.22	44.09	46.86	40.59	44.01	41.48	46.44	29.65	50.14	46.13
	Strongly Agree	23.48	38.41	30.17	8.72	17.63	39.77	28.14	33.67	38.74	24.25

The parents are involved in school activities.	Strongly Disagree	6.49	4.52	13.60	37.71	20.05	6.21	7.73	7.61	5.46	14.91
	Disagree	12.99	5.66	8.81	11.41	10.29	9.04	11.00	10.66	9.56	10.88
	Agree	58.43	44.12	51.00	44.16	48.40	45.76	49.40	36.04	56.83	49.71
	Strongly Agree	22.09	45.70	26.58	6.67	21.26	38.98	31.87	45.69	28.14	24.49
The school	Strongly Disagree	6.73	5.48	12.38	36.67	19.54	6.21	7.75	9.23	3.69	14.64

governing body is functioning effectively.	Disagree	9.94	9.36	6.04	10.49	9.36	9.60	9.76	13.85	7.25	9.669
	Agree	57.78	40.64	51.24	44.49	47.08	44.63	50.33	37.95	56.50	49.65
	Strongly Agree	25.49	44.52	30.19	8.35	24.02	39.55	32.15	38.97	32.56	26.02
We feel welcome in the school and are comfortable in our interactions with the school.	Strongly Disagree	5.86	4.72	15.27	39.93	24.03	1.69	5.74	5.61	3.25	15
	Disagree	7.20	4.49	4.27	5.97	4.27	5.65	4.75	12.76	4.34	6.151
	Agree	59.40	42.02	46.11	45.68	44.99	46.89	46.80	39.80	53.39	49.09
	Strongly Agree	27.41	48.76	34.35	8.42	26.70	45.76	42.72	41.84	39.02	29.74
Parents attend meetings at the school regularly	Strongly Disagree	8.23	7.97	15.70	43.77	25.50	5.65	8.04	9.00	5.99	17.57
	Disagree	19.11	9.79	13.72	8.39	6.77	13.56	16.88	10.50	15.94	13.6
	Agree	51.56	40.55	47.71	41.10	43.43	36.72	42.19	31.50	52.32	44.57
	Strongly Agree	21.03	41.69	22.87	6.68	24.30	44.07	32.89	49.00	25.75	24.23
Parents are represented in the school governing body.	Strongly Disagree	5.62	4.14	13.37	35.10	20.92	7.51	5.93	7.33	5.34	13.89
	Disagree	7.46	7.82	6.53	9.25	8.29	5.78	6.53	12.04	4.65	7.822
	Agree	57.21	45.98	51.48	46.78	47.83	42.77	47.80	41.36	59.23	50.37
	Strongly Agree	29.71	42.07	28.62	8.87	22.96	43.93	39.73	39.27	30.78	27.92
Parents are involved in decision-making at the school through participation through the school governing body.	Strongly Disagree	6.48	5.68	12.65	35.09	19.13	6.78	6.21	8.29	5.49	14.08
	Disagree	8.46	7.95	6.79	10.48	9.56	11.30	6.68	10.36	7.69	8.642
	Agree	58.01	45.91	51.54	45.41	48.09	41.81	50.89	39.90	55.63	50.37
	Strongly Agree	27.05	40.45	29.01	9.03	23.22	39.55	36.22	41.45	31.18	26.9
I would recommend that my friends send their children to this school.	Strongly Disagree	7.69	7.57	19.12	43.62	23.52	4.52	6.95	10.31	4.66	17.44
	Disagree	8.41	3.34	5.46	8.51	6.85	4.52	6.03	8.76	3.33	7.016
	Agree	47.57	32.52	31.56	35.21	37.63	32.77	38.16	31.44	40.88	38.36
	Strongly Agree	36.34	56.57	43.85	12.66	31.99	58.19	48.85	49.48	51.13	37.18

Learner Participation

Table B98: Number of days absent in grade 4 (LQ 11)

Days	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
0 OR NO REPONSE	29.96	44.06	39.60	27.03	42.59	37.81	41.04	18.44	31.33	32.91
1 – 5	55.98	51.23	51.68	57.91	50.31	50.75	50.97	81.56	58.10	56.7
6 – 10	9.90	4.10	6.23	10.40	4.65	8.96	6.91		7.20	7.491
11 – 20	3.39	0.61	2.24	3.75	2.33	1.99	0.79		2.64	2.387
21 - 30	0.72		0.12	0.68	0.12		0.22		0.72	0.422
30+	0.05		0.12	0.23		0.50	0.07			0.093

Table B99: Reasons of Grade 4 learners for missing school (LQ 12)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
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I was ill	44.87	64.01	61.34	56.51	47.98	53.72	58.98	28.18	66.07	52.59
Other persons where I live were ill	12.24	8.55	6.72	7.40	12.59	11.57	9.90	71.82	4.87	14.52
I had to work	16.06	10.32	6.72	10.00	10.94	6.61	10.51		4.38	10
I had to attend a funeral/wedding	8.16	5.90	7.26	10.59	10.94	4.13	4.49		6.33	7.242
Bad weather or floods	9.31	2.95	4.54	5.80	7.65	1.65	7.86		7.31	6.388
Other reasons	9.37	8.26	13.43	9.64	9.90	22.31	8.27		11.04	9.254

Table B100: Frequency of skipping classes by learners (LQ 18E)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Never	55.29	63.40	66.12	66.83	53.72	67.53	58.34	8.20	61.08	56.33
Once or twice	25.22	20.98	20.11	21.64	22.76	21.13	20.61	13.83	27.03	21.96
3 – 4 times	9.96	6.29	7.99	6.33	12.38	5.67	9.69	35.62	5.76	10.7
5 or more	9.47	9.32	5.79	5.21	11.15	5.67	11.35	42.35	6.13	10.99

Table B101: Rate of attendance of learners (principal's view) (PR 47)

Rate	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Excellent	7.41	30.77	38.10	17.11	6.90	28.57	23.53	22.58	46.43	20.57
Good	22.22	53.85	42.86	51.32	65.52	57.14	54.90	54.84	39.29	44.59
Average	64.20	15.38	19.05	27.63	27.59	14.29	21.57	22.58	14.29	32.51
Poor	6.17			2.63						2.05

Table B102: Rate of attendance of learners (educators' view) (ED 34)

Rate	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Excellent	7.32	20.00	28.57	12.50	17.24	14.29	14.55	9.38	23.08	14.48
Good	32.93	60.00	66.67	55.56	58.62	57.14	67.27	62.50	38.46	52.88
Average	54.88	20.00	4.76	30.56	24.14	28.57	18.18	25.00	34.62	30.64
Poor	4.88			1.39				3.13	3.85	2.002

Table B103: Policy in place on absenteeism of learners (PR 49)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	85.19	84.62	80.95	82.89	82.76	100.00	84.62	80.65	78.57	83.38
No	14.81	15.38	19.05	17.11	17.24		15.38	19.35	21.43	16.62

Table B104: Frequency of events on learner absenteeism and behaviour (LQ 15)

Event	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Learners came late for school	Never	44.64	51.77	33.15	34.05	51.23	36.36	54.60	23.85	29.88	40.61
	Once in a while	33.87	20.13	27.81	33.66	22.93	36.90	23.55	76.15	43.47	34.4
	Pretty often	12.32	8.19	22.33	18.04	13.35	5.88	14.43		11.84	13.64
	Almost daily	9.11	19.91	16.71	14.09	12.34	20.86	7.33		14.80	11.28
Learners stayed away from school without good excuses	Never	51.32	54.49	44.21	47.43	54.79	39.36	67.95	24.68	35.69	49.17
	Once in a while	29.96	22.54	31.27	28.48	22.25	30.85	19.36	74.25	36.86	31.43
	Pretty often	11.97	12.69	17.49	16.01	14.08	12.77	8.67	1.07	13.99	12.35
	Almost daily	6.68	10.28	6.89	8.08	8.87	17.02	3.94		13.46	7.004
Learners missed a class	Never	57.37	50.88	55.85	58.05	60.28	41.45	66.24	43.24	47.68	56.5
	Once in a while	26.87	26.75	25.21	26.32	23.94	39.38	21.52	32.03	37.89	26.96
	Pretty often	10.03	12.72	12.26	9.80	6.90	10.36	8.48	24.73	8.89	11.02
	Almost daily	5.73	9.65	6.69	5.67	8.87	8.81	3.68		5.54	5.479
Learners did not dress properly for school	Never	51.51	49.67	38.93	48.81	54.16	41.80	69.59	52.97	38.66	51.51
	Once in a while	29.22	18.98	32.16	30.96	24.12	31.22	17.30	38.59	34.02	28.4
	Pretty often	9.46	6.84	17.77	11.21	10.72	7.94	6.56	8.44	14.18	10.47
	Almost daily	9.82	24.50	11.00	8.87	11.00	19.05	6.48		13.14	9.568
Classrooms were disturbed by noisy learners	Never	45.83	49.56	28.69	37.97	45.17	28.80	60.16	38.75	19.87	41.94
	Once in a while	30.25	18.56	26.42	30.25	31.39	26.18	22.45	30.72	33.68	28.41
	Pretty often	10.99	16.59	19.74	15.07	9.23	12.04	6.96	30.53	15.66	14.26
	Almost daily	12.80	15.28	25.14	16.71	14.06	32.98	10.43		30.79	15.35
Learners cheated in exams or tests	Never	56.21	58.52	45.56	53.29	57.29	30.89	72.54	95.50	29.41	58.05
	Once in a while	26.84	20.74	30.75	28.58	21.36	32.98	15.71	4.38	36.34	24.18
	Pretty often	8.38	9.83	10.72	11.45	10.82	9.95	5.87	0.12	16.21	9.031
	Almost daily	8.50	10.92	12.98	6.68	10.53	26.18	5.87		18.04	8.732
Learners broke school property	Never	54.35	53.64	41.60	53.09	58.30	20.53	69.05	47.65	30.30	52.38
	Once in a while	30.81	26.05	35.15	31.75	22.80	48.95	19.80	52.35	43.35	31.97
	Pretty often	8.05	7.73	14.57	9.93	9.52	18.42	6.44		15.42	9.024
	Almost daily	6.73	12.58	8.68	5.23	9.09	12.11	4.71		10.94	6.584
Learners swore at each other	Never	54.39	48.94	36.52	47.92	52.97	15.93	62.40	86.59	26.34	52
	Once in a while	25.43	21.18	31.60	31.59	24.33	28.02	21.50	13.41	28.57	25.79
	Pretty often	10.09	15.29	15.87	12.29	11.42	14.29	9.66		14.55	10.99
	Almost daily	9.90	14.59	16.01	8.19	11.13	41.76	6.36		30.54	11.14
Learners swore at teachers	Never	77.14	71.33	72.47	81.00	70.80	60.51	82.63	94.54	70.62	78.25
	Once in a while	13.97	13.76	15.31	12.03	14.75	19.49	10.73	5.46	20.29	13.1
	Pretty often	3.98	6.42	6.18	3.89	6.05	10.26	3.28		3.82	4.121
	Almost daily	4.90	8.49	6.04	3.02	8.41	9.74	3.36		5.27	4.516
Learners hurt teachers	Never	76.17	74.16	75.66	80.85	72.40	71.35	81.38	76.35	84.81	78.06
	Once in a while	13.79	13.36	15.86	12.98	15.08	19.79	12.12	23.65	9.74	14.3
	Pretty often	5.12	4.90	4.17	3.93	5.88	5.21	2.97		2.21	3.859
	Almost daily	4.74	7.35	4.31	2.24	6.64	3.65	3.53		3.25	3.724

Learners smoked	Never	58.69	66.52	70.76	71.05	60.57	43.52	80.85	77.32	50.65	67.16
	Once in a while	20.43	15.86	17.10	16.49	19.79	21.24	11.06	22.52	24.93	18.07
	Pretty often	8.38	7.05	4.83	6.44	8.55	8.81	5.13		9.14	6.416
	Almost daily	12.37	10.57	7.17	6.01	10.94	26.42	2.96		15.27	8.286
Learners used alcohol	Never	73.25	64.85	80.22	77.21	67.63	40.53	84.18	17.68	65.71	70.03
	Once in a while	14.64	18.34	9.89	14.50	19.00	25.26	9.25	81.84	18.38	19.75
	Pretty often	6.56	6.33	3.85	4.69	6.84	13.68	3.57	0.48	7.56	5.123
	Almost daily	5.55	10.48	6.04	3.60	6.53	20.53	3.00		8.34	5.098
Learners abused drugs	Never	74.78	75.39	84.36	77.91	68.92	64.89	86.54	19.09	76.05	73.19
	Once in a while	13.99	11.75	7.54	14.51	17.54	13.83	7.10	49.38	11.39	15.25
	Pretty often	6.21	4.43	3.43	3.57	4.92	7.98	3.43	31.54	4.97	6.793
	Almost daily	5.02	8.43	4.66	4.01	8.62	13.30	2.94		7.59	4.776
Learners brought dangerous weapons to school	Never	68.67	65.07	65.27	60.34	61.13	45.64	78.79	46.42	50.72	63.89
	Once in a while	18.95	12.88	17.29	24.84	20.43	27.18	12.32	31.70	34.25	21.1
	Pretty often	6.19	7.21	8.79	7.77	6.10	6.15	4.16	21.88	7.32	7.903
	Almost daily	6.19	14.85	8.65	7.06	12.35	21.03	4.73		7.71	7.105

Table B105: Learners' participation in school sports and cultural activities (LQ 23)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	74.38	68.04	72.34	65.45	77.44	85.13	67.20	41.00	69.17	68.2
No	25.55	31.48	27.51	34.32	22.22	14.87	32.62	35.55	30.70	29.71

Table B106: Agreement on statements on learner participation and attendance by parents (PA 27)

Statement	Level	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Children attend school most of the time and are seldom absent.	Strongly Disagree	7.72	7.52	14.81	31.73	20.56	8.38	7.53	12.09	5.71	14.65
	Disagree	13.88	9.11	9.31	16.76	11.96	16.76	10.32	22.53	7.48	13.42
	Agree	56.67	43.28	44.73	37.43	44.22	38.55	45.71	39.56	49.39	45.93
	Strongly Agree	21.66	40.09	31.15	14.02	23.25	36.31	36.43	25.82	37.41	25.98
Children arrive at school punctually.	Strongly Disagree	7.42	5.54	12.14	36.30	22.32	5.00	6.80	11.06	5.17	14.99
	Disagree	17.86	13.30	10.60	15.52	13.34	22.22	11.58	15.08	13.74	14.66
	Agree	52.22	39.47	46.39	37.66	42.27	35.00	44.54	27.64	49.12	43.52
	Strongly Agree	22.50	41.69	30.88	10.52	22.06	37.78	37.08	46.23	31.97	26.83
Children enjoy going to school and feel accepted in the school.	Strongly Disagree	6.62	4.19	15.43	47.04	25.27	3.95	6.28	7.54	3.87	17.08
	Disagree	5.72	3.09	3.93	4.77	4.92	7.34	5.83	9.05	4.67	5.396
	Agree	52.71	38.19	40.54	37.09	38.96	37.85	42.78	33.67	48.73	42.85
	Strongly Agree	34.96	54.53	40.09	11.11	30.85	50.85	45.11	49.75	42.72	34.67

Children are well behaved in the school.	Strongly Disagree	7.89	6.94	15.14	41.62	21.35	7.95	5.82	9.18	6.48	16.38
	Disagree	9.86	7.16	8.10	8.48	6.63	9.09	6.48	11.73	14.48	8.977
	Agree	59.00	40.72	48.17	41.57	47.08	43.75	47.98	37.24	53.38	48.35
	Strongly Agree	23.24	45.19	28.59	8.32	24.93	39.20	39.72	41.84	25.66	26.29
Children are safe in the school.	Strongly Disagree	9.83	5.54	14.44	41.20	25.03	3.45	6.78	10.88	5.70	17.04
	Disagree	11.78	2.66	7.53	10.61	6.19	3.45	4.74	9.33	8.68	8.623
	Agree	49.94	37.92	41.47	38.33	41.99	41.38	42.66	35.23	48.85	42.92
	Strongly Agree	28.45	53.88	36.56	9.81	26.78	51.72	45.82	44.56	36.77	31.4
The school has a disciplined atmosphere.	Strongly Disagree	7.71	5.64	15.63	39.60	20.94	5.75	6.08	10.15	4.28	15.8
	Disagree	8.94	8.58	5.01	8.61	5.50	7.47	6.14	13.71	7.60	8.028
	Agree	54.32	38.37	42.64	42.06	44.56	40.80	46.96	37.06	47.65	45.81
	Strongly Agree	28.98	47.40	36.72	9.67	28.99	45.98	40.82	39.09	40.47	30.33
Children participate in sport or other cultural activities.	Strongly Disagree	5.57	7.71	13.61	43.22	24.57	4.57	8.16	7.04	4.08	16.21
	Disagree	5.63	7.03	5.66	6.62	8.41	6.29	8.68	14.07	5.03	7.235
	Agree	54.56	43.99	49.69	40.55	44.99	44.57	46.02	40.70	52.17	47.14
	Strongly Agree	34.25	41.27	31.04	9.61	22.03	44.57	37.14	38.19	38.72	29.42
Children get homework on a regular basis.	Strongly Disagree	6.92	7.67	17.87	46.34	27.37	5.11	9.06	10.50	4.03	18.28
	Disagree	10.48	10.16	6.61	4.95	9.48	12.50	21.52	17.50	10.22	11.09
	Agree	58.88	41.08	43.24	38.49	45.66	39.77	42.37	35.50	48.39	45.64
	Strongly Agree	23.66	41.08	32.28	10.22	17.49	42.61	27.05	36.50	37.37	24.97

TEACHING QUALITY

Instruction time of educators

Table B107: Learners' view on instruction time of educators (LQ 15)

Event	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
The teacher was not in class	Never	43.64	49.77	37.36	41.36	49.12	36.26	48.09	64.30	28.83	44.38
	Once in a while	39.21	31.51	45.45	45.88	25.74	39.01	31.84	35.70	53.48	39.54
	Pretty often	8.35	12.33	9.23	8.75	10.44	10.44	9.57		10.17	8.522
	Almost every day	8.67	6.39	7.95	3.95	14.56	14.29	10.50		7.52	7.506
Lessons started late	Never	60.82	58.09	58.80	56.91	54.29	66.49	62.11	58.54	57.18	59.04
	Once in a while	27.32	23.69	21.75	33.01	27.22	23.56	27.11	41.46	35.84	29.41
	Pretty often	6.37	12.07	14.31	6.96	12.28	3.66	7.30		3.76	7.419
	Almost every day	5.49	6.15	4.86	3.00	6.07	6.28	3.32		3.22	4.042
We did nothing during lessons	Never	59.18	55.00	59.16	61.38	56.32	64.89	69.54	33.02	53.29	58.36
	Once in a while	26.58	24.09	20.20	28.61	24.22	18.62	17.02	66.98	33.96	28.29
	Pretty often	8.34	15.00	14.72	7.59	13.22	7.45	7.98		6.71	8.649

	Almost every day	5.83	5.68	5.92	2.36	6.24	9.04	5.46		6.04	4.667
We went home early	Never	49.66	52.91	43.02	43.74	45.61	34.41	54.55	28.71	34.41	45.24
	Once in a while	35.56	23.32	30.36	43.63	34.50	52.69	27.80	71.29	52.69	39.33
	Pretty often	8.86	16.14	16.98	7.35	10.53	6.99	9.92		5.24	9.007
	Almost every day	5.93	7.62	9.35	5.23	9.21	5.91	7.64		7.66	6.357

Table B108: Lost of instruction time (learners' view) (LQ 19)

Event	Days	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Teachers not showing up	0 OR NO REPOSE	38.70	45.64	42.36	62.08	44.92	17.00	37.13	10.42	61.84	43.43
	1 – 5	56.15	52.33	54.04	36.26	50.95	76.00	59.00	89.58	32.78	53.1
	6 – 10	3.91	1.01	1.86	1.30	3.55	6.00	3.15		4.43	2.621
	11 – 20	0.67	0.61	1.37	0.22	0.35	1.00	0.57		0.96	0.581
	20 +	0.57	0.41	0.37	0.13	0.24		0.14			0.263
Teacher strikes	0 OR NO REPOSE	47.17	28.80	52.18	64.52	30.78	25.00	27.40	9.58	64.14	44.02
	1 – 5	47.89	70.39	45.82	34.22	64.98	73.50	69.31	90.42	35.62	53.41
	6 – 10	4.16	0.61	1.62	0.99	3.30	1.50	2.65		0.24	2.105
	11 – 20	0.51	0.20	0.37	0.09	0.59		0.57			0.323
	20 +	0.26			0.18	0.35		0.07			0.137
Drawing up of timetables	0 OR NO REPOSE	51.08	52.63	60.85	68.93	49.59	52.00	59.28	9.90	79.62	55.71
	1 – 5	44.30	38.66	37.78	29.77	44.64	47.00	36.42	90.10	18.82	41.16
	6 – 10	3.39	6.88	0.87	1.12	4.71	1.00	3.37		1.44	2.435
	11 – 20	0.92	1.62	0.25	0.09	0.71		0.93		0.12	0.544
	20 +	0.31	0.20	0.25	0.09	0.35					0.155
Learners working on farms	0 OR NO REPOSE	71.16	85.77	89.29	90.27	67.06	89.55	80.39	10.43	95.44	75.9
	1 – 5	24.01	11.38	8.72	8.87	28.00	7.96	16.54	89.45	4.44	21.52
	6 – 10	3.85	1.83	1.49	0.68	4.24	2.49	2.51		0.12	2.059
	11 – 20	0.67	1.02		0.09	0.59		0.50			0.345
	20 +	0.31		0.50	0.09	0.12		0.07	0.12		0.177
Unavailability of teaching/ learning materials	0 OR NO REPOSE	64.92	81.84	77.33	77.43	55.24	81.59	67.31	9.08	89.93	66.74
	1 – 5	29.03	15.10	20.17	19.83	38.52	16.42	28.18	90.92	9.47	29.59
	6 – 10	4.67	2.04	1.62	2.56	4.95	1.99	3.36		0.36	2.867
	11 – 20	1.13	1.02	0.25	0.18	1.06		1.00		0.24	0.63
	20 +	0.26		0.62		0.24		0.14			0.168
Illness among staff	0 OR NO REPOSE	57.23	50.91	45.33	61.95	52.77	67.66	57.77	10.59	59.69	52.92
	1 – 5	37.08	45.84	51.93	34.64	38.75	28.36	37.08	89.41	38.76	42.96
	6 – 10	4.51	2.64	2.37	3.10	6.83	3.48	4.37		1.08	3.416

	11 – 20	0.72	0.61	0.37	0.22	1.53	0.50	0.57		0.48	0.529
	20 +	0.46			0.09	0.12		0.21			0.172

Cultural/sport activities	0 OR NO REPOSE	35.38	47.06	37.92	48.85	44.41	46.23	49.50	10.99	49.39	40.97
	1 – 5	55.95	49.49	59.11	48.13	44.76	47.74	43.91	88.89	50.00	53.87
	6 – 10	6.56	3.04	1.98	2.43	9.07	6.03	4.87		0.61	4
	11 – 20	1.54	0.41	0.87	0.36	1.30		1.50			0.883
	20 +	0.56		0.12	0.22	0.47		0.21	0.12		0.274
Other (Specify)	0 OR NO REPOSE	70.48	72.71	76.89	78.09	66.12	76.12	70.06	13.50	85.73	68.95
	1 – 5	23.67	23.63	18.39	19.44	25.74	22.89	23.91	86.50	13.31	26.84
	6 – 10	4.26	2.65	2.98	1.66	6.38	1.00	4.95		0.84	3.116
	11 – 20	1.28	1.02	1.12	0.54	1.77		0.93			0.861
	20 +	0.31		0.62	0.27			0.14		0.12	0.228
Total	0 OR NO REPOSE										
	1 – 5										
	6 – 10	27.73	28.31	37.75	48.64	33.13	17.35	33.31	8.10	57.57	34.75
	11 – 20	43.45	52.07	43.56	39.35	32.89	65.31	39.35	4.37	34.99	38.17
	21 – 30	15.46	11.78	10.73	8.28	16.21	12.24	15.49	28.53	5.83	13.69
	30 +	13.35	7.85	7.95	3.73	17.77	5.10	11.85	59.00	1.61	13.39

Table B109: Lost of instruction time (educators' view) (ED 35)

Reason	Days	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Boycotts/ strikes	0 or no response	74.07	61.54	39.13	75.00	13.79	28.57	22.64	33.33	74.07	53.58
	1 – 5	24.69	38.46	60.87	23.61	82.76	71.43	77.36	66.67	25.93	45.58
	6 – 10				1.39	3.45					0.542
	11 – 20										
	20 +	1.23									0.299
Late registration	0 or no response	45.00	84.62	73.91	69.44	58.62	57.14	67.92	54.55	88.89	63.58
	1 - 5	47.50	7.69	26.09	26.39	27.59	28.57	28.30	36.36	11.11	30.8
	6 – 10	6.25	7.69		2.78	3.45	14.29	3.77	9.09		4.271
	11 - 20				1.39	3.45					0.542
	20 +	1.25				6.90					0.803
Drawing up of timetables	0 or no response	48.15	69.23	78.26	63.89	62.07	42.86	66.04	72.73	85.19	63.9
	1 - 5	48.15	30.77	17.39	36.11	37.93	42.86	33.96	27.27	14.81	34.48
	6 – 10	1.23		4.35			14.29				1.017

	11 - 20	2.47									0.599
	20 +										
Learners working on farms	0 or no response	83.95	100.00	100.00	93.06	93.10	100.00	88.68	87.50	100.00	91.39
	1 - 5	9.88			4.17	3.45		5.66	6.25		4.899
	6 – 10	2.47			1.39	3.45		1.89	3.13		1.686
	11 - 20	3.70			1.39						1.19
	20 +							3.77	3.13		0.833
Unavailability of teaching/ learning materials	0 or no response	79.01	92.31	91.30	84.72	82.76	85.71	83.02	84.85	96.30	84.82
	1 - 5	16.05		4.35	9.72	3.45	14.29	5.66	12.12	3.70	9.024
	6 – 10	1.23	7.69		2.78	3.45		3.77			2.054
	11 - 20	1.23				6.90		1.89			1.087
	20 +	2.47		4.35	2.78	3.45		5.66	3.03		3.013
Illness amongst staff	0 or no response	71.60	92.31	90.91	72.22	75.86	85.71	77.36	72.73	88.89	77.48
	1 - 5	17.28		9.09	20.83	17.24	14.29	15.09	24.24	7.41	15.86
	6 – 10	4.94			4.17	3.45		1.89	3.03	3.70	3.12
	11 - 20	4.94			1.39			3.77			2.065
	20 +	1.23	7.69		1.39	3.45		1.89			1.475
Cultural activities	0 or no response	55.56	53.85	73.91	45.83	65.52	85.71	52.83	60.61	74.07	57.96
	1 - 5	35.80	46.15	26.09	54.17	34.48	14.29	45.28	39.39	25.93	39.66
	6 – 10	6.17						1.89			1.785
	11 - 20	1.23									0.299
	20 +	1.23									0.299

Other (Specify)	0 or no response	92.59	84.62	86.96	85.92	89.66	85.71	88.68	87.88	88.89	88.65
	1 - 5	3.70	15.38	13.04	12.68	6.90		11.32	12.12	11.11	9.659
	6 – 10	3.70			1.41	3.45					1.444
	11 - 20										
	20 +						14.29				0.25
Total	0 or no response										
	1 - 5										
	6 – 10	31.25	46.15	59.09	52.11	44.83	42.86	39.62	43.75	62.96	45.01
	11 - 20	40.00	38.46	36.36	30.99	37.93	14.29	43.40	34.38	37.04	36.89
	21 - 30	15.00	7.69		9.86		14.29	1.89	15.63		7.881
	30 +	13.75	7.69	4.55	7.04	17.24	28.57	15.09	6.25		10.22

Table B110: Lost of instruction time (principals' view) (PR 51)

Reason	Days	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Boycotts/ strikes	0	74.07	61.11	60.00	76.00	13.79	40.00	21.15	25.81	75.00	55.43
	1 – 5	24.69	33.33	35.00	24.00	79.31	60.00	75.00	70.97	25.00	42.13
	6 – 10	1.23	5.56	5.00		3.45		3.85	3.23		2.19
	11 – 20					3.45					0.25
	20 +										
Late registration		53.09	77.78	80.00	67.57	82.76	66.67	65.38	54.84	96.43	67.57
	1 - 5	34.57	11.11	20.00	27.03	17.24	33.33	30.77	41.94	3.57	26.94
	6 – 10	8.64	11.11		4.05			3.85	3.23		4.3
	11 - 20	1.23			1.35						0.583
	20 +	2.47									0.599
Drawing up of timetables		48.15	72.22	80.00	72.00	72.41	33.33	65.38	64.52	92.86	66.27
	1 - 5	50.62	27.78	20.00	26.67	27.59	50.00	34.62	35.48	7.14	32.86
	6 – 10	1.23			1.33		16.67				0.871
	11 - 20										
	20 +										
Learners working on farms		86.42	100.00	100.00	94.67	96.55	100.00	98.08	96.77	100.00	94.78
	1 - 5	7.41			4.00	3.45		1.92	3.23		3.446
	6 – 10	3.70									0.898
	11 - 20	1.23									0.299
	20 +	1.23			1.33						0.579
Unavailability of teaching/ learning materials		81.48	82.35	100.00	90.67	89.66	100.00	90.20	80.65	100.00	88.91
	1 - 5	11.11	11.76		6.67	3.45		1.96	12.90		6.237
	6 – 10	6.17	5.88			3.45		3.92	6.45		3.142
	11 - 20							1.96			0.299
	20 +	1.23			2.67	3.45		1.96			1.408
Illness amongst staff		62.96	66.67	75.00	64.00	62.07	66.67	80.39	64.52	82.14	68.77
	1 - 5	19.75	5.56	15.00	22.67	10.34		5.88	9.68	7.14	14.36
	6 – 10	6.17	5.56	10.00	6.67	24.14	33.33	7.84	9.68	7.14	9.05
	11 - 20	7.41	5.56		1.33			1.96	6.45		3.158
	20 +	3.70	16.67		5.33	3.45		3.92	9.68	3.57	4.665
Cultural activities		45.68	66.67	60.00	44.59	62.07	66.67	55.77	38.71	67.86	52.01
	1 - 5	46.91	27.78	40.00	51.35	34.48	33.33	40.38	54.84	28.57	43.48
	6 – 10	6.17	5.56		2.70			3.85	6.45	3.57	3.683
	11 - 20				1.35	3.45					0.534
	20 +	1.23									0.299
Other (Specify)		45.68	66.67	60.00	44.59	62.07	66.67	55.77	38.71	67.86	52.01
	1 - 5	46.91	27.78	40.00	51.35	34.48	33.33	40.38	54.84	28.57	43.48
	6 – 10	6.17	5.56		2.70			3.85	6.45	3.57	3.683
	11 - 20				1.35	3.45					0.534

	20 +	1.23									0.299
Total	0 or no reponse										
	1 - 5										
	6 – 10	28.40	52.94	55.00	59.72	39.29	40.00	40.00	34.48	82.14	45.97
	11 - 20	41.98	23.53	35.00	22.22	35.71	20.00	42.00	27.59	3.57	31.54
	21 - 30	14.81	11.76	5.00	6.94	14.29	20.00	6.00	13.79	10.71	10.31
	30 +	14.81	11.76	5.00	11.11	10.71	20.00	12.00	24.14	3.57	12.19

Teaching practices

Table B111: Learners’ view on the teaching methods of educators (LQ 16)

Method	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
We sit still and listen to the teacher	Never	30.80	42.60	27.95	24.65	36.66	18.46	36.06	90.31	10.45	34.23
	Once in a while	17.12	14.57	19.94	19.37	18.12	24.62	17.65	5.36	22.58	17.48
	Pretty often	10.74	8.30	11.66	12.08	9.13	9.23	6.31	4.34	14.84	9.948
	Almost every day	41.29	34.53	40.45	43.91	36.09	47.69	39.81		52.13	38.31
The teacher asks us questions	Never	19.73	23.77	12.69	8.93	23.30	8.67	20.90	36.84	7.08	17.66
	Once in a while	18.86	16.14	12.55	14.77	17.11	17.86	17.74	24.24	19.47	17.37
	Pretty often	20.10	5.38	18.62	15.66	12.98	11.22	12.27	23.29	13.02	16.25
	Almost every day	41.25	54.71	56.14	60.58	46.46	62.24	49.09	15.63	60.43	48.69
We copy notes that the teacher writes on the board	Never	23.10	29.71	15.32	11.26	27.11	16.75	22.25	28.75	9.16	19.62
	Once in a while	15.81	17.74	16.16	17.51	15.70	16.23	17.82	31.00	16.41	17.89
	Pretty often	23.22	15.08	21.73	17.19	19.26	11.52	12.40	23.98	14.63	18.75
	Almost every day	37.87	37.25	46.66	53.93	37.78	55.50	47.45	16.13	59.80	43.67
We repeat what the teacher says	Never	24.50	30.13	26.37	20.93	31.39	20.21	25.02	35.68	19.02	25.25
	Once in a while	24.38	17.47	21.88	22.54	17.96	22.28	17.65	37.27	27.03	23.13
	Pretty often	18.11	10.92	18.09	19.85	17.23	13.99	15.87	15.23	13.02	17.08
	Almost every day	32.95	41.27	33.52	36.53	33.43	43.52	41.46	5.91	40.93	33.98
We work in small groups and the teacher helps us	Never	26.27	43.76	23.88	20.15	28.47	18.97	31.20	50.17	21.93	27.97
	Once in a while	23.73	21.44	39.11	28.02	16.52	33.33	19.32	29.57	30.33	26.1
	Pretty often	20.95	8.10	14.66	18.87	20.35	12.31	16.57	7.97	14.91	16.91
	Almost every day	28.99	26.70	22.35	32.96	34.07	35.38	32.82	4.65	32.83	28.33
We can talk with other learners about what we are learning	Never	28.90	43.59	19.75	22.16	28.94	18.13	30.02	45.61	18.23	27.78
	Once in a while	28.06	24.57	31.43	28.44	18.67	27.46	18.08	31.23	30.89	26.59
	Pretty often	15.29	7.48	18.92	19.95	17.22	13.47	19.29	11.58	14.94	16.69
	Almost every day	27.69	24.36	29.90	29.34	35.02	40.93	32.61	7.37	35.95	28.54
We follow in the textbook while the teacher talks about the work	Never	34.54	36.34	28.15	29.35	37.02	17.99	37.13	45.26	19.54	32.96
	Once in a while	22.86	16.34	17.23	21.38	14.01	28.57	19.02	23.68	21.33	20.48
	Pretty often	15.40	10.54	15.55	20.57	19.03	11.64	15.33	13.68	15.58	16.34
	Almost every day	27.20	36.77	39.08	28.65	29.94	41.80	28.44	12.11	43.55	29.75
We use calculators	Never	60.72	69.85	63.66	62.05	67.41	74.23	70.09	17.56	47.53	59.39
	Once in a while	17.19	10.85	24.37	20.00	12.20	12.89	12.31	18.40	28.57	17.98

	Pretty often	8.90	7.81	4.37	9.60	7.74	3.61	5.38	37.04	8.85	10.11
	Almost every day	13.19	11.50	7.61	8.36	12.50	9.28	12.22	26.76	15.04	12.48
We use computers	Never	64.65	78.24	69.50	75.07	69.16	84.57	73.41	44.11	59.67	67.94
	Once in a while	14.74	9.45	10.50	11.32	12.21	5.85	9.08	25.58	16.43	13.14
	Pretty often	7.68	4.84	13.33	6.67	7.94	3.19	5.45	30.18	11.76	9.69
	Almost every day	12.93	7.47	6.67	6.94	10.69	6.38	11.97	0.14	12.14	9.22
We have a quiz or a test	Never	31.86	27.97	20.42	18.47	32.22	6.81	32.25	23.17	7.52	24.87
	Once in a while	25.46	24.45	25.35	28.07	25.68	29.32	22.75	76.47	31.85	30.28
	Pretty often	20.97	20.93	33.94	27.19	16.41	25.13	19.00	0.36	26.24	21.78
	Almost every day	21.65	26.65	20.28	26.27	25.68	38.74	25.83		34.39	23.03
We work from worksheets or textbooks on our own	Never	38.28	37.92	21.66	27.80	37.00	12.95	41.86	37.18	13.28	32.45
	Once in a while	23.43	23.28	28.84	28.41	22.91	34.72	15.35	34.87	31.42	25.48
	Pretty often	14.79	12.42	24.53	20.52	19.50	11.40	13.84	16.71	21.84	17.72
	Almost every day	23.43	26.39	24.82	23.28	20.59	40.93	28.94	6.34	33.46	23.91
We try to solve problems on our own	Never	37.20	38.27	29.32	27.74	33.54	15.31	35.00	56.54	19.46	33.79
	Once in a while	26.15	26.11	31.73	25.08	29.00	32.14	21.36	34.62	37.89	27.63
	Pretty often	15.73	16.59	20.54	19.38	18.97	16.33	15.00	8.72	15.08	16.56
	Almost every day	20.91	19.03	18.41	27.80	18.50	36.22	28.64	0.12	27.58	22.03
We use things from everyday life in solving problems	Never	39.92	36.96	40.19	37.19	41.60	25.13	33.11	25.96	30.48	36.26
	Once in a while	24.17	26.96	23.78	25.00	22.29	23.53	21.84	51.30	35.08	26.93
	Pretty often	14.25	11.74	16.83	19.46	14.44	22.99	15.61	22.61	12.88	16.48
	Almost every day	21.66	24.35	19.19	18.34	21.66	28.34	29.44	0.12	21.56	20.34

Table B112: Frequency of teaching practices in lessons (educators' view) (ED 47)

Practice	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
I show the learners how to do problems	Almost always	53.66	66.67	43.48	40.85	72.41	42.86	59.26	78.79	29.63	52.87
	Pretty often	26.83	26.67	30.43	28.17	10.34	28.57	20.37	12.12	40.74	25.1
	Once in a while	17.07	6.67	21.74	22.54	10.34	28.57	14.81	6.06	25.93	17.33
	Never	2.44		4.35	8.45	6.90		5.56	3.03	3.70	4.69
Learners copy notes from the board	Almost always	43.90	33.33	8.70	22.22	34.48	42.86	44.44	39.39		31.03
	Pretty often	35.37	20.00	26.09	44.44	44.83	28.57	33.33	33.33	37.04	35.79
	Once in a while	20.73	40.00	52.17	29.17	20.69	28.57	18.52	18.18	59.26	29.03
	Never		6.67	13.04	4.17			3.70	9.09	3.70	4.151
Learners have a quiz or a test	Almost always	26.83	46.67	21.74	19.72	27.59	85.71	38.89	42.42	14.81	29.05
	Pretty often	52.44	40.00	65.22	59.15	55.17	14.29	46.30	51.52	62.96	53.92
	Once in a while	17.07	13.33	13.04	21.13	13.79		12.96	3.03	22.22	15.36
	Never	3.66				3.45		1.85	3.03		1.67
Learners use computers	Almost always	2.50			1.39						0.898
	Pretty often	3.75		17.39	1.39			1.89	9.38	14.81	5.169

	Once in a while	2.50		4.35	5.56			1.89		29.63	4.602
	Never	91.25	100.00	78.26	91.67	100.00	100.00	96.23	90.63	55.56	89.33
Learners use things from everyday life in solving problems	Almost always	31.71	6.67	17.39	31.94	24.14	57.14	45.45	37.50	29.63	31.42
	Pretty often	41.46	60.00	47.83	43.06	37.93	14.29	30.91	34.38	48.15	40.86
	Once in a while	21.95	33.33	30.43	16.67	27.59	28.57	14.55	21.88	22.22	21.67
	Never	4.88		4.35	8.33	10.34		9.09	6.25		6.052

Table B113: Frequency of learner activity during lessons (ED 50)

Practice	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
work individually without assistance from you?	Almost never	15.00	13.33	4.55	20.83	6.90	14.29	5.66	21.88	7.41	13.04
	Some lessons	66.25	66.67	86.36	65.28	72.41	71.43	77.36	65.63	70.37	70.7
	Most lessons	15.00	13.33	4.55	13.89	20.69	14.29	11.32	9.38	22.22	13.45
	Every lesson	3.75	6.67	4.55				5.66	3.13		2.819
work individually with assistance from you?	Almost never	2.47			2.78	3.45		1.89	3.13	3.70	2.237
	Some lessons	38.27	26.67	54.55	44.44	31.03	42.86	43.40	28.13	62.96	42.02
	Most lessons	41.98	46.67	40.91	44.44	41.38	57.14	41.51	40.63	33.33	42.03
	Every lesson	17.28	26.67	4.55	8.33	24.14		13.21	28.13		13.71
work together as a class with you teaching the whole class?	Almost never	1.23						1.85	3.03		0.832
	Some lessons	23.46	13.33	31.82	29.17	13.79	14.29	16.67	15.15	62.96	25.28
	Most lessons	38.27	60.00	50.00	44.44	41.38	42.86	50.00	36.36	29.63	43.14
	Every lesson	37.04	26.67	18.18	26.39	44.83	42.86	31.48	45.45	7.41	30.75
work together as a class with learners responding to one another?	Almost never	3.70			6.85	3.45		3.64		3.85	3.41
	Some lessons	51.85	60.00	72.73	56.16	55.17	57.14	54.55	39.39	73.08	56.57
	Most lessons	33.33	20.00	22.73	26.03	27.59	28.57	29.09	39.39	19.23	28.42
	Every lesson	11.11	20.00	4.55	10.96	13.79	14.29	12.73	21.21	3.85	11.59
work in pairs or small groups without assistance from you ?	Almost never	16.25	13.33	9.09	26.03	13.79		18.52	24.24	11.11	17.59
	Some lessons	62.50	80.00	59.09	50.68	65.52	57.14	48.15	54.55	77.78	58.79
	Most lessons	16.25	6.67	31.82	19.18	13.79	28.57	24.07	15.15	11.11	18.89
	Every lesson	5.00			4.11	6.90	14.29	9.26	6.06		4.738
work in pairs or small groups with assistance from you?	Almost never	1.23		4.35	4.11			3.77			2.205
	Some lessons	39.51	66.67	47.83	46.58	44.83	42.86	49.06	40.63	66.67	47
	Most lessons	41.98	26.67	34.78	34.25	44.83	42.86	33.96	31.25	25.93	35.88
	Every lesson	17.28	6.67	13.04	15.07	10.34	14.29	13.21	28.13	7.41	14.91

Table B114: The use of textbooks by educators (ED 48)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	83.54	93.33	86.96	92.75	96.43	71.43	88.89	90.00	70.37	87.43
No	16.46	6.67	13.04	7.25	3.57	28.57	11.11	10.00	29.63	12.57

Table B115: Percentage of teaching time using textbooks (ED 49)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
0 – 25%	15.94	7.14	15.00	23.94	10.71	20.00	10.87	18.52	45.00	18.29
26 – 50%	47.83	28.57	35.00	40.85	32.14	60.00	36.96	29.63	30.00	38.78
51 – 75%	30.43	50.00	50.00	28.17	53.57	20.00	41.30	29.63	20.00	35.3
76 – 100%	5.80	14.29		7.04	3.57		10.87	22.22	5.00	7.627

Table B116: Parents' view on educators' instruction (PA 27)

Statement	View	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Educators teach actively for most of the school day	Strongly Disagree	6.54	6.82	14.04	43.02	23.01	6.32	6.77	11.28	4.46	16.49
	Disagree	6.72	5.23	7.10	8.31	9.18	8.62	6.84	11.28	5.29	7.533
	Agree	53.99	42.27	45.22	38.68	39.63	38.51	44.60	31.28	52.09	44.55
	Strongly Agree	32.75	45.68	33.64	10.00	28.19	46.55	41.80	46.15	38.16	31.43
The educators in the school are committed to teaching.	Strongly Disagree	6.42	5.33	15.75	47.22	27.02	6.40	6.07	15.08	2.78	17.84
	Disagree	5.49	4.22	4.13	4.19	6.23	13.95	4.03	15.64	3.62	5.698
	Agree	54.04	43.11	46.79	39.90	42.78	42.44	46.67	37.43	51.60	46.12
	Strongly Agree	33.99	47.33	33.33	8.69	23.97	37.21	43.23	31.84	42.00	30.33
The educators are sufficiently trained for teaching	Strongly Disagree	6.32	10.39	16.36	40.30	25.00	3.93	5.05	6.12	2.75	15.57
	Disagree	5.59	3.23	3.67	8.35	5.24	2.81	3.21	8.67	2.48	5.457
	Agree	50.52	36.03	42.51	41.70	45.56	39.89	44.07	32.65	48.28	43.99
	Strongly Agree	37.51	50.35	37.46	9.64	24.19	53.37	47.67	52.55	46.49	34.96
Members of our community have great respect for the educators of the school.	Strongly Disagree	6.41	5.57	14.50	44.29	24.97	6.70	5.68	13.37	3.42	16.8
	Disagree	7.01	2.90	5.59	5.74	7.25	11.73	4.81	11.88	6.58	6.542
	Agree	50.24	41.20	47.43	40.89	43.09	39.66	42.58	35.15	50.00	44.43
	Strongly Agree	36.33	50.11	32.48	9.08	24.70	41.90	46.93	39.60	40.00	32.21
The educators encourage our children to do well in school	Strongly Disagree	6.22	3.80	15.88	45.18	24.83	4.55	5.65	7.14	3.10	16.42
	Disagree	4.31	2.01	3.66	3.35	4.32	3.98	4.07	4.59	3.50	3.861
	Agree	55.08	31.99	42.60	40.18	39.95	35.23	43.89	36.22	45.76	44.21
	Strongly Agree	34.40	62.19	37.86	11.28	30.90	56.25	46.39	52.04	47.64	35.51
Good quality education is provided to children.	Strongly Disagree	8.49	4.49	14.44	38.45	21.08	5.06	7.59	8.12	4.20	15.63
	Disagree	9.23	4.27	5.53	9.08	11.89	5.62	10.43	12.18	4.74	8.819
	Agree	53.75	43.15	43.47	41.64	44.86	41.57	45.21	41.62	50.41	46.23
	Strongly Agree	28.47	48.09	36.56	10.83	22.16	47.75	36.77	38.07	40.65	29.31
Children do well in school.	Strongly Disagree	6.28	5.79	14.13	41.14	18.75	5.17	6.31	6.93	4.21	15.22
	Disagree	8.00	6.25	5.99	6.16	8.15	11.49	7.30	8.91	6.38	7.248
	Agree	62.44	43.06	49.00	46.01	52.17	35.63	49.60	36.14	56.45	50.91
	Strongly Agree	23.28	44.91	30.88	6.64	20.92	47.70	36.79	48.02	32.97	26.61

Table B117: Extent to which factors limit teaching (educators' view) (ED 46)

Factors	Extent	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Learners with different academic abilities	Not at all	16.46	6.67	17.39	10.45	17.86	57.14	17.65	15.15		14.59
	A little	40.51	26.67	34.78	43.28	39.29		37.25	36.36	34.62	37.8
	Quite a lot	32.91	26.67	34.78	29.85	35.71	28.57	35.29	27.27	26.92	31.8
	A great deal	10.13	40.00	13.04	16.42	7.14	14.29	9.80	21.21	38.46	15.81
Learners who come from a wide range of backgrounds	Not at all	15.19		8.70	32.86	20.69	14.29	24.07	10.00	11.11	18.54
	A little	34.18	21.43	52.17	22.86	27.59	42.86	38.89	36.67	37.04	33.96
	Quite a lot	37.97	28.57	21.74	32.86	13.79	14.29	24.07	30.00	29.63	29.2
	A great deal	12.66	50.00	17.39	11.43	37.93	28.57	12.96	23.33	22.22	18.3
Learners with special needs	Not at all	23.08	20.00	17.39	10.96	17.24	14.29	16.67	12.12	3.85	15.98
	A little	48.72	20.00	56.52	45.21	34.48	28.57	29.63	39.39	30.77	41.21
	Quite a lot	23.08	13.33	13.04	31.51	20.69	42.86	25.93	21.21	46.15	25.4
	A great deal	5.13	46.67	13.04	12.33	27.59	14.29	27.78	27.27	19.23	17.42
Uninterested learners	Not at all	16.67	6.67	17.39	23.61	20.69	14.29	21.15	18.75	7.69	18.23
	A little	48.72	33.33	47.83	43.06	44.83	71.43	40.38	34.38	38.46	43.68
	Quite a lot	19.23	53.33	17.39	23.61	24.14	14.29	26.92	31.25	34.62	25
	A great deal	15.38	6.67	17.39	9.72	10.34		9.62	15.63	19.23	12.79
Disruptive learners	Not at all	26.67	26.67	26.09	29.41	41.38	28.57	40.38	35.48	11.54	30.04
	A little	45.33	40.00	34.78	41.18	27.59	42.86	32.69	29.03	30.77	37.46
	Quite a lot	17.33	26.67	21.74	23.53	10.34	28.57	13.46	19.35	38.46	20.27
	A great deal	10.67	6.67	17.39	5.88	20.69		13.46	16.13	19.23	12.22
Parents interested in their children's learning and progress	Not at all	33.33	40.00	68.18	26.47	37.04	28.57	30.77	38.71	38.46	36.54
	A little	33.33	53.33	27.27	41.18	29.63	28.57	25.00	48.39	42.31	35.48
	Quite a lot	24.36			22.06	22.22	14.29	26.92	3.23	15.38	17.85
	A great deal	8.97	6.67	4.55	10.29	11.11	28.57	17.31	9.68	3.85	10.14
Parents not interested in their children's learning and progress	Not at all	17.50	7.69	4.55	23.94	20.69	14.29	18.52	19.35	3.70	16.54
	A little	38.75	23.08	40.91	32.39	24.14	28.57	29.63	25.81	48.15	33.9
	Quite a lot	20.00	53.85	27.27	28.17	31.03	14.29	22.22	22.58	33.33	26.21
	A great deal	23.75	15.38	27.27	15.49	24.14	42.86	29.63	32.26	14.81	23.35

Shortage of instructional equipment for learners' use	Not at all	7.59		18.18	15.49	6.90	14.29	3.77	9.38	11.11	9.927
	A little	15.19	40.00	36.36	30.99	10.34	42.86	15.09	25.00	40.74	24.62
	Quite a lot	27.85	40.00	13.64	26.76	41.38	28.57	26.42	28.13	18.52	26.78
	A great deal	49.37	20.00	31.82	26.76	41.38	14.29	54.72	37.50	29.63	38.67
Shortage of equipment for use in demonstrations and other exercises	Not at all	12.50		17.39	19.18	3.45	14.29	5.66	15.63	14.81	12.62
	A little	13.75	33.33	17.39	21.92	13.79	28.57	16.98	9.38	33.33	18.5
	Quite a lot	28.75	53.33	34.78	23.29	41.38	42.86	22.64	21.88	29.63	29.08
	A great deal	45.00	13.33	30.43	35.62	41.38	14.29	54.72	53.13	22.22	39.8
Inadequate	Not at all	15.38	7.14	19.05	19.44	17.86	33.33	7.69	10.00	22.22	15.61

physical facilities	A little	26.92	21.43	33.33	23.61	10.71	16.67	17.31	10.00	33.33	22.9
	Quite a lot	15.38	50.00	23.81	31.94	32.14	50.00	34.62	33.33	33.33	28.82
	A great deal	42.31	21.43	23.81	25.00	39.29		40.38	46.67	11.11	32.67
Large classes	Not at all	19.48	6.67	8.70	22.22	17.24	14.29	11.32	9.68	11.54	15.46
	A little	28.57	26.67	17.39	15.28	10.34	14.29	11.32	22.58	15.38	18.87
	Quite a lot	16.88	26.67	17.39	23.61	34.48	14.29	24.53	41.94	38.46	24.76
	A great deal	35.06	40.00	56.52	38.89	37.93	57.14	52.83	25.81	34.62	40.9
Low morale among fellow educators	Not at all	50.00	7.69	27.27	30.99	44.83	42.86	29.17	41.94	33.33	36.15
	A little	24.36	61.54	50.00	47.89	34.48	28.57	35.42	19.35	33.33	36.44
	Quite a lot	12.82	7.69	13.64	15.49	10.34	14.29	25.00	22.58	18.52	16.15
	A great deal	12.82	23.08	9.09	5.63	10.34	14.29	10.42	16.13	14.81	11.26
Low morale among learners	Not at all	27.85	20.00	22.73	23.94	32.14	28.57	20.41	25.81	18.52	24.49
	A little	39.24	26.67	36.36	53.52	39.29	42.86	34.69	38.71	48.15	41.32
	Quite a lot	22.78	46.67	22.73	14.08	14.29		26.53	19.35	25.93	21.52
	A great deal	10.13	6.67	18.18	8.45	14.29	28.57	18.37	16.13	7.41	12.67
Threat(s) to personal safety or the safety of learners	Not at all	42.31	46.67	43.48	50.00	51.72	57.14	45.10	48.39	44.00	46.23
	A little	24.36	20.00	26.09	25.00	20.69	28.57	13.73	19.35	24.00	22.23
	Quite a lot	15.38	13.33	13.04	11.11	6.90		13.73	9.68	16.00	12.58
	A great deal	17.95	20.00	17.39	13.89	20.69	14.29	27.45	22.58	16.00	18.96

Table B118: Extent to which factors limit teaching (principals' view) (PR 59)

Factors	Extent	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Learners with different academic abilities	Not at all	22.50	7.69	14.29	13.70	21.43	28.57	30.00	12.90	17.86	19.16
	A little	35.00	46.15	47.62	41.10	32.14		46.00	64.52	35.71	41.48
	Quite a lot	31.25	30.77	38.10	34.25	35.71	42.86	20.00	19.35	28.57	30.24
	A great deal	11.25	15.38		10.96	10.71	28.57	4.00	3.23	17.86	9.125
Learners who come from a wide range of backgrounds	Not at all	35.90	15.38		22.97	24.14	14.29	35.29	25.81	14.29	24.73
	A little	32.05	15.38	63.64	41.89	27.59	42.86	35.29	38.71	35.71	37.93
	Quite a lot	14.10	46.15	27.27	20.27	37.93	14.29	19.61	19.35	28.57	22.27
	A great deal	17.95	23.08	9.09	14.86	10.34	28.57	9.80	16.13	21.43	15.07
Learners with special needs	Not at all	17.95	15.38	18.18	6.76	10.34	28.57	23.53	16.13	14.29	15.59
	A little	57.69	69.23	59.09	63.51	41.38	42.86	50.98	54.84	32.14	55.09
	Quite a lot	16.67		18.18	17.57	31.03	14.29	17.65	29.03	39.29	20.02
	A great deal	7.69	15.38	4.55	12.16	17.24	14.29	7.84		14.29	9.296
Uninterested learners	Not at all	23.46	23.08	9.09	9.59	20.69	28.57	24.00	25.81	14.29	18.51
	A little	41.98	46.15	68.18	60.27	51.72	14.29	50.00	48.39	50.00	51.36
	Quite a lot	22.22	23.08	18.18	23.29	10.34	28.57	18.00	12.90	25.00	20.08
	A great deal	12.35	7.69	4.55	6.85	17.24	28.57	8.00	12.90	10.71	10.05
Disruptive learners	Not at all	30.38	50.00	27.27	31.94	32.14	28.57	56.00	36.67	11.11	34.43
	A little	46.84	41.67	54.55	51.39	50.00	42.86	26.00	36.67	51.85	44.88
	Quite a lot	16.46	8.33	13.64	9.72	10.71	28.57	10.00	16.67	25.93	13.86
	A great deal	6.33		4.55	6.94	7.14		8.00	10.00	11.11	6.822

Parental lack of interest in their children's learning and progress	Not at all	9.88	15.38	4.55	9.33	6.90	14.29	9.80		7.41	8.3
	A little	30.86	46.15	36.36	45.33	37.93		39.22	45.16	22.22	37
	Quite a lot	30.86	15.38	54.55	30.67	34.48	28.57	33.33	29.03	37.04	33.55
	A great deal	28.40	23.08	4.55	14.67	20.69	57.14	17.65	25.81	33.33	21.15
Shortage of instructional equipment for learners' use	Not at all	5.00	7.69	22.73	12.16		14.29	7.84	3.23	14.29	9.268
	A little	16.25	53.85	40.91	22.97	27.59	14.29	5.88	29.03	35.71	23.63
	Quite a lot	35.00	30.77	22.73	32.43	41.38	57.14	41.18	41.94	25.00	34.62
	A great deal	43.75	7.69	13.64	32.43	31.03	14.29	45.10	25.81	25.00	32.49

Shortage of equipment for use in demonstrations and other exercises	Not at all	7.50		27.27	9.59		14.29	9.80	6.45	17.86	10.29
	A little	16.25	53.85	36.36	24.66	17.24	14.29	13.73	25.81	25.00	22.92
	Quite a lot	35.00	30.77	13.64	28.77	31.03	42.86	31.37	35.48	39.29	30.84
	A great deal	41.25	15.38	22.73	36.99	51.72	28.57	45.10	32.26	17.86	35.94
Inadequate physical facilities	Not at all	9.09	7.69	27.27	13.70		14.29	19.61	13.33	25.00	14.45
	A little	15.58	30.77	31.82	16.44	22.22	14.29	13.73	26.67	32.14	20.44
	Quite a lot	31.17	38.46	22.73	38.36	33.33	42.86	31.37	26.67	25.00	31.69
	A great deal	44.16	23.08	18.18	31.51	44.44	28.57	35.29	33.33	17.86	33.42
Large classes	Not at all	18.75	15.38	18.18	17.81	10.71		20.00	12.90	3.70	16.08
	A little	23.75	23.08	31.82	30.14	35.71	28.57	24.00	41.94	18.52	28.05
	Quite a lot	31.25	23.08	31.82	23.29	28.57	28.57	28.00	19.35	37.04	27.96
	A great deal	26.25	38.46	18.18	28.77	25.00	42.86	28.00	25.81	40.74	27.91
Low morale among educators	Not at all	52.00	38.46	14.29	36.49	17.86	28.57	36.73	22.58	25.93	34.61
	A little	28.00	15.38	57.14	41.89	50.00	28.57	42.86	54.84	44.44	40.72
	Quite a lot	13.33	23.08	9.52	16.22	21.43	42.86	12.24	9.68	25.93	15.49
	A great deal	6.67	23.08	19.05	5.41	10.71		8.16	12.90	3.70	9.183
Low morale among learners	Not at all	26.32	30.77	33.33	27.40	17.86	28.57	37.50	23.33	17.86	27.79
	A little	42.11	38.46	47.62	50.68	39.29	28.57	33.33	46.67	53.57	43.74
	Quite a lot	25.00	15.38	9.52	20.55	32.14	28.57	18.75	16.67	17.86	20.41
	A great deal	6.58	15.38	9.52	1.37	10.71	14.29	10.42	13.33	10.71	8.065
Threat(s) to personal safety or the safety of learners	Not at all	51.90	58.33	40.91	44.44	48.28	71.43	59.18	64.52	59.26	52.19
	A little	31.65	41.67	45.45	43.06	31.03	28.57	22.45	22.58	22.22	33.07
	Quite a lot	7.59		4.55	6.94	20.69		10.20	9.68	18.52	8.94
	A great deal	8.86		9.09	5.56			8.16	3.23		5.804
Underqualified educators	Not at all	61.25	41.67	68.18	51.35	57.14	71.43	73.47	66.67	92.86	63.44
	A little	31.25	50.00	22.73	36.49	35.71	28.57	18.37	33.33		28.57
	Quite a lot	5.00		4.55	10.81	7.14				3.57	4.739
	A great deal	2.50	8.33	4.55	1.35			8.16		3.57	3.249
Inexperienced educators	Not at all	64.10	58.33	45.45	53.42	48.28	71.43	78.00	64.52	53.57	59.99
	A little	28.21	25.00	40.91	36.99	44.83	28.57	16.00	35.48	39.29	32
	Quite a lot	5.13	16.67	9.09	5.48	6.90		4.00		3.57	5.482

	A great deal	2.56		4.55	4.11			2.00		3.57	2.528
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Educators absenteeism

Table B119: Absenteeism of educators (educators' view) (ED 21)

	Schooldays	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Number	Nil	39.24	38.46	42.86	38.89	58.62	42.86	45.28	26.67	57.69	42.16
	1 - 5	51.90	53.85	38.10	51.39	34.48	42.86	54.72	63.33	26.92	48.6
	6 – 10	3.80	7.69	14.29	5.56	6.90			10.00	11.54	6.102
	11 - 20	3.80		4.76	2.78						2.016
	20 +	1.27			1.39		14.29			3.85	1.118

Table B120: Absenteeism of educators (parents' view) (PA 27J)

	View	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Educators are always present at school during school hours.	Strongly Disagree	7.97	7.00	15.11	45.34	21.60	4.52	7.11	9.69	4.94	17.27
	Disagree	10.13	9.71	8.16	9.07	9.42	12.99	7.17	16.84	9.05	9.702
	Agree	47.48	37.47	41.24	36.58	42.02	38.98	43.29	32.65	46.09	41.57
	Strongly Agree	34.35	45.82	35.50	8.96	26.96	43.50	42.43	40.82	39.92	31.44

Table B121: Average attendance of educators (principals' view) (PR 48)

Rate	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Excellent	20.99	30.77	71.43	44.74	34.48	42.86	45.10	40.00	64.29	41.47
Good	50.62	38.46	14.29	43.42	51.72	57.14	43.14	40.00	32.14	41.54
Average	27.16	30.77	14.29	9.21	13.79		11.76	20.00	3.57	16.14
Poor	1.23			1.32						0.576

Table B122: Policy in place on absenteeism of EDUCATORS (PR 50)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	95.06	100.00	86.36	86.84	93.10	71.43	94.12	96.77	78.57	90.91
No	4.94		13.64	11.84	6.90	28.57	5.88	3.23	21.43	8.813

Use of time by educators

Table B123: Educators' travelling time to school (ED 22)

Time	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Less than 10 minutes	3.66	13.33	13.04	16.67	3.57	14.29	14.55	9.09	14.81	10.9
10 - 20 minutes	39.02	33.33	52.17	33.33	50.00	28.57	34.55	27.27	55.56	39.1
21 - 30 minutes	31.71	33.33	13.04	22.22	14.29	42.86	18.18	27.27	11.11	22.84
31 - 60 minutes	25.61	20.00	21.74	27.78	32.14	14.29	32.73	36.36	18.52	27.15

Table B124: Effect of travelling of teachers on teaching (ED 23)

Effect	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
To a large extent	6.10	6.67	13.04	8.33	3.45		5.45		7.41	6.531
To a small extent	15.85	6.67	13.04	16.67	13.79	14.29	12.73	30.30	14.81	15.77
Not at all	78.05	86.67	73.91	75.00	82.76	85.71	81.82	69.70	77.78	77.69

Table B125: Time spent on activities during contact teaching time (ED 24)

Yes on ...	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Administration	28.95	28.57	34.78	35.21	31.03	42.86	33.96	24.14	44.44	32.72
Lesson preparation	12.99	20.00	8.70	18.06	34.48		33.33	28.13	7.69	19.22
Correcting/marking learners' written tasks	83.95	50.00	54.55	72.22	72.41	83.33	68.52	67.74	61.54	70.69
Extra-curricular activities (sports, drama, choir, etc.)	40.74	35.71	30.00	45.71	57.14	28.57	41.51	41.94	38.46	41.44
Remedial teaching (providing additional support to learners)	84.00	66.67	50.00	79.17	53.57	57.14	58.00	68.75	84.62	70.69
Meetings with school principals and other teachers	45.68	33.33	38.10	47.89	51.72	42.86	59.62	35.48	23.08	44.86
Further studies for self-development	11.39	20.00	4.35	15.49	27.59		22.22	21.88	3.85	14.85
Private tutoring	2.53	7.14	4.55	7.25	7.41		12.96	3.33		5.735
Professional development sessions	28.00	33.33	23.81	25.71	60.71	42.86	34.00	21.43	12.00	29.19

Table B126: Time spent on activities after contact teaching time (ED 25)

Yes on	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Administration	63.08	78.57	78.26	70.59	51.85	100.00	58.00	67.86	92.31	68.48
Lesson preparation	96.30	100.00	95.65	94.52	96.55	100.00	96.30	100.00	100.00	96.67
Correcting/marking	92.31	100.00	91.30	88.89	93.10	85.71	94.44	93.94	100.00	92.77

learners' written tasks										
Extra-curricular activities (sports, drama, choir, etc.)	83.75	100.00	95.65	85.92	100.00	85.71	98.15	93.94	92.59	91.08
Remedial teaching (providing additional support to learners)	62.82	64.29	78.26	60.87	77.78	42.86	86.79	67.86	75.00	69.8
Meetings with school principals and other teachers	76.25	100.00	91.30	88.24	100.00	100.00	92.59	96.97	92.31	88.92
Further studies for self-development	72.73	84.62	52.17	82.86	89.29	42.86	85.19	75.00	72.00	75.89
Private tutoring	15.69	33.33	20.00	31.25	33.33		34.29	13.33	6.25	23.2
Professional development sessions	70.59	100.00	81.82	92.86	88.89	100.00	79.17	100.00	85.71	84.43

Assessment of learners

Table B127: Frequency of assessing learners (ED 26)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Once per year										
Once per term	1.23			4.17	6.90		18.52			4.498
Twice or three times per term	4.94	6.67	17.39	16.67	10.34	28.57	12.96	18.18	14.81	12.63
Twice or three times per month	12.35		4.35	16.67	10.34		7.41	9.09	7.41	10.11
Once or more per week	29.63	33.33	30.43	26.39	13.79	28.57	14.81	36.36	33.33	26.59
Daily	51.85	60.00	47.83	36.11	58.62	42.86	46.30	36.36	44.44	46.17

Table B128: Methods of used in assessing learners (ED 27)

Yes use	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Test and examinations developed by the teachers themselves	98.67	93.33	100.00	95.65	89.66	85.71	94.34	96.77	96.00	96.05
Standardised tests and examinations developed outside the school	27.14	7.69	28.57	25.00	22.22		63.83	17.86	21.74	29.59
Oral examination of learners	90.79	69.23	90.48	90.32	88.89	85.71	85.11	89.66	92.00	88.59
Observations of learner participation in the class	97.40	100.00	95.24	100.00	100.00	100.00	97.83	90.63	100.00	97.75

Table B129: Other assessment of learners (ED 28)

Yes use	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
the classroom work of the learners?	98.77	100.00	100.00	100.00	100.00	100.00	98.18	100.00	100.00	99.42
homework assignments, projects, craft work?	96.30	100.00	95.65	95.83	100.00	100.00	98.11	100.00	96.15	97.2

Table B130: Weight given to assessment used by educators (ED 41)

Assessment	Weight	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Standardised tests produced outside the school	None	36.25	60.00	56.52	39.13	57.14	57.14	16.36	37.50	29.63	38.59
	Little	42.50	13.33	39.13	46.38	32.14	14.29	43.64	43.75	48.15	41.07
	Quite a lot	21.25	26.67	4.35	14.49	10.71	28.57	40.00	18.75	22.22	20.34
Educator generated tests which require learners to describe or explain their reasoning	None	3.70	20.00	4.35	4.17	7.14		5.56	6.06	3.70	5.265
	Little	35.80	40.00	34.78	31.94	35.71	71.43	37.04	42.42	37.04	36.51
	Quite a lot	60.49	40.00	60.87	63.89	57.14	28.57	57.41	51.52	59.26	58.23
Educator generated multiple choice, true-false and matching tests	None	1.23		4.35					3.03		1.017
	Little	28.40	60.00	26.09	27.78	25.00	42.86	50.00	33.33	22.22	32.72
	Quite a lot	70.37	40.00	69.57	72.22	75.00	57.14	50.00	63.64	77.78	66.27
How well learners do on homework assignments	None	1.27			1.37			1.89	3.03		1.132
	Little	30.38	6.67	30.43	50.68	35.71		35.85	36.36	23.08	34.25
	Quite a lot	68.35	93.33	69.57	47.95	64.29	100.00	62.26	60.61	76.92	64.61
How well learners do on projects or practical exercises	None	7.50			1.41	10.71		7.55	3.13		4.3
	Little	41.25	40.00	45.45	39.44	39.29	28.57	37.74	50.00	34.62	40.62
	Quite a lot	51.25	60.00	54.55	59.15	50.00	71.43	54.72	46.88	65.38	55.08
Observations of learners	None	2.44									0.591
	Little	24.39	20.00	18.18	14.08	24.14		24.53	33.33	11.11	20.75
	Quite a lot	73.17	80.00	81.82	85.92	75.86	100.00	75.47	66.67	88.89	78.66
Responses of learners in class	None	1.22									0.296
	Little	21.95	13.33	4.55	20.55	28.57		24.53	30.30	18.52	20.34
	Quite a lot	76.83	86.67	95.45	79.45	71.43	100.00	75.47	69.70	81.48	79.37

Table B131: Frequency of use of assessment information of learners (ED 42)

Use to ...	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
provide learners' with their grades or marks?	Pretty often	80.00	78.57	80.95	72.22	51.72	85.71	65.38	67.74	77.78	73.06
	Once in a while	16.25	7.14	19.05	16.67	37.93		25.00	9.68	18.52	18.47
	Hardly ever	3.75	14.29		11.11	10.34	14.29	9.62	22.58	3.70	8.474

provide feedback to learners?	Pretty often	82.28	73.33	100.00	76.06	86.21	71.43	71.70	70.97	81.48	79.97
	Once in a while	10.13	20.00		14.08	10.34	14.29	20.75	12.90	14.81	12.58
	Hardly ever	7.59	6.67		9.86	3.45	14.29	7.55	16.13	3.70	7.453
diagnose learners' learning problems?	Pretty often	73.75	73.33	61.90	63.38	72.41	57.14	53.70	68.75	81.48	66.96
	Once in a while	20.00	13.33	38.10	29.58	20.69	28.57	33.33	18.75	18.52	25.68
	Hardly ever	6.25	13.33		7.04	6.90	14.29	12.96	12.50		7.353
report to parents?	Pretty often	34.62	46.67	42.86	40.00	32.14	42.86	30.19	39.39	48.15	37.81
	Once in a while	62.82	40.00	57.14	52.86	60.71	42.86	64.15	48.48	44.44	56.32
	Hardly ever	2.56	13.33		7.14	7.14	14.29	5.66	12.12	7.41	5.871
assign learners to different programmes or tracks?	Pretty often	49.38	20.00	47.62	35.71	44.44	57.14	50.00	45.45	51.85	44.72
	Once in a while	41.98	66.67	38.10	50.00	44.44	14.29	34.62	33.33	37.04	41.87
	Hardly ever	8.64	13.33	14.29	14.29	11.11	28.57	15.38	21.21	11.11	13.41
plan for future lessons?	Pretty often	82.72	66.67	90.48	76.39	82.76	71.43	71.70	72.73	84.62	78.93
	Once in a while	9.88	13.33	9.52	9.72	10.34	14.29	9.43	9.09	7.69	9.788
	Hardly ever	7.41	20.00		13.89	6.90	14.29	18.87	18.18	7.69	11.28

ANNEXURE C

TABLES PRODUCED BY MEANS OF CALCULATIONS OF RESULTS OF SURVEY

Table C1: Analysis of tasks at national and provincial level and according to domains

Type of Analysis		Descriptive Analysis									
Level of Analysis		National					Province				
											Eastern Cape
Result of Analysis		Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)	Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)
Competencies and Domains	Literacy (Total)	100	48,1	21	100	0	23,8	48,2	18,4	100	3,3
	Word recognition		67,7	11,9	84,6	56,4		68,1	10,5	82,7	57,8
	Detail content		43,4	6,2	52,1	35,7		45,5	9,0	58,0	34,7
	Writing skills		23,8	8,3	38,5	18,6		18,8	13,5	42,8	11,1
	Spelling and grammar		47,2	2,6	49,9	44,6		49,4	8,9	55,3	39,2
	Info retrieval		47,5	12,1	69,5	31,8		46,8	12,9	68,7	30,7
	Info provision		65,5	26	87,1	34		71,4	24,7	91,4	40,4

	Numeracy (Total)	100	30	15,7	100	0	23,6	30,8	16,3	100	0
	Number and numeration		29,8	8,5	45	17,7		30,9	8,1	43,0	18,7
	Measurement		28,6	9,5	47,2	14,1		29,1	8,1	40,4	15,8
	Geometry/shapes		32,2	18,3	58,5	16,1		34,7	17,5	59,1	17,7
	Everyday stats		30	11,9	42,1	18,3		31,2	11,1	41,9	19,7
	Life Skills (Total)	100	47,1	17	96,7	0	24,2	48,2	17,1	93,3	0
	Health and nutrition		42,3	14,7	67,9	22,3		42,7	13,7	65,3	20,2
	Civic sense		52,2	10,1	69,9	33,8		52,9	14,6	78,0	33,0
	HIV/AIDS		46,7	4,8	52,0	42,8		47,9	8,9	58,2	42,6
	Science and Technology		36,4	5,3	43,7	32,5		39,0	9,7	49,6	29,2
	Pre-vocational skills		60,7	0,8	61,3	60,1		63,4	4,1	66,3	60,5

Table C1 (cont): Analysis of tasks at national and provincial level and according to domains

Level of Analysis		Province					Province				
		Free State					Gauteng				
Competencies and Domains	Result of Analysis	Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)	Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)
	Literacy (Total)	4,7	40,2	15,0	93,3	6,67	8,1	60,9	21,7	100	10

	Word recognition			60,5	14,8	81,3	46,9		81,7	6,2	90,6	76,6
	Detail content			30,6	10,2	50,1	20,1		52,8	9,8	63,9	32,7
	Writing skills			19,1	4,4	23,5	12,2		46,3	6,7	55,4	38,2
	Spelling and grammar			44,2	1,2	45,4	43,2		56,8	7,2	63,1	48,9
	Info retrieval			31,8	12,5	57,0	19,1		62,0	11,8	82,4	48,1
	Info provision			61,8	30,1	88,0	32,2		70,0	31,8	95,9	29,7
	Numeracy (Total)		4,1	26,7	10,5	66,7	0	7,5	36,5	19,4	96,7	0
	Number and numeration			24,2	8,9	39,3	14,3		35,7	11,2	53,7	19,6
	Measurement			25,0	12,4	55,7	10,7		36,4	13,9	58,5	12,6
	Geometry/shapes			26,9	20,0	56,8	16,4		40,0	16,9	63,7	23,6
	Everyday stats			25,3	11,1	38,0	17,5		35,2	16,1	50,4	18,3
	Life Skills (Total)		4,7	33,7	10,6	73,3	3,3	7,9	54,1	19,2	96,7	3,3
	Health and nutrition			33,1	12,3	54,7	20,0		48,4	19,6	77,7	22,0
	Civic sense			38,3	12,1	60,2	24,9		59,8	12,5	76,1	40,2
	HIV/AIDS			27,1	5,7	31,4	20,6		55,4	6,5	60,0	47,9
	Science and Technology			24,8	4,2	27,6	18,6		43,9	4,6	48,8	38,0
	Pre-vocational skills			36,3	4,0	39,2	33,5		63,0	8,5	69,1	57,0

Table 1(cont): Analysis of tasks at national and provincial level and according to domains

Level of Analysis		Province		Province	
Competencies		Kwazulu Natal		Mpumalanga	

and Domains	Result of Analysis	Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)	Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)
	Literacy (Total)	20,0	51,4	23,4	100	3,3	8,2	33,2	14,3	93,3	3,3
	Word recognition		69,5	14,0	88,4	55,4		53,0	17,7	75,5	32,7
	Detail content		49,2	5,7	55,6	42,6		28,4	9,9	40,7	13,0
	Writing skills		28,4	7,9	42,1	23,2		8,2	5,9	18,4	3,1
	Spelling and grammar		51,0	1,7	52,5	49,1		39,4	3,3	42,9	36,3
	Info retrieval		51,7	13,8	75,4	34,3		29,5	7,3	40,5	16,2
	Info provision		64,4	26,3	86,3	32,5		48,9	28	73,5	20,5
	Numeracy (Total)	21,9	31	15,7	90	0	8,0	22,6	9	56,7	0
	Number and numeration		30,9	10,2	47,7	15,9		21,7	9,1	40,2	11,7
	Measurement		29,7	10,8	49,9	15,5		21,7	9,6	43,6	10,3
	Geometry/shapes		33,4	21,6	64,6	15,1		22,5	20,2	52,2	9,8
	Everyday stats		29,2	13,7	43,4	16,1		20,2	4,6	25,0	15,8
	Life Skills (Total)	19,1	50,5	17,1	93,3	3,3	8,2	38,1	13,6	93,3	3,3
	Health and nutrition		46,1	20,0	76,3	17,1		36,9	14,6	63,6	16,4
	Civic sense		55,0	12,0	71,0	36,9		40,7	8,5	56,1	29,6
	HIV/AIDS		51,8	8,8	59,7	42,3		35,7	2,2	38,1	33,7
	Science and Technology		36,5	12,4	54,1	27,8		28,0	3,7	31,5	24,4
	Pre-vocational skills		70,0	9,7	76,9	63,2		52,1	6,6	56,8	47,4

Table 1(cont): Analysis of tasks at national and provincial level and according to domains

Level of Analysis	Province						Province					
	Northern Cape						Northern Province					
Result of Analysis	Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)		Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)	
Literacy (Total)	1,9	52,7	19,6	96,7	10		16,6	42,8	18,0	100	3,3	
Word recognition		76,6	13,3	89,4	61,3			63,1	15,1	85,1	50,5	
Detail content		43,7	11,8	61,3	30,7			38,3	7,1	49,8	28,1	
Writing skills		35,2	8,8	43,2	20,1			14,0	11,9	35,2	7,0	
Spelling and grammar		42,9	3,8	47,2	40,7			41,1	0,6	41,8	40,7	
Info retrieval		50,7	18,5	87,4	36,2			41,7	11,9	62,2	25,2	
Info provision		55,8	28,3	80,4	21,1			65,0	24,4	85,3	35,6	
Numeracy (Total)	1,9	32,5	14	70	3,3		16,5	25,9	13,1	90	0	
Number and numeration		29,6	10,8	45,8	15,4			26,3	7,7	39,8	16,6	
Measurement		26,4	11,8	49,3	11,4			24,4	8,0	40,8	13,7	
Geometry/shapes		31,1	12,4	46,8	19,9			26,7	17,0	50,2	11,6	
Everyday stats		28,4	15,3	45,3	15,4			27,8	9,3	37,2	18,5	
Life Skills (Total)	1,9	45,3	15,2	90	13,3		16,8	45,2	14,4	86,7	0	
Health and nutrition		41,1	16,4	70,2	24,7			39,3	11,7	58,5	21,8	
Civic sense		53,7	13,2	68,2	27,3			45,1	9,8	62,9	28,6	
HIV/AIDS		41,2	10,0	52,0	32,3			42,7	3,3	46,3	39,9	
Science and Technology		32,8	3,1	35,4	28,3			35,1	5,5	41,9	28,5	

Pre-vocational skills		58,1	9,3	64,6	51,5		52,5	3,0	54,6	50,3
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Table 1(cont): Analysis of tasks at national and provincial level and according to domains

Competencies and Domains	Level of Analysis	Province						Province					
		North West						Western cape					
	Result of Analysis	Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)		Number of cases (%)	Mean Score (%)	S.D.	Max (%)	Min (%)	
	Literacy (Total)	8,6	45,2	21,9	96,7	0		7,8	60,7	22,11	100	3,3	
	Word recognition		62,3	13,8	81,1	47,9			83,2	6,8	90,4	74,0	
	Detail content		37,5	10,3	47,7	18,2			52,2	4,3	57,3	45,6	
	Writing skills		21,7	8,5	36,8	16,6			44,5	4,3	50,6	39,2	
	Spelling and grammar		41,9	5,5	47,4	36,4			52,2	9,3	62,6	44,8	
	Info retrieval		48,4	15,1	76,0	31,1			61,9	14,1	87,7	45,6	
	Info provision		62,9	28,9	86,6	27,2			73,2	20,2	90,3	46,2	
	Numeracy (Total)	9,1	28,8	14,2	83,3	0		7,5	37,9	19,2	100	0	
	Number and numeration		34,4	11,0	56,4	20,9			38,3	12,2	54,3	15,8	
	Measurement		28,3	11,2	52,9	12,3			35,4	12,8	55,3	15,2	
	Geometry/shapes		31,9	19,3	59,2	16,2			39,2	18,5	61,7	21,0	
	Everyday stats		28,7	12,4	42,2	17,9			43,0	18,5	61,7	24,6	
	Life Skills (Total)	9,3	42,6	15,4	90	0		7,9	55,7	16,8	93,3	3,3	

	Health and nutrition		39,2	13,8	70,2	24,7		47,2	19,8	82,7	19,8
	Civic sense		50,1	11,9	66,5	30,5		61,7	16,7	80,0	24,5
	HIV/AIDS		44,7	6,0	49,5	38,0		57,2	8,7	67,1	51,1
	Science and Technology		34,3	4,6	39,6	30,1		41,8	7,8	48,0	31,0
	Pre-vocational skills		56,0	0,4	56,3	55,7		74,2	5,0	77,8	70,6

Table C2: Results of the LITERACY task according to location of the school and per province, MLA 1999

Province	Location	Average score	% of schools
Eastern Cape	Urban	66,3	10,6
	Semi-urban	43,1	2,4
	Rural	45,3	64,8
	Remote rural	44,6	13,3
Free State	Urban	45,3	42,2
	Semi-urban	37,2	12,2
	Rural	32,1	43,4
	Remote rural	41,2	2,2
Gauteng	Urban	59,6	55,3
	Semi-urban	63,5	17,1
	Remote rural	39,9	3,5
Kwazulu Natal	Urban	74,5	20,5
	Semi-urban	66,8	5,4
	Rural	43,0	61,2
	Remote rural	48,5	11,3
Mpumalanga	Urban	36,1	20,8
	Rural	30,7	75,7
	Remote rural	48,0	3,5
Northern Cape	Urban	50,8	15,1
	Semi-urban	61,1	15,1
	Rural	48,4	44,2
	Remote rural	39,7	10,6
Northern Province	Urban	81,2	3,4
	Semi-urban	44,4	5,1
	Rural	39,6	71,4
	Remote rural	46,5	8,2
North West	Urban	45,5	19,2
	Semi-urban	53,7	6,4
	Rural	46,4	64,6
	Remote rural	20,7	6,5
Western Cape	Urban	62,0	46,4

	Semi-urban	63,9	39,3
	Rural	43,5	14,3
RSA	Urban	59,8	21,0
	Semi-urban	58,2	8,4
	Rural	41,6	55,4
	Remote rural	44,2	8,3

Table C3: Results of the NUMERACY task according to location of the school and per province, MLA 1999

Province	Location	Average score	% of schools
Eastern Cape	Urban	40,9	10,6
	Semi-urban	21,8	2,4
	Rural	29,4	63,8
	Remote rural	32,7	12,9
Free State	Urban	26,8	40,7
	Semi-urban	28,9	13,6
	Rural	22,2	43,0
	Remote rural	19,4	2,7
Gauteng	Urban	36,7	55,4
	Semi-urban	34,2	14,8
	Remote rural	19,8	2,4
Kwazulu Natal	Urban	43,9	19,1
	Semi-urban	40,6	6,4
	Rural	25,2	56,3
	Remote rural	28,5	13,4
Mpumalanga	Urban	22,9	21,0
	Rural	21,2	75,5
	Remote rural	23,4	3,5
Northern Cape	Urban	14,0	14,9
	Semi-urban	24,0	14,9
	Rural	30,5	44,8
	Remote rural	31,6	10,4
Northern	Urban	54,1	3,4

Province	Semi-urban	24,9	5,0
	Rural	22,9	70,2
	Remote rural	35,2	8,0
North West	Urban	29,2	21,4
	Semi-urban	22,7	6,1
	Rural	29,8	61,0
	Remote rural	21,1	6,0
Western Cape	Urban	39,7	44,5
	Semi-urban	39,6	40,8
	Rural	28,1	14,7
RSA	Urban	36,7	20,3
	Semi-urban	34,0	8,3
	Rural	26,0	54,2
	Remote rural	30,2	8,6

Table C4: Results of the LIFE SKILLS task according to location of the school and per province, MLA 1999

Province	Location	Average score	% of schools
Eastern Cape	Urban	54,7	10,5
	Semi-urban	41,8	2,3
	Rural	47,1	65,8
	Remote rural	48,2	14,5
Free State	Urban	36,6	42,2
	Semi-urban	31,1	12,2
	Rural	31,8	43,3
	Remote rural	31,8	2,2
Gauteng	Urban	56,2	53,7
	Semi-urban	51,9	21,3
	Remote rural	38,2	3,6
Kwazulu Natal	Urban	58,4	21,8
	Semi-urban	58,1	5,7
	Rural	46,0	56,1
	Remote rural	54,0	13,5

Mpumalanga	Urban	39,0	20,9
	Rural	37,9	75,6
	Remote rural	39,1	3,5
Northern Cape	Urban	37,7	15,2
	Semi-urban	43,4	15,2
	Rural	47,1	43,9
	Remote rural	44,1	10,6
Northern Province	Urban	64,0	3,4
	Semi-urban	44,3	5,0
	Rural	40,1	71,4
	Remote rural	47,1	8,3
North West	Urban	46,9	21,1
	Semi-urban	51,4	6,2
	Rural	44,7	61,0
	Remote rural	34,7	6,1
Western Cape	Urban	55,8	46,3
	Semi-urban	57,3	39,4
	Rural	46,7	14,3
RSA	Urban	52,3	21,1
	Semi-urban	51,5	8,7
	Rural	43,5	54,5
	Remote rural	48,0	8,9

Table C5: Results of the tasks according to provinces and gender, MLA 1999

	Literacy		Numeracy		Lifeskills	
	Boys	Girls	Boys	Girls	Boys	Girls
EC	48,5	48,8	31,4	31,4	49,0	47,9
FS	38,9	39,4	24,5	25,1	34,2	33,6
GA	61,8	63,3	34,4	36,2	55,2	54,8
KZ	52,3	53,4	31,5	30,8	51,4	51,2
MP	32,6	33,4	22,2	21,6	39,3	37,8

NC	49,0	51,1	28,6	29,0	45,2	47,7
NP	41,5	43,4	25,7	25,3	41,6	42,3
NW	43,8	44,1	27,3	27,4	42,3	44,1
WC	57,6	63,3	37,1	37,7	53,9	56,8
RSA	47,8	49,4	29,7	29,8	46,9	47,2

Table C6: Performance in LITERACY according to province and age, MLA 1999

PROVINCE	AGE	Average	Std Dev	% of total
EC	8	41,9	19,1	0,9
	9	57,3	20,8	10,6
	10	53,9	19,8	21,8
	11	48,2	16,7	21,8
	12	45,3	16,1	18,8
	13	43,1	15,8	20,8
FS	8	35,6	10,2	0,6
	9	40,9	14,4	23,9
	10	38,6	15,1	28,4
	11	40,0	16,2	20,7
	12	37,8	14,4	13,4
	13	33,5	13,2	10,1
GA	8	56,7	17,8	0,6
	9	68,2	20,6	27,2
	10	65,7	21,0	36,4
	11	50,0	19,0	15,8
	12	46,2	18,5	7,4
	13	44,9	12,8	5,4
KZ	8	46,0	18,2	1,9
	9	65,0	24,8	28,9
	10	52,3	23,2	25,8
	11	44,4	18,8	17,5
	12	41,9	15,9	11,8
	13	39,4	16,8	10,3
MP	8	26,8	11,5	2,4
	9	32,6	15,0	17,9

	10	32,1	14,2	24,9
	11	33,1	15,6	20,7
	12	32,3	13,0	16,6
	13	33,2	14,4	12,3

NC	8	55,6	8,4	1,5
	9	60,0	23,0	24,1
	10	50,7	18,0	27,1
	11	49,6	16,7	17,1
	12	40,0	15,8	12,6
	13	40,4	16,2	16,6
NP	8	36,5	12,7	2,3
	9	44,8	17,5	25,0
	10	45,0	20,0	32,5
	11	40,7	17,6	18,5
	12	37,0	14,6	12,9
	13	38,3	15,6	8,0
NW	8	43,3		0,1
	9	49,9	18,6	18,1
	10	45,5	20,6	29,2
	11	42,2	18,0	17,3
	12	41,0	16,2	12,4
	13	37,0	15,3	16,9
WC	8	61,0	22,3	1,2
	9	64,7	20,6	37,1
	10	62,9	22,2	39,7
	11	47,6	19,1	12,7
	12	48,5	20,0	4,9
	13	44,0	17,8	3,3
RSA	8	41,3	18,2	1,4
	9	56,1	23,3	22,2
	10	51,0	22,3	28,3
	11	44,1	18,2	18,6
	12	41,3	16,3	13,3

	13	40,1	16,0	12,3
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Table C7: Performance in NUMERACY according to province and age, MLA 1999

PROVINCE	AGE	Average	Std Dev	% of total
EC	8	26,1	13,4	0,9
	9	34,4	16,5	10,5
	10	32,9	17,0	20,9
	11	31,3	15,3	19,8
	12	29,6	15,4	16,5
	13	29,5	15,3	21,0
FS	8	19,2	19,7	0,9
	9	25,4	10,8	20,9
	10	24,8	9,9	28,6
	11	25,2	10,9	22,0
	12	26,1	9,6	14,3
	13	23,2	10,9	12,5
GA	8	38,3	28,3	0,5
	9	38,7	18,6	28,6
	10	38,0	19,2	36,4
	11	29,0	14,5	16,2
	12	27,8	14,1	8,5
	13	25,0	10,2	5,0
KZ	8	25,5	13,4	1,9
	9	36,7	18,6	26,0
	10	31,4	15,9	24,0
	11	26,8	12,7	14,5
	12	25,1	10,4	9,8
	13	24,6	11,5	8,2
MP	8	20,5	9,5	2,3
	9	20,8	8,4	19,7

	10	20,6	9,1	27,0
	11	22,4	9,2	21,8
	12	22,5	9,6	15,3
	13	23,3	8,5	12,1
NC	8	30,0	3,3	1,5
	9	35,8	13,8	25,4
	10	28,6	15,2	26,9
	11	26,0	13,6	16,9
	12	27,6	13,6	12,9
	13	20,9	7,8	16,4
NP	8	25,5	11,8	2,0
	9	26,5	12,6	21,3
	10	26,5	14,7	27,2
	11	23,6	11,0	15,9
	12	24,9	10,1	11,6
	13	23,3	9,3	7,0

NW	8			0,0
	9	26,2	10,3	15,4
	10	29,7	15,1	26,2
	11	26,2	11,7	15,1
	12	26,2	9,4	10,1
	13	25,1	10,8	14,6
WC	8	30,0	14,9	1,4
	9	38,9	18,4	36,0
	10	40,0	20,8	37,8
	11	29,9	14,0	12,6
	12	28,8	10,3	4,4
	13	29,1	16,6	3,6
RSA	8	25,7	12,0	1,4
	9	33,7	17,8	22,4
	10	32,0	17,6	28,1
	11	27,2	13,1	18,4
	12	26,6	12,4	13,0

	13	26,6	13,1	12,7
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Table C8: Performance in LIFE SKILLS according to province and age, MLA 1999

PROVINCE	AGE	Average	Std Dev	% of total
EC	8	41,2	15,1	0,9
	9	52,7	16,3	10,8
	10	49,8	17,3	21,5
	11	47,6	17,0	21,9
	12	46,8	17,2	19,1
	13	46,4	17,4	20,3
FS	8	33,3	15,6	1,0
	9	34,4	11,6	23,9
	10	33,3	9,2	28,6
	11	33,4	11,8	21,8
	12	34,8	9,7	13,5
	13	33,1	10,1	10,6
GA	8	32,5	6,9	0,5
	9	55,0	18,4	27,1
	10	58,1	18,0	36,0
	11	48,1	16,8	15,1
	12	44,0	14,7	7,7
	13	42,8	15,1	5,4
KZ	8	48,3	14,2	2,2
	9	54,9	17,8	28,0
	10	49,3	17,1	26,2
	11	48,0	16,0	18,1
	12	48,3	14,8	12,2
	13	51,1	17,4	10,1

MP	8	37,4	12,5	2,6
	9	36,3	13,5	19,0
	10	36,4	13,2	25,6
	11	40,2	13,5	20,6
	12	39,9	14,0	15,3
	13	39,3	14,9	11,9
NC	8	41,7	7,1	1,0
	9	54,1	15,0	23,7
	10	44,3	15,1	27,3
	11	44,1	15,8	17,2
	12	43,6	14,7	12,6
	13	41,5	12,5	15,7
NP	8	37,9	11,5	2,0
	9	44,6	15,7	23,4
	10	43,3	15,5	31,7
	11	40,9	13,7	17,9
	12	39,6	11,9	12,6
	13	40,4	13,1	7,4
NW	8	33,3		0,1
	9	48,2	17,4	18,5
	10	45,9	16,4	29,1
	11	44,1	13,5	17,4
	12	43,0	12,4	11,8
	13	42,6	14,4	15,9
WC	8	44,2	12,1	1,3
	9	56,6	15,8	37,0
	10	57,4	17,3	40,0
	11	48,5	14,5	13,1
	12	48,4	16,2	4,7
	13	51,4	21,0	3,1
RSA	8	41,6	13,8	1,4
	9	50,1	17,8	21,8
	10	47,9	17,6	28,2
	11	44,9	15,8	18,6
	12	44,2	15,3	13,3

	13	44,8	16,7	12,0
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Table C9: Percentage of schools with media centres according to type of school and province - 1996

Province	Primarys	Secondary	Combined	Intermediate	Special
	schools	schools	schools	schools	Schools
Eastern Cape	4,4	25,5	4,3	3,0	20,8
Free State	3,9	68,3	37,8	14,3	44,4
Gauteng	33,5	71,2	47,1	22,2	45,0
KwaZulu-Natal	12,3	30,1	40,0	25,0	25,6
Mpumalanga	8,3	40,1	28,3	12,0	25,0
North West	6,2	47,4	23,3	17,3	12,8
Northern Cape	23,2	74,0	48,1	33,3	
Northern Province	2,4	9,6	14,8		36,4
Western Cape	41,9	86,1	70,0	80,0	41,8
Total	11,1	35,8	21,8	13,6	33,2

Source: SRN 1996

Table C10: Relation between sitting still and the performance of learners, MLA 1999

Province	Rate of sitting still	Literacy	Numeracy	Life Skills
EC	Never	44,6	26,6	44,6
	Once in a while	50,1	31,6	48,3
	Pretty often	52,0	37,9	53,3
	Almost every day	51,3	33,2	50,8
FS	Never	35,6	23,8	31,9
	Once in a while	42,0	26,1	37,4

	Pretty often	41,6	17,2	33,2
	Almost every day	41,8	27,3	35,6
GA	Never	57,7	34,5	51,1
	Once in a while	63,8	37,0	56,7
	Pretty often	69,1	37,2	59,6
	Almost every day	67,4	35,8	59,8
KZ	Never	44,8	27,9	49,9
	Once in a while	56,4	32,5	51,5
	Pretty often	60,9	34,3	55,3
	Almost every day	55,1	32,7	52,4
MP	Never	32,6	21,8	38,3
	Once in a while	35,9	22,9	38,2
	Pretty often	32,8	21,4	38,5
	Almost every day	35,2	21,8	40,6
NC	Never	43,6	18,8	39,0
	Once in a while	43,5	27,8	44,0
	Pretty often	49,1	32,6	50,4
	Almost every day	56,7	32,2	49,2
NP	Never	42,5	26,1	41,7
	Once in a while	45,0	26,7	44,3
	Pretty often	42,3	25,4	42,5
	Almost every day	42,6	24,5	41,8
NW	Never	38,9	26,3	40,3
	Once in a while	40,8	26,6	42,7
	Pretty often	46,8	27,8	48,0
	Almost every day	48,1	28,0	44,5

WC	Never	49,4	33,6	48,2
	Once in a while	61,3	35,4	55,1
	Pretty often	68,3	45,0	60,1
	Almost every day	62,0	39,0	56,5
RSA	Never	43,1	26,8	43,3
	Once in a while	50,7	30,5	47,8
	Pretty often	54,7	33,8	51,7

	Almost every day	51,6	31,2	49,1
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Homework

Table B132: Frequency of giving homework per week (LQ 18F)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Not at all	30.13	29.43	16.30	28.01	34.53	36.79	32.75	8.81	24.28	26.83
Once or twice	38.12	34.71	40.63	38.62	35.15	22.80	42.60	11.54	39.35	36.44
Every day	31.51	35.40	43.07	33.21	30.17	40.41	24.48	36.60	36.11	33.01

Table B133: Time spent on doing homework before or after school (LQ 18G)

Time	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Less than one hour	41.05	47.42	50.50	57.53	37.79	50.52	45.38	6.64	56.48	44.65
1 – 2 hours	38.97	31.46	36.26	30.39	39.27	34.90	36.24	8.33	34.04	33.2
3- 5 hours	19.85	20.89	13.24	11.36	22.77	14.58	18.29	36.47	9.35	17.92

Table B134: Reasons of learners for not doing homework (LQ 14)

Reason	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
I look after my younger brothers and sisters	53.77	53.66	32.44	39.43	55.16	53.81	57.66	41.21	30.20	46.47
I help my mother with her work	60.82	60.76	42.98	47.17	62.76	54.55	56.36	49.56	43.11	53.21
I help my father with his work	56.42	55.85	30.54	36.46	49.79	46.23	46.03	10.89	36.26	42.01
I watch television/ videos	48.11	50.10	41.51	34.27	48.16	45.41	45.04	14.44	36.48	40.48
I listen to the radio	49.24	47.68	32.06	36.02	51.84	35.23	47.02	21.77	27.08	40.34
I play with my friends	53.90	55.34	43.35	42.22	52.98	41.41	52.54	25.62	40.30	46.6

Table B135: Frequency of parents discussing homework with children (PA28)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Regular	46.65	77.78	80.51	68.16	54.79	67.61	69.05	79.89	79.50	65.62
Sometimes	44.23	21.76	14.54	28.53	38.46	28.98	28.06	15.22	18.27	29.37

Not at all	9.12	0.46	4.31	3.05	6.61	3.41	2.76	3.80	1.81	4.738
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Table B136: Frequency of rendering assistance to learners with homework (PA 29)

	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Mother	Regularly	55.14	75.46	79.58	62.57	59.75	64.66	62.37	71.11	75.31	64.57
	Sometimes	32.47	18.40	16.98	29.10	28.75	21.05	26.23	21.48	21.14	26.34
	Not at all	12.40	6.13	3.44	8.33	11.50	14.29	11.40	7.41	3.55	9.083
Father	Regularly	26.44	46.05	40.57	27.96	30.27	30.21	35.13	46.81	36.40	33.21
	Sometimes	37.77	29.82	41.60	42.72	32.94	32.29	35.13	30.85	44.94	37.95
	Not at all	35.71	24.12	17.83	29.33	36.80	37.50	29.74	22.34	18.65	28.83
Sister	Regularly	40.46	60.59	39.84	45.79	53.53	47.12	53.20	63.39	32.41	46.75
	Sometimes	36.53	23.31	29.67	33.96	25.06	19.23	26.19	16.96	32.41	30.04
	Not at all	23.01	16.10	30.49	20.26	21.41	33.65	20.61	19.64	35.18	23.2
Brother	Regularly	33.75	43.46	28.86	30.83	39.23	32.95	42.31	53.47	22.96	35.61
	Sometimes	34.55	30.89	30.87	36.61	31.77	19.32	30.65	23.76	35.05	32.51
	Not at all	31.70	25.65	40.27	32.45	29.01	47.73	27.04	22.77	41.99	31.87
Other family member	Regularly	18.94	49.77	34.32	27.07	35.38	23.86	23.82	37.50	27.03	27.81
	Sometimes	36.19	33.48	27.72	42.81	29.53	34.09	36.91	32.95	34.32	35.74
	Not at all	44.87	16.74	37.95	30.12	35.09	42.05	39.28	29.55	38.65	36.45
Friends/ neighbours	Regularly	20.90	27.32	21.69	18.80	27.12	17.44	20.46	37.50	15.00	22.11
	Sometimes	35.35	38.25	21.69	30.80	30.72	17.44	31.92	31.25	24.67	30.8
	Not at all	43.66	34.43	56.62	50.40	42.16	65.12	47.61	31.25	60.33	47.07

Table B137: Learners' view on homework (LQ 13D - J)

Yes	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Does your teacher give you homework?	92.72	92.71	97.18	95.66	90.36	95.00	94.00	27.51	96.73	88.78
Do your teachers check your work every week?	91.23	89.30	86.70	89.82	83.36	97.50	84.98	8.05	90.35	82.02
Do your teachers mark your homework?	88.88	90.66	82.44	90.83	90.66	82.91	87.86	19.38	81.74	82.31
Do your teachers tell you how you are progressing almost every month?	76.84	76.29	67.78	74.35	70.35	74.24	72.15	27.82	62.85	69.06
Do your teachers discuss your homework with you?	80.64	80.33	84.46	84.74	79.08	90.55	85.57	4.68	90.71	77.15
Do your parents/ guardians help you with your homework?	73.53	88.87	86.41	81.99	87.11	81.50	84.39	38.18	92.74	78.59

Do your parents/ guardians make sure that you have completed your homework?	73.53	88.87	86.41	81.99	87.11	81.50	84.39	38.18	92.74	78.59
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Table B138: Frequency of assigning homework (ED 43)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Never	2.44			1.37			1.82			1.156
Less than once a week	6.10	6.67	21.74	13.70	25.93	14.29	18.18	24.24	3.70	14.15
3 or 4 times a week	52.44	46.67	65.22	41.10	62.96	71.43	54.55	51.52	62.96	53.25
Every day	39.02	46.67	13.04	43.84	11.11	14.29	25.45	24.24	33.33	31.44

Table B139: Assigning of written homework (ED 44)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	98.73	100.00	100.00	86.96	100.00	80.00	92.45	100.00	92.59	94.93
No	1.27			13.04		20.00	7.55		7.41	5.066

Table B140: Frequency of follow-up actions on assigned written homework (ED 45)

Follow-up	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Record whether or not the homework was completed?	Never	11.84	7.69	13.04	8.20	3.45		3.92	12.50	4.00	8.501
	Rarely	5.26	7.69		9.84	10.34		5.88	6.25	8.00	6.411
	Sometimes	25.00	7.69	21.74	39.34	34.48	33.33	19.61	12.50	12.00	24.95
	Always	57.89	76.92	65.22	42.62	51.72	66.67	70.59	68.75	76.00	60.14
Collect, correct and keep assignments?	Never	6.41	6.67	8.70	12.70			1.92	6.45	8.00	6.841
	Rarely	6.41	6.67	4.35	9.52	20.69		11.54	9.68	12.00	9.22
	Sometimes	19.23	26.67	39.13	19.05	24.14	33.33	19.23	16.13	16.00	21.79
	Always	67.95	60.00	47.83	58.73	55.17	66.67	67.31	67.74	64.00	62.15
Collect, correct assignments and then return to learners?	Never	1.27			1.61						0.646
	Rarely	1.27			3.23	7.14					1.502
	Sometimes	18.99	15.38	26.09	11.29	14.29	16.67	13.21	6.25	20.00	15.73
	Always	78.48	84.62	73.91	83.87	78.57	83.33	86.79	93.75	80.00	82.12
Give feedback on homework to the whole class?	Never				1.61						0.339
	Rarely	1.25			1.61	10.34					1.392
	Sometimes	18.75	13.33	17.39	19.35	13.79	16.67	5.77	9.09	25.00	15.75

	Always	80.00	86.67	82.61	77.42	75.86	83.33	94.23	90.91	75.00	82.52
Have learners correct their own assignments in class?	Never	34.62	26.67	18.18	29.03	39.29		46.15	33.33	8.00	30.84
	Rarely	15.38	6.67	9.09	16.13	10.71		7.69	18.18	20.00	13.25
	Sometimes	32.05	53.33	63.64	33.87	42.86	60.00	32.69	39.39	56.00	40.44
	Always	17.95	13.33	9.09	20.97	7.14	40.00	13.46	9.09	16.00	15.47
Have learners exchange assignments and correct them in class?	Never	39.24	26.67	30.43	33.33	31.03		38.46	39.39	4.00	32.63
	Rarely	15.19	20.00	8.70	15.00	10.34	16.67	23.08	30.30	16.00	16.85
	Sometimes	40.51	53.33	52.17	38.33	51.72	50.00	32.69	21.21	68.00	42
	Always	5.06		8.70	13.33	6.90	33.33	5.77	9.09	12.00	8.516
Use homework assignments for class discussion?	Never	2.53	7.14	4.35	3.28			5.77	6.25		3.487
	Rarely	8.86	7.14	8.70	4.92	13.79		5.77	3.13	4.00	6.855
	Sometimes	55.70	42.86	69.57	62.30	37.93	16.67	46.15	50.00	72.00	55.24
	Always	32.91	42.86	17.39	29.51	48.28	83.33	42.31	40.63	24.00	34.42
Use it to contribute towards learners' marks?	Never	14.10	7.14	17.39	16.39	18.52	16.67	15.38	9.38	12.00	14.65
	Rarely	5.13	7.14	17.39	14.75	18.52	16.67	23.08	6.25	8.00	12.76
	Sometimes	58.97	35.71	47.83	32.79	40.74	16.67	42.31	40.63	48.00	44.34
	Always	21.79	50.00	17.39	36.07	22.22	50.00	19.23	43.75	32.00	28.25

Job satisfaction

Table B141: Importance of factors to improve educators' job satisfaction (educators' view) (ED 52)

Factors	Importance	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Travelling distance to school	Not	45.00	40.00	21.74	28.99	32.14	42.86	50.94	54.55	22.22	38.04
	Of some	12.50	40.00	39.13	23.19	17.86	14.29	18.87	12.12	44.44	22.44
	Very	42.50	20.00	39.13	47.83	50.00	42.86	30.19	33.33	33.33	39.52
Quality of teacher's accommodation	Not	10.00	33.33	13.64	11.59	6.90		14.81	12.50	18.52	12.91
	Of some	21.25	20.00	31.82	17.39	6.90	28.57	22.22	21.88	33.33	21.65
	Very	68.75	46.67	54.55	71.01	86.21	71.43	62.96	65.63	48.15	65.43
Quality of school buildings	Not	4.94		18.18	8.22	6.90	14.29	9.26	3.13	14.81	8.335
	Of some	11.11	20.00	22.73	13.70	10.34	28.57	11.11	18.75	25.93	15.22
	Very	83.95	80.00	59.09	78.08	82.76	57.14	79.63	78.13	59.26	76.44
Level of teacher's salary	Not	4.94	13.33	8.70	5.48	13.79	14.29	14.81	9.09	7.41	8.661
	Of some	27.16	26.67	17.39	23.29	10.34	28.57	22.22	18.18	40.74	23.54
	Very	67.90	60.00	73.91	71.23	75.86	57.14	62.96	72.73	51.85	67.8
Supplies (e.g. books, stationery, etc.)	Not										
	Of some	1.23	6.67	4.35	10.96		14.29	3.70		15.38	5.26
	Very	98.77	93.33	95.65	89.04	100.00	85.71	96.30	100.00	84.62	94.74
Quality of classroom furniture	Not	2.47		4.35	2.74	3.45		1.82			2.169
	Of some	18.52	20.00	21.74	19.18	10.34	42.86	16.36	21.21	40.74	20.35
	Very	79.01	80.00	73.91	78.08	86.21	57.14	81.82	78.79	59.26	77.48

Expanded opportunities for promotion	Not	8.64	7.14	8.70	7.04	10.71	14.29	4.08	6.06		6.98
	Of some	32.10	14.29	26.09	39.44	39.29	28.57	38.78	36.36	48.15	35.14
	Very	59.26	78.57	65.22	53.52	50.00	57.14	57.14	57.58	51.85	57.88

Good relationships with the local community	Not			4.35	1.41	3.45		1.85			1.296
	Of some	8.64	6.67	4.35	15.49	10.34	14.29	12.96	6.06	14.81	10.63
	Very	91.36	93.33	91.30	83.10	86.21	85.71	85.19	93.94	85.19	88.07
Amicable working relationships with other staff members	Not							1.89			0.288
	Of some	6.25	7.14		6.94		14.29	1.89	6.25	11.11	5.127
	Very	93.75	92.86	100.00	93.06	100.00	85.71	96.23	93.75	88.89	94.59
Opportunity to undertake part-time study	Not	14.81	7.69	8.70	6.85	3.45		11.11	6.06		8.756
	Of some	56.79	53.85	26.09	31.51	17.24	57.14	33.33	33.33	40.74	38.55
	Very	28.40	38.46	65.22	61.64	79.31	42.86	55.56	60.61	59.26	52.69

Table B142: Ordering of reasons for job satisfaction (educators' view) (ED 53)

Factors	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Travelling distance to school	2.60						1.96			0.929
Quality of teacher's accommodation	2.60		5.00	1.47			1.96			1.775
Quality of school buildings	15.58		5.00	5.88	4.00		7.84		3.85	7.307
Level of teacher's salary	14.29	50.00	20.00	17.65	8.00	14.29	3.92	23.33	11.54	15.73
Supplies (e.g. books, stationery, etc.)	36.36	28.57	25.00	36.76	56.00	42.86	50.98	33.33	34.62	38.27
Quality of classroom furniture				1.47					3.85	0.578
Expanded opportunities for promotion	1.30	7.14	5.00	2.94	8.00	14.29	1.96	3.33	3.85	3.465
Good relationships with the local community	14.29	7.14	5.00	14.71	8.00		9.80	13.33		10.59
Amicable working relationships with other staff members	11.69	7.14	35.00	16.18	16.00	28.57	17.65	10.00	30.77	17.65
Opportunity to undertake part-time study							1.96	16.67	3.85	1.943

Effectiveness of teaching

Table B143: Frequency of dealing with forms of misconduct (principals' view) (PR 61)

Factors	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Arriving late at school	Rarely	16.05	15.38	33.33	29.33	17.24	42.86	23.53	29.03	23.08	23.93
	Monthly	4.94			1.33	6.90		3.92	3.23	3.85	3.111
	Weekly	11.11		4.76	6.67	10.34	14.29	3.92	22.58	15.38	9.144
	Daily	67.90	84.62	61.90	62.67	65.52	42.86	68.63	45.16	57.69	63.82
Absenteeism (i.e., unjustified absences)	Rarely	17.28	15.38	50.00	35.14	37.93	42.86	30.61	22.58	30.77	29.82
	Monthly	2.47	23.08	13.64	8.11	3.45		8.16	19.35	15.38	8.974
	Weekly	18.52	38.46	13.64	14.86	20.69	28.57	10.20	16.13	15.38	16.77
	Daily	61.73	23.08	22.73	41.89	37.93	28.57	51.02	41.94	38.46	44.43
Skipping class hours/periods	Rarely	57.69	66.67	81.82	75.34	65.52	57.14	57.14	75.86	76.92	67.72
	Monthly	1.28	16.67	4.55	5.48	3.45	14.29	6.12			4.134
	Weekly	2.56			2.74	17.24		6.12	10.34	15.38	5.311
	Daily	38.46	16.67	13.64	16.44	13.79	28.57	30.61	13.79	7.69	22.84
Violating dress code	Rarely	45.68	61.54	59.09	64.79	57.14	57.14	64.00	63.33	46.15	57.16
	Monthly	7.41	7.69		8.45	10.71			6.67	3.85	5.513
	Weekly	4.94	15.38	18.18	7.04	7.14	28.57	2.00	3.33	26.92	8.806
	Daily	41.98	15.38	22.73	19.72	25.00	14.29	34.00	26.67	23.08	28.52
Classroom disturbance	Rarely	59.26	76.92	59.09	73.97	75.86	57.14	64.00	64.52	46.15	64.53
	Monthly	7.41		13.64	2.74	3.45	14.29		9.68	11.54	5.944
	Weekly	4.94	15.38	9.09	10.96	13.79	14.29		6.45	11.54	7.758
	Daily	28.40	7.69	18.18	12.33	6.90	14.29	36.00	19.35	30.77	21.77

Cheating	Rarely	60.00	76.92	81.82	77.03	57.14	57.14	63.27	70.97	69.23	68.47
	Monthly	7.50			5.41	14.29	28.57	4.08	6.45	19.23	6.99
	Weekly	2.50	15.38	4.55	6.76	17.86	14.29	2.04	3.23		5.328
	Daily	30.00	7.69	13.64	10.81	10.71		30.61	19.35	11.54	19.21
Swearing	Rarely	62.50	69.23	52.38	78.87	57.14	28.57	67.35	58.06	46.15	63.4
	Monthly	6.25		23.81	2.82	14.29	14.29	2.04	3.23	11.54	7.337
	Weekly	7.50	23.08	9.52	9.86	3.57	42.86	2.04	3.23	7.69	8.076
	Daily	23.75	7.69	14.29	8.45	25.00	14.29	28.57	35.48	34.62	21.19
Vandalism	Rarely	70.00	83.33	77.27	79.45	68.97	57.14	77.08	61.29	50.00	72.03
	Monthly	3.75	16.67	9.09	8.22	10.34	28.57	4.17	12.90	15.38	8.39
	Weekly	7.50		9.09	5.48	10.34	14.29	4.17	3.23	19.23	7.194
	Daily	18.75		4.55	6.85	10.34		14.58	22.58	15.38	12.39
Theft	Rarely	58.23	83.33	45.45	73.97	65.52	42.86	72.00	51.61	34.62	61.45
	Monthly	12.66	8.33	18.18	6.85	24.14	42.86	8.00	22.58	46.15	15.65

	Weekly	6.33	8.33	22.73	9.59	3.45	14.29	2.00	6.45	3.85	7.973
	Daily	22.78		13.64	9.59	6.90		18.00	19.35	15.38	14.92
Intimidation or verbal abuse of other learners	Rarely	63.29	53.85	50.00	68.00	57.14	71.43	62.75	54.84	34.62	59.33
	Monthly	11.39	7.69	13.64	10.67	21.43		3.92	16.13	23.08	11.91
	Weekly	6.33	15.38	18.18	13.33	3.57	28.57	1.96	3.23	19.23	9.652
	Daily	18.99	23.08	18.18	8.00	17.86		31.37	25.81	23.08	19.1
Physical injury to other learners	Rarely	66.67	76.92	63.64	77.03	72.41	71.43	76.47	77.42	61.54	71.5
	Monthly	9.88	15.38	22.73	12.16	24.14	28.57	7.84	6.45	11.54	12.87
	Weekly	8.64	7.69	9.09	8.11				6.45	7.69	6.193
	Daily	14.81		4.55	2.70	3.45		15.69	9.68	19.23	9.435
Intimidation or verbal abuse of educators or staff	Rarely	80.52	100.00	95.24	87.67	92.86	71.43	89.36	93.55	92.31	88.46
	Monthly	2.60		4.76	5.48	3.57	28.57	2.13		3.85	3.645
	Weekly	2.60			2.74						1.205
	Daily	14.29			4.11	3.57		8.51	6.45	3.85	6.686
Physical injury to staff	Rarely	85.33	92.31	94.74	94.37	92.86	100.00	89.58	93.55	100.00	91.71
	Monthly			5.26	1.41	3.57		2.08			1.438
	Weekly		7.69		1.41						0.642
	Daily	14.67			2.82	3.57		8.33	6.45		6.21
Tobacco use/ possession	Rarely	60.76	76.92	86.36	86.11	78.57	57.14	91.30	93.55	76.92	79.29
	Monthly	6.33	7.69	4.55	5.56	10.71	42.86			7.69	5.602
	Weekly	6.33		4.55	2.78	3.57				7.69	3.404
	Daily	26.58	15.38	4.55	5.56	7.14		8.70	6.45	7.69	11.71
Alcohol abuse/ possession	Rarely	82.05	100.00	95.24	91.55	85.71	100.00	88.89	93.10	100.00	90.06
	Monthly				1.41	3.57					0.555
	Weekly	2.56		4.76	2.82	7.14					2.243
	Daily	15.38			4.23	3.57		8.89	6.90		6.802
Illegal drug abuse/ possession	Rarely	77.92	92.31	94.74	91.30	89.66	100.00	88.64	93.10	100.00	88.86
	Monthly	5.19	7.69	5.26	1.45	6.90					2.976
	Weekly	1.30			1.45						0.619
	Daily	15.58			5.80	3.45		11.36	6.90		7.549
Weapon use/ possession	Rarely	78.95	100.00	85.00	88.73	89.66	71.43	89.13	93.10	96.00	87.16
	Monthly	3.95		5.00	7.04	3.45	28.57	2.17		4.00	4.335
	Weekly	2.63		10.00		3.45					1.963
	Daily	14.47			4.23	3.45		8.70	6.90		6.542
Inappropriate sexual behaviour	Rarely	82.89	92.31	90.00	92.86	89.29	100.00	91.11	93.10	92.00	89.67
	Monthly	1.32	7.69	5.00	4.29	3.57				4.00	2.642
	Weekly	1.32		5.00						4.00	1.137
	Daily	14.47			2.86	7.14		8.89	6.90		6.552

Table B144: Frequency of dealing with forms of misconduct (educators' view) (ED 54)

Factors	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Arriving late at school	Rarely	17.72	26.67	9.52	20.83	13.79	14.29	25.45	12.12	22.22	18.58
	Monthly	2.53		4.76	2.78				6.06	7.41	2.728
	Weekly	12.66	6.67	14.29	9.72	3.45			9.09	11.11	8.725
	Daily	67.09	66.67	71.43	66.67	82.76	85.71	74.55	72.73	59.26	69.96
Absenteeism (i.e., unjustified absences)	Rarely	17.95	26.67	31.82	22.22	20.69	14.29	22.22	12.12	22.22	21.33
	Monthly	7.69		13.64	5.56	3.45		1.85	9.09	14.81	6.817
	Weekly	17.95	53.33	13.64	15.28	6.90	14.29	11.11	21.21	22.22	17.18
	Daily	56.41	20.00	40.91	56.94	68.97	71.43	64.81	57.58	40.74	54.67
Skipping class hours/periods	Rarely	47.44	80.00	73.91	66.20	50.00	57.14	50.94	35.48	74.07	57.46
	Monthly	1.28	6.67	13.04	2.82			1.89	6.45	7.41	3.943
	Weekly	7.69	6.67	4.35	9.86	3.57	14.29	3.77	3.23	3.70	6.313
	Daily	43.59	6.67	8.70	21.13	46.43	28.57	43.40	54.84	14.81	32.29
Violating dress code	Rarely	36.36	66.67	73.91	51.39	39.29	57.14	50.94	31.03	52.00	48.37
	Monthly	5.19	6.67		4.17	7.14		3.77		20.00	4.928
	Weekly	10.39	20.00	8.70	15.28	21.43	14.29	11.32	10.34	12.00	12.79
	Daily	48.05	6.67	17.39	29.17	32.14	28.57	33.96	58.62	16.00	33.91
Classroom disturbance	Rarely	41.03	73.33	60.87	53.52	58.62	57.14	52.73	41.94	44.44	50.89
	Monthly	5.13	6.67	21.74	8.45					3.70	5.914
	Weekly	3.85	6.67	4.35	7.04		14.29	3.64	3.23	18.52	5.546
	Daily	50.00	13.33	13.04	30.99	41.38	28.57	43.64	54.84	33.33	37.65
Cheating	Rarely	49.37	66.67	73.91	66.67	37.93	28.57	60.00	37.50	37.04	55
	Monthly	2.53	6.67	13.04	11.59	13.79	28.57	1.82	3.13	14.81	7.823
	Weekly	11.39	20.00	8.70	2.90	6.90	14.29	3.64	3.13	14.81	7.806
	Daily	36.71	6.67	4.35	18.84	41.38	28.57	34.55	56.25	33.33	29.37
Swearing	Rarely	47.44	73.33	47.83	69.12	44.83	42.86	50.91	50.00	25.93	52.16
	Monthly	11.54	6.67	17.39	7.35	10.34	28.57	7.27	3.13	7.41	9.647
	Weekly	10.26	13.33	8.70	2.94		14.29	9.09	6.25	14.81	7.829
	Daily	30.77	6.67	26.09	20.59	44.83	14.29	32.73	40.63	51.85	30.36
Vandalism	Rarely	56.41	78.57	73.91	67.65	62.07	71.43	57.41	46.88	50.00	61.24
	Monthly	12.82	14.29	13.04	8.82	3.45		5.56	9.38	30.77	11.03
	Weekly	7.69		4.35	5.88	3.45	14.29	11.11	12.50	3.85	7.063
	Daily	23.08	7.14	8.70	17.65	31.03	14.29	25.93	31.25	15.38	20.67
Theft	Rarely	54.55	66.67	52.17	64.29	48.28	42.86	59.26	64.52	48.00	57.31
	Monthly	9.09		26.09	11.43	10.34	28.57	9.26	3.23	24.00	12.02
	Weekly	6.49	13.33	8.70	4.29	3.45	14.29		6.45	8.00	5.602
	Daily	29.87	20.00	13.04	20.00	37.93	14.29	31.48	25.81	20.00	25.08
Intimidation or verbal abuse of other learners	Rarely	53.95	66.67	56.52	65.28	46.43	28.57	59.26	41.94	33.33	54.56
	Monthly	9.21			11.11		14.29	3.70	12.90	25.93	8.261
	Weekly	1.32	6.67	17.39	2.78	10.71	14.29	5.56	3.23	14.81	6.249
	Daily	35.53	26.67	26.09	20.83	42.86	42.86	31.48	41.94	25.93	30.93
Physical injury	Rarely	60.26	66.67	65.22	70.83	58.62	42.86	69.81	56.25	50.00	63.28

to other learners	Monthly	7.69	13.33	8.70	12.50	3.45	28.57	7.55	3.13	15.38	9.261
	Weekly	3.85	20.00	13.04	1.39	3.45		3.77	3.13	11.54	5.418
	Daily	28.21		13.04	15.28	34.48	28.57	18.87	37.50	23.08	22.04
Intimidation or verbal abuse of educators or staff	Rarely	71.79	92.86	82.61	86.11	68.97	71.43	76.36	70.00	84.62	78.15
	Monthly	2.56		8.70	1.39			1.82		7.69	2.664
	Weekly	1.28	7.14	4.35				3.64	3.33		1.929
	Daily	24.36		4.35	12.50	31.03	28.57	18.18	26.67	7.69	17.26
Physical injury to staff	Rarely	77.92	92.86	95.65	85.51	67.86	71.43	83.33	73.33	92.31	82.7
	Monthly	1.30			1.45			1.85	3.33		1.177
	Weekly		7.14		1.45		14.29				0.876
	Daily	20.78		4.35	11.59	32.14	14.29	14.81	23.33	7.69	15.24
Tobacco use/ possession	Rarely	67.11	93.33	90.91	82.86	64.29	42.86	79.63	66.67	69.23	75.55
	Monthly	5.26	6.67	4.55	1.43		28.57	3.70	3.33	7.69	4.243
	Weekly	2.63				3.57		1.85	6.67	3.85	1.999
	Daily	25.00		4.55	15.71	32.14	28.57	14.81	23.33	19.23	18.21

Alcohol abuse/ possession	Rarely	73.08	93.33	90.91	85.71	67.86	42.86	84.62	70.97	81.48	79.83
	Monthly	6.41		4.55			14.29			3.70	2.552
	Weekly		6.67			3.57	14.29	1.92	6.45	7.41	2.153
	Daily	20.51		4.55	14.29	28.57	28.57	13.46	22.58	7.41	15.47
Illegal drug abuse/ possession	Rarely	79.22	86.67	95.45	85.71	67.86	71.43	84.62	70.97	92.59	82.78
	Monthly		6.67								0.3
	Weekly					3.57			6.45		0.791
	Daily	20.78	6.67	4.55	14.29	28.57	28.57	15.38	22.58	7.41	16.13
Weapon use/ possession	Rarely	77.63	93.33	90.91	87.32	64.29	71.43	80.39	70.97	88.89	81.38
	Monthly	1.32		4.55		3.57				3.70	1.326
	Weekly					3.57		3.92	3.23		1.123
	Daily	21.05	6.67	4.55	12.68	28.57	28.57	15.69	25.81	7.41	16.17
Inappropriate sexual behaviour	Rarely	76.32	80.00	86.36	85.92	67.86	71.43	82.69	61.29	85.19	79.23
	Monthly	3.95	6.67	4.55	1.41	3.57		3.85	6.45	7.41	3.938
	Weekly								3.23		0.266
	Daily	19.74	13.33	9.09	12.68	28.57	28.57	13.46	29.03	7.41	16.56

Table B145: Extent to which factors are responsible for poor performance of learners (educators' view) (ED 29)

Factors	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Automatic	Not at all	13.92	26.67	13.64	16.67	25.93	42.86	26.42	9.68	20.00	18.4

promotion	To some extent	53.16	26.67	27.27	50.00	37.04	14.29	26.42	45.16	36.00	40.73
	To a large extent	32.91	46.67	59.09	33.33	37.04	42.86	47.17	45.16	44.00	40.87
A curriculum that is too full	Not at all	18.67	26.67	17.39	26.87	29.63	33.33	27.45	34.62	18.52	24.31
	To some extent	45.33	60.00	52.17	53.73	51.85	66.67	60.78	46.15	55.56	52.48
	To a large extent	36.00	13.33	30.43	19.40	18.52		11.76	19.23	25.93	23.21
Parental indifference	Not at all	10.26		4.35	4.35	7.14		20.37	9.68	14.81	9.327
	To some extent	38.46	40.00	39.13	39.13	46.43	71.43	37.04	29.03	44.44	39.32
	To a large extent	51.28	60.00	56.52	56.52	46.43	28.57	42.59	61.29	40.74	51.35
Socio-economic status of learners	Not at all	7.59		9.09	1.47	3.57		9.43	10.34	14.81	6.716
	To some extent	49.37	21.43	36.36	55.88	46.43	42.86	45.28	24.14	40.74	44.45
	To a large extent	43.04	78.57	54.55	42.65	50.00	57.14	45.28	65.52	44.44	48.84
Family problems	Not at all	6.17						7.41	6.25		3.142
	To some extent	33.33	13.33	21.74	50.70	39.29	42.86	31.48	12.50	51.85	34.73
	To a large extent	60.49	86.67	78.26	49.30	60.71	57.14	61.11	81.25	48.15	62.13
Orphaned children	Not at all	15.19		17.39	8.96	3.57	42.86	11.32	9.38	22.22	12.5
	To some extent	54.43	73.33	43.48	52.24	67.86	42.86	49.06	53.13	66.67	54.34
	To a large extent	30.38	26.67	39.13	38.81	28.57	14.29	39.62	37.50	11.11	33.16
Lack of remedial teaching	Not at all	16.46		4.35	12.68	3.57	16.67	11.11	9.68	11.11	10.94
	To some extent	41.77	26.67	43.48	50.70	57.14	50.00	37.04	48.39	37.04	43.9
	To a large extent	41.77	73.33	52.17	36.62	39.29	33.33	51.85	41.94	51.85	45.16
Lack of skills teaching	Not at all	30.86	28.57	18.18	30.43	37.04	28.57	35.19	20.00	25.93	29.13
	To some extent	30.86	42.86	40.91	43.48	44.44	57.14	33.33	46.67	40.74	38.95
	To a large extent	38.27	28.57	40.91	26.09	18.52	14.29	31.48	33.33	33.33	31.92
Language of instruction	Not at all	20.00		30.43	14.29	25.00	28.57	21.82	16.13	37.04	20.68
	To some extent	47.50	66.67	52.17	64.29	57.14	57.14	49.09	51.61	48.15	53.89
	To a large extent	32.50	33.33	17.39	21.43	17.86	14.29	29.09	32.26	14.81	25.43

Table B146: Educators' evaluation on effectiveness of teaching in school (ED 55)

Statement		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Teachers in the school are committed to teaching and learning	Strongly Agree	75.64	40.00	50.00	70.83	71.43	71.43	67.27	74.07	61.54	67.5
	Agree	24.36	53.33	50.00	27.78	25.00	28.57	30.91	25.93	38.46	31.37
	Disagree		6.67		1.39	3.57		1.82			1.128
	Strongly Disagree										
Parents are involved in school activities	Strongly Agree	27.85	13.33	9.09	27.78	17.86		18.18	25.00	32.00	22.53
	Agree	50.63	60.00	54.55	55.56	60.71	57.14	60.00	39.29	60.00	54.5
	Disagree	21.52	26.67	36.36	16.67	14.29	42.86	21.82	32.14	8.00	22.15
	Strongly Disagree					7.14			3.57		0.813
I feel safe in the school	Strongly Agree	32.05	40.00	26.09	21.92	25.00	57.14	31.48	23.33	38.46	29.21
	Agree	41.03	40.00	30.43	39.73	32.14	14.29	48.15	46.67	50.00	40.64
	Disagree	24.36	20.00	39.13	38.36	32.14	28.57	16.67	30.00	11.54	27.72
	Strongly Disagree	2.56		4.35		10.71		3.70			2.431

The school has a disciplined atmosphere	Strongly Agree	31.17	33.33	21.74	30.99	21.43	85.71	43.64	37.93	19.23	32.09
	Agree	58.44	53.33	69.57	54.93	67.86		47.27	48.28	57.69	55.74
	Disagree	9.09	13.33	8.70	12.68	7.14	14.29	7.27	13.79	15.38	10.49
	Strongly Disagree	1.30			1.41	3.57		1.82		7.69	1.685
Learners participate in sport or other cultural activities	Strongly Agree	53.16	46.67	47.83	43.06	50.00	28.57	58.93	53.33	60.00	50.89
	Agree	44.30	46.67	52.17	56.94	46.43	71.43	39.29	43.33	40.00	47.39
	Disagree	1.27	6.67			3.57		1.79	3.33		1.413
	Strongly Disagree	1.27									0.307
Educators provide parents regularly with information on the progress of their children	Strongly Agree	35.44	40.00	43.48	36.11	25.00	57.14	40.00	37.93	46.15	37.92
	Agree	56.96	46.67	52.17	61.11	64.29	42.86	52.73	55.17	53.85	56.13
	Disagree	6.33	13.33	4.35	1.39	10.71		5.45	6.90		5.071
	Strongly Disagree	1.27			1.39			1.82			0.876
Learners complete their homework	Strongly Agree	19.48	6.67	4.55	23.61	17.86		23.64	6.67	11.54	16.73
	Agree	66.23	46.67	45.45	56.94	50.00	57.14	63.64	60.00	50.00	57.79
	Disagree	14.29	40.00	50.00	16.67	25.00	42.86	12.73	30.00	30.77	23.27
	Strongly Disagree		6.67		2.78	7.14			3.33	7.69	2.215
Educators are present at the school most of the time	Strongly Agree	43.42	57.14	52.17	45.83	40.74	71.43	46.30	36.67	61.54	46.93
	Agree	51.32	28.57	30.43	40.28	37.04	28.57	46.30	50.00	34.62	42.25
	Disagree	5.26	14.29	17.39	13.89	18.52		7.41	10.00	3.85	10.27
	Strongly Disagree					3.70			3.33		0.544
Learners attend school most of the time	Strongly Agree	24.05	53.33	40.91	30.14	14.81	57.14	49.09	20.00	50.00	33.67
	Agree	50.63	40.00	50.00	52.05	62.96	14.29	40.00	53.33	50.00	49.2
	Disagree	21.52	6.67	9.09	16.44	22.22	14.29	10.91	26.67		15.67
	Strongly Disagree	3.80			1.37		14.29				1.459
The school is open on all official school days	Strongly Agree	65.82	80.00	69.57	65.75	55.56	85.71	67.27	63.33	73.08	66.98
	Agree	31.65	20.00	26.09	31.51	40.74	14.29	30.91	30.00	23.08	30
	Disagree	1.27		4.35	2.74	3.70		1.82	6.67	3.85	2.715
	Strongly Disagree	1.27									0.307
I enjoy managing the classrooms and feel accepted in the school	Strongly Agree	59.49	60.00	69.57	57.75	59.26	100.00	63.64	63.33	60.00	61.91
	Agree	39.24	40.00	30.43	38.03	37.04		34.55	36.67	40.00	36.35
	Disagree	1.27			4.23	3.70		1.82			1.74
	Strongly Disagree										
Learners are encouraged to do well in school	Strongly Agree	62.03	64.29	73.91	66.67	53.57	100.00	65.45	58.62	69.23	65.18
	Agree	37.97	35.71	26.09	31.94	42.86		34.55	41.38	30.77	34.27
	Disagree				1.39	3.57					0.551
	Strongly Disagree										
We receive information on	Strongly Agree	34.62	40.00	52.17	30.56	35.71	71.43	34.55	26.67	50.00	37.03
	Agree	56.41	46.67	39.13	54.17	53.57	28.57	50.91	66.67	46.15	52.24

school activities regularly	Disagree	5.13	13.33	8.70	12.50	7.14		9.09	6.67	3.85	8.127
	Strongly Disagree	3.85			2.78	3.57		5.45			2.607
We receive information on a regular basis regarding new developments and policies	Strongly Agree	30.38	6.67	52.17	27.54	29.63	71.43	38.18	30.00	46.15	33.99
	Agree	62.03	46.67	43.48	59.42	55.56	28.57	43.64	56.67	46.15	53.38
	Disagree	5.06	40.00	4.35	10.14	7.41		10.91	10.00	7.69	9.19
	Strongly Disagree	2.53	6.67		2.90	7.41		7.27	3.33		3.444
Learners in the school are well behaved	Strongly Agree	23.08	26.67	8.70	25.35	23.08	14.29	36.36	6.90	15.38	22.17
	Agree	58.97	53.33	69.57	63.38	61.54	71.43	52.73	79.31	53.85	61.55
	Disagree	16.67	20.00	21.74	7.04	11.54	14.29	9.09	10.34	26.92	13.97
	Strongly Disagree	1.28			4.23	3.85		1.82	3.45	3.85	2.308
Educators feel accepted by the community	Strongly Agree	34.18	53.85	21.74	29.17	28.57	42.86	48.15	16.67	28.00	32.67
	Agree	60.76	46.15	65.22	62.50	64.29	57.14	50.00	66.67	64.00	60.21
	Disagree	5.06		4.35	5.56	3.57			16.67	8.00	5.056
	Strongly Disagree			8.70	2.78	3.57		1.85			2.059
Parents attend meetings at the school regularly	Strongly Agree	12.66	21.43	13.04	10.00	14.29		11.32	3.57	23.08	12.21
	Agree	30.38	28.57	60.87	52.86	53.57	66.67	54.72	50.00	34.62	46.24
	Disagree	46.84	42.86	26.09	32.86	28.57	33.33	26.42	35.71	34.62	35.04
	Strongly Disagree	10.13	7.14		4.29	3.57		7.55	10.71	7.69	6.509

Parents are interested in the performance of their children	Strongly Agree	18.99	13.33	17.39	18.06	18.52	16.67	27.78	3.33	19.23	18.36
	Agree	50.63	46.67	73.91	61.11	62.96	66.67	59.26	56.67	50.00	58.1
	Disagree	26.58	40.00	8.70	18.06	11.11	16.67	12.96	26.67	30.77	20.4
	Strongly Disagree	3.80			2.78	7.41			13.33		3.141
Good quality education is provided to our learners	Strongly Agree	39.24	40.00	39.13	43.84	35.71	71.43	30.91	36.67	53.85	40.07
	Agree	37.97	46.67	52.17	47.95	53.57	28.57	60.00	46.67	46.15	47.6
	Disagree	18.99	13.33	4.35	6.85	10.71		7.27	16.67		10.37
	Strongly Disagree	3.80		4.35	1.37			1.82			1.953
Our learners do well in school	Strongly Agree	18.99	20.00	13.04	26.39	21.43	14.29	29.09	6.67	26.92	21.12
	Agree	64.56	53.33	73.91	56.94	57.14	57.14	60.00	73.33	61.54	62.61
	Disagree	16.46	26.67	13.04	16.67	17.86	28.57	10.91	20.00	11.54	16.01
	Strongly Disagree					3.57					0.259

SCHOOL MANAGEMENT

Biography of the principal

Table B147: Age of the principal (PR 9)

Age	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Under 20 years										
21 – 30 years	1.22				3.45		1.92		3.57	1.089
31 – 40 years	18.29	16.67		24.00	24.14	28.57	13.46	22.58	25.00	18.14
41 – 50 years	51.22	50.00	59.09	53.33	48.28	57.14	51.92	64.52	53.57	53.71
51 years & over	29.27	33.33	40.91	21.33	24.14	14.29	32.69	9.68	17.86	26.51

Table B148: Gender of the principal (PR 10)

Gender	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Male	53.66	72.22	63.64	67.11	65.52	85.71	58.82	64.52	74.07	62.92
Female	46.34	22.22	36.36	32.89	34.48	14.29	41.18	35.48	25.93	36.83

Table B149: Academic qualifications of the principal (ED 27)

Qualifications	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Primary Education	13.58	16.67	18.18	17.33	17.24		28.85	19.35		16.88
Secondary Education	16.05	11.11	4.55	5.33	13.79		13.46	19.35		10.65
Educator College training	46.91	27.78	22.73	46.67	27.59	42.86	26.92	35.48	39.29	37.4
University Degree	17.28	22.22	27.27	14.67	27.59	28.57	19.23	9.68	35.71	19.93
Post Graduate	1.23	16.67	22.73	13.33	13.79	28.57	7.69	9.68	25.00	11.51
Other: (specify)	4.94	5.56	4.55	2.67			3.85	6.45		3.615

Table B150: Professional training of principal (PR 12)

	Training	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Teaching methods	Nil	1.23			6.58	3.45		1.92			2.224
	1 - 2	35.80	27.78	20.00	22.37	17.24		53.85	32.26	10.71	29.65
	3 - 4	48.15	38.89	55.00	50.00	72.41	83.33	36.54	35.48	50.00	48.55
	5+	14.81	33.33	25.00	21.05	6.90	16.67	7.69	32.26	39.29	19.58
Administration and management	Nil	43.21	38.89	20.00	30.26	46.43		69.23	35.48	39.29	40.33
	1 - 2	24.69	11.11	45.00	44.74	35.71	40.00	21.15	25.81	35.71	31.86
	3 - 4	11.11	22.22	20.00	11.84	14.29	40.00	1.92	12.90	10.71	12.17
	5+	20.99	27.78	15.00	13.16	3.57	20.00	7.69	25.81	14.29	15.63
Guidance and counselling	Nil	81.48	64.71	35.00	71.62	75.86	60.00	88.46	74.19	67.86	72.39
	1 - 2	13.58	17.65	35.00	13.51	13.79	20.00	5.77	12.90	7.14	14.48
	3 - 4	2.47	5.88	15.00	9.46	6.90		1.92	3.23	17.86	6.772
	5+	2.47	11.76	15.00	5.41	3.45	20.00	3.85	9.68	7.14	6.361
Other (specify)	Nil	92.59	94.12	89.47	93.06	96.43	80.00	98.00	87.10	92.31	92.83

	1 - 2	3.70		5.26	4.17	3.57		2.00	6.45	3.85	3.704
	3 - 4	1.23					20.00		3.23		0.916
	5+	2.47	5.88	5.26	2.78				3.23	3.85	2.548

Table B151: Experience of principal (PR 13)

	Years	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
At present school	1 – 3	18.99	18.75	22.73	52.05	13.79	42.86	27.45	40.00	44.44	31.17
	4 – 6	11.39	25.00	22.73	12.33	17.24	14.29	3.92	23.33	33.33	15.28
	7 – 9	17.72	18.75	36.36	13.70	17.24	14.29	11.76	6.67	11.11	16.55
	10 - 12	24.05	6.25	4.55	8.22	20.69	28.57	15.69	10.00		13.55
	13+	27.85	31.25	13.64	13.70	31.03		41.18	20.00	11.11	23.46
At other schools	1 - 3	34.78	25.00	60.00	27.27	40.00	25.00	35.00		20.00	31.81
	4 - 6	39.13			27.27	20.00		40.00	50.00	80.00	32.49
	7 - 9	8.70	25.00	20.00	9.09	20.00	25.00	20.00			12.23
	10 - 12		25.00		9.09		25.00				3.472
	13+	17.39	25.00	20.00	27.27	20.00	25.00	5.00	50.00		19.99

Table B152: Number of INSET courses in management/administration attended (PR 14)

Number	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Nil	30.86	16.67	5.00	9.21	20.69		36.54	19.35		19.38
1 – 2	24.69	27.78	30.00	28.95	31.03	33.33	30.77	25.81	60.71	30.45
3 – 4	24.69	22.22	25.00	30.26	27.59	33.33	13.46	29.03	17.86	24.31
5 – 6	9.88	11.11	35.00	7.89	10.34	33.33	7.69	16.13	14.29	13.15
7+	9.88	22.22	5.00	23.68	10.34		11.54	9.68	7.14	12.71

Table B153: Parents' view on management of the school (PA 27)

Matters		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
The school is open on all official school days.	Strongly Disagree	8.09	28.31	20.55	49.35	25.39	2.25	7.32	8.42	4.08	19.78
	Disagree	5.43	33.64	8.37	5.75	4.58	5.06	6.27	10.89	2.72	7.406
	Agree	44.38	16.47	31.81	33.56	38.22	33.15	34.71	30.20	39.18	35.85
	Strongly Agree	42.03	21.58	39.12	11.19	31.81	59.55	51.70	50.50	53.88	36.89
The school starts on time.	Strongly Disagree	8.08	5.12	16.84	51.28	23.59	2.89	5.43	9.18	4.03	18.4
	Disagree	4.34	2.90	1.50	3.03	4.46	4.05	2.55	2.55	2.42	3.143

	Agree	46.86	33.85	33.98	32.45	38.79	32.37	35.32	25.51	41.26	37.11
	Strongly Agree	40.71	58.13	47.67	13.20	33.16	60.69	56.70	62.76	52.28	41.34
The school operates until closing time	Strongly Disagree	7.56	4.21	14.52	49.25	26.53	4.02	5.54	8.12	3.77	17.7
	Disagree	5.32	4.88	3.48	5.41	5.33	5.75	3.26	8.63	2.56	4.896
	Agree	48.07	34.15	34.80	32.95	32.67	36.21	35.36	32.99	42.93	37.97
	Strongly Agree	39.06	56.76	47.20	12.34	35.47	54.02	55.84	50.25	50.74	39.42
Educators are always present at school during school hours	Strongly Disagree	7.97	7.00	15.11	45.34	21.60	4.52	7.11	9.69	4.94	17.27
	Disagree	10.13	9.71	8.16	9.07	9.42	12.99	7.17	16.84	9.05	9.702
	Agree	47.48	37.47	41.24	36.58	42.02	38.98	43.29	32.65	46.09	41.57
	Strongly Agree	34.35	45.82	35.50	8.96	26.96	43.50	42.43	40.82	39.92	31.44
The school principal is a good manager and strong leader.	Strongly Disagree	6.81	5.88	17.50	47.96	25.63	3.33	5.72	7.14	4.03	17.53
	Disagree	4.86	2.26	3.20	4.67	4.54	3.33	3.68	7.14	3.09	4.361
	Agree	42.01	31.00	33.79	35.37	34.98	36.11	37.17	35.20	40.67	37.23
	Strongly Agree	46.32	60.86	45.51	12.00	34.85	57.22	53.42	50.51	52.21	40.88

Table B154: Rating of statements by the principal (PR 62)

Statement		EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Educators in the school are committed to teaching and learning	Strongly Disagree	1.25							6.45		0.835
	Disagree	1.25	15.38	13.64	4.00	17.24		5.88	3.23	7.14	6.215
	Agree	92.50	61.54	54.55	84.00	72.41	83.33	84.31	83.87	50.00	78.69
	Strongly Agree	5.00	23.08	31.82	12.00	10.34	16.67	9.80	6.45	42.86	14.26
Parents are involved in school activities	Strongly Disagree	2.50	7.69		6.58	3.45			3.23	7.14	3.35
	Disagree	16.25	15.38	9.09	26.32	27.59	57.14	32.00	35.48	39.29	24.69
	Agree	76.25	76.92	81.82	65.79	65.52	42.86	64.00	54.84	46.43	67.6
	Strongly Agree	5.00		9.09	1.32	3.45		4.00	6.45	7.14	4.358
I feel safe in the school	Strongly Disagree	6.25		13.64	5.33			2.00	3.23	7.41	5.191
	Disagree	27.50	38.46	18.18	30.67	20.69		26.00	6.45	3.70	23.05
	Agree	61.25	46.15	50.00	52.00	75.86	83.33	68.00	77.42	48.15	60.31
	Strongly Agree	5.00	15.38	18.18	12.00	3.45	16.67	4.00	12.90	40.74	11.45
The school has a disciplined atmosphere	Strongly Disagree			4.55							0.489
	Disagree	11.39	15.38			10.34		7.84	6.45	7.14	6.433
	Agree	82.28	69.23	72.73	90.79	82.76	85.71	92.16	87.10	64.29	83.19
	Strongly Agree	6.33	15.38	22.73	9.21	6.90	14.29		6.45	28.57	9.887

Learners participate in sport or other cultural activities	Strongly Disagree				1.33						0.28
	Disagree					3.45		1.96	3.23		0.815
	Agree	93.75	75.00	54.55	88.00	86.21	71.43	94.12	83.87	64.29	83.73
	Strongly Agree	6.25	25.00	45.45	10.67	10.34	28.57	3.92	12.90	35.71	15.18

Educators provide parents regularly with information on the progress of their children	Strongly Disagree	1.25			1.32						0.579
	Disagree	10.00			6.58	6.90		15.69	19.35	3.57	8.546
	Agree	87.50	92.31	63.64	81.58	93.10	100.00	80.39	61.29	60.71	79.41
	Strongly Agree	1.25	7.69	36.36	10.53			3.92	19.35	35.71	11.46
Learners complete their homework	Strongly Disagree	2.50			1.33					10.71	1.636
	Disagree	23.75	46.15	36.36	25.33	34.48	28.57	36.00	40.00	32.14	31.11
	Agree	71.25	46.15	54.55	68.00	65.52	71.43	60.00	60.00	53.57	63.35
	Strongly Agree	2.50	7.69	9.09	5.33			4.00		3.57	3.91
Educators are present at the school most of the time	Strongly Disagree			4.55							0.489
	Disagree	16.25	15.38	4.55	4.05	17.24		8.00	16.13	3.57	10.02
	Agree	80.00	69.23	50.00	82.43	79.31	66.67	82.00	70.97	50.00	73.98
	Strongly Agree	3.75	15.38	40.91	13.51	3.45	33.33	10.00	12.90	46.43	15.51
Learners attend school most of the time	Strongly Disagree	6.25		4.55					6.45		2.537
	Disagree	20.00	15.38	4.55	17.33	17.24		11.76	12.90	3.57	14.03
	Agree	66.25	69.23	59.09	73.33	82.76	83.33	86.27	70.97	57.14	71.4
	Strongly Agree	7.50	15.38	31.82	9.33		16.67	1.96	9.68	39.29	12.03
The school is open on all official school days	Strongly Disagree		7.69		2.67						0.906
	Disagree						16.67	3.92	9.68		1.688
	Agree	87.50	53.85	52.38	76.00	89.66	50.00	90.20	61.29	35.71	73.92
	Strongly Agree	12.50	38.46	47.62	21.33	10.34	33.33	5.88	29.03	64.29	23.49
I enjoy managing the school and feel accepted in the school	Strongly Disagree										
	Disagree		15.38	4.55	5.26	17.24		5.88	3.23	7.14	5.199
	Agree	97.50	61.54	54.55	78.95	72.41	66.67	88.24	80.65	46.43	78.63
	Strongly Agree	2.50	23.08	40.91	15.79	10.34	33.33	5.88	16.13	46.43	16.17
Learners are encouraged to do well in school	Strongly Disagree										
	Disagree	1.25									0.303
	Agree	87.50	76.92	54.55	82.89	89.29	50.00	94.12	77.42	39.29	78.79
	Strongly Agree	11.25	23.08	45.45	17.11	10.71	50.00	5.88	22.58	60.71	20.91
We receive information on new developments and policies on a regular basis	Strongly Disagree	1.25			2.67	3.45		3.92			1.711
	Disagree	21.25	15.38		26.67	17.24		5.88	16.13	14.29	15.92
	Agree	75.00	84.62	77.27	68.00	72.41	71.43	86.27	74.19	50.00	73.86
	Strongly Agree	2.50		22.73	2.67	6.90	28.57	3.92	9.68	35.71	8.506
Learners in the school are well behaved	Strongly Disagree				1.32		14.29			3.57	0.776
	Disagree	18.75		9.09	5.26	20.69		15.69	10.00	17.86	12.6
	Agree	77.50	92.31	77.27	88.16	68.97	71.43	84.31	86.67	60.71	80.28
	Strongly Agree	3.75	7.69	13.64	5.26	10.34	14.29		3.33	17.86	6.352
Educators feel accepted by the community	Strongly Disagree			4.55		3.57		1.96			1.047
	Disagree	6.33	8.33	4.55	4.05	21.43		7.84	6.67	10.71	7.299
	Agree	87.34	75.00	63.64	86.49	64.29	85.71	84.31	86.67	57.14	79.73
	Strongly Agree	6.33	16.67	27.27	9.46	10.71	14.29	5.88	6.67	32.14	11.93
Parents attend	Strongly Disagree	11.39			1.32			5.88	3.23	7.14	4.702

meetings at the school regularly	Disagree	31.65	38.46	13.64	36.84	34.48	28.57	31.37	25.81	35.71	31.02
	Agree	51.90	53.85	68.18	57.89	65.52	57.14	54.90	64.52	53.57	57.69
	Strongly Agree	5.06	7.69	18.18	3.95		14.29	7.84	6.45	3.57	6.586
Parents are interested in the performance of their children	Strongly Disagree	2.56			1.32		14.29	1.96		3.57	1.697
	Disagree	16.67	46.15	22.73	23.68	31.03	28.57	17.65	25.81	14.29	22.11
	Agree	75.64	53.85	59.09	71.05	62.07	42.86	74.51	67.74	78.57	69.74
	Strongly Agree	5.13		18.18	3.95	6.90	14.29	5.88	6.45	3.57	6.456
Good quality education is provided for our learners	Strongly Disagree		7.69			3.45					0.596
	Disagree	22.78	15.38	9.09	11.84	20.69	14.29	23.53	12.90	10.71	16.83
	Agree	74.68	69.23	54.55	75.00	68.97	85.71	72.55	74.19	57.14	70.52
	Strongly Agree	2.53	7.69	36.36	13.16	6.90		3.92	12.90	32.14	12.04

Our learners do well in school	Strongly Disagree	1.27		4.55		3.45					1.046
	Disagree	21.52	38.46	4.55	17.57	24.14	14.29	29.41	25.81	21.43	21.24
	Agree	73.42	61.54	77.27	75.68	72.41	85.71	70.59	74.19	50.00	71.91
	Strongly Agree	3.80		13.64	6.76					28.57	5.806
I am supported by the educators in my efforts to improve teaching and learning in the school	Strongly Disagree										
	Disagree	3.80	7.69	4.55	3.95	10.34		3.92	6.45		4.465
	Agree	88.61	61.54	54.55	77.63	82.76	71.43	88.24	74.19	46.43	76.5
	Strongly Agree	7.59	30.77	40.91	18.42	6.90	28.57	7.84	19.35	53.57	19.04

Communication

Table B155: Frequency of communication between the educator and other stakeholders on organisational matters (ED 37)

Stakeholders	Frequency	EC	FS	GA	KZ	MP	NC	NP	MP	WC	Total
Principal	Often	61.25	73.33	82.61	69.01	72.41	85.71	70.91	72.73	66.67	69.76
	Once in a while	35.00	20.00	17.39	23.94	27.59	14.29	23.64	18.18	18.52	24.94
	Hardly ever	3.75	6.67		7.04			5.45	9.09	14.81	5.307
Parents	Often	27.50	13.33	39.13	32.39	42.86	42.86	29.63	36.36	33.33	31.99
	Once in a while	66.25	66.67	60.87	49.30	46.43	57.14	51.85	51.52	55.56	56.37
	Hardly ever	6.25	20.00		18.31	10.71		18.52	12.12	11.11	11.64
Educators	Often	77.50	80.00	95.65	76.81	75.86	85.71	81.48	87.50	84.62	81.37
	Once in a while	18.75	13.33	4.35	14.49	13.79	14.29	14.81	3.13	3.85	12.69
	Hardly ever	3.75	6.67		8.70	10.34		3.70	9.38	11.54	5.931

Table B156: Frequency of communication between the educator and other stakeholders on learning and teaching matters (ED 38)

Stakeholders	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Principal	Daily	93.90	93.33	95.65	86.30	89.66	100.00	89.09	87.50	92.59	90.91
	Weekly		6.67	4.35	6.85	3.45				7.41	2.974
	Monthly	6.10			6.85	6.90		10.91	12.50		6.112
	A few times a year										
Parents	Daily	25.61	26.67	34.78	36.11	48.28	57.14	24.07	27.27	44.44	32.27
	Weekly	63.41	66.67	65.22	52.78	51.72	42.86	66.67	51.52	44.44	58.5
	Monthly	10.98	6.67		11.11			9.26	21.21	11.11	9.235
	A few times a year										
Educators	Daily	79.27	93.33	91.30	79.45	82.76	85.71	81.48	90.63	81.48	83.03
	Weekly	14.63	6.67	8.70	12.33	6.90	14.29	11.11		14.81	10.85
	Monthly	6.10			8.22	10.34		7.41	9.38	3.70	6.117
	A few times a year										

Table B157: Frequency of communication between the principal and other stakeholders on organisational matters (PR 53)

Stakeholder	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Learners	Daily	44.30	30.77	42.86	34.67	60.71	14.29	44.23	38.71	42.86	41.61
	Weekly	30.38	53.85	38.10	37.33	28.57	42.86	23.08	29.03	39.29	33.21
	Monthly	8.86	7.69	9.52	14.67	7.14	14.29	15.38	19.35	7.14	11.81
	A few times a year	16.46	7.69	9.52	13.33	3.57	28.57	17.31	12.90	10.71	13.37
Parents	Daily	2.53	7.69	4.55	5.41	7.14	14.29			14.29	4.352
	Weekly	3.80		27.27	8.11	7.14		3.92	3.23	14.29	7.937
	Monthly	48.10	46.15	9.09	31.08	32.14	14.29	17.65	25.81	25.00	30.4
	A few times a year	45.57	46.15	59.09	55.41	53.57	71.43	78.43	70.97	46.43	57.31
Educators	Daily	41.77	61.54	52.38	47.37	67.86	57.14	26.92	48.39	67.86	47.24
	Weekly	35.44	23.08	33.33	34.21	21.43	28.57	15.38	22.58	25.00	28.41
	Monthly	17.72	15.38	9.52	13.16	7.14		44.23	29.03	7.14	18.93
	A few times a year	5.06		4.76	5.26	3.57	14.29	13.46			5.407

Table B158: Frequency of communication between the principal and other stakeholders on teaching and learning matters (PR 54)

Stakeholder	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Learners	Daily	77.50	69.23	45.45	61.33	75.86	57.14	72.55	70.97	32.14	65.34
	Weekly	17.50	23.08	27.27	21.33	17.24	42.86	5.88	19.35	46.43	20.44

	Monthly	3.75		9.09	13.33	3.45		15.69	3.23	10.71	8.345
	A few times a year	1.25	7.69	18.18	4.00	3.45		3.92	6.45	10.71	5.574
Parents	Daily	1.23	7.69		9.59	6.90		1.96	6.45	7.14	4.491
	Weekly	12.35		22.73	4.11	10.34	28.57	3.92	9.68	14.29	9.946
	Monthly	46.91	23.08	18.18	31.51	27.59	14.29	19.61	29.03	25.00	30.37
	A few times a year	39.51	69.23	59.09	54.79	55.17	57.14	74.51	54.84	53.57	55.19
Educators	Daily	55.00	69.23	42.86	52.00	48.28	57.14	29.41	43.33	28.57	46.54
	Weekly	30.00	23.08	33.33	33.33	27.59	28.57	25.49	33.33	53.57	31.78
	Monthly	15.00	7.69	14.29	12.00	17.24		37.25	23.33	17.86	18.15
	A few times a year			9.52	2.67	6.90	14.29	7.84			3.53

Table B159: Frequency of meeting with educators on organisational and instructional matters (PR 55)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Daily	15.00	30.77	19.05	13.16	14.29	42.86	4.00	16.67	39.29	16.35
2 –3 times per week	22.50	7.69	38.10	27.63	35.71	14.29	8.00	13.33	39.29	23.61
Every 2nd week	23.75	15.38	14.29	31.58	10.71	14.29	10.00	16.67	7.14	19.05
Once a month	32.50	30.77	28.57	22.37	35.71	28.57	44.00	40.00	10.71	30.88
Once a quarter	6.25	15.38		5.26	3.57		34.00	13.33	3.57	10.11
Once a semester										
Once a year										

Administration

Table B160: Record keeping of school matters (educators' view) (ED 36)

Matters (Yes)	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Learner enrolment	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100
Admission of learners	100.00	100.00	100.00	100.00	100.00	100.00	98.18	100.00	100.00	99.72
Attendance registers for learners	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100
Reports on learner performance	98.78	100.00	100.00	100.00	96.55	100.00	100.00	96.88	100.00	99.2
Reports on learner behaviour	78.75	78.57	76.19	84.72	68.97	85.71	72.73	81.25	85.19	78.87
Health	48.75	30.77	82.61	72.46	68.97	85.71	62.96	75.00	77.78	65.04
Other (specify)	43.33	50.00	66.67	60.00	66.67	100.00	57.89	80.00	75.00	59.79

Table B161: Record keeping of school matters (principals' view) (PR 52)

Matters (Yes)	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Learner enrolment	98.75	92.31	100.00	97.37	100.00	100.00	100.00	100.00	100.00	98.8
Admission of learners	100.00	92.31	100.00	98.68	100.00	100.00	100.00	100.00	100.00	99.38
Attendance registers for learners	97.47	92.31	100.00	97.37	100.00	100.00	100.00	100.00	100.00	98.49
Reports on learner performance	97.47	92.31	100.00	97.37	96.43	100.00	100.00	100.00	100.00	98.23
Reports on learner behaviour	72.37	66.67	86.36	81.08	81.48	83.33	59.62	70.97	89.29	75.42
Other (specify)	45.45	25.00		56.25	33.33		57.14	50.00	100.00	

Leadership

Table B162: Extent to which principal is successful in certain matters (educators' view): (ED 39)

Matters	Extent	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Providing a clear vision for the school	Not at all	3.70	6.67		5.56	3.45		1.92	12.90	8.00	4.533
	Partly	30.86	33.33	31.82	31.94	31.03	14.29	44.23	32.26	24.00	32.7
	Very	65.43	60.00	68.18	62.50	65.52	85.71	53.85	54.84	68.00	62.77
Promoting teaching and learning	Not at all	2.47		4.55	2.82	6.90		1.89		7.69	3.005
	Partly	35.80	33.33	27.27	25.35	24.14	28.57	15.09	37.50	19.23	27.43
	Very	61.73	66.67	68.18	71.83	68.97	71.43	83.02	62.50	73.08	69.57

Displaying adequate competence as a manager	Not at all	5.00	13.33		7.58	10.71		1.92	6.45	7.69	5.544
	Partly	28.75	33.33	27.27	33.33	32.14	14.29	36.54	41.94	23.08	31.63
	Very	66.25	53.33	72.73	59.09	57.14	85.71	61.54	51.61	69.23	62.82
Providing guidance to the school governing body	Not at all	1.23	13.33	9.52	8.22	6.90		7.55	9.38	4.00	6.354
	Partly	28.40	40.00	33.33	27.40	31.03	28.57	28.30	43.75	36.00	31.22
	Very	70.37	46.67	57.14	64.38	62.07	71.43	64.15	46.88	60.00	62.43
Interacting with parents	Not at all	2.47	6.67		2.74			5.66	9.09		3.087
	Partly	34.57	53.33	36.36	43.84	41.38	28.57	43.40	51.52	30.77	40.42
	Very	62.96	40.00	63.64	53.42	58.62	71.43	50.94	39.39	69.23	56.49
Interacting with learners	Not at all	2.50	6.67		2.78				6.25		2.005
	Partly	22.50	26.67	18.18	36.11	24.14		24.53	18.75	34.62	25.65
	Very	75.00	66.67	81.82	61.11	75.86	100.00	75.47	75.00	65.38	72.34
Involving educators in decision making	Not at all	6.25	20.00		12.50	24.14		5.77	9.38	11.54	9.252
	Partly	33.75	26.67	31.82	22.22	20.69	42.86	32.69	37.50	30.77	29.95
	Very	60.00	53.33	68.18	65.28	55.17	57.14	61.54	53.13	57.69	60.79
Successful staff	Not at all	5.06	26.67		8.22	6.90		3.77	10.34	8.00	6.643

development	Partly	35.44	40.00	45.45	21.92	37.93	14.29	39.62	31.03	36.00	34.01
	Very	59.49	33.33	54.55	69.86	55.17	85.71	56.60	58.62	56.00	59.35
Professional support to staff	Not at all	5.00	13.33	4.55	4.23	3.45		7.84	6.45	3.85	5.436
	Partly	30.00	40.00	27.27	23.94	37.93	14.29	29.41	35.48	42.31	30.41
	Very	65.00	46.67	68.18	71.83	58.62	85.71	62.75	58.06	53.85	64.15
Monitoring educators' performance	Not at all	4.94		4.55	7.04	3.45	14.29	9.43	6.25	3.85	5.889
	Partly	34.57	33.33	31.82	30.99	27.59	14.29	24.53	43.75	38.46	32.1
	Very	60.49	66.67	63.64	61.97	68.97	71.43	66.04	50.00	57.69	62.01
Dealing with non-performing staff	Not at all	13.92	20.00	13.64	12.50	13.79		13.73	25.81	7.69	14.13
	Partly	27.85	40.00	22.73	30.56	34.48	28.57	33.33	35.48	34.62	30.85
	Very	58.23	40.00	63.64	56.94	51.72	71.43	52.94	38.71	57.69	55.03
Understanding the school's needs	Not at all	1.23	6.67		4.11	10.34		3.77		3.85	3.057
	Partly	20.99	40.00	23.81	21.92	20.69	28.57	28.30	34.38	15.38	24.28
	Very	77.78	53.33	76.19	73.97	68.97	71.43	67.92	65.63	80.77	72.66
Involvement in school activities	Not at all	2.47	13.33	4.76	4.23	6.90		3.77			3.673
	Partly	24.69	40.00	33.33	30.99	24.14	14.29	26.42	36.36	15.38	27.98
	Very	72.84	46.67	61.90	64.79	68.97	85.71	69.81	63.64	84.62	68.34
Frequent monitoring of school activities and learners' progress	Not at all	2.47	6.67	4.76	8.22	3.45	14.29	3.77	6.06	3.85	4.981
	Partly	29.63	46.67	28.57	31.51	27.59		28.30	39.39	30.77	30.69
	Very	67.90	46.67	66.67	60.27	68.97	85.71	67.92	54.55	65.38	64.33
Promoting co-operation between staff members	Not at all	2.50	6.67	4.55	5.56	3.45		5.66	9.09	7.69	4.963
	Partly	21.25	46.67	13.64	20.83	27.59	28.57	26.42	27.27	34.62	24.3
	Very	76.25	46.67	81.82	73.61	68.97	71.43	67.92	63.64	57.69	70.74

Decision-making

Table B163:. Frequency of involvement of stakeholders in decision-making (PR 56)

Stakeholders	Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Learners	Never	10.13	33.33	30.00	17.57	29.63		40.43	25.81	21.43	22.81
	Sometimes	49.37	58.33	65.00	62.16	37.04	83.33	40.43	58.06	71.43	54.74
	Most of the time	25.32	8.33	5.00	17.57	29.63	16.67	10.64	3.23	7.14	15.57
	Always	15.19			2.70	3.70		8.51	12.90		6.882
Parents	Never				1.33						0.28
	Sometimes	20.99	41.67	18.18	42.67	24.14	16.67	27.45	19.35	42.86	28.7
	Most of the time	48.15	41.67	54.55	40.00	44.83	66.67	47.06	45.16	46.43	46.38
	Always	30.86	16.67	27.27	16.00	31.03	16.67	23.53	35.48	10.71	24.33
Educators	Never	1.23			1.33						0.579
	Sometimes		7.69	4.55	5.33			3.92			2.553
	Most of the time	29.63	53.85	18.18	34.67	27.59	14.29	29.41	16.13	39.29	29.66
	Always	69.14	38.46	77.27	58.67	72.41	85.71	66.67	83.87	60.71	67.21

Table B164: Persons involved in deciding on the use of school fund (PR 36)

Person (Yes)	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
SGB	87.80	94.44	95.45	92.11	100.00	100.00	82.69	90.32	92.86	90.71
Principal	2.44	5.56		3.95			5.77			2.55
School staff	8.54		4.55	1.32			11.54	3.23	7.14	5.361
Learners										
Other	1.22			2.63				6.45		1.381

Table B165: Influence of educators on: (ED 40)

Area	Influence	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
The amount of money to be spent on supplies	None	16.05	46.67	30.43	30.14	44.83	14.29	26.42	22.58	37.04	27.58
	Little	18.52	6.67	13.04	28.77	3.45	28.57	28.30	22.58	7.41	19.68
	Some	44.44	13.33	47.83	30.14	31.03	28.57	24.53	22.58	44.44	34.31
	A lot	20.99	33.33	8.70	10.96	20.69	28.57	20.75	32.26	11.11	18.43
The amount of supplies to be purchased	None	12.35	33.33	30.43	27.40	25.00	14.29	24.07	23.33	25.93	22.99
	Little	23.46	20.00	13.04	17.81	7.14	14.29	22.22	20.00	3.70	17.8
	Some	39.51	13.33	47.83	41.10	35.71	42.86	29.63	33.33	55.56	38.45
	A lot	24.69	33.33	8.70	13.70	32.14	28.57	24.07	23.33	14.81	20.76

School governing body

Table B166: The school Governing Body has been constituted (PR 37)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	98.78	100.00	100.00	98.68	100.00	100.00	100.00	100.00	100.00	99.43

Table B167: Responsibility to govern the school (PR 38)

Responsibility	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Management Comm	8.64	16.67	13.64	24.00	17.24		13.46	6.45	7.14	13.69
SGB	56.79	55.56	63.64	52.00	65.52	100.00	65.38	64.52	75.00	61.08
Principal	34.57	27.78	22.73	24.00	17.24		21.15	29.03	17.86	25.24

Table B168: The School Governing Body (SGB) received training (educators' view) (ED 30)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	48.72	80.00	81.82	64.79	65.52	85.71	62.96	78.13	59.26	64.26

Table B169: The SGB received training (principals' view) (PR 40)

	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Yes	53.09	88.89	90.91	68.42	71.43	85.71	60.78	90.32	75.00	69.66

Table B170: Frequency of meetings of SGB (educators' view) (ED 31)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Once a month	70.89	61.54	59.09	54.41	48.28	57.14	38.18	66.67	32.00	55.8
Every three months	22.78	30.77	40.91	41.18	44.83	42.86	56.36	30.30	60.00	39.25
Every six months	2.53			1.47	3.45		1.82		4.00	1.73
Once a year	3.80	7.69		2.94	3.45		3.64	3.03	4.00	3.219

Table B171: Frequency of meetings of SGB (principals' view) (PR 41)

Frequency	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Once a month	52.44	38.89	45.45	40.79	44.83	42.86	28.85	43.33	46.43	43.14
Every three months	45.12	61.11	50.00	56.58	51.72	57.14	69.23	53.33	53.57	54.41
Every six months	2.44		4.55	2.63				3.33		1.908
Once a year					3.45		1.92			0.543

Table B172: Functions performed by the SGB and by the Management Committee (PR 44)

Functions	By	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Implementing educational constitution (e.g. laws, acts and decrees)	Management Comm	44.16	75.00	64.71	40.85	44.44	28.57	40.00	63.33	25.93	46.48
	SGB	49.35	25.00	35.29	47.89	48.15	71.43	50.00	33.33	62.96	46.47
	N/a	6.49			11.27	7.41		10.00	3.33	11.11	7.056
Develop a mission statement for the school	Management Comm	37.84	16.67	22.22	38.03	35.71	42.86	39.22	41.38	21.43	34.53
	SGB	56.76	66.67	77.78	59.15	53.57	57.14	52.94	55.17	78.57	60.56
	N/a	5.41	16.67		2.82	10.71		7.84	3.45		4.91

Apply the code of conduct for staff and learners	Management Comm	44.30	50.00	55.00	48.57	48.28	42.86	49.02	55.17	53.57	49.13
	SGB	50.63	41.67	45.00	47.14	44.83	57.14	50.98	44.83	42.86	47.61
	N/a	5.06	8.33		4.29	6.90				3.57	3.253
Administer the school property, including buildings and grounds	Management Comm	22.78	41.67	16.67	33.80	35.71	57.14	19.61	36.67	21.43	27.4
	SGB	74.68	41.67	83.33	61.97	64.29	42.86	78.43	63.33	75.00	69.8
	N/a	2.53	16.67		4.23			1.96		3.57	2.8
Maintain and improve the school property, including buildings and grounds	Management Comm	17.11	23.08	11.11	23.61	6.90	14.29	17.65	10.00	35.71	18.11
	SGB	78.95	61.54	88.89	72.22	89.66	57.14	78.43	90.00	60.71	77.77
	N/a	3.95	15.38		4.17	3.45	28.57	3.92		3.57	4.123
Encourage parents, learners, educators and staff to render voluntary services	Management Comm	27.50	33.33	36.84	47.89	31.03	14.29	31.37	27.59	42.86	34.75
	SGB	66.25	66.67	57.89	45.07	58.62	85.71	60.78	72.41	53.57	59.5
	N/a	6.25		5.26	7.04	10.34		7.84		3.57	5.756
Allow the use of the school for community, social and school fund-raising purposes	Management Comm	12.66	18.18		13.89	13.79	14.29	5.77	6.90	10.71	10.25
	SGB	86.08	72.73	95.24	79.17	79.31	85.71	84.62	89.66	85.71	84.56
	N/a	1.27	9.09	4.76	6.94	6.90		9.62	3.45	3.57	5.187
Determine the extra-mural curriculum of the school	Management Comm	68.42	58.33	72.73	77.33	55.17	42.86	75.00	73.33	48.15	68.88
	SGB	22.37	33.33	27.27	18.67	37.93	42.86	22.92	26.67	44.44	26.08
	N/a	9.21	8.33		4.00	6.90	14.29	2.08		7.41	5.035
Assist in the purchase of teaching and learning materials for the school	Management Comm	53.85	41.67	55.00	50.67	41.38	57.14	54.90	51.72	64.29	52.62
	SGB	30.77	41.67	45.00	41.33	55.17	14.29	43.14	48.28	35.71	40.17
	N/a	15.38	16.67		8.00	3.45	28.57	1.96			7.21
Other (specify)	Management Comm	6.25			8.33			9.09	33.33	75.00	
	SGB	12.50	40.00		25.00			36.36	16.67		
	N/a	75.00	60.00		66.67	100.00		54.55	50.00	25.00	

Table B173: Extent to which SGB contribute to effective functioning of the school (educators' view) (ED 32)

Extent	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Not at all	5.00	13.33	9.09	5.71	10.34	14.29	10.91	6.45	3.70	7.445
Very little	35.00	40.00	27.27	27.14	31.03	28.57	36.36	35.48	51.85	33.77
Quite a lot	60.00	46.67	63.64	67.14	58.62	57.14	52.73	58.06	44.44	58.78

Table B174: Extent to which SGB contribute to effective functioning of the school (principals' view) (PR 42)

Extent	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Not at all				3.95	3.45					1.079

Very little	43.90	33.33	19.05	38.16	31.03	57.14	33.33	32.26	35.71	35.7
Quite a lot	56.10	66.67	80.95	57.89	65.52	42.86	66.67	67.74	64.29	63.22

Table B175: Extent to which SGB contribute to effective teaching and learning in the school (educators' view) (ED 33)

Extent	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Not at all	23.08	20.00	27.27	15.49	31.03	14.29	18.18	18.75	40.74	22.35
Very little	44.87	53.33	22.73	35.21	24.14	57.14	45.45	50.00	33.33	39.26
Quite a lot	32.05	26.67	50.00	49.30	44.83	28.57	36.36	31.25	25.93	38.39

Table B176: Extent to which SGB contribute effective teaching and learning in the school (principals' view) (PR 43)

Extent	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Not at all	13.75	7.69	4.55	25.00	13.79	28.57	13.46	12.90	21.43	15.54
Very little	51.25	53.85	36.36	35.53	48.28	57.14	46.15	45.16	50.00	44.99
Quite a lot	35.00	38.46	59.09	39.47	37.93	14.29	40.38	41.94	28.57	39.48

Further training of the principal

Table B177: Provider of further training and support for the principal (PR 39)

Area	Provider	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Management	Department	78.69	78.57	60.00	74.63	79.17	66.67	84.62	87.50	76.67	77.13
	Outside	21.31	21.43	40.00	25.37	20.83	33.33	15.38	12.50	23.33	22.87
Subject	Department	67.57	70.00	66.67	86.36	92.31	60.00	64.00	85.71	70.37	74.34
	Outside	32.43	30.00	33.33	11.36	7.69	40.00	36.00	14.29	29.63	25.18
Other	Department	80.00	100.00	100.00	60.00	50.00	50.00		80.00	37.50	
	Outside	20.00			40.00	50.00	50.00		20.00	62.50	

Table B178: Duration of further training and support for the principal (PR 39)

Area	Duration	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Management	1 – 2 days	53.23	58.33	31.58	26.23	47.83	14.29	61.11	37.50	40.00	43.37
	2+ days	46.77	41.67	68.42	73.77	52.17	85.71	38.89	62.50	60.00	56.63
Subject	1 – 2 days	37.84	50.00	21.43	21.43	33.33	50.00	50.00	38.10	43.48	35.33
	2+ days	62.16	50.00	78.57	78.57	66.67	50.00	50.00	61.90	56.52	64.67
Other	1 – 2 days	60.00	33.33		44.44	100.00			80.00	25.00	
	2+ days	40.00	66.67	100.00	44.44		100.00		20.00	62.50	

Table B179: Location of further training and support for the principal (PR 39)

Area	Premises	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Management	On	18.03	20.00	23.81	10.53	5.00		21.88	8.70	11.11	15.24
	Off	81.97	80.00	76.19	89.47	95.00	100.00	78.13	91.30	88.89	84.76
Subject	On	14.71	25.00	31.25	10.53	7.69	25.00	10.53	11.76	28.00	15.79
	Off	85.29	75.00	68.75	89.47	92.31	75.00	89.47	88.24	72.00	84.21
Other	On	40.00		66.67					25.00	57.14	
	Off	60.00	100.00	33.33	100.00	100.00	100.00		75.00	42.86	

Table B180: Usefulness of further training and support for the principal (PR 39)

Area	Usefulness	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Management	Not at all	43.75	40.00		7.14	33.33		27.27	50.00		24.61
	Partly	56.25	60.00	100.00	92.86	66.67	100.00	72.73	50.00	100.00	75.39
	Very										
Subject	Not at all	10.00	6.67	7.69	1.33	3.85	14.29	7.14	10.81	2.56	6.521
	Partly	54.29	60.00	50.00	56.00	50.00	42.86	52.38	56.76	64.10	54.53
	Very	35.71	33.33	42.31	42.67	46.15	42.86	40.48	32.43	33.33	38.95
Other	Not at all	14.29	40.00	33.33	12.50	50.00		100.00	16.67		31.72

OUTPUTS

Morale and attitude

Table B181: Educators' morale and attitude to the school (ED 51)

Yes	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Would you like to change to another career if you had the opportunity?	21.25	60.00	26.09	21.13	20.69	28.57	11.32	30.30	36.00	23.84
Do you think that society appreciates your work?	92.50	80.00	69.57	86.30	93.10	100.00	94.44	87.88	61.54	86.09
Do you think that the educators appreciate your work?	98.75	86.67	95.65	91.78	93.10	100.00	96.30	96.97	88.00	94.75
Do you think learners appreciate	98.75	93.33	91.30	90.41	96.55	85.71	100.00	96.97	73.08	93.81

your work?										
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Table B182: Principals' morale and attitude to the school (PR 60)

Yes	EC	FS	GA	KZ	MP	NC	NP	NW	WC	Total
Would you like to change to another career if you had the opportunity?	18.99	38.46	27.27	16.22	24.14	14.29	19.61	19.35	23.08	20.87
Do you think that society appreciates your work?	93.83	84.62	86.36	91.89	89.66	100.00	94.12	93.55	69.23	90.31
Do you think that the educators appreciate your work?	97.53	84.62	95.45	94.59	89.66	85.71	96.08	100.00	92.31	94.95
Do you think learners appreciate your work?	96.25	92.31	100.00	100.00	100.00	100.00	96.08	96.77	84.62	96.8