GRADE 12 TEACHERS ATTITUDE TOWARDS MASS-MEDIA TRANS-
MITTED EDUCATIONAL SUPPLEMENTS   P.L.MOKGATLHE

VISTA

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GRADE 12 TEACHERS' ATTITUDE TOWARDS

MASS-MEDIA TRANSMITTED EDUCATIONAL SUPPLEMENTS

Presented by

Phefo L Mokgatlhe, B.A. Ed, B. Ed (VISTA).

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Supervisor: Dr. D.K. Selaledi
Co-Supervisor: Mr. A.M. Rambuda

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First of all and foremost, I would like to thank The Lord who has given me a life to live. A life with opportunities for me to dream, to envision, to then translate into reality and lastly to finally realise the dream and then experience the joy, satisfaction and fulfilment of having attained one's dream and vision.

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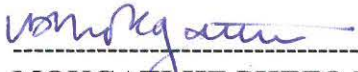
DECLARATION

I, the undersigned, hereby declare that the Dissertation - entitled :

GRADE 12 TEACHERS' ATTITUDE TOWARDS MASS-MEDIA TRANSMITTED EDUCATIONAL SUPPLEMNTS.

* is my own work,

* that all sources quoted have been acknowledged by means of references, and that

* this Dissertation was never previously submitted to any university for degree puroses.

MOKGATLHE PHEFO L.

-ii-

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

a)	**TITLE:**	Grade 12 Teachers' Attitude Towards Mass-Media Transmitted Educational Supplements
b)	**STUDENT:**	Mokgatlhe, P.L.
c)	**DEPARTMENT:**	Education
d)	**SUPERVISOR:**	Dr. D.K. Selaledi
e)	**SUMMARY:**	

The purpose of this research was to investigate the essence of Grade 12 teachers' attitude towards the use of Mass-Media Educational Supplements, to textbooks and teachers as well. Firstly, the study sought to examine Grade 12 teachers' use of Mass-Media in their lessons. Secondly, the study sought to determine problems Grade 12 teachers experience when they apply Mass-Media in their lessons. Lastly, the study sought to determine the cause of problems for Grade 12 teachers when applying Mass-Media.

Data were collected from one school in Thabong (Welkom). Two instruments were used to collect the data. The first instrument was the questionnaire which collected primary data, and the second instrument was the interview which collected secondary data to complement the primary data collected through the questionnaires.

The results have revealed that Grade 12 teachers do in fact, have a positive attitude towards having to use Mass-Media Educational Supplements. The problem lies with lack of resources at schools, and also the time clashes at school with the time for example on which The Learning Channel is being aired. This study therefore, recommends that problems with regard to the time- table and lack of resources be addressed from a higher level than the school level, and also that Mass-Media supplements being in schools, should be centrally co-ordinated. They should be just left as a loose

canon for individual school to decide on themselves what to do with it.

TABLE OF CONTENTS

CHAPTER 1

THE PROBLEM

1.1 INTRODUCTION

The launching of the Learning Channel project of the SABC was welcomed with the following words: "Innovative, unique, already working, cost effective, immediate, expendable - are all the terms used to describe the new Learning Channel project..." (Enterprise 1992:12). The then Department of Education and Training (DET) put R2.2 million aside to sponsor the transmission of the Learning Channel programmes (Ibid 1992:12). It was even said that for those schools not receiving TSS (now SABC-3) video recorded material would be made available. The primary objective was and/or is to provide massive secondary education to the marginalised youth or so called lost generation. In other words, the Learning Channel was aimed chiefly at the disadvantaged black children from the then DET schools. It is now almost a decade since the launching of the Learning Channel, and other related projects like The Sowetan / Star supplements, but the results in the former DET schools are still unsatisfactory.

Amongst the questions that can be posed with regard to this project in question is what the role and/or involvement of teachers with regards to the Mass-Media Educational Project is. The rationale for posing this question amongst others, is that teachers are usually the final implementers of whatever program that may be launched aimed at learners (Hunkins & Ornstein 1998:313). Through observation over the years however, it would seem that teachers are not using this project that was launched almost a decade ago. It would seem that they have not welcomed and did not take ownership of it. Therefore the obvious question to ask is: why?

Against this backdrop therefore, the purpose of this research project is to establish what the attitudes of teachers are towards Mass-Media Educational Supplements programmes.

1

1.2 STATEMENT OF THE RESEARCH PROBLEM

The problem to be investigated in this research project is what the attitudes (views, beliefs) of grade12 teachers are concerning the usage of Mass-Media education to supplement textbooks and teachers. This implies a situation where the teacher becomes a facilitator and a guide to assist the teacher of the programme on television.

1.3 SIGNIFICANCE OF THE STUDY

The findings from this project would be useful in helping for information which would regulate Mass-Media supplements in schools.

1.4 OBJECTIVES TO BE INVESTIGATED

The main objectives of the present study are to:

☐   examine Grade 12 teachers' use of Mass-Media in their lessons;

☐   determine problems Grade 12 teachers experience when they apply Mass-Media in their lessons; and

☐   determine why teachers are reluctant to implement Mass-Media optimally.

1.5 THEORETICAL - CONCEPTUAL FRAMEWORK FOR THE STUDY

The cognitive theoretical framework upon which this study is based is called the Cognitive Aspects of Media Attributes. This is the cognitive approach to media studies wherein "...more attention is devoted to the various media attributes, such as the visualization and imagery-evoking properties of stimuli which interact with cognitive processes to influence learning."(Wittrock 1986:467). Therefore, according to the Cognitive Aspects of the Media Attributes the implication is that Media attributes such as the visualization and imagery-evoking properties of stimuli do have an effect on

2

the cognitive processes to the extent of influencing learning. Gerber claimed in 1960-1970 (in Boyd-Baret & Newbold 1995:120-121) that television cultivates consciousness, by telling us about what is good or bad in our society, it is also a symbolic system which cultivates and regulates perceptions. It is also said that learning practical skills and applying them to audio-visual materials like the video, causes learners to develop cognitive skills, including what is known as **critical consciousness**, which is developed in them so that they will be able to address media material they will encounter in the future.

1.6   RATIONALE

The desire to do this study is prompted by the fact that Mass-Media transmitted educational programmes or supplements, have been in South Africa for almost a decade now (Sowetan 1999 15:17). They have been established presumably to improve learner achievement in grade 12 (Ibid 1999:17). However, through informal observation, the researcher as a member of the teaching profession for almost 5 years now, seems to have realised or noticed that Mass-Media educational supplements are not really utilized if not at all utilized. Results are still similarly below par.

1.7   CRITICAL QUESTIONS

The critical questions sought to be answered by this study are the following:

1.   How do grade 12 teachers use Mass - Media educational programmes / supplements in their school work?
2.   What sort of problems do teachers experience when they apply Mass-Media supplements in their lessons ?
3.   If there are problems which Grade 12 teachers experience when applying Mass-Media , how can they be alleviated ?

3

1.8 RESEARCH METHODOLOGY

Although this section will be given further attention in chapter 3, it is useful at this stage to briefly outline the methods used in the investigation.

Two research instruments were used to gather data:

(a) A six pages questionnaire consisting of three sections was delivered to six teachers who made up the sample of this study. The questionnaire mainly asked those teachers to respond to questions relating to their attitude towards the use of Mass-Media Educational supplements in the classroom.

(b) Interviews were also conducted, to examine fundamental questions about the teachers' feelings, perceptions and the way they interpreted the impact and value of Mass-Media Educational supplements on teaching and learning.

1.9 DEFINITION OF TERMS

It needs to be mentioned that it is necessary to explain the following terms or concepts because in qualitative research concepts are used in several ways, depending on the purpose of study (McMillan & Schumacher 1993:95). Terms used in this study might mean and/or imply different things in different contexts.

- ☐ Mass - Media: for the purposes of this study, the term Mass-Media will be narrowed down to mean Liberty Life's learning channel and the Sowetan and Star supplements.

- ☐ Teachers: again for the purposes of this study, the term teachers will mean teachers in grade 12 whose subjects are covered by the Learning Channel and the Sowetan / Star supplements.

- ☐ Attitude: attitude is regarded as " an overall, learned, core disposition that guides a person's

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☐   Attitude: attitude is regarded as " an overall, learned, core disposition that guides a person's

4

feelings, and actions toward specific others and objects." (Middlebrook 1980:157).
Therefore for this study's purpose attitude means Grade 12 teachers' tendencies or
dispositions toward Mass-Media as a supplement in their teaching.

1.10 SCOPE AND DELIMITATION OF THE STUDY

The study is undertaken in the Cognitive Education Field. The scope for this particular study is to
focus not on the instructional processes and the learners cognition, but it rather is on the teachers'
attitudes (views, beliefs) with regard to the existence and use of Mass-Media supplements in schools.
The study will be restricted to the Welkom district of the Department of Education and Culture in
the Free State.

Furthermore, since this study is a mini research project which is part of an M. Ed. course work
degree, it is not meant to be generalised, and also because the population from which the sample was
taken, is solely the school where the researcher teaches. Because qualitative research makes use of
small samples, it mainly tests attitudes and opinions in context, and results are not generalizable.

1.11 CHAPTER OUTLINE

Chapter 2 is a presentation of information on Mass Media. Subjects, instruments and procedures to
be used in the study, are presented in chapter 3. This chapter contains the data collection
procedures. Chapter 4 comprises an analysis of the data collected. The analysis was done by way
of analysing each section of the questionnaire and by interpretation. Lastly, in chapter 5,
discussions, conclusions and recommendations are presented.

1.12 CONCLUSION

In chapter 1 the researcher outlined the study, formulated the problem to be researched and supplied
a theoretical framework on which the research is based. The study revolves around Mass-Media

projects, therefore, chapter 2 is devoted to information gathering concerning Mass-Media projects through a thorough literature review.

CHAPTER 2

REVIEW OF LITERATURE

2.1   INTRODUCTION

This chapter contains a review on the literature concerning the nature of Mass-Media Education, what Media Education is, theories on, and approaches to, media education, together with the implications of those theories and approaches. The chapter also contains information on the status of media education in overseas countries like the US, the UK, Canada and Australia, as well as in South Africa. Lastly, the problems that were found with regard to the usage of media in schools receive attention.

2.2   MEDIA EDUCATION

Media Education is said to be an attempt to educate through media, constructing a critical approach to information offered by the media, and also contextualising those agencies that produce media (Prinsloo 1994:2). From this definition's point of view, it is clear that media education is regarded as just an attempt to educate through media, in other words, to be concerned with how messages are put together via the Media by whom, and for whose interest.

In other words, this definition of media education targets those who the media is intended for, and emphasises that it is not just blindly accepted as presented by them. Furthermore, it is said that the particular role attached to Media Education is to nurture and develop the critical abilities of learners, to produce autonomous thinkers who approach information not as transparent, but rather as constructions that are selective and partial (Ibid 1994:2).

There is another side to the meaning of Media Education, propagated by Cary Bazalgette (year not indicated), in Potter (1990:5). According to Bazalgette (Ibid 1990:5) the term media education is

7

used to embrace 'print literacy' and 'audio-visual' literacy.

This analysis therefore, according to Bazalgette (Ibid 1990:5) entails that print literacy is part of media education, and therefore that what is sometimes referred to as media education can otherwise be known as audio-visual literacy. From the two viewpoints presented above, it is clear that Media Education is about being knowledgeable on Media as a medium and/or also being literate on how to use media in the teaching-learning situation.

2.3   NATURE OF MEDIA EDUCATION

Firstly, by nature, it is meant a person's or something's innate or essential qualities or character. (Allen 1990:790). Therefore, by talking of the nature of media in education, we are actually being concerned about the justifiability or unjustifiability of having to use media as part of the teaching-learning process, like a textbook for example. This understanding therefore, leads to the point which addresses the nature of media in education, being, *Theories on Media in Education.*

2.3.1   Theories on media in education

Theory means "a supposition or system of ideas explaining something...a speculative view. The sphere of abstract knowledge or speculative thought..."(Allen 1990:1226). Looking at this definition, it can thus be said that it is in *Media Theories* where suppositions, speculations and justifications or unjustifications about whether to use media or not in the teaching-learning process are found. In other words, it is a Media Theory that will convince one why media must be used in education or why not, the speculation depending on the speculated repercussions of whether to use it or not. It is in the light of the above given interpretation that different theories on media in media in education or education will be presented.

8

2.3.1.1 Goodman's symbol system theory

Goodman's theory is regarded as one of those that upholds the idea that media attributes, or modes of information presentation to instruction, are crucial to learning (Wittrock 1986:467). In addition, the theory purports that the constructs of the modes of presentation could be systematically examined. What is meant by the latter statement is that the building parts (i.e. constructs) of different types/mediums of presentation could be examined in systematic manner or way. This means that different modes of presentation in Media like television; radio; newspaper could be systematically examined, meaning that those different modes of presentation as different as they are, could be examined as an entity or whole being separated and distinct from other modes of presentation.

More particularly and clearly, this means that different modes of presentation in Media like television (TV) and print mediums, highlight different properties or have different effects on the cognition of those exposed to those forms of media. For example, TV tends to highlight figurative language (Wittrock 1986:467). In other words therefore, the type of medium goes with a presentation bias which is correlated with an information pickup bias, for example, "televiewers, place the narrative in a spatial imagery framework and storybook listeners place it in temporal-descriptive one"(Wittrock 1986:468; Boyd-Baret & Braham 1995:252).

2.3.1.2 Olson's theory of instructional means

Olson's theory is based on Brunner's (1964) contention in Wittrock (1986:468), and Boyd-Baret and Braham (1995:198) that the introduction of technologies and techniques is accompanied by the relevant cognitive skills, and also on McLuhan's interest in the forms and structures of information media. For Olson, different kinds of activities yield not only different aspects of the world, but also engage and develop different mental skills. Therefore, Olson distinguishes between the knowledge one acquires and the skills that are involved in and are also developed during the process of acquiring information. In other words therefore, having knowledge and acquiring skills are two

9

different things.

Olson's theory is an attempt to show how, during the instruction process, the content of the medium is related to the knowledge acquired, while the means employed (i.e. the code or medium through which the message is presented), is related to the skills, strategies and heuristics that are called upon and developed (Wittrock 1986:468). Lastly therefore, while different mediums' instructional means may ultimately map upon the knowledge structure, they differ with respect to the cognitive processes they activate and cultivate.

One important extension of Olson's theory is his distinction between utterance and text (Wittrock 1986:468). According to Olson, utterance is a flexible, unspecialized, all purpose instrument with a low degree of conventionalization wherein the meanings of sentences must be negotiated in terms of social relations, the context, and the prior world knowledge of the participants (Wittrock 1986:468; Boyd-Baret & Braham 1995:239). On the other hand, text, because of its demands for explicitness of meaning, its permanence and realignment of social and logical function serves the intellect in several ways (Wittrock 1986:468). According to Olson, text serves the cultivation and maintenance of analytic, scientific and philosophical knowledge, as contrasted with the commonplace knowledge, and this, he calls Literacy Bias (Wittrock 1986:468).

2.3.1.4   Salomon's media attributes theory

In what was an attempt to extend the work of Olson and Gardner, Salomon (1979) in Wittrock (1986:468) based his theory on the assumptions that:

☐   *both the media and the human mind employ symbols to represent, store and manipulate information; and*

☐   *some of the symbol systems employed in cognition are acquired from the symbol systems employed by the media.*

10

One may initially not be having the same symbols as media, but through contact with media (whatever type), there is going to be assimilation into the brain of the symbol system employed by the media type one is in contact with.

Salomon conceptualized technologies that allow the development of unique symbol systems and combinations thereof, just as the development of cartography, cinematics and programming languages (Wittrock 1986:468 and Brown 1986:468). The more distinctive or contrived the symbol system used in the medium presenting information, the more distinctive the mental skills that are required and called up.

2.4   IMPLICATIONS OF THE THEORIES TO MEDIA IN EDUCATION

By the word implication, it is meant that which is suggested or that which is not openly stated (Hornby 1995:596). In this section, the conclusions that are not openly stated with regard to the being of Media in Education are then discussed, having been drawn from the already outlined theories.

2.4.1   Goodman's theory

Based on the properties said to be highlighted by either TV and print media (**cf 2.3.1.1**), the implicit conclusions drawn from this theory regarding the usage of Media in instruction, are that:

☐   The usage of Media in the teaching and learning process is either way essential. Either way meaning in the audio-visual (i.e. TV) form or print form.

☐   Whether TV or print version is used, the cognition of the learner is affected, with both variations having different advantages according to natures.

In summary, it seems to be significantly that the usage of Media in instruction is essential and

11

advantageous, and Media usage in the teaching learning process should be encouraged.

2.4.2 Olson's Theory

With regards to Olson's contention that different kinds of activities yield not only different aspects of the world, but also engage in developing different mental skills, the implications are that the usage of Media in Instruction could and/or would be beneficial. Different mental skills are mental operations that are invariant across different contents of the medium.

Learners who are not exposed to learning through media in their learning experience at school, could be missing out on developing necessary mental skills that will help them cope with the technology of this day and age.

Therefore, with Olson's theory as well, the conclusion drawn is that the utilisation of Media in teaching and learning, seems to be a useful and advantageous exercise to do .

2.4.3 Salomon's theory

Salomon's theory calls for the more distinctive or contrived symbol system to be used in Media for the purpose of acquiring the same mental skills. The implications thereof, could be that Education Departments would have to take employing today's (sophisticated) technology seriously so as to prepare learners to not remain behind, for example, in keeping up with today's computer-Internet age etc.

Summarily, it is implicit that the three Media theories do indeed encourage the usage of Media in Education with each theory having its own justifications for it.

2.5 APPROACHES TO MEDIA IN EDUCATION

Contrasted to a theory, which is concerned with a web of ideas explaining something as to the knowledge on it; speculations on it etc., an approach is 'a way of dealing with something'(Hornby 1995:49).

This section explores the ways the usage of Media in Education should be handled. The focus is on two approaches, since they can be dated back to the times during the pioneering of the concept of Media in Education (Prinsloo 1994:30).

2.5.1 Leavisite approach to Media in Education

The Leavisite approach to media in education came about as a result of the concern that Leavi had regarding Media in education. He was concerned that mass culture, of which media is a part, has a degenerative effect (Prinsloo 1994:3; Stevenson 1995:25). In other words, he was concerned that mass culture and/or media causes learners to be inoculated with ideas that have fallen from excellence, ideas that have lost the qualities that are normal and desirable. He was concerned with those educators who focused on those texts considered as non-literary i.e. media texts. Those educators whom Leavi criticized, were focused on texts considered to be non-literary, i.e. which had its own belief in the power of media. To them, media has the power of communication as inoculation, as being transmitted and received in an uncontradictory manner (Prinsloo 1994:3). Leavi then, reacted with a sense of dismay and disappointment at that belief.

For Leavi, teachers became entrusted with the missionary task of promoting literary criticism to enable learners to defend themselves against mass media, which he regarded as "the competing exploitation of the cheapest emotional responses, newspapers, publicity in all forms, commercially catered fiction -all offer pleasure at the lowest level, and inculcate the choosing of the most immediate pleasures, got with the least effort"(Leavi 1997 in Prinsloo 1994:3; Masterman 1980:14; Masterman 1985:40-41).

13

To Leavi, the role of the teacher is to produce media texts in classrooms only as a defensive discriminatory training against the debilitating effects of the media. Media should only be introduced in classrooms, wherein the learners will be trained how to safeguard themselves against its debilitating or weakening effects. Weakening in the sense of causing learners to choose the most immediate pleasures, had with the least effort (Jones & Jones 1999:82).

It should be noted however, that the Leavisite approach has been criticized as "middle-class paternalistic and defensive", and has therefore been disparaged and dismissed by the critical educators (Prinsloo 1994:3). However, though the Leavisite approach has been disparaged and dismissed, through its dichotomizing between high and low culture, it has entrenched itself in South African education as well. An example of this entrenchment is said to be the prescribed literary texts for the final school examination annually, which continue to reflect the same canon.

In conclusion, the Leavisite approach to media in education is an approach which is concerned with the moral and aesthetic aspects of media, hence the terms degenerative and debilitating!

2.5.2 Marxist approach to Media in Education

Rather than being concerned with the degenerative effects of Media, the Marxist approach is concerned with the ideological workings of Media (Masterman 1990:190; Prinsloo 1994:3). A Media Educator working in the Marxist tradition, believes in the power of the media to manipulate the audience, and thus concentrate on the need to demystify media, to expose its ideological workings and thus protect learners from its pernicious influence.

The context of media within the economic scenario is considered. Both the school and media are understood as responsible for disseminating the dominating ideology, which is inherently bound to the interest of the dominating class. In order to consider the ideological impact of media, a media educator has to consider notions around reception of Media (Prinsloo 1994:3). The institutional context, the notion of agency, and the correspondence of audience become essential, but

14

nevertheless, should not become exclusive.

Summarily therefore, a media educator in the Marxist tradition should be able to see through to the ideological implications of media.

2.6 MEDIA EDUCATION IN BRITAIN; CANADA AND THE UNITED STATES OF AMERICA

In this section, an outline of the development of and/or status of Media in education in Britain, Canada, and the United States of America is provided. Reasons for having selected the mentioned countries, is self-evident in the following outlines.

2.6.1 Media education in Britain

Media literacy, (which can also be used as a yardstick to assess Media Education in a country), in Britain, is described as an integral part of all traditional disciplines, being: language arts, social studies and science (Megee 1997:1). It is further pointed out that for more than two decades, Great Britain has offered Media education as a part of schooling on every level (Ibid 1997:1). It is also said that the Library of Institutes and Schools of Education (LISE), has established several cooperative schemes to improve Media services to users in the geographical areas of England and Wales for which it is responsible (Boyd-Baret & Braham 1995:253-255).

Therefore, it is evident that the usage of Media in British schools is taken seriously, and Great Britain can be looked at with regard to Media Education.

2.6.2 Media education in Canada

In Canada as well, Media literacy is an integral part of all traditional disciplines just like in Britain

15

(Megee 1997:1). Moreover it is said that even in Mathematics, they deal with polls, ratings and the like, as a sign of showing how Media in Education is taken seriously in that country. It is furthermore singled out that in Ontario province in Canada, Media literacy is taught at all school levels and there is also a requirement for Media Education in all schools for grades 7-12 (Brown 1991:253).

2.6.3 Media education in the United States of America

Contrary to other developed countries like the ones already mentioned, the United States is said to have not yet established Media Education as a priority for everyday schooling (Megee 1997:1). Furthermore, the US is shown as lagging behind the developed countries both in teaching about TV and using it for education (Ibid 1997:1). This remaining behind is shown by the statement that "many nations devote 12 to 15 percent of their broadcast schedule to educational programming for children,[whereas] US commercial TV devotes only about 1 percent"(Ibid,1997:1). Reason for this remaining behind in such a developed country like the US, is cited as being Americans' general attitude toward education itself, cuts in school budgets, and the so-called techno-phobia (Ibid 1997:1).

2.7   MEDIA EDUCATION IN SOUTH AFRICA

In this section, there will be an outline on how Media Education in South Africa developed. The present status of Media Education in South Africa is highlighted.

2.7.1 The Development of media education in South Africa

The introduction of Media Education in South Africa is said to have been gradual and uneven implying that it followed diverse patterns within the different educational authorities (Prinsloo 1994:6). More particularly however, Media Education in the RSA is said to have found its way into the secondary school curricula of English (first language) in White schools and also into what had

16

originally been Indian Education. The reason for that point of departure was because the English curricula tended to reflect the humanist impulse of liberal thinking where the educator had greater leeway in terms of teaching autonomy.

In a quest towards developing Media Education in South Africa, there was a conference held in1990, entitled 'Developing Media Education in the1990's', but unfortunately, no reference was made in that conference to developing critical thinking in the learners through media (Ibid 1994:6). The only concerns that the conference reflected were the Leavisite preoccupations (**cf. 2.6.1**).

The conference recommended that Media Education should not be restricted to those forms of media that are generally associated with high technology and sophisticated electronic media such as films and television, but rather encouraged educators to use those media resources readily available to them to encourage critical thinking.

The 1990 conference is regarded as having provoked a shift in focus, particularly within the authorities that were by comparison all privileged, it was a move away from the "common-sensical approach that it is film that should be studied" (Prinsloo 1994:6). Now, there was a move towards the fact that attention should be focused on the field of study and modes of pedagogy. What the latter statement means is that Media should no longer be used to study film, but rather that it should be used across different subjects and also be used when presenting a lesson in any field of study!

2.7.2   Present Status of Media Education in South Africa

The Learning Channel which was launched in 1990, is still in place (Enterprise 1992:12). When the Learning Channel was launched, it was launched with the aim of presumably bettering learners' achievement in Grade 12, especially those of the former DET (Sowetan 1999:17).

Furthermore, when this Learning Channel was launched, the then DET set aside R2.2 million to sponsor the transmission of the Learning Channel programmes (Enterprise 1992:17). It was even

17

said that for those schools not receiving TSS (now SABC-3), video recorded material would be made available. In addition to Liberty Life's Learning Channel, there are also the Sowetan-Star newspaper supplements. Besides the establishment of the independent Learning Channel and the Sowetan-Star supplements, the South African Broadcasting Corporation's Education Television created what is known as School TV programmes. These School TV programmes, are said to be "supplemented by a print resource pack which has been distributed to all" (Fieldgate; Hofmeyr & Perold 1999:127).

Despite efforts by the South African Broadcasting Corporation (SABC)., and independent structures like Liberty Life, Scythian and the Star, it is said that "...the National Education Policy Investigation (NEP.), a project of the National Education Coordinating Committee... conducted between December 1990 and August 1992, does not deal with Media Education in any specific way and this should be considered a serious omission."(Prinsloo 1994:10). Furthermore, it is said that though a variety of task teams were established to extend and develop more comprehensive implementation proposals to inform national education policy under the umbrella of The Centre for Education Policy Development, there has been no express task group for Media Education (Ibid 1994:12). Lastly, Media Education is still viewed as marginalised, because unless it is incorporated into teacher education, teachers will not be equipped to adopt it (Ibid 1994:13).

2.8   PROBLEMS FOUND WITH REGARD TO THE USAGE OF MEDIA IN SCHOOLS

The literature review has revealed that problems were experienced regarding the use of Media in teaching. Those problems were *problems of concern with control over the learners by the teacher, problems the teacher is concerned about over the curricular relevance of the media, concern with politics of text problems, handling skills problems* and lastly *problems of institutional and administrative constraints.* These problems are discussed in detail as follows:

18

2.8.1 Problems with regard to control

Teachers were found to fear losing control over the learners. Collins, Hammond and Wellington (1997:99) stated that losing control was a worry, because the introduction of media was seen as posing a threat to the teacher's authority. As a matter of fact, these teachers' authority was shown to be two-sided. On the one side, the teacher is an expert in the subject, and someone in authority with regards to having to discipline the class.

This fear of losing control was shown as having its roots from the teachers' perception of their role (Collins *et al.*1997:99). Teachers believed that they are to guide or support pupils implying that they must be in the driving seat all the time. Fear of losing control is also echoed by Boyd -Baret (1987:378-379), when he points out that "...teachers and lecturers tend to be fascinated and preoccupied with questions of power and control."

2.8.2 Problem with regard to curriculum relevance and management

It was also found that teachers, as far as Media is concerned, are worried that the media will not be relevant to the curriculum they already implement (Collins *et al.* 1997:98; Hart 1991:237). According to Hart (1991:237), introducing Media meant to teachers the abolishment of subjects as we know them, throwing all The Attainment Targets on a heep. Collins *et al.* (1997:98) on the other hand, pointed to "worries over curriculum'fit' classroom management of Instructional Television". In other words, where should the machines be situated and how should they be used? Should teachers go for whole class teaching, group activities or individual learning?

2.8.3 Problems with regard to politics of text

One interesting thing that also came up, was about the politics attached to the use of Media. It is said that there is also a public agenda about the media which says that a great deal of what is broadcasted on television or on radio or in the press is not worth discussing and certainly not worthy

19

of study in schools (Hart 1991:230).

The above statement on public agenda about the media, is a reflection on Apple's (1986:8) argument or contention that curricula are the products of intense conflicts, negotiations, and attempts at rebuilding hegemonic control by actually incorporating the knowledge perspectives of the less powerful under the umbrella of the discourse of dominating groups. Apple's sentiments are also echoed by Popkewitz (1990:59) that the production of knowledge is the production of values.

2.8.4 Problems with regard to handling skills

Bates in Muller (1985:174) brings another issue to the fore when he says that "...the problem faced by teachers and course designers, is often how best to combine and differentiate instructional functions between media, yet the great bulk of experimental research has concentrated on comparing different media, covering identical teaching functions...". What is meant by Muller is that differences in the use of media for different instructional purposes are not just an experimental nuisance to be controlled or eliminated, they are the justification for their use. Now in Muller's words therefore, "trying to equate the teaching purposes is like cutting two legs off a horse, before testing whether it can run faster than a man" It is interesting to note that, it is not only teachers who have a problem, but course designers as well!

2.8.5 Problems with regard to institutional and administrative issues

Institutional management means the physical layout of the school (Collins *et al.*1997:99). Furthermore it is also pointed out that institutional means cultural as well as physical. Administrative constraints on the other hand refer to the questions of "who controls...who writes programmes" (**cf. section 2.8.3**). The main issues relate to control of learning and teaching, both in the physical organization and layout of the school, and the organization of learners (Ibid 1997:117).

20

2.8.6   Problems with regard to time

Time has also been discovered as one of the problems when it comes to Media in schools. It thus has been mentioned that the endless cycle of teaching, marking and preparation leaves teachers little time to explore technology in schools (Collins *et al.* 1997:93).

2.9   CONCLUSION

It can be concluded that it is apparent that Media in the processes of teaching and learning is needed especially when looking at it from the paradigm of theories such as those of Goodman; Olson and Salomon. However, on the other side, based on Leavi and Marx's approaches, we are being cautioned to not just assimilate Media into Education without taking the necessary precautions. Lastly, by looking at the concerns that were raised amongst teachers with regard to the usage of Media in the teaching-learning process we are being drawn to the realisation that there are some issues with regard to Media usage that needs to be settled before (Mass)Media supplements can be successfully made part of the daily teaching process, just like the textbook and chalkboard.

This chapter investigated Media Education and theories on Media in Education. The focus was on theories that emphasize that Media does not only transmit information to the audience (learners in this case), but also has some advantageous cognitive effects on the recipients, being the learners. It was also highlighted that past studies elsewhere which signifies a qualitative recognition of different and unique settings, have revealed that when it comes to the crunch, Media teachers had some problems with using it (**ref. 2.8**). Chapter 3 is devoted to data collection procedures.

CHAPTER 3

DATA COLLECTION PROCEDURES

3.1 INTRODUCTION

In this chapter the methodology employed is explained. The methodological procedure used in this study is described. The sample and the research design are described, followed by a section on data collection procedures.

3.2 DESCRIPTION OF RESEARCH METHODOLOGY

For the purposes of this research project, the method that was used is a survey method, because surveys are used most often to assess peoples beliefs, attitudes, and self-reported behaviours (Jolley & Mitchell 1992:451). This study is qualitative in nature because attitudes of teachers are explored. According to Eisner (1991:35), one of the features of qualitative research is that it is *interpretive in character* in that the inquirers try to account for what researchers have given an account of. Asking themselves questions like for example why does a teacher respond to the class in a certain way and the gathering the response from the teacher himself/herself.

This interpretative character of qualitative research described above, is in line with the survey method chosen by the researcher for this study. Surveys are used to learn amongst other things, about people's attitudes, beliefs, opinions and values (McMillan & Schumacher 1993:279). This corresponds with qualitative research in that qualitative research also researches about attitudes, i.e. why people behave in the manner they do when in their natural settings (Eisner 1991:35). This information is obtained from them in their natural settings.

22

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22

3.3 POPULATION AND SAMPLE

The population in this project is all the grade 12 teachers in the school where the researcher is a teacher, since the study is assessing Grade 12 teachers' attitudes towards Mass-media as an aid given, to supplement instruction. The sample consisted of those Grade 12 teachers whose subjects are covered by the Learning Channel and/or newspapers' Educational supplements. Therefore, the purposeful sampling technique was used to select the sample. Purposeful sampling is "selecting information rich cases for study in-depth (Patton 1990, in Schumacher & McMillan 1993:378).

For the purposes of clarity, the school from which the population and the sample were selected, was a comprehensive school. This implies that there are more subjects offered in this school than in an ordinary school, subjects like those in the Technical stream ranging from Electricians Work, Motor Mechanics, Woodworking, Metal Working and Bricklaying and Plastering.

It was therefore easy to select a sample from a population of Grade 12 teachers whose subjects are covered in the Learning Channel and the Sowetan and the Star school supplements.

3.4 DATA COLLECTION PROCEDURES

Data collection procedures are about the procedures/ the instruments that were used to collect data. The instrument that was used to collect data in this project was the questionnaire, as the instrument which collects primary data. Interviews were conducted to validate data collected through the questionnaire.

3.4.1 Questionnaire

The questionnaire was used because in a survey study such as this project, it is appropriate that"...the investigator selects a sample of subjects and administers a questionnaire...to collect data". (Schumaacher & McMillan 1993:36). All of the items in the questionnaire were developed by the

23

researcher. The questionnaire was made up of three sections, being sections A, B and C. There are open and closed form items, but the majority items were closed form items, since in most of the questions the subject had been provided with predetermined responses to choose from.

A six-page questionnaire was administered. Section A asked about the demographics of the respondents. Section B dealt with the extent or degree to which Mass-Media Educational Supplements are used in the classrooms. Lastly, Section C was about the respondents' attitude towards the use of Mass-Media Educational supplements in the classroom.

3.4.2 Interview

After administering the questionnaire, the next step was to gather data through a method called ethnographic interviews. This method is regarded as characterized by open-response questions which enable the researcher to decipher how respondents construe their world and how they interpret events in their lives (Ary, Jacobs & Razavieh 1990:418).

This type of interview provides researchers with a uniform method of recording information, and therefore enhances the validity of the interview as a measuring instrument (McMillan & Schumacher 1993:426).

For this study, because of its nature and scope, six Grade 12 educators were interviewed. All those teachers come from one school in Thabong (Welkom). Their teaching experience ranged from 3 to 10 years which establishes validity. Four were female teachers and two male teachers. Interviews took place either in the staffroom or the offices, but all during school hours. All interviews were recorded on tape.

The interview allowed the researcher to examine fundamental questions about how the teachers really feel about Mass-Media Educational supplements, their perceptions and the way they interpreted their impact and value on teaching and learning. Specific attention therefore, was paid to data that

24

bore on the essence of teachers' feelings and professional perceptions of Mass-Media Educational supplements. The procedures and the questions asked are presented below.

3.4.2.1   Procedure

The interviewees were made as comfortable as possible, and although they were the reseachers' colleagues, they were open and responsive. The researcher started interviews by thanking the interviewee for having availed himself/herself for the researcher to conduct the interview. Each interviewee was also told how many questions they were going to be asked. Lastly, before the interview started, the researcher would then allow an interviewee to ask for clarifications. In the absence of any, then the questions would be asked in the predetermined order, as shown in **section 3.4.2.2** below.

3.4.2.2   Questions

Only four questions had to answered by the interviewees, these were:

☐   What is your feeling towards Mass-Media Educational Supplements?

☐   Do you think that there is anything that needs to be done as far as Mass-Media Educational Supplements are concerned?

☐   If using a Mass-Media supplement tool like the television into a classroom was easy, would you still wait for an instruction from your immediate authority to use it in class?

☐   Is there anything that you would still like to say regarding Mass-Media supplements?

25

3.5 DATA ANALYSIS

The data analysis method used to analyse the questionnaire responses, was the Discovery Analysis method of analysis, which is normally used to develop tentative and preliminary ideas during data collection (McMillan & Schumacher 1993:484). The particular strategy used under this Discovery Method, is the strategy of separating researcher comments from actual data. It is the Interim Analysis strategy, where the purpose was not so much to comment on or to draw conclusions, but rather to comment to identify emerging topics as the questionnaire items were unravelled (McMillan and Schumacher 1993: 430 and Patton 1990:430). What was only given if necessary were tentative and preliminary ideas on what was immediately picked up when the questionnaire items and sections were analysed.

Those ideas are called tentative and preliminary because they might have to change or be modified once the questionnaire had been thoroughly looked at in totality.

As for the interviews, the researcher evaluated interview data by completing three tasks: Firstly, listening to the entire set of interviews once. Secondly, re-listening to the interviews and transcribing the interviews and then inducing categories of responses for each interview question.

3.6 SUMMARY

In this chapter a description of the methodology was given with regards to this study. The justifications were given as to the choosing of the sample and the instrument. Data analysis procedure was also given and the questionnaire and interview were the instruments that were used to collect the data. In chapter four the interpretation of the findings is presented.

CHAPTER 4

DATA PRESENTATION, ANALYSES AND FINDINGS

4.1   INTRODUCTION

In the previous chapter the research methodology used in this study was described. In chapter four, the data, analyses and findings are reported. The data from the questionnaire is analyzed first and thereafter the data from the interviews. The analysis highlights the teachers' Mass-Media supplements' usage in the classroom. Furthermore, teacher attitudes towards the use of Media supplements in the classroom is described.

4.2   QUESTIONNAIRE ANALYSIS

The questionnaire can be seen in Appendix A. It is divided into three sections namely : Sections A; B and C. In Section A, information is asked about the respondents' personal data; Section B deals with the degree of Mass-Media supplements' usage in the classroom. Lastly, section C is about teachers' attitude towards the use of Mass-Media supplements in the classroom.

4.2.1   Section A

The population for this study consisted of six respondents. Two (33%) were males whilst four respondents (67%) were females. In terms of teaching experience, five (67%) have taught between six and ten years, whereas one (17%) has taught less than five years. Based on these findings it is clear that the majority of the respondents were not novices in the teaching profession. However, in terms of teaching in Grade 12 the majority were still novices since four (67%) have taught Grade 12 for less than five years. Only two respondents (33%) have taught Grade 12 for more than five years. This implies that the majority of the respondents were still novice in terms of teaching in Grade 12.

27

Fig. 4.1 Years teaching in grade 12

More Than Five Years (33.00%)

Less Than Five Years (67.00%)
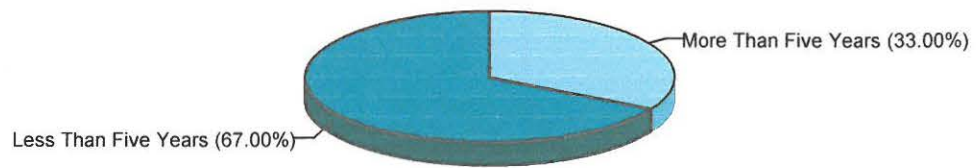
4.2.2 Section B

Section B deals with teachers' usage of Mass-Media supplements in the classrooms. Items 4; 6 and 10, have requested information with regard to the newspaper supplements, namely: the frequency with which teachers provide the learners with opportunities to use newspaper supplements in their studies, the frequency at which they allow their learners to discuss what they have read in newspaper supplements, and lastly how frequently do they provide their learners with opportunities to discuss the contents of the newspaper supplements. Furthermore, item 9 deals with information on the use of newspapers' Educational Supplements, but with a reference to the frequency at which the respondents personally have time to read the supplements. Table 4.1 below contains a summary of the respondents' answers:

Table 4.1 is presented on the next page.

28

Table 4.1   **A summary of respondents' answers on the usage of newspaper supplements in the classroom.**

Newspaper Supplements	Never	Sometimes	Often	Always
1. Provide learners with opportunities to use in their studies	None	Four (67 %)	Two (33 %)	None
2. Allow learners to discuss what they have read.	None	Five (83 %)	None	One (17 %)
3. Provide learners with opportunities to discuss the contents.	None	Three (50 %)	Three (50 %)	None
4. Read	None	One (17 %)	Two (33 %)	Three (50 %)

The implication of table 4.1, is that the majority of the respondents uses the newspapers' supplements not often, but rather occasionally. Items 5, 7 and 8 requested information on the use of Television's educational supplements. Item 5 and 7 asked respondents how frequently do they encourage their learners to watch educational programs on TV which are aired after school hours. Item 7 requested the respondents to indicate how frequently they provide learners with opportunities to discuss the contents of educational programs they have watched. Item 8 on the other hand requested information on how frequently do the teachers watch The Learning Channel on TV.

29

Table 4.2 **A Summary of respondents' answers on the use of TV's Educational Supplements**

TELEVISION'S SUPPLEMENTS	NEVER	SOMETIMES	OFTEN	ALWAYS
1. Encourage learners to watch Educational programs aired after school hours.	None	None	Two (33 %)	Four (67 %)
2. Provide opportunities for discussion on the contents.	None	Two (33 %)	Four (67 %)	None
3. Watch the Learning Channel	None	Four (67 %)	One (17 %)	One (17 %)

The implication of Table 4.2 is that respondents seem to concentrate more on the television's supplements than newspapers' supplements.

4.2.3   Section C

Fig. 4.2 The Learning Channel vital

Disagree (0.00%)
Agree (100.00%)

30
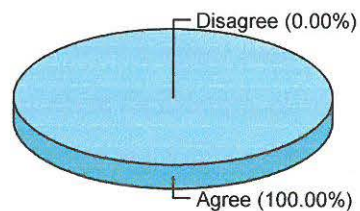
Section C deals with teacher attitudes towards the use of Mass-Media supplements in the classroom. To item 11, which stated that all schools should have access to the TV's learning channel, all (100 %) of the respondents agreed as shown in figure 4.2 above.

Fig. 4.3 Incorporation into lessons
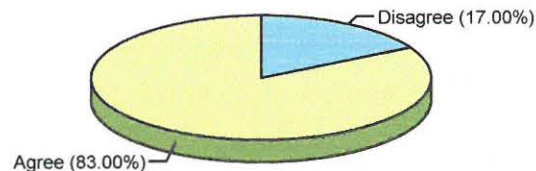
However, when it came to whether The Learning Channel should be incorporated into the actual lesson, in Item 12, five (83 %) agreed and one (17 %) disagreed as shown by figure 4.3.

The implication of this response is that respondents feel strongly about the incorporation of the Learning Channel into their lessons. However, the implication of the one respondent who disagreed, though in Item 11 there was a 100% response, could be that, that respondent feels that it should not be watertight as to its incorporation, but should rather be left to the individual teacher's discretion as to when to use it or not.

With regards to Item 13 which stated that Mass-Media causes teachers not to have control over the learners five (83%) of the respondents disagreed. Only one (17 %) agreed that Media supplements cause teachers not to have control over the learners. The implication of that response is that the respondents saw Media supplements as just supplements which are like teaching aids meant to aid them in their teaching. As for Item 14 which stated that Mass-Media supplements' usage reduces the role of the teacher to that of being mere facilitators, all six (100 %) of the respondents disagreed. The implication thereof being that respondents are not at all discomforted by Mass-Media supplement. Next, regarding Item 15 being that Mass-Media supplements are curricular relevant, five

31

(83 %) of the respondents agreed, whereas only one (17 %) disagreed to that statement, implying therefore that respondents believe that Mass-Media supplements are valid in terms of what they deliver.

With regard to Item 16 which stated that teachers were not trained on how to incorporate newspaper supplements five (83%) agreed, and one (17%) disagreed, implying therefore that respondents were divided on that issue. Others believe that they need training on how to use newspaper supplements, whereas some believe that they do not need that kind of training. With regard to the other three (50 %), who agreed, the implication could be that there are other teachers who actually are not using newspapers' supplements not because it is their own discretion, but rather because they actually do not know how to go about using them in their lessons!

Fig. 4.4 Usage: media in class
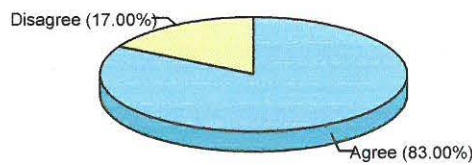
Figure 4.4 shows that respondents are willing to incorporate the Learning Channel into their lessons if using a TV set in a classroom was without hindrances. According to the graph, the majority i.e. five (83%) of the respondents agreed. Only one (17%) disagreed.

Items 18 and 19 were on Educational authorities' role in the use of Mass-Media. Item 18 stated that the teacher would use Mass-Media supplements if encouraged to do so by the school's management, while item 17 referred to when the teacher is encouraged to do so by the Learning Facilitator. In item 18 the first statement, four (67 %) agreed whereas two (33 %) disagreed, implying that the majority of the respondents are not uncomfortable with the idea of being encouraged by the management to use the supplements. With regard to item 18, five (83 %) agreed and one (17 %)

32

disagreed. Respondents were more comfortable with being encouraged by the relevant subject authorities than by the school's management. This seems to be substantiated by the fact that in Item 18 two disagreed, but in Item 19 only one disagreed. Regarding item 20 which states that learning can take place without Mass-Media supplements' assistance, all six (100 %) of the respondents agreed.

Fig. 4.5 Mass-Media use not a threat
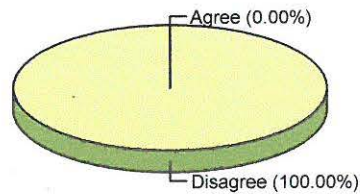
Following that item, it is encouraging to note that in item 21 which states that the use of Mass-Media supplements in the classroom may create the impression in the learners that the teacher is not knowledgeable about his/her subject, all the six (100%) respondents disagreed (Figure 4.5) . This implies therefore that respondents were not at all frightened or intimidated by the idea of having to use Mass-Media supplements.

Fig. 4.6 Textbook alone enough
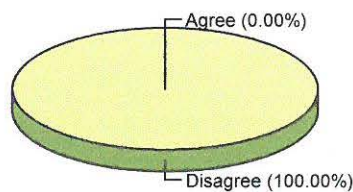
It is encouraging to note that in item 22 which attempted to declare whether what the teacher offers his/her learners through the textbook at school, is enough for the learners to go by, all six (100%)

33

of the respondents disagreed (Figure 4.6). The response implies that respondents acknowledge that they also need things like the Mass-Media supplements in their teaching, they cannot solely rely on the textbook alone.

Item 23 stated that it is up to the learners to decide what they want to do with the educational programs on TV. Five (83 %) of the respondents agreed, whilst only one (17 %) of the respondents disagreed. It is interesting to note that with regards to item 24 which states that the school time-table results in difficulty to use Mass-Media supplements during school hours, there was no unanimous response, four (67 %) agreed, and two (33 %) disagreed.

With regard to a related item 26, which states that schools' time-table should be arranged to. accommodate programs like The Liberty Life's Learning Channel, there is a 100 % agreeing to.

Fig. 4.7 Skills training needed
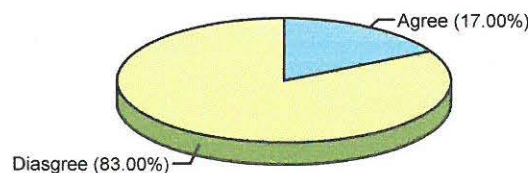
In item 25, it is stated that the teacher should be trained on how to use TV's educational programs in his/her lesson. Four (67 %) agreed and two (33 %) disagreed, as shown in figure 4.7.

On the last questionnaire statement, being item 27, which states that the teacher should be furnished with clear directives by the Free State Department of Education on how to create the balance between using educational supplements and the textbook, the majority of the respondents i.e. five (83 %) agreed, whilst only one (17 %) disagreed.

34

4.3   INTERVIEWS

As indicated in Chapter 3, the interviews allowed the researcher to examine fundamental questions about the way teachers really felt about Mass-Media supplements, their perceptions and the way they interpreted its impact and value on teaching and learning. Particular attention therefore, was paid to the data that bore on the essence of teachers feelings and professional perceptions on Mass-Media supplements. As data from the questionnaire was regarded as primary data, data from the interview was used as secondary data to complement the questionnaire. The data analyses and results of the interviews are summarized and provided in the following subsections.

4.3.1   Data analyses

The researcher evaluated interview data by completing three tasks: Firstly, listening to the entire set of interviews once. Secondly, re-listening to the interviews and then transcribing them. Finally, transcribing the interviews and then inducing categories of responses for each interview question.

4.3.2   Interview results

The results and conclusions about the interviews are presented in this section under the heading subtitled by the questions asked. Due to the nature of the research (i.e. qualitative), the size of the population as well as the sample, the findings can be viewed as somewhat circumstantial. However, they do serve as valuable guides to further study for research on large populations and samples.

(i)   **What is your feeling towards Mass-Media Educational Supplements in general?**

The respondents indicated varying degrees of responses, but which are in any case closely related in terms of the bottom line behind the responses.

All six (100 %) teachers claimed to have a positive feeling. Five (83 %) actually used the word *good* as part of their responses to describe how they felt. Among their varying responses the following interesting words or phrases were noticed and encoded: a positive step in the right direction, should have always been, develops teachers, should be encouraged, will cause the learners to be critical thinkers and bridges the gap between the classroom and the outside world.

(ii)   Do you think that there is anything that needs to be done as far Mass-Media Educational Supplements are concerned?

On this question, the *problem with time* with specific reference to The Learning Channel emerged as the common answer in that it was reflected in five (83 %) of the responses, with the remaining one (17 %) respondent just saying that teachers should be involved more. Time as the problem, was described as awkward in that the Learning Channel is being aired whilst teachers are busy with their classes.

Therefore, the school's time was seen as not accommodative of the Learning Channel. The other problem that was mentioned as being related to the one with time, is the question of lack of resources. In other words, if using a TV set for example in a classroom was easy teachers would just get them and switch them on during the time The Learning Channel is being aired.

Two respondents (33 %) also mentioned that something needs to be done with regards to improving Mass-Media educational supplements' transmission, to correspond with the school time-table constraints. Those two respondents indicated that they would like to see the time-table being adjusted to tally with or to accommodate the airing of The Learning Channel on TV during school hours. One respondent (17%) raised an interesting point by saying that learners are not used to things like Mass-Media supplements, and therefore they need to be taught how to make use of them, especially with reference to programs aired after school hours and with regard to the use of newspaper supplements. The other one (17 %) respondent indicated that she wished to see teachers getting more involved with the Media Educational Supplements.

36

It is important to note that though the following question was dealt with in the questionnaire, the researcher felt the need to ask that question (again) in order to allow for the respondents to elaborate on that question when answering it. The researcher wanted to perceive and understand teachers real attitude towards Mass-Media Educational supplements.

(iii)   **If getting a Mass-Media supplement tool like the television into a classroom was easy would you wait for a word from an authority to go and use it in the class.**

In all (100 %) of the respondents' responses there was a resounding **'no'** as the response to the questions posed. Three of the respondents' **'no'** was also emphatically said! The following were cited as the reasons for saying no:

"...I am entirely responsible...if I think that whatever learning aid I would use would be to the benefit of whatever lesson I would be presenting, then I don't need permission because at the end of the day it is about results..."

"...I won't wait for any person. If I am well vested with the information, with the times, I don't think I would have a problem."

"...I wouldn't have to wait for permission ...I think it is imperative to use it. It is contributing a lot towards the studies of the kids."

"...I am the one who knows that it is correct for me to use."

"...as long as it is in accordance with what we are doing.."

"..I would just use it...,but I would use it together with the textbook, because they go hand in hand."

Lastly, in number **(iv) the respondents were asked if there is anything that they would still like to say regarding Mass-Media supplements.**

There was a variety of answers, with <u>lack of resources</u> mentioned once again by two (33 %) of the respondents as being the area that needs attention. <u>Lack of central coordination</u> in the sense of

37

schools being left to decide for themselves what to do with the supplements, was mentioned by one (17 %) respondent as being a point of concern that has to be looked at and addressed. One (17 %) other interviewee raised a concern that Mass-Media Educational Supplements should be made to cover all mainstream examinable content subjects.

The other responses that came up were that *schools should be encouraged to use Media Supplements; it is helpful in that it sometimes make up for the textbook in solving some problems.* It was further stated that it develops *teachers.* It was particularly mentioned by one (17 %) of the respondents that he wished that the research results of this study would finally reach the relevant people and change their mind set with regard to these supplements. This is because what is experienced at schools is a different situation, there is serious lack of resources.

4.4 INTERPRETATION

The interpretation of the findings start first with interpretation of the questionnaire data as the primary data, and then with the interview data as secondary data.

4.4.1 Questionnaire

Data on the questionnaire is interpreted as per section of the questionnaire with links or contradictions highlighted where apparent.

4.4.1.1 Section A: Personal data

All the respondents were six in number. Two (33 %) were male and four (67 %) were female, meaning therefore that the majority of the respondents were female. In terms of years in teaching service, five (83 %) of the respondents were between six and ten years, implying therefore that the majority of the respondents are no longer novices in the teaching profession.

38

The remaining respondent (17 %) has a service of less than five years. Specifically with regards to teaching in Grade 12, it is interesting to note that though in terms of service the majority have taught between six and ten years. Four respondents (67 %) have taught Grade 12 less than five years. The remaining two (33 %) respondents have taught Grade 12 more than five years.

4.4.1.2 Section B: Mass-Media Usage In The Classroom

The fact that in the items about the newspaper supplements, the majority of the respondents chose 'sometimes', whereas 50 % (3) of them indicated that they 'always' read the Newspapers' Educational Supplements, shows that teachers are not using newspaper supplements optimally. In other words therefore, they do not use newspaper supplements that often in their teaching practice. It is only one respondent who indicated that he always allowed his learners to discuss what they have read in the newspapers' Educational Supplements. It is also worth mentioning that one respondent is the one whose teaching experience is between one and five years. Therefore, this implies that the rest of the respondents because of their experience, felt that they were experienced enough. When coming to the questions on the TV's Educational Programs which serve as Educational Supplements, four (67 %) of the respondents indicated that they 'always' encourage their learners to watch educational programs aired on TV after hours.

Regarding to have to provide the learners with opportunities to discuss the contents of educational programs they have watched on TV are done, only two (33 %) indicated 'often', and the remaining four (67 %) indicated 'sometimes'. The percentage of responses to that question coupled with the other similar ones on newspapers' supplements, leaves the impression that it would seem as if to the majority of respondents Mass-Media Educational Supplements is something that they have never really thought about that much! They seem to be just content carrying on the way they always have been, always preferring the textbook. Preference to a textbook, is further substantiated by the percentages of responses to whether the respondent watches The Learning Channel. To that statement four (67 %) which is the majority, responded by indicating 'sometimes', one (17 %) 'often' and the other one (17 %) indicating 'always'.

39

Therefore, the observation that the majority of responses to the statements on **Section B** were sometimes indicated therefore, that Mass-Media Educational Supplements are not that used often and not effectively.

4.4.1.3 SectionC: Teacher attitudes towards the use of Media in the classroom

Given the kind of responses to the statements on the Learning Channel in **Section B**, it is encouraging to note that to item 11 which stated that all schools should have access to the TV's learning channel all (100 %) of the respondents indicated 'agree', which therefore gives the impression that the respondents do not have anything 'personal' against that type of Media Educational Supplement. Coming to item number 12, being that The Learning Channel should be incorporated into the teacher's lessons five (83 %) indicated 'agree' with only one (17 %) indicating 'disagree', which still indicate a positive attitude. To item 13, being that Mass-Media supplements causes the teacher not to have control over the learners five (83 %) disagreed, and one (17 %) agreed, proving what was found by the previous studies elsewhere (cf. **2.8.1**). The response to item 13 therefore, indicates that the majority of the respondents are not really intimidated by the introduction of Media Supplements in schools. In item 14 which states that Mass-Media supplements reduce the role of the teacher to that of being a mere facilitator all (100 %) of the respondents disagreed, which still therefore continues to establish the observation that respondents do not have a negative attitude towards Mass-Media supplements. The responses to items 13 and 14 which are on control and facilitation respectively, disagree with what was indicated as having been found (cf.**2.8.1**), and therefore proves the qualitative recognition that "the total setting in which the phenomenon occurs is never the same, it is unlikely that prediction or control will ever be achieved although some level of understanding may be reached" (Borg and Gall 1989:383).

In item 15, which states that Mass-Media supplements offer curricular relevant contents, five (83 %) of the respondents agreed, with only one (17 %) disagreeing. The majority of the responses to item 15 seems to indicate that the majority of the respondents have faith in the credibility of Mass-Media supplements, implying therefore a positive attitude. In item 17, five (83 %) of the respondents

agreed that they would incorporate the Learning Channel in their lessons if getting a TV set into a classroom was easy, and only one disagreed.

This preceding analysis illustrates the willingness of the respondents to use The Learning Channel in their lessons. With regards to the one respondent who disagreed, it may just be an indication that he feels that it is up to him to decide what to do, he would just use his discretion.

On item 18, four (67 %) indicated that they would use Mass-Media in their lessons if encouraged to do so by the school management and two (33 %) disagreed. In the related item 17, five (83 %) indicated that they would use Mass-Media supplements in their lessons if encouraged to do so by the Learning Facilitators, with only one (17 %) disagreeing. In the two above analyzed statements, it is interesting to note that in the statement on the *management* two disagreed, and in the next statement on *learning facilitators* one disagreed, and the other respondent being the one who in the preceding statement disagreed, about *facilitators*, implies the following: It implies that the respondent feels that he would rather be encouraged by a learning facilitator on the use of the supplements other than being encouraged to do so by the *management,* which is not the relevant authority on subject matters.

It is again encouraging given the responses in **section B,** that to item 22 being that whether what is offered through the text is enough for the learners to go by, all (100 %) of the respondents disagreed, implying therefore that the respondents recognize that the textbook alone is not enough. In item 23, five (83 %) agreed, with only one stating (17 %), that it is up to the learners to decide what they want to do with the educational supplements programs on TV. That response shows that respondents feel that they have to be there for the learners in as far as the supplements are concerned, learners cannot make it on their own, they need the accompaniment of the teachers.

To item 24, being that the school time-table makes use of audio-visual Mass-Media supplements difficult, four (67 %) agreed, and two (33 %) disagreed. With the majority agreeing, it implies therefore that the respondents are willing to use the audio-visual supplements like the TV once, it is just a question of time-table constraints.

41

In item 25 which states that the teacher should be trained on how to use TV Mass-Media educational programs in his/her lesson, four (67 %) agreed and two (33 %) disagreed. The majority of the responses to item 25 agrees with what is indicated (cf. **2.8.4**), by Muller (1985:174) that "the problem faced by teachers...,is often how best to combine and differentiate instructional functions bet This implication is further given weight by the 100 % agreeing to item 26 that school time-tables should be arranged so as to accommodate programs like the Learning Channel. ween media..." This confirmation is further proven in the 83 % agreeing to the statement that the teacher should be furnished with clear directives from the Education Department on how to create the balance between using educational supplements and the textbook.

All in all, the analysis on **section C** of the questionnaire shows that the respondents have a positive attitude towards the Mass-Media supplements.

4.4.2   INTERVIEW

Data collected from the interviews were interpreted separately as per interview question based on **The Interview Results** (i.e. **section 4.3.2**).Therefore, there are continuous references back to section **4.3.2** in presenting the interpretation.

What is your feeling towards Mass-Media Educational Supplements In General?

Taken from the findings in **4.3.2**, wherein all (100 %) of the respondents indicated a positive feeling, with five (83 %) actually using the word 'good' in their descriptions on how they feel, it is clear that the respondents have a very positive feeling towards Mass-Media supplements in general. Their feeling is further confirmed by the different other positive words they used to describe not only how they feel, but also how they see the supplements in general (ref. **4.3.2**).

42

Do you think that there is anything that needs to be done as far as Mass-Media Educational Supplements are concerned?

Five (83 %) of the respondents indicated **time** as the thing that needs to be considered as far as Mass-Media supplements are concerned (ref. **4.3.2**). In other words, they are willing to make use of the supplements like *The Learning Channel*, but have a problem with the time in that it is normally being aired at the time while they are in class teaching. Therefore, to them the time for the airing of *The Learning Channel* should be looked into.

If getting a Mass-Media supplement tool like the television into a classroom was easy would you wait for a word from an authority to go and use it in the class?

With regards to this question all (100 %) of the respondents responded by saying 'no', with five (83%) out of that 100% saying 'no' emphatically. Coupled with the motivations as to why each respondent said no (**ref. 4.3.2**), it is clear that the respondents are more than willing to make use of the Media Supplements, but they are not prepared to be 'pushed' to make use of them, they will make use of them out of their own discretion. The only thing that they need is that the supplements should be easily accessible for them to make use of whenever they see the need to do so.

Is there anything else that you would still like to say regarding Mass-Media supplements?

Given the kind of responses indicated in **section 4.4.2** as having been given by the respondents, it is quite clear again that all (100 %) of the respondents demonstrated a positive attitude towards Mass-Media Educational Supplements. Their only concern is that of addressing the problems they identified as far as usage of those supplements is concerned.

43

4.5   SUMMARY

This chapter presented the results of this study. There was firstly an analysis of the questionnaire data as the primary data, and then secondly an analysis of the interview data as the secondary data which supplements the primary data. Information gathered from analysis of the questionnaires and the interviews was tabled, followed by the interpretation finally leading to the findings. Those findings are as follows:

☐   The respondents are actually quite in favour of Mass-Media Educational Supplements, the problem is with the constraints brought on by the time when The Learning Channel is being aired.

☐   Lack of resources in terms of facilities in accommodating the TV educational supplements, is also one of the reasons the educators (**cf. 2.8.5**) mentioned, that inhibits the use of these programmes.

☐   Respondents value Mass-Media Educational Supplements, not only for their learners, but also for their own personal development as teachers (**ref. 4.5.1**).

☐   Although the respondents are positive towards **the supplements**, they do not want to be dictated to, when or when not to make use of them. They just want them to be readily accessible (especially the audio-visual ones). This finding is also substantiated by the fact that in the questionnaire analysis, when it comes to the frequency of the usage of newspaper supplements the majority indicated 'sometimes', though getting a newspaper supplement into a classroom is as easy as coming with a textbook to class.

It is important to note that, though the following findings were not part of the majority of the responses, because of their value and making sense they are therefore presented as well.

44

☐ One respondent expressed the wish that she would like to see Mass-Media Supplements widening its scope in terms of covering other subjects.

☐ Another respondent expressed the concern that it seems as if the usage of Mass-Media Educational Supplements in schools is not centrally coordinated. It is being left in the hands of the individual schools to do something about it.

Chapter 5 contains discussion of the findings, conclusions and the recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

This last chapter of this project is a discussion of the findings of this study in comparison to the findings from past studies presented in the Review of Literature (**ref. ch. 2**). Following that, the conclusions are then given. Lastly, based on the conclusion there shall be a presentation of the recommendations.

5.2   DISCUSSION ON FINDINGS

The findings are discussed and simultaneously compared with the findings from the review of literature, as to whether they concur with the findings from the sources of information in Chapter 2. Differences are indicated and shown. Lastly this study's findings are tested whether they met the objectives presented in Chapter 1(**ref. 1.4**).

5.2.1   Time

Based on the analyses of the interviews, it was found that respondents have nothing personal against *Mass-Media Educational Supplements*, the problem the majority (83%) pointed out is with time in that *The Learning Channel* for example is being aired at the time respondents are busy teaching in classes (**ref. 4.3.2**). These findings concur with the finding presented in the Review of Literature in Chapter 2, where it was pointed out that the problem with time is due to the endless cycle of teaching, marking and preparation (**cf. 2.8.6**). However, with the findings presented in Chapter 2, it was pointed out that it is not only a question of teaching, but also of marking and preparations.

46

5.2.2 Lack of resources

One of the findings that was made through this study is that respondents mentioned lack of resources as one of the hindrances with regard to having to use *Media Supplements* (**ref. 4.3.2**). This finding as well, can be said to be fundamentally concurring with the finding presented in Chapter 2 (**ref. 2.8.6**) where the concern was with the physical readiness of the school in accommodating technology.

5.2.3 Mass-media supplements are good for the development of the teacher

It was found through this study that respondents not only value the supplements for the benefit of the learners, but also for their own professional development as teachers. Though this finding does not feature in any of the findings listed in the Review of Literature, it however vindicates Olson's theory (**ref. 2.3.1.2**) that during the instruction process, the content of medium is related to knowledge acquired, while the means employed (i.e. the code or medium through which the message is presented), is related to the skills, strategies and heuristics that are called upon and developed.

5.3 FINDINGS AS RELATED TO OBJECTIVES OF THE STUDY

The study has therefore succeeded in meeting the objectives (**ref. 1.4**) in that:

☐ It was established by way of the questionnaires that Grade 12 teachers do not use Mass-Media supplements (**ref. 4.4.1.2**).

☐ It has been subsequently found that the problems Grade 12 teachers experience with regard to having to use Mass-Media supplements are with **time** and lack of resources (**ref. 4.5.1**).

☐ The causes of these problems are that with *time*, for example the Learning Channel is being aired on TV, when teachers are busy with their other classes.

47

5.4   CONCLUSION

The conclusions that can be drawn from the findings are that:

☐   Grade 12 teachers actually are quite in favour of **Mass-Media Educational Supplements**, the only problem is with the constraints brought on by the time and lack of resources in terms of facilities in accommodating the Learning Channel, is also one of the reasons the study has therefore succeeded in meeting the objectives (**ref. 1.4**) in that:

▸   It has been found by way of the questionnaire that Grade 12 teachers do not make use of Mass-Media supplements effectively (**ref. 4.4.1.2**).

▸   It has also been found that the problems Grade 12 teachers experience with regard to having to use Mass-Media supplements are with **time** and lack of resources (**ref. 4.5.1**).

▸   The causes of those problems are that with *time*, the Learning Channel is being aired when the teachers are busy with their other classes.

☐   Grade 12 teachers do in fact value *Mass-Media Educational Supplements*, not only for their learners' benefit, but also for their own personal development as teachers (**ref. 4.6.2).**

☐   Although they are positive towards *the supplements*, they however do not want to be dictated to. They just want the supplements to be readily accessible (especially the audio-visual ones) for them to use whenever they feel the need to do so.

With regard to *lack of resources* the reason is that schools do not have resources like television sets or sometimes only has a single TV set, and therefore it is mostly difficult to get a TV set into a classroom whenever a teacher wants to (**ref. 4.5.1).**

48

However, on the whole Grade 12 teachers have a positive attitude towards Mass-Media transmitted educational supplements.

5.5 RECOMMENDATIONS

Based on the findings and the conclusion(s), the recommendations are therefore as follows:

- ☐ There is a need for school time-tables to be rearranged so as to accommodate Mass-Media Educational supplements like The Learning Channel, if a school already has facilities like a TV set.

- ☐ In schools which do not have facilities such as TV sets, such resources must be made available. However, since providing thousands of schools with such facilities is an expensive venture, the following suggestions can serve as measures that can be taken, to top up resources:

  - ▸ Firstly, since the Ministry of Education has already started on the process of decentralizing much of the financial responsibilities to schools and School Governing Bodies, there must therefore be an official encouragement if not instruction from the Ministry of Education encouraging schools to start acquiring facilities like TV sets.

  - ▸ On the other hand, deals can be entered into with the Private Sector by the Ministry of Education, wherein things like improving facilities at schools can be also financed externally.

- ☐ There must be strong co-ordination concerning the dissemination of projects like The Learning Channel to schools.

5.6   AREAS FOR FURTHER RESEARCH

Since it was mentioned in chapter 1 that when for example, the Learning Channel project was launched, it was launched with the purpose of improving Grade 12 performance in the learners of the former DET schools (**ref. 1.1**), the study on Mass-Media supplements can be further pursued by:

☐   Conducting a quantitative Case Study research wherein it will be determined whether any of the top matric achievers in the past ten years in the ex-DET schools did effectively use the Mass-Media Educational supplements in their studies. That kind of a case study research would be done with the purpose of trying to establish a causal relationship between using the Mass-Media Educational supplements and learner achievement.

5.6 AREAS FOR FURTHER RESEARCH

Since it was mentioned in chapter 1 that when for example, the Learning Channel project was launched, it was launched with the purpose of improving Grade 12 performance in the learners of the former DET schools (**ref. 1.1**), the study on Mass-Media supplements can be further pursued by:

☐ Conducting a quantitative Case Study research wherein it will be determined whether any of the top matric achievers in the past ten years in the ex-DET schools did effectively use the Mass-Media Educational supplements in their studies. That kind of a case study research would be done with the purpose of trying to establish a causal relationship between using the Mass-Media Educational supplements and learner achievement.

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53

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APPENDIX A: THE QUESTIONNAIRE

Dear Grade 12 teacher

I am an M Ed student enrolled at the Vista University in a research project which is attempting to survey grade 12 teachers' attitude towards the being and usage of Mass-Media educational supplements in their daily teaching practice. At its completion, the findings in this study could be useful in helping out towards addressing matters of policy with regard to the being and usage of Mass-Media Educational Supplements in schools.

Attached is a questionnaire that attempts to gain information on teachers'(general) attitude and use of Mass-Media supplements in their lessons. Mass-Media educational supplements are projects like the Liberty Life's Learning Channel which is hosted by William Smith; The Sowetan-Star educational supplements and SABC's Take 5 etc. This study assumes that the effective use of Mass-Media supplements in addition to textbooks, could significantly better performance in Grade 12 learners.

The survey has the approval of the Free State Education Department. The researcher will be grateful for your responses and wishes to ensure that your response will remain completely confidential and anonymous. No name of school and will be reflected in the report.

Kindly answer by making a cross (X) over the number in the shaded area/block.

For Example: 1 What is your gender?

Male	1
Female	2

After completing the questionnaire, use the provided envelope to hand it to me not later than September18, 2000.

Thank you for your co-operation.

Mr Phefo L. Mokgatlhe
Student

Dr D K Selaledi
Promoter

55

SURVEY ON GRADE 12 TEACHERS' ATTITUDE TOWARDS MASS-MEDIA EDUCATIONAL SUPPLEMENTS.

SECTION A : PERSONAL DATA

1. Please indicate your gender:

Male	1
Female	2

2. How long have you been teaching?

(a) between one year and five years	1
(b) between six years and ten years	2
(c) between eleven years fifteen years	3
(d) more than sixteen years	4

3. How long have been teaching in Grade 12?

(a) less than five years	1
(b) more than five years	2

SECTION B : MASS-MEDIA USAGE IN THE CLASSROOM.

4. I provide my learners with opportunities to use newspaper supplements in their studies.

Never	1
Sometimes	2
Often	3
Always	4

56

SURVEY ON GRADE 12 TEACHERS' ATTITUDE TOWARDS
MASS-MEDIA EDUCATIONAL SUPPLEMENTS.

SECTION A : PERSONAL DATA

1. Please indicate your gender:

Male	1
Female	2

2. How long have you been teaching?

(a) between one year and five years	1
(b) between six years and ten years	2
(c) between eleven years fifteen years	3
(d) more than sixteen years	4

3. How long have been teaching in Grade 12?

(a) less than five years	1
(b) more than five years	2

SECTION B : MASS-MEDIA USAGE IN THE CLASSROOM.

4. I provide my learners with opportunities to use newspaper supplements
   in their studies.

Never	1
Sometimes	2
Often	3
Always	4

56

5. I also encourage my learners to watch programs on TV which are aired after school hours. e.g. Take 5.

Never	1
Sometimes	2
Often	3
Always	4

6. I allow my learners to discuss what they have read in the newspaper's Educational Supplements.

Never	1
Sometimes	2
Often	3
Always	4

7. I provide my learners with opportunities to discuss the contents of educational programs they have watched on TV.

Never	1
Often	2
Sometimes	3
Always	4

8. I watch The Learning Channel.

Never	1
Sometimes	2
Often	3
Always	4

57

9. I read the newspaper's Educational Supplements.

Never	1
Sometimes	2
Often	3
Always	4

10. I provide my learners with opportunities to discuss the contents of newspapers' educational supplements.

Never	1
Sometimes	2
Often	3
Always	4

SECTION C : TEACHER ATTITUDE TOWARDS THE USE OF MEDIA IN THE CLASSROOM.

11. All schools should have access to the TV's learning channel?

| Agree | 1 |
| Disagree | 2 |

12. I should incorporate The Learning Channel into my lessons.

| Agree | 1 |
| Disagree | 2 |

13. Mass-Media causes me not to have control over the learners.

Agree	1
Disagree	2

14. Mass-Media reduces my role to that of being a mere facilitator.

Agree	1
Disagree	2

15. The contents offered through Mass-Media supplements are relevant to the Departments's Curriculum as put forth in the work programmes.

Agree	1
Disagree	2

16. I am not trained on how to incorporate newspaper supplements into my lessons.

Agree	1
Disagree	2

17. I would incorporate The Learning Channel in my lessons if getting a television set into a classroom was easy.

Agree	1
Disagree	2

18. I would use Mass-Media in my lessons if I am encouraged to do so by the school management.

Agree	1
Disagree	2

59

19. I would use Mass-Media supplements in my lessons if I am encouraged to do so by the Learning Facilitators.

Agree	1
Disagree	2

20. Learning can take place without Mass-Media supplements' assistance.

Agree	1
Disagree	2

21. The use of Mass-Media in the classroom may create the impression in my learners that I am not knowledgeable about my subject.

Agree	1
Disagree	2

22. What I offer my learners through the textbook at school is enough for them to go by.

Agree	1
Disagree	2

23. It is up to my learners to decide what they want to do with the educational programs on TV.

Agree	1
Disagree	2

23. The school time-table makes the use of Mass-Media during school hours difficult.

Agree	1
Disagree	2

60

24. I should be trained on how to use TV educational programs in my lessons.

Agree	1
Disagree	2

25. School time-tables should be arranged so as to accommodate programs like The Liberty Life's Learning Channel.

Agree	1
Disagree	2

26. I should be furnished with clear directives from the Free State Provincial Department of Education on how to create the balance between using educational supplements and the textbook.

Agree	1
Disagree	2

THANK YOU FOR YOUR CO-OPERATION

If you have any queries regarding this study, please contact the researcher.

Phone: (057) 396-2468

Cell: 083 687 0784

APPENDIX B: INTERVIEW SCHEDULE

☐　　What is your feeling towards Mass-Media Educational Supplements in general?

☐　　Do you think that there is anything that needs to be done in as far as Mass-Media Educational Supplements are concerned?

☐　　If using a Mass-Media supplement tool like a television into a classroom was easy would you still wait for an instruction from your immediate authority to go and use it in class?

☐　　Is there anything that you would still like to say regarding Mass-Media supplements?

62

APPENDIX C : A LETTER TO THE DIRECTOR OF EDUCATION AND TRAINING REQUESTING FOR PERMISSION TO UNDERTAKE THE STUDY IN THE SCHOOL

65 Constantia Road
Reitz Park
WELKOM
9459

24th January 2000

The Head: Free State Dep. of Edu. & Culture
P.O. Box
BLOEMFONTEIN
9300

Dear Sir

REQUEST FOR CONDUCTING RESEARCH IN SCHOOLS

I, the undersigned and an M.Ed student at Vista University - Welkom Campus, hereby request for permission to conduct research studies at a school under your jurisdiction in the Welkom District.

A comprehensive summary of the findings of the research will be provided to the department. I also wish to emphasize that I will abide by all the conditions pertaining to the task of conducting research in the school as stipulated by the department, and will undertake not to pass my information to the mass media without prior arrangement with the department.

Thanking you in anticipation.

Sincerely

Mr PL Mokgatlhe

Witnesses   Dr DK Selaledi

Prof HM Freeman

Prof GJ v/d Westhuizen

64

APPENDIX D: A LETTER TO THE DISTRICT MANAGER REQUESTING FOR PERMISSION TO UNDERTAKE RESEARCH IN THE SCHOOL

JANUARY 2000

The District Manager

....
....
....

Dear Sir

REQUEST FOR CONDUCTING RESEARCH AT SCHOOLS

I, undersigned and student at Vista University - Welkom Campus, hereby request for permission to conduct a research study at the school I am teaching at, which is under your jurisdiction. The initial request for this exercise was made with the Department of Education & Culture in Bloemfontein. Permission was obtained and I have been referred to you for further assistance.

2. THE RESEARCH PROJECT

2.1 Rationale

The desire to do this study is prompted by the fact that Mass-Media transmitted educational programmes or supplements, have been in South Africa for almost a decade now (Sowetan 1999 15:17). They have been established presumably to improve learner achievement in grade 12 (Ibid 1999:17). However, through informal observation, the researcher as a member of the of the teaching profession for almost 5 years now, seems to have realised or noticed that Mass-Media educational supplements are not really utilized if not at all utilized. Results are still similarly below par.

65

2.2 Population & Sample

The population in this project is all the grade 12 teachers in the school where the researcher is a teacher, since the study is assessing Grade 12 teachers' attitudes towards Mass-media as a given, to supplement instruction. The sample should consist only of those Grade 12 teachers whose subjects are covered by the Learning Channel and/or newspapers' Educational supplements. Therefore, Purposeful Sampling technique will be used to select the sample. Purposeful Sampling is selecting information rich cases for study in-depth.

2.3 Research Instrument

A questionnaire will be filled anonymously and every individual's responses will be confidential shown neither to others nor identified by the names of the schools. Personal demographics such as the qualifications of the will not be solicited. The questionnaire contains items aimed at asking teachers about the extent or degree to which they use Mass-Media educational supplements in their classrooms, and also their opinion towards the use of Mass-Media educational supplements in the classroom.

In addition to the questionnaire, teachers will also be interviewed in order for the researcher to examine fundamental questions about how the teachers really feel about Mass-Media supplements, their perceptions and the way they interpret their value on teaching and learning.

To avoid encroaching upon schooling activities, the questionnaire will be a <u>more than a day take home</u> exercise (if needs be), and the interviews will be done during break time or after tuition time in the afternoon.

Thanking you in anticipation.

MOKGATLHE PHEFO L.

66

APPENDIX E: A LETTER TO THE PRINCIPAL OF A SCHOOL REQUESTING FOR PERMISSION TO UNDERTAKE RESEARCH IN THE SCHOOL

January 2000

The Principal

....

....

....

Dear Sir

The Department of Education and Culture has advised me to inquire if you could please do me an extraordinary favour. I believe you can help me.

I am taking an MEd degree studies with Vista University - Welkom campus. The topic for research studies is: Grade 12 teachers' attitude towards Mass-Media transmitted educational supplements. The main objectives of this study are to:

❑   examine Grade 12 teachers' use of Mass-Media in their lessons;

❑   determine problems they experience when they apply Mass-Media in their lessons; and

❑   determine why teachers could be reluctant to implement Mass-Media optimally.

Since I am employed at your school, I have decided to use your school as the research site to conduct the study at. I intend distributing a questionnaire to a number of sampled Grade 12 teachers. Thereafter, I also intend the same sampled teachers to supplement information that will having been gathered through the questionnaire. Please be assured that I'll maintain absolute confidentiality. Teachers' names will not be identified by the name of the school. This study is purely an academic exercise!

There will, however, be an overall publicising of the research results to the department. Emphasis on this will be the objectives already listed above. It is hoped that, the department permitting, the results could cascade to the practising teachers.

In terms of the number Grade 12 subjects usually covered by the Mass-Media educational supplements, out of a population of all Grade 12 teachers in your school, the following is a suggested quota and distribution of participants in your school:

1. Number of participants sampled: SIX (6)

2. Composition of the sample:

          Male Teachers: Female Teachers
          * Two (2)   *Four (4)

Thanking you in anticipation.

Yours sincerely

MOKGATLHE PHEFO L.

DR. D.K. SELALEDI
(SUPERVISOR)